

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

Wednesday, June 11, 2014

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

BOARD OF EDUCATION

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

STATE ADMINISTRATOR

Daniel Moirao, Ed.D.

OPEN SESSION: 5:25 PM

A. CALL TO ORDER

B. PUBLIC COMMENT

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

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

CLOSED SESSION: 5:30 PM

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

OPEN SESSION: 6:30 PM

A. CALL TO ORDER

B. FLAG SALUTE

C. REPORT OF CLOSED SESSION ACTIONS

D. APPROVAL OF AGENDA

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

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

F. REPORT FROM STATE ADMINISTRATOR

G. STUDENT BOARD MEMBER REPORT

H. BOARD MEMBER COMMENTS

I. EMPLOYEE ORGANIZATIONS

J. CONSENT AGENDA

1. Approval of Minutes: May 13, 2014 and May 28, 2014 (Pages 1-9)
2. Approval of Personnel Report Dated June 11, 2014 (*Daniel Moirao, Ed.D., State Administrator*)
3. Approval of Accounts Payable (*Duane Wolgamott, Business Manager*) (Pages 10-15)
4. Approval of Williams Quarterly Report (*Wendy Pospichal, Ed.D., Assistant Superintendent Administrative Services*) (Pages 16-17)
5. Approval of Legal Services with Lozano Smith for 2014-2015 (*Daniel Moirao, Ed.D., State Administrator*) (Pages 18-21)
6. Approval of KCHS ASB Art and Photo Club Scholarships (*Duane Wolgamott, Business Manager*) (Pages 22-23)
7. Approval of Contract for Actuarial Study of Retiree Liabilities (*Duane Wolgamott, Business Manager*) (Pages 24-30)
8. Approval of Addendum for the Use of Facilities with U.C. Santa Cruz (Gear Up) (*Duane Wolgamott, Business Manager*) (Pages 31-35)
9. Approval of Purchase Orders (*Duane Wolgamott, Business Manager*) (Pages 36-38)
10. Approval of Agreement for Change of Coverage Designation (*Duane Wolgamott, Business Manager*) (Pages 39-42)

K. CONSENT ITEMS REMOVED FOR COMMENT/QUESTIONS

L. PUBLIC HEARING

1. Implementation of Level I Developer Fees

M. INFORMATION ITEMS

1. 2014-2015 CSEA School Year Calendar (*Daniel Moirao, Ed.D., State Administrator*) (Pages 43-44)
2. Common Core Update (*Wendy Pospichal, Ed.D., Assistant Superintendent Administrative Services*)
3. Revenue and Expense Report (*Duane Wolgamott, Business Manager*) (Pages 45-51)
4. School Enrollment, Attendance, and Referrals Statistics (*Duane Wolgamott, Business Manager*) (Pages 52-68)
5. Board Policies (First Reading) (*Daniel Moirao, Ed.D., State Administrator*) (Pages 69-150)
 - BP 0200 Goals for the School District (new)
 - BP 3260 Fees and Charges (revised)
 - AR 3260 Fees and Charges (revised)
 - BP 3280 Sale or Lease of District Owned Real Property (revised)
 - AR 3460 Financial Reports and Accountability (reworded)
 - BP 3513.3 Tobacco – Free Schools (revised)
 - E 4112.9 Employee Notification (revised)

AR 4117.14 Postretirement Employment (revised)
AR 4117.7 Employment Status Report (new)
BP 5131.62 Tobacco Students (new)
E 5145.6 Parental Notifications (revised)
BP 6141.5 Advanced Placement (revised)

N. ACTION ITEMS

1. Approval of the LCAP Plan (*Daniel Moirao, Ed.D., State Administrator*) (Pages 151-189)
2. Approval of the 2014-2015 Budget (*Duane Wolgamott, Business Manager*) (Pages 190-333)
3. Approval of Contract with Brandman University and the SMCJUHSD (*Claudia Arellano, Human Resources Administrator*) (Pages 334-345)
4. Approval of Contract for Consulting Services Coyne Educational Consulting (Linda Coyne) (*Wendy Pospichal, Ed.D., Assistant Superintendent Administrative Services*) (Pages 346-350)
5. Approval of Contract with MCOE (Linda Dilger) (*Wendy Pospichal, Ed.D., Assistant Superintendent Administrative Services*) (Pages 351-354)
6. Approval of Resolution #16:13/14 Allow Teachers to Teach under Ed Code (*Claudia Arellano, Human Resources Administrator*) (Pages 355-356)
7. Approval of the Declaration of Need for Fully Qualified Educators (*Claudia Arellano, Human Resources Administrator*) (Pages 357-360)
8. Approval of Settlement to Audit Findings (*Daniel Moriao, Ed.D., State Administrator*) (Pages 361-367)
9. Approval of Resolution #17:13/14 Adoption of School Facilities Fees (*Duane Wolgamott, Business Manager*) (Pages 368-371)
10. Approval of Job Description for Chief Business Official (*Daniel Moirao, Ed.D., State Administrator*) (Pages 372-375)
11. Approval of Resolution #18:13/14 Designate Specified Position as Senior Management of the Classified Service (*Daniel Moirao Ed.D., State Administrator*) (Pages 376-377)
12. Approval of the MOU with Duane Wolgamott, CBO and the SMCJUHSD (*Daniel Moirao, Ed.D., State Administrator*) (Pages 378-381)
13. Approval of Job Description for Senior Director, Human Resources Job Description (*Daniel Moirao, Ed.D., State Administrator*) (Pages 382-384)
14. Approval of Resolution #19:13/14 Designate Specified Position as Senior Management of the Classified Service (*Daniel Moirao, Ed.D., State Administrator*) (Pages 385-386)
15. Approval of Classified Management/Confidential Salary Schedule (*Daniel Moirao, Ed.D., State Administrator*) (Pages 387-388)
16. Approval of Greenfield High School Site Plan (*Wendy Pospichal, Ed.D., Assistant Superintendent Administrative Services*) (Pages 389-433)
17. Approval of King City High School Site Plan (*Wendy Pospichal, Ed.D., Assistant Superintendent Administrative Services*) (Pages 434-472)
18. Approval of Portola-Butler Continuation High School Site Plan (*Wendy Pospichal, Ed.D., Assistant Superintendent Administrative Services*) (Pages 473-493)

O. FUTURE AGENDA ITEMS/MEETING DATES

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

P. SIGNING OF PAPERS

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

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

Tuesday, May 13, 2014

Minutes

BOARD OF EDUCATION

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

STATE ADMINISTRATOR
Daniel Moirao, Ed.D.

STUDENT BOARD MEMBER
Roosevelt Sosa - GHS

OPEN SESSION:

Call to Order

Raul Rodriguez called the meeting to order at 5:35 PM.

Public Comment

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

CLOSED SESSION:

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

OPEN SESSION:

Call to Order

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

Flag Salute

Mike Foster led the flag salute.

Report of Closed Session Actions

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

Approval of Agenda

Dr. Moirao approved the agenda.

Public Comment

There were not any comments from the public.

Report from State Administrator

Dr. Moirao said school will not be in session on Friday due to the fair. Unfortunately the Maintenance Department and Ag Departments at GHS were broken into over the weekend. Small items were taken from the Ag Department. The forklift from maintenance sustained the major damage. A police report was taken. An inventory is being done, but it appears the level of damages or stolen items will not warrant submitting a claim to our insurance carrier.

Dr. Moirao said in the last Friday Update he mentioned the meeting he had at the Greenfield City Council Chambers regarding unification. He covered the 9 points needed to proceed with unification. He thanked Raul Rodriguez for his support at the meeting.

On May 28 there will be a study session; we will need to include another public hearing for the draft 2014-2015 budget and LCAP Plan. The County Office of Education failed to post the notice of the public hearing early enough to meet the 10 day requirement before this board meeting. Therefore, these items will be added to the study session.

Today the district received the last document needed to settle the audit findings dating back to 2011-12. The original dollar amount in fines they were requesting the district pay back was \$675,000, with negotiating; it was reduced to \$305,000. The money has been set aside and is budgeted. This settlement agreement will appear as an action item on the next board agenda.

Dr. Moirao reminded Board members about the Volunteer Luncheon scheduled for Wednesday, May 21 at 11:30 AM. Please inform Shirley of your attendance.

Dr. Moirao said next week he and Duane Wolgamott will be attending the Governor's May Revise Workshop. The State Superintendent of Public Instruction is pleased with the budget for public education.

Dr. Moirao thanked the Board for the letter of appreciation to the certificated staff. The letters were distributed today. He reminded the Board next week is Classified Employee week.

Mike Foster said he would like to talk to John Sims after the meeting regarding a lock he would recommend to be installed on the areas which had been broken into at Greenfield High School.

Student Board Member

Roosevelt Sosa was not present to give a report.

Mike Foster said he understood the Greenfield High School prom was excellent. Dr. Moirao said there were a few problems. One of the Discovery busses which arrived at the high school was not authorized to transport students. Ms. Mazza and staff secured private transportation to transport the students. They arrived 2 hours late, but were allowed to remain on the bay for 2 additional hours. Dr. Moirao said Mr. Wolgamott has had discussions with the bus company; the district will receive a refund in the amount of \$1,800.

Mr. Foster said he appreciated Ms. Allred's efforts in preparing for the prom and for it being such a success.

PRESENTATION

Girls Inc. Presentation

Nayeli Gallardo, Project Coordinator, and Youth Leaders Daisy Campos, Martiza Trujillo, Adilene Martinez, and Angelica Villegas were present. Ms. Gallardo said there are 155 girls being served in the county. She thanked the district administration and Board for their support. There are 31 girls from Greenfield High School and 38 from King City High School who are participating in the program. The students who were enrolled in the ECHO (Education, Careers, Health, Opportunities) Program at King City High School just completed their first year; they now have 4 youth leaders. They have workshops in various schools in the area. They will be coming to the elementary district in King City. The ECHO Program works with freshman and sophomores. Some of the areas focused on are public speaking, health, preparation for college and tour of college campuses. They also collaborate with other agencies such as the Red Cross. The youth leaders are the back bone of the program. Ms. Gallardo said she is a graduate of GHS as well as the from the ECHO program. She continued her education and is a graduate of Stanford.

Daisy Campos address the Board. She is a senior at GHS as well as a youth leader. She has participated in Girl Inc. for the last 2 years. She said the program has prepared her for the future and for job interviews. As a result of the program she has become more confident in all she does. She will be attending Sacramento State in the fall.

Aidlene Martinez addressed the Board. She is a freshman at Hartnell College and has been involved in the program for 3 years. She started in the program when she attended King City High School. She added the program emphasizes being a positive role model. Because of her involvement in the program a cousin of hers wants to be a youth leader as well. She would not have known how to speak in public if she had not been involved in the program; it paved the way for her to attend college.

Mike Foster thanked all the students for their presentations and appreciates the positive mentorship they are providing to students as well as changing lives. He has heard nothing but positive things about the program.

Board Member Comments

Mike LeBarre said he attend the KCHS FFA dinner on May 1. It was a great event and the students did an awesome job. The next day he attended a King City town wide cleanup day. On May 8 he attended the Chamber mixer at Sol Treasures.

Paulette Bumbalough said it was great to be involved in the Girls Inc. Program and to see how the students have blossomed from their orientation to graduation. It did change their lives.

She is looking forward to the high school graduations.

Bob White said he attended the GHS Scholarship dinner. There were a lot of scholarships given out that evening. He also attended the KCHS FFA Banquet. He was impressed with the students and their organization of the evening.

He attended a play at GHS on May 2 entitled "Happy Birthday Grandpa". The students did a great job, it was well attended by parents and grandparents.

Mike Foster said he also attended the FFA Banquet. It was a great program with a delicious meal. The next day he attended the KCHS Academic Luncheon. It was very well organized and a great time to recognize and show off the students and their accomplishments. He also attended Spring Dreams which the KCHS Drama put on.

He mentioned the Explorer Program at GHS seems to be a real success. There were 70 students who applied for the program. This is a program which had been offered in the past, but is now starting up again.

Employee Organizations

There were not any comments from the employee organizations.

CONSENT AGENDA

1. Approval of Minutes: April 16, 2014 and April 30, 2014
2. Approval of Personnel Report Dated May 13, 2014
3. Review of Williams Third Quarterly Report
4. Approval of Accounts Payable
5. Approval of Purchase Order
6. Approval of Consultant Contract, Candy McCarthy
7. Approval of Designation for California Interscholastic Federation (CIF) League Representative for the 2014-2015 School Year
8. Approval of Academic Calendar for the 2014-2015 School Year

Bob White said he would like to pull items 4 and 5 for further discussion. Paulette Bumbalough said she had a question on item 3.

Dr. Moirao approved all items excluding 3, 4, and 5.

Consent Items Removed for Comment/Questions

Paulette Bumbalough inquired why Portola-Butler was not included in the Williams review. John Sims said under the Williams Act, it is not a requirement for continuation schools to be inspected. He said, however a FIT report (Facilities Inspection Tool) is done each year at Portola-Butler.

Dr. Moirao approved item number 3.

Bob White inquired about item #4, the expense of the water heater and gas regulator. Mr. Wolgamott said those items needed to be replaced in the kitchen at KCHS. Mr. White also inquired about item 4, page 18, and the expense to Virco Inc. Mr. Wolgamott said those were student desks which needed replacement. We now have deferred maintenance money; therefore the damaged desks were replaced.

Bob White inquired why item #5 is now listed on the agenda. Mr. Wolgamott said FCMAT recommended Purchase Orders be listed on agendas. This listing includes all Purchase Orders requested from the beginning of the school year. When there is a "B" that designates it is an open Purchase Order and the "P" indicates the Purchase Order was used for a specific item.

Paulette Bumbalough inquired about the vendor, Kitchell, Project 10 in the amount of \$484,451.23. Mr. Wolgamott said this was for the modernization which was done on the KCHS gym.

Dr. Moirao approved items #4 and #5.

PUBLIC HEARING

2014-2015 Budget and LCAP Plan

Mike Foster opened the public hearing at 6:59 PM. There were not any questions from the public, the hearing was closed at 6:59 PM.

INFORMATION ITEMS

Technology Plan Update

Cristina Jimenez, Director of Technology, distributed a handout to the Board. She reviewed the technology goals and the progress which has been made when the plan was originally approved. She thanked Jessica Mendoza and Megan Munoz for their assistance. 203 computers have been purchased to replace old student computers. They will be installing wireless soon.

Mike Foster said he read an article in the newspaper recently regarding glitches in the state Common Core testing. He inquired if that was an issue with us as well. Ms. Jimenez said there was an issue, when students selected the wrong answer the system asked the student to try again until they selected the correct answer. She added, the hardware met all of the requirements.

Paulette Bumbalough asked how many more computers needed to replace. Ms. Jimenez responded between 500 and 600.

Revenue and Expenditure Report

There were not any questions for Mr. Wolgamott.

Monthly Cash Flow Report

There were not any questions for Mr. Wolgamott.

Local Control Accountability Plan (LCAP)

Dr. Moirao said this is the current version of the plan. He said there was a lot of input on the original version. He has met with the School Site Councils, DLAC, ELAC, CSEA and CTA. This is being put in place because of the new state funding formula. This plan allows us to bring somethings back and do some things differently; he added this is a state template. Additional input will be included as it is received. Behavior Intervention Counseling will be added, we will be working with Mee Memorial Hospital. Saturday school needs to be looking for funding for an in-house suspension supervisor. The county will need to review our plan after it has been approved at our June board meeting. We will be monitoring the plan throughout the year and see how goals are being met.

We qualify for the Basic Grant, Supplement Grant and Concentration Grant. If we achieve the goals we will lose the Supplemental and Concentration Grants. Dr. Moirao said he would be interested in any Board members comments.

Paulette Bumbalough said having been involved from the start, she appreciated the draft from Dr. Moirao created for the committee. She said there was a lot of interaction from the members of the committee.

Mike Foster said a lot of things are being covered. Is everyone on the same page? Dr. Moirao said it started with a "straw man" and from there he received a lot of input which has been incorporated in the plan. He added the state will closely look at our plan due to the state receivership. Another public hearing will be held on May 28.

Draft of 2014-2015 Budget

Dr. Moirao commended Duane Wolgamott for the early draft budget. We are way ahead of other districts. Mr. Wolgamott and Dr. Moirao met with 2 other elementary districts; they have not drafted their LCAP Plan or budget.

Because of the work he has done he will be able to meet with department heads to determine their budget needs. He added there is still a lot of tuning up to be done. The executive summary will be more extensive at the time for an adopted budget. The revenues under the Local Control Funding Formula have increased significantly under the Governor's proposed budget by approximately \$1,700,000. The district must dedicate the \$1,331,340 Supplement and Concentrate income to funding of the LCAP plan. \$350,000 will go into the repair fund as well as \$100,000 for capital replacement. We are also looking for more money for textbooks.

Districts will not receive Common Core money next year, that was a one-time funding source. There is a modest increase in overall expenditures of approximately \$138,850.

The following has been incorporated in the budget: Next year step and column increases for employees, elimination of furlough days, 10% increase in benefits lost, slight increase on dental and vision benefits, 6% increase in books and supplies, services and operating expenses increase by 28.6% because of we will not be receiving the categorical funding next year.

The projected ending fund balance for the 2013-2014 school year is \$1,158,351. It is anticipated with the carry over balance in the 2014-2015 school year the ending balance will be approximately \$1,647,566. After the books are closed for the 2013-2014 school year this figure may change.

Mike Foster asked if the money would be rolled in as one time only. Mr. Wolgamott responded yes.

Mr. Wolgamott said he did not do a multi-year projection on the draft budget. Next year the Cafeteria Fund is expected to be balanced.

Mike Foster asked if there had been an increase in students buying lunches. Mr. Wolgamott responded yes. Mr. Foster said he had sampled the majority of the food and thought it was very good.

Mike Foster thanked Mr. Wolgamott for preparing the draft budget early.

Common Core Update

Dr. Pospichal said they have just wrapped up the Common Core state assessments. GHS tested the 11th grade; KCHS tested the 9th, 10th, and 11th grades. She added it was a scheduling challenge. Janet Sanchez-Matos and her team did a great job in coordinating the testing. Next year will be the pilot testing for the CAPA for the 11th grade.

June 2 & 3 are buy back days for teachers, the focus will be performance assessment developments.

Mike LeBarre inquired if the students took the testing seriously. Dr. Pospichal said the observations she made, the students were focused. As they get more practice their confidence level will grow.

Title III Update

Dr. Pospichal said the presentation will be made by Jessica Mendoza and Megan Munoz. Their presentation will show how the money was spent and the progress of the program. She added they have done an outstanding job.

Megan Munoz's presentation focused on what has been measured during the year. Students must move one proficiency level each year. The target increase for this year is 59%.

Dr. Pospichal said the information for the 2013-2014 school year will not be released until Friday. Students are measured differently depending on when they arrived. All teachers are qualified to teach the ELL students.

Jessica Mendoza shared the strategies which have been used, master plan, and the reclassification criteria. She added, the parent involvement - 5 - little different at each site.

The SRI Lexile is a reading comprehensive test to determine student level. Mike Foster asked if this will change. Ms. Munoz said it will all change in 2015. We do not know what it will look like yet, discussions are taking place.

GHS has reclassified 45 students and KCHS 48. They are now looking at 8th graders.

They will be looking at the ELL students and what is their discipline or dropout rate compared to peers. What do they have access to?

Mike Foster said talking along the lines of Common Core, will the teachers need more tools. It seems it may be difficult. The response is they are looking at more professional development for staff.

Interdistrict Tracking Information

Dr. Moirao thanked Shirley for compiling the report which tracked the information over a period of time. The numbers in brackets are the approvals for students who were eligible under the Allen Bill. Those parents who work in a district they want to have their child attend, qualifies for the approval of the transfer. The few exceptions for other approvals are: safety issues (several parents work in law enforcement and did not want to have their child attend school in the county they work), recommendation of Probation Officer because of safety, transfer approved previous year, student is a senior and always attended that particular school, wider range of AP courses, and student enrolled in a particular pathway this district did not offer.

Dr. Moirao said he will be sending letters to the parents who fall under the Allen Bill to encourage them to have their child attend our district.

P-2 ADA Report

There were no questions for Mr. Wolgamott.

School Enrollment, Attendance, and Referrals Statistics

There were no questions for Mr. Wolgamott.

ACTION ITEM

Approval of Adoption New Course: Academic Peer Tutor

Paulette Bumbalough asked what the qualifications were for a tutor. Dr. Pospichal said anyone can apply, but a recommendation needs to come from a teacher. This is course is peers helping peers.

Dr. Moirao approved the new course.

Approval of New Course – Pre-AP Biology

Bob White inquired if this is a replacement for another course. Dr. Pospichal said this is an additional course. The incoming freshmen are being targeted.

Mr. White inquired about the pathway. Dr. Pospichal said the next courses would be Chemistry, AP biology, Environmental Science, and there could also be a Forensic course.

Dr. Moirao approved the course.

Approval of Pre-AP Biology Text

Mike Foster inquired who the teacher would be for the course. Dr. Pospichal said that was not known yet.

Approval of New Course – Math II Honors

Dr. Moirao said the Board had previously approved Math I. Mike LeBarre said it was nice seeing there are choices.

Dr. Moirao approved the course.

Approval of Math II Honors Electronic Text

Dr. Pospichal said they have access to the electronic textbook which can be downloaded and copies made. Mike LeBarre inquired if this would be cheaper than a textbook. Dr. Pospichal responded yes.

Dr. Moirao approved the electronic text.

Approval of New Course – Math IA

Dr. Pospichal said this course is offered for students who may have difficulty in math.

Dr. Moirao approved the new course.

Approval of New Course – Math IB

Dr. Pospichal said this would be the next course for students who continue to have difficulty in math.

Dr. Moirao approved the new course.

Approval of Math IA and IB Electronic Text

Mike Foster inquired who has gone through the electronic text. Dr. Pospichal said the county has been participating with the teachers. The information has been put together by teachers and is an integrated math approach.

Dr. Moirao approved the electronic texts.

Approval of English Learners (EL) Master Plan Revision

Dr. Moirao said there were minor changes in the plan which the Board approved March 12, 2014. Dr. Pospichal said the comparison of performance in basic skills is show on page 285. Any changes have been typed in bold. The only other change was if there was a reference to CST, it was changed to CAASPP.

Dr. Moirao approved the revised EL Master Plan.

Approval of the Surplus and Sale of a 2005 Thomas School Bus to the Greenfield Union School District

Dr. Moirao said this is a bus we are not currently using and the elementary district is in need of a bus. Mike Foster inquired if they have agreed to accept the bus as is. The response was yes. Mr. Foster inquired where we had the bus. John Sims said the elementary district has been using the bus for their students.

Dr. Moirao approved the sale of the surplus bus.

Board Policies (Second Reading)

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

There were no questions. Dr. Moirao approved the board policies second reading.

Dr. Moirao said he has just received a new listing of policy revisions. Next month there will be first readings again.

Future Agenda Items/Meeting Dates

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

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

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

Signing of Papers

Dr. Moirao signed appropriate papers.

Adjournment

The meeting was adjourned at 8:02 PM.

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

Date

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

Wednesday, May 28, 2014

Minutes

BOARD OF EDUCATION

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

STATE ADMINISTRATOR

Daniel Moirao, Ed.D.

OPEN SESSION:

Call to Order

Mike Foster called the meeting to order at 6:02 P.M.

Flag Salute

Mike Foster led in the flag salute.

Approval of Agenda

Dr. Moirao approved the agenda.

Public Comments

There were not any comments from the public.

PUBLIC HEARING

2014-2015 Budget and LCAP Plan

Mike Foster opened the public hearing at 6:06 P.M. there were not any comments the public hearing was closed at 6:06 P.M.

INFORMATION ITEM

Board Study Session – Healthy Kids/School Site Plans

Wendy Pospichal, Ed.D., reviewed the current healthy kids survey and the school site plans with the Board of Education.

FUTURE AGENDA ITEMS/MEETING DATES

June 11, 2014 – Regular Board Meeting at King City District Office
June 18, 2014 – Board Study Session (Alternative Education/FCMAT Update)

Adjournment

The meeting was adjourned at 7:04 A.M.

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

Date

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

SUBJECT: Approval of Accounts Payable Warrants

MEETING: June 11, 2014

AGENDA SECTION:

☐ ACTION

☐ INFORMATION

☒ ACTION/CONSENT

Board Goals:

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

Summary:

Attached is the listing of accounts payable for the month of May 2014.

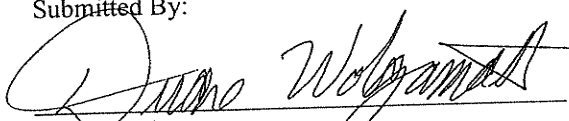
Recommendation:

The recommendation is being made for the State Administrator to approve the May 2014 accounts payable.

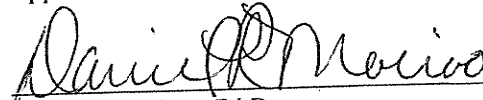
Fiscal Impact:

Per the 2013-2014 budget.

Submitted By:


Duane Wolgamott
Business Manager

Approved:


Daniel R. Moirao, Ed.D.
State Administrator

Checks Dated 05/01/2014 through 05/28/2014

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
						101.56
12077977	05/01/2014	Monica Serrato	01-5200	MCSIG / COBRA Mtg in Salinas		80.63
12077978	05/01/2014	Nathan M. Moreno	01-4300	4/30/14		305.20
12077979	05/01/2014	William J. Starling	01-5200	Pioneer High School		17.06
12077980	05/01/2014	Lucia Ruiz-Castillo	01-4300	GHS Pics for Job Fair	66.62	
12077981	05/01/2014	Kenneth D. Wolgamott	01-4300	CSEA Negotiations	878.93	
			01-5200	Mileage, Hotel, Conference	18.26	
			13-4300	Food Service Supplies	130.18	1,093.99
			13-4700	Food Service		1,265.31
			01-5910	CALNET		1,249.87
12077982	05/01/2014	A T & T CALNET 2	01-4300	Swimming Supplies		82.71
12077983	05/01/2014	Adolph Kiefer and Associates	13-5800	Open PO for Supplies and Materials		453.67
12077984	05/01/2014	ARAMARK UNIFORM SERVICES	01-4300	Materials and Supplies		648.88
12077985	05/01/2014	BUS WEST	01-5550	KCHS Garbage Fees	4,745.12	
12077986	05/01/2014	CARMEL MARINA CORPORATION	01-4300	Headphones	61.35	
12077987	05/01/2014	CDW-G		Ink Supplies for Computer Classes for Room 101	247.39	
				Technology Supplies	145.00	5,198.86
			01-4400	Network Security Appliance		873.46
12077988	05/01/2014	COASTAL TRACTOR	01-4300	Materials and Supplies		75.00
12077989	05/01/2014	County School Service Fund	01-5200	CALPADS Training		84.34
12077990	05/01/2014	Culligan Water Conditioning	13-5800	Water Conditioning	15.00	
12077991	05/01/2014	DATAFLOW BUSINESS SYSTEMS	01-4300	Copy Machine	4,044.59	
			01-5610	Copy Machine	7.50	4,067.09
				Freight		880.00
12077992	05/01/2014	Envision Mechanical Inc	01-5620	Repairs		1,200.00
12077993	05/01/2014	Facility Inspection Services	01-5800	Williams Inspections		168.02
12077994	05/01/2014	Fastenal Company	01-4300	Maintenance Supplies		1,032.15
12077995	05/01/2014	Foster Farms Dairy	13-4700	Cafeteria		105.63
12077996	05/01/2014	GREENFIELD TRUE VALUE	01-4300	Maintenance Supplies		126.00
12077997	05/01/2014	Honor's Program, The	01-4300	White Cords		28,445.27
12077998	05/01/2014	King City Nursery	25-8681	Developer Fees	1.49	
12077999	05/01/2014	KING CITY TRUE VALUE HARDWARE	01-4300	Maintenance Supplies	70.89	72.38
				ROP Ag Mech		197.75
12078000	05/01/2014	LA Hearne Company	01-4300	Marking Chalk for athletics		155.00 *
12078001	05/01/2014	LinkCrew Boomerang Project	Cancelled	Award Supplies		
		Cancelled on 05/13/2014, Cancel Register # AP05132014				9,220.36
12078002	05/01/2014	LOZANO SMITH	01-5810	Professional Services		211.77
12078003	05/01/2014	MATRANGA WHOLESALE FLORISTS	01-4300	Open PO for Matranga		

ESCAPE ONLINE

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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.

Checks Dated 05/01/2014 through 05/28/2014

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
						300.00
12078004	05/01/2014	MCKINLEY EQUIPMENT CORP	01-5800	Wheechair Lift Service	2.12	
12078005	05/01/2014	OFFICE DEPOT BUSINESS SERVICES	01-4300	B14-00006	128.98	
				Office Supplies	350.06	
				Open PO for Admin Office Supplies	90.30	571.46
				Supplies and Materials	75.10	
12078006	05/01/2014	PACIFIC GAS AND ELECTRIC CO	01-5510	Utilities	399.61	474.71
			01-5520	Utilities		348.00
12078007	05/01/2014	Salinas Union High Schl Dstrct	01-5300	Sports Fees		125.89
12078008	05/01/2014	Shred-It San Francisco	01-5800	Fees for shredding		501.82
12078009	05/01/2014	Sport About Equipment, dba	01-4300	Sports Supplies	622.89	
12078010	05/01/2014	Sysco San Francisco	13-4300	Food Services	7,201.36	7,824.25
			13-4700	Food Services	71.48	
12078011	05/01/2014	TORO PETROLEUM CORP	01-4310	Gas Ag Incentive	3,577.01	3,648.49
				Open PO for Supplies and Materials		24.43
				Open for fees		240.14
12078012	05/01/2014	UNITED PARCEL SERVICE	01-4300	Science Supplies		1,000.00 *
12078013	05/01/2014	WARD'S NATURAL SCIENCE	Cancelled	Operate Time Clock & Scoreboard		
12078565	05/06/2014	Frank Jr. Padilla				390.84
-12- 8566	05/06/2014	Cancelled on 05/13/2014, Cancel Register # AP05132014	01-9514	Insurance		320.00
12078567	05/06/2014	Maria I. Aguirre	01-4300	Bingo Market		269.34
12078568	05/06/2014	Katie Elen Greenberg-Trujillo	01-5200	CSU Northridge Job Fair		26.72
12078569	05/06/2014	Lisa K. Mazza	01-9514	Insurance	431.77	
12078570	05/06/2014	Maria D. Navarro	01-5200	CSU Northridge Job Fair	128.80	
		Claudia H. Arellano		Mile Reimbursement for		
				Trainings/Meetings	90.00	650.57
			01-5800	Job Posting		356.16
12079986	05/13/2014	Maria A. Argueta	01-5200	Aeries Training - Sac / Fremont	84.18	
12079987	05/13/2014	Christopher S. Houston	01-5200	Performance Based Assessment at MCOE	148.39	232.57
				Writer's Conference in Fresno		200.00
12079988	05/13/2014	Aeries Software Inc	01-5200	AERIES CONFERENCE		740.00
12079989	05/13/2014	AP by the Sea	01-5200	AP by the Sea- Tige Munoz	274.12	
12079990	05/13/2014	APPERSON	01-4300	Scantron Form 882	409.09	683.21
				Scantron		69.00
12079991	05/13/2014	Baudville, Inc.	01-4300	Lapel Pins		5,878.00
12079992	05/13/2014	BAY SCHOOL, THE	01-5100	Services		155.00
12079993	05/13/2014	CA Parent Center/SDSU Research Foundation	01-5200	Conference		30.27
12079994	05/13/2014	CA Water Service Company	01-5530	KCHS Water		2,671.33
12079995	05/13/2014	CARMEL MARINA CORPORATION	01-5550	KCHS Garbage Fees		

ESCAPE ONLINE

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 05/01/2014 through 05/28/2014

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
						735.00
12079996	05/13/2014	CATA	01-5200	CATA Conference		
12079997	05/13/2014	CITY OF GREENFIELD	01-5530	Water, Sewer, and Garbage	162.42	
			01-5540	Water, Sewer, and Garbage	809.75	
			01-5550	Water, Sewer, and Garbage	2,631.42	3,603.59
12079998	05/13/2014	COASTAL TRACTOR	01-4300	Materials and Supplies	873.46	
				parts for mowers	1,580.47	2,453.93
12079999	05/13/2014	CSF BALFOUR	01-4300	CSF Graduation Material		242.90
12080000	05/13/2014	DICK BLICK COMPANY	01-4300	Supplies for Art Classes		58.10
12080001	05/13/2014	Fastenal Company	01-4300	Maintenance Supplies		11.53
12080002	05/13/2014	GREENFIELD TRUE VALUE	01-4300	Maintenance Supplies		11.48
12080003	05/13/2014	JM ELECTRIC	01-5620	Lighting		3,032.02
12080004	05/13/2014	KING CITY TRUE VALUE HARDWARE	01-4300	Maintenance Supplies		137.31
12080005	05/13/2014	MCOE	01-5200	March 17 workshop	30.00	
			01-5800	Workshop	60.00	90.00
12080006	05/13/2014	Mission Trail Athletic/MTAL	01-5800	MTAL Mileage		1,100.05
12080007	05/13/2014	Nixon Tire & Automotive Srvc	01-5620	Repairs	20.00	
				Supplies and Materials	1,169.35	1,189.35
12080008	05/13/2014	OFFICE DEPOT BUSINESS SERVICES	01-4300	Library Supplies	90.30	
				Materials and Supplies	411.67	
				Office Supplies	678.09	
				open po	30.12	
				Open PO for Admin Office Supplies	72.99	
				ROP Ag Dept	537.18	
				Supplies and Materials	104.85	1,925.20
12080009	05/13/2014	Pacific AP Institute	01-5200	Pacific AP Institute		775.00
12080010	05/13/2014	PARTS & SERVICE CENTER-NAPA	01-4300	Open PO for Supplies and Materials		369.02
12080011	05/13/2014	PEDIATRIC THERAPY CENTER INC	01-5800	Home School		396.00
12080012	05/13/2014	PURE WATER	01-5800	Drinking Water		223.25
12080013	05/13/2014	RG Fabrication, Inc	01-4300	Open PO		512.03
12080014	05/13/2014	SAFETY KLEEN CORP	01-5800	Open PO for Supplies and Materials		244.20
12080015	05/13/2014	SAFEWAY INC	01-4300	Open PO	35.23	
				Supplies for Board Study Sessions	44.87	80.10
12080016	05/13/2014	SCHOOL SERVICES OF CA, INC	Cancelled	Gov Budget May revise workshop		509.93 *
		Cancelled on 05/28/2014				
12080017	05/13/2014	Sprint Solutions, Inc.	01-5940	District Communication		938.08
12080018	05/13/2014	Sysco San Francisco	13-4300	Food Services	1,365.89	
			13-4700	Food Services	11,970.67	13,336.56

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 05/01/2014 through 05/28/2014

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
12080019	05/13/2014	TORO PETROLEUM CORP	01-4310	Gas Ag Incentive	180.18	
				Open PO for Supplies and Materials	14,643.72	14,823.90
				Services		3,810.00
12080020	05/13/2014	TUCCI LEARNING SOLUTIONS, INC	01-5100	Open for fees		25.09
12080021	05/13/2014	UNITED PARCEL SERVICE	01-5930	Security		2,772.00
12080022	05/13/2014	Uretsky Security	01-5800	Repairs		301.82
12080023	05/13/2014	VAL'S PLUMBING & HEATING INC	01-5620	Scoreboard		500.00
12080024	05/13/2014	Frank Padilla	01-5800	Scoreboard		500.00
12080025	05/13/2014	Frank Padilla	01-5800	Mileage		500.00
12080026	05/13/2014	Nunez, Tammy	01-5800	Mileage		500.00
12080027	05/13/2014	Nunez, Tammy	01-5800	Mileage		500.00
12080028	05/13/2014	Nunez, Tammy	01-5800	Mileage		252.50
12080029	05/13/2014	Nunez, Tammy	01-5800	Tuition		500.00
12080030	05/13/2014	Nunez, Tammy	01-5800	Tuition		142.50
12080031	05/13/2014	Nunez, Tammy	01-5800	ASAP Hosting Services		217.02
12080661	05/15/2014	ASAP Inc	01-5800	Open PO for Supplies and Materials		165.42
12080662	05/15/2014	AUS-Hayward-San Jose Lockbox	13-5800	HR Fingerprints		32.00
12080663	05/15/2014	CA Department of Justice	01-5860	Fax Machine	200.20	
130664	05/15/2014	CDW-G	01-4300	Item 842919	72.22	272.42
				Cafeteria		2,071.01
12080665	05/15/2014	Foster Farms Dairy	13-4700	Diploma Covers		1,796.63
12080666	05/15/2014	JOSTENS CORP	01-4300	Professional Services		4,125.90
12080667	05/15/2014	LOZANO SMITH	01-5810	Mileage Reimbursement		1,330.56
12080668	05/15/2014	Maria S. Monroy	01-5800	Open PO for Matranga		311.76
12080669	05/15/2014	MATRANGA WHOLESALE FLORISTS	01-4300	ASMT / Fee Number 024-261-045-000	3,075.81	
12080670	05/15/2014	MONTEREY COUNTY PROPERTY TAX	01-5800	ASMT / Fee Number 026-061-003-000	1,151.85	4,227.66
				Professional Services		357.00
12080671	05/15/2014	Olson, Hagel & Fishburn, LLP	01-5810	Open PO for Supplies and Materials		455.21
12080672	05/15/2014	PARTS & SERVICE CENTER-NAPA	01-4300	Notification System Renewal		5,140.00
12080673	05/15/2014	SAF-T-NET, INC/Blackboard	01-5850	HVAC repairs		915.00
12080674	05/15/2014	VAL'S PLUMBING & HEATING INC	01-5620			
Total Number of Checks					103	163,664.19

Count	Amount
3	1,664.93
Cancel	
Net Issue	161,999.26

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

ESCAPE ONLINE

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Checks Dated 05/01/2014 through 05/28/2014

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

Fund	Description	Check Count	Expensed Amount
01	General Fund	92	108,809.11
13	Cafeteria Fund	8	24,744.88
25	Capital Facilities Fund	1	28,445.27
Total Number of Checks		100	161,999.26
Less Unpaid Sales Tax Liability			.00
Net (Check Amount)			161,999.26

-15-

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

ESCAPE ONLINE

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SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

SUBJECT: Fourth Quarterly Williams Report

MEETING: June 11, 2014

AGENDA SECTION:

☐ ACTION

☐ INFORMATION

☒ ACTION/CONSENT

GOVERNING BOARD

Board Goals:

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

Summary:

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


Recommendation:

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

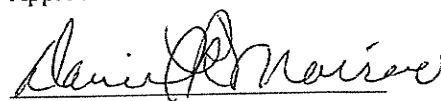
Fiscal Impact:

No cost to the district.

Submitted By:


Wendy Pospichal, Ed.D.
Assistant Superintendent Administrative Services

Approved:


Daniel R. Moirao, Ed.D.
State Administrator

Quarterly Report on Williams Uniform Complaints

[Education Code § 35186]

District: South Monterey County Joint Union High School District

Person completing this form: Wendy Pospichal Ed.D. Title: Assistant Superintendent
Administrative Services

Quarterly Report Submission Date: ☐ October 2013
(Please check one) ☐ January 2014
☐ April 2014
☒ July 2014

Date for information to be reported publicly at governing board meeting: June 11, 2014

Please check the box that applies:

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

General Subject Area	Total # of Complaints	# Resolved	# Unresolved
Textbooks and Instructional Materials	0	0	0
Teacher Vacancy or Misassignment	0	0	0
Facilities Conditions	0	0	0
TOTALS	0	0	0

Daniel R. Moirao, Ed.D.
Print Name of State Administrator

Signature of State Administrator

Date

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

SUBJECT: Approval of Agreement with Lozano Smith for
Legal Services

MEETING: June 11, 2014

AGENDA SECTION:

☐ ACTION

☐ INFORMATION

☒ ACTION/CONSENT

GOVERNING BOARD

Board Goals:

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

Summary:

Law firms have expertise in different areas. The district has used Lozano Smith Attorneys in the past for legal issues. This agreement with the firm will be on an as needed basis and payment will be made as such.

Recommendation:

It is recommended that the State Administrator enter into the agreement with Lozano Smith Attorneys.

Fiscal Impact:

There is a budgeted allocation for legal services. Exact amount is dependent upon the services rendered.

Submitted By:



Daniel R. Moirao, Ed.D.
State Administrator

Approved:



Daniel R. Moirao, Ed.D.
State Administrator



Gregory A. Wedner
Attorney At Law

E-mail: gwedner@lozanosmith.com

May 21, 2014

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

Re: 2014-2015 Agreement for Legal Services

Dear Mr. Moirao:

We hope this letter finds you doing well. We want to thank you for allowing Lozano Smith to provide legal services to you in 2013-2014. We sincerely value our relationship, and are pleased to extend our current rates for 2014-2015.

We are honored to have served public agencies for the past 25 years, and we remain committed to your mission of serving the public in the most cost-effective manner possible. Towards this end, Lozano Smith offers our clients free and highly valued Client News Briefs, webinars, workshops and handbooks on a variety of topics. Our bills are based on actual time spent, without any required minimum billing period for phone calls or email correspondence. We also offer a "tiered" billing system, differentiating among our attorneys based on years of experience. In these and other ways, we strive to help you control legal costs.

Because there are no changes to our legal services agreement with you for this past year, there is no requirement for a new agreement or Board approval. However, if you prefer to take the matter to the Board for discussion and/or approval, we would be happy to provide you with a new contract for 2014-2015.

We look forward to another rewarding year working together.

Sincerely,

LOZANO SMITH

A handwritten signature in dark ink, appearing to read 'Gregory A. Wedner', written over a faint, larger version of the same signature.

Gregory A. Wedner
Managing Partner

GAW/jv

Limited Liability Partnership



AGREEMENT FOR LOZANO SMITH LEGAL SERVICES

THIS AGREEMENT is effective February 1, 2013, between the South Monterey County Joint Union High School District ("Client") and the law firm of Lozano Smith, LLP ("Attorney").

Client and Attorney agree as follows:

Client hires Attorney as its legal counsel with respect to matters the Client refers to Attorney. Attorney shall provide legal services to represent Client in such matters, keep Client informed of significant developments and respond to Client's inquiries regarding those matters. Client understands that Attorney cannot guarantee any particular results, including the costs and expenses of representation. Client has been advised of the right to seek independent legal advice regarding this Agreement.

Client agrees to pay Attorney for services rendered based on the attached rate schedule. Agreements for legal fees on other-than-an-hourly basis may be made by mutual agreement for special projects (including as set forth in future addenda to this Agreement). Written responses to audit letter inquiries will be charged to Client on an hourly basis, with the minimum charge for such responses equaling .5 hours.

Attorney shall send Client a statement for fees and costs incurred every calendar month. Statements shall set forth the amount, rate and description of services provided. Client shall pay Attorney's statements within thirty (30) calendar days after receipt. An interest charge of one percent (1%) per month shall be assessed on balances that are more than thirty (30) calendar days past due, not to exceed 10% per annum.

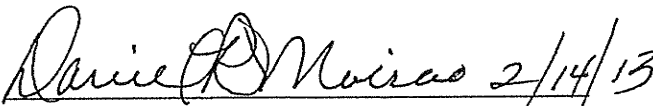
In addition to regular telephone, mail and other common business communication methods, Client authorizes Attorney to use facsimile transmissions, cellular telephone calls, unencrypted email, and other computer transmissions in communicating with Client. Unless otherwise instructed by Client, any such communications may include confidential information.

Client may discharge Attorney at any time by written notice. Unless otherwise agreed, and except as required by law, Attorney will provide no further services after receipt of such notice. Attorney may withdraw its services with Client's consent or as allowed or required by law, upon ten (10) calendar days written notice. Upon discharge or withdrawal, Attorney shall transition all outstanding legal work and services to others as Client shall direct.


SO AGREED:

SOUTH MONTEREY COUNTY JOINT
UNION HIGH SCHOOL DISTRICT

LOZANO SMITH


Daniel Moirao
State Administrator

Date


Gregory A. Wedner
Managing Partner

February 13, 2013

Date

PROFESSIONAL RATE SCHEDULE
FOR SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
(Effective January 1, 2013)
Rates effective only if one or more of the school ballot initiatives pass.

1. HOURLY PROFESSIONAL RATES

Client agrees to pay Attorney by the following standard hourly rate*:

Partner / Senior Counsel / Of Counsel	\$ 215 - \$ 295 per hour
Associate	\$ 165 - \$ 225 per hour
Law Clerk	\$ 135 per hour
Paralegal	\$ 110 per hour
Educational Consultant**	\$ 125 per hour

* Rates for Specific Attorneys Available Upon Request

** Non-Attorney (Current or Former School District Administrator or Board Member)

Travel time shall be prorated if the assigned attorney travels for two or more clients on the same trip.

2. COSTS AND EXPENSES

In-office copying/electronic communication printing	\$ 0.25 per page
Facsimile	\$ 0.25 per page
Postage	Actual Usage
Mileage	IRS Standard Rate

Other costs, such as messenger, meals, and lodging shall be charged on an actual and necessary basis.

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

SUBJECT: Approval of KCHS ASB Art and Photo Club
Scholarships

MEETING: June 11, 2014

AGENDA SECTION:

☐ ACTION

☐ INFORMATION

☒ ACTION/CONSENT

Board Goals:

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

Summary:

The King City High School Art and Photo Club (ASB) have requested approval to give two scholarships totaling \$400. The auditors indicate this is an allowable ASB activity if approved by the Board of Education and that the scholarship money is distributed by the District directly to the college where the recipient has shown proof of enrollment.

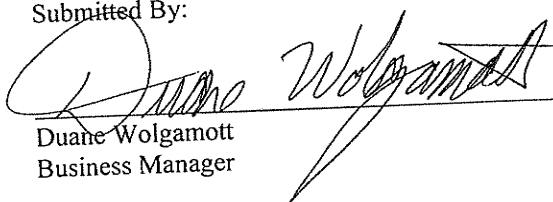
Recommendation:

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

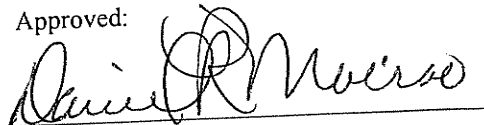
Fiscal Impact:

None

Submitted By:


Duane Wolgamott
Business Manager

Approved:


Daniel R. Moirao, Ed.D.
State Administrator

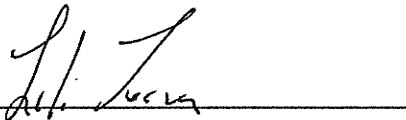
Art and Photo Club Minutes 5/21/2014

- I. This meeting my conducted by President Kristin Cortes on May 21, 2014, at 11:50 a.m.
- II. We discussed the approval of allowing Art and Photo Club to give out scholarships and discussed what an applicant must do in order to receive the scholarship:
 - a. Must be a member of Art and/or Photo Club
 - b. Must have entered photos, art work, or some type of art project in the Salinas Valley Fair
 - c. Must have filled out the scholarship application that was given to the students in February.
 - d. Must be used for college purposes only, i.e. supplies, textbooks, etc.
- III. The clubs agreed on giving the scholarship to two qualifying members for the total of \$400 in scholarship funds.
- IV. All twenty-eight present members agreed on this decision
 - a. Jose Camacho okayed the decision.
 - b. Jocelyn Rodrigues seconded it.
- V. The meeting was adjourned at 12:12.

Advisor



Secretary



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

SUBJECT: Approval of Contract for Actuarial Study of Retiree Liabilities

MEETING: June 11, 2014

AGENDA SECTION:

- ☐ ACTION
- ☐ INFORMATION
- ☒ ACTION/CONSENT

Board Goals:

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

Summary:

The District is required to update the Actuarial Study of Retiree Benefits by June 30, 2014. The last study was completed in January 2012 by Total Compensations Systems, Inc. We are recommending approval of the \$3,800 contract to have them do the new Actuarial study.

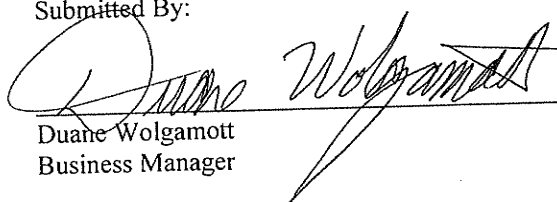
Recommendation:

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

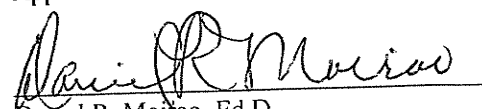
Fiscal Impact:

The expense of \$3,800 has been budgeted in the general fund.

Submitted By:


Duane Wolgamott
Business Manager

Approved:


Daniel R. Molrao, Ed.D.
State Administrator

CONSULTING SERVICES AGREEMENT

This Agreement is entered into effective the 1st day of September, 2014 by and between Total Compensation Systems, Inc. ("Consultant"), a California corporation with principal offices located at 5655 Lindero Canyon Road, Suite 223, Westlake Village, California, 91362 and South Monterey County High School District ("Customer").

The following shall govern the provision of consulting services by Consultant to Customer.

1. Consulting Services. Consultant shall provide the consulting services described on Schedule 1 attached hereto.
2. Compensation to Consultant. Customer shall pay Consultant for the consulting services described on Schedule 1 attached hereto the compensation set forth on Schedule 2 attached hereto.
3. Term and Termination. (a) Term. This Agreement shall commence on the date first written above and shall continue in effect until March 31, 2015, or until all consulting services described on Schedule 1 have been performed, whichever occurs first, unless sooner terminated in accordance with the provisions of this Agreement. (b) Termination Without Cause. This agreement may be terminated at any time by either party upon sixty (60) days prior written notice to the other party. (c) Termination With Cause. Either party shall have the right to terminate this Agreement upon the failure of either party to observe any of the covenants and agreements required to be observed by it under this Agreement, and such failure continues for a period of thirty (30) days after written notice thereof. (d) Rights and Obligations after Termination. Termination of this agreement shall not relieve either party of any rights or obligations arising out of the Agreement prior to termination, with the exception that the amount of the final payment that shall be made by Customer shall be based solely upon the percentage of work that was completed by Consultant.
4. Customer Will Provide Information. Customer shall provide Consultant with the information necessary for Consultant to provide the consulting services described on Schedule 1 attached hereto.
5. Authorization to Acquire Information. Customer hereby authorizes Consultant to acquire the necessary information reasonably required by Consultant to provide the consulting services described on Schedule 1 attached hereto from any agency, agencies, source or sources.
6. Customer's Right to Provide Information. Customer represents and warrants to Consultant that it has the right to provide the information that will be given by Customer to Consultant, or which will be acquired by Consultant pursuant to paragraphs 4 and 5 above.
7. Limitation on Services. Customer understands that Customer retains sole authority and responsibility for the operation and design of all Customer's employee benefit plans.
8. Ownership of Systems and Materials. All systems, programs, operating instructions, forms and other documentation prepared by or for Consultant shall be and remain the property of Consultant. All data source documents provided by Customer shall remain the property of Customer.
9. Indemnification. (a) By Customer. Customer hereby agrees to defend and indemnify Consultant and hold Consultant harmless against any claims, injury, costs or damages (including actual

attorneys' fees incurred) resulting from Customer's gross negligence or willful misconduct. (b) By Consultant. Consultant hereby agrees to defend and indemnify Customer and hold Customer harmless against any claims, injury, costs or damages (including actual attorneys' fees incurred) resulting from Consultant's gross negligence or willful misconduct.

10. General.

- a. Relationship of the Parties. The relationship between Consultant and Customer established by this Agreement is that of independent contractors. Consultant and Customer shall each conduct its respective business at its own initiative, responsibility, and expense, and shall have no authority to incur any obligations on behalf of the other.
- b. Force Majeure. No party shall have liability for damages or non-performance under this Agreement due to fire, explosion, strikes or labor disputes, water, acts of God, war, civil disturbances, acts of civil or military authorities or the public enemy, transportation, facilities, labor, fuel or energy shortages, or other causes beyond that party's control.
- c. Entire Agreement. This Agreement and the Schedules attached hereto contain the entire agreement between the parties and supersedes all previous agreements and proposals, oral or written, and all negotiations, conversations, or discussions between the parties related to the subject matter of this Agreement. This Agreement shall not be deemed or construed to be modified, amended, rescinded, canceled or waived in whole or in part, except by written amendment signed by both of the parties hereto.

11. Confidentiality. Consultant recognizes that its work will bring it into close contact with confidential information of Customer, including personal information about employees of Customer. Consultant agrees not to disclose anything that is the confidential information of Customer, or that is proprietary to Customer, including its software, its legacy applications, and its databases, to any third party.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed as set forth below.

"CONSULTANT"
TOTAL COMPENSATION SYSTEMS, INC.

Signed: _____

By: Geoffrey L. Kischuk

Title: President

Date: _____

"CUSTOMER"
SOUTH MONTEREY COUNTY HIGH SCHOOL
DISTRICT

Signed: [Signature]

By: K. Diane Wagoner

Title: Business Manager

Date: 5-16-2014

SCHEDULE 1

For the purposes of this Agreement, "consulting services" shall include the following services provided by Consultant to Customer:

A consulting report including all actuarial information necessary for Customer to comply with the requirements of current and future GASB accounting standards related to retiree health benefits. Study results will be separated between three employee classifications. Consultant will provide as many copies of the final report as Customer shall reasonably request.

Services do not include Consultant's attendance at any meetings, unless requested at the fee shown in Schedule 2.

SCHEDULE 2

Customer shall pay Consultant for the retiree health valuation report a total of \$3,800. One-half, or \$1,900 shall be due within 30 days of the commencement of work by Consultant. One-half, or \$1,900 shall be due within 30 days of the delivery by Consultant to Customer of the draft consulting report (or within 30 days of contract termination, if earlier).

In addition to the above fees, Customer agrees to pay Consultant an all-inclusive fee of \$1,600 per meeting to attend meetings related to the consulting services. Customer shall pay such meeting fees within 30 days of the meeting.

No Meetings involved.

A handwritten signature, possibly reading "R.H. [unclear]", is written in black ink. The signature is stylized and includes a large, sweeping loop at the bottom.

TCS Total Compensation Systems, Inc.

April 29, 2014

Duane Wolgamott
Business Manager
South Monterey County High School District
800 Broadway St
King City, CA 93930-3326

Dear Mr. Wolgamott,

Thank you for your request for a proposal for GASB 45 actuarial valuation services. Total Compensation Systems, Inc. (TCS) has specialized in health actuarial services for California school employers for more than twenty years. During that time, we have performed retiree health valuations for more than 400 districts. (Our client list is attached).

Because we have performed valuations for so many California school and community college districts, we are able to quote a flat, guaranteed fee for comprehensive services. Our fee would be \$3,800. This fee does not include any on-site meetings. Any required meetings would be billed at an additional fee of \$1,600, which includes all travel and meeting preparation expenses. Meetings are rarely needed to conduct the valuation, but some districts choose to have a meeting for a Board presentation or a presentation to employee groups.

Our comprehensive valuation would include the following items.

- ◁ A ten year projection of the cash outlay to pay for retiree health benefits.
- ◁ An estimate of the "normal cost" - i.e. the value of retiree health benefits earned by active employees in the current year.
- ◁ An estimate of the actuarial accrued liability (AAL) i.e. the cumulative value of earned benefits for both active employees and retirees.
- ◁ Payments that would be required to amortize the unfunded AAL.
- ◁ A discussion of actuarial methods and assumptions.
- ◁ Appendices to assist the employer in complying with applicable GASB accounting standards (i.e. GASB 43 and/or 45).
- ◁ Other information including a glossary, demographic summary, etc.
- ◁ Cost and liability estimates would be separated between active employees and current

5655 Lindero Canyon Road, Suite 223, Westlake Village, CA 91362 • (805)496-1700 • FAX (818)707-7325

retirees where applicable.

- ◁ Cost and liability estimates would be separated between up to three employee classifications.

To begin a study, we would need several things. First, we would need a description of benefit eligibility which can be provided via relevant sections of bargaining agreements or Board policy. Second, we would need information about the cost of retiree benefits. We would also need the balance of any reserve funds held explicitly for retiree health benefits, along with the "as of" date for the balance.

As far as demographic information, attached are data elements that are typically required to complete a study. We prefer data on CD-ROM or E-mail.

Please let me know if you have any questions about the above or about retiree health benefits, in general.

Sincerely,



Geoffrey L. Kischuk, FSA, FCA, MAAA
Consultant
Total Compensation Systems, Inc.
5655 Lindero Canyon Road, #223
Westlake Village, CA 91362
(805)496-1700
gkischuk@totcomp.com

encl.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Approval of Addendum to Facilities Request – U.C.
Santa Cruz (Gear Up)

MEETING: June 11, 2014

AGENDA SECTION:

☐ ACTION

☐ INFORMATION

☒ ACTION/CONSENT

Board Goals:

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

Summary:

U.C. Santa Cruz has requested an addendum to the wording on the District's Use Of Facilities contract. The same contract wording changes were requested and approved last year.

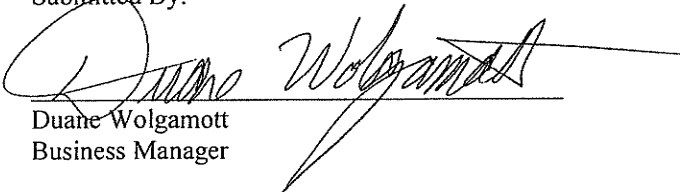
Recommendation:

The recommendation is being made for the State Administrator to approve the facilities use modification.


Fiscal Impact:

None

Submitted By:


Duane Wolgamott
Business Manager

Approved:


Daniel R. Moirao, Ed.D.
State Administrator

ADDENDUM TO AGREEMENT BETWEEN
THE REGENTS OF THE UNIVERSITY OF CALIFORNIA
AND
THE SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

This Addendum by and between The Regents of the University of California, on behalf of its Santa Cruz campus, ("University" or "Applicant") and the South Monterey County Joint Union High School District ("Vendor"), located at 800 A Broadway King City, CA 93930, is made part of the Request for Use of School District Facilities ("Agreement") providing services as more particularly described in the Agreement.

WHEREAS, the Parties have agreed to make certain modifications to the Agreement.

NOW, THEREFORE, in consideration of the mutual covenants and promises set forth in the Agreement, the Parties do hereby agree as follows:

1. Definitions:
Except as expressly modified herein, terms defined in the Agreement shall have the same meanings when used in this Addendum.

2. Damages:
In Agreement titled, "Request for Use of School District Facilities," page 1, fourth paragraph, the first sentence is deleted in its entirety and replaced with the following:

"We hereby certify that we shall be personally responsible on behalf of our organization for any damage sustained on the school premises or to furniture or equipment because of the occupancy of said premises arising out of the performance of this Agreement ("Claims") but only in proportion to and to the extent Claims for damages are caused by the negligent or intentional acts or omissions of Applicant, its officers, agents or employees."

3. Indemnification:
In Agreement titled, "Request for Use of School District Facilities," page 2, last paragraph, the first sentence is deleted in its entirety and replaced with the following:

"Applicant hereby agrees to hold the South Monterey County Joint Union High School District, its Board of Education, the individual members thereof, the State Administrator/Superintendent, and all district officers, agents and employees free and harmless from any loss, damages, liability, cost of expense that may arise or be caused in

any way by such use or occupancy of school property arising out of the performance of this Agreement ("Claims") but only in proportion to and to the extent Claims for loss or damages are caused by the negligent or intentional acts or omissions of Applicant, its officers, agents or employees."

4. Indemnification:

In Agreement titled, "Request for Use of School District Facilities," page 2, last paragraph, the third sentence is deleted in its entirety and replaced with the following:

"The applicant agrees to reimburse the South Monterey County Joint Union High School District for any damage to school property arising out of the performance of this Agreement ("Claims") but only in proportion to and to the extent Claims for damages are caused by the negligent or intentional acts or omissions of the applicant, its officers, agents or employees."

Except as modified hereby, all of the terms and conditions of the Agreement shall remain in full force and effect.

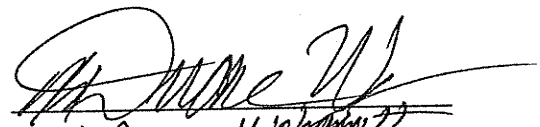
UNIVERSITY:

THE REGENTS OF THE UNIVERSITY
OF CALIFORNIA, on behalf of its
Santa Cruz Campus

By: _____
Name: Kathryn Caruso
Title: Buyer, UCSC
Date: _____

VENDOR:

SOUTH MONTEREY COUNTY JOINT
UNION HIGH SCHOOL DISTRICT

By: 
Name: K. Diane Waples
Title: Business Manager
Date: 5-15-14

*Silviana Sanchez and/or Mario Castillo will fill-out Facilities Request with dates should they need evening or weekend facilities use.

E1330 (2)

South Monterey County Joint Union High School District

Request for Use of School District Facilities (page 1)

Name of Organization <u>UCSC Educational Partnership Center</u>		Name of Authorized Agent <u>Silviana Sanchez</u>		Today's Date <u>04/16/14</u>	
Home or Business Address		City	Zip	Home Phone	Work Phone
Title or Office of Person Authorized to Apply				e-mail address:	
Date(s) of event <u>2014 - 2015 School year</u> <input checked="" type="checkbox"/> Greenfield High School <input type="checkbox"/> King City High School					
Start Time: _____		Ending Time: _____		Type of Event: <u>Evening & Saturday Workshops</u>	
<input type="checkbox"/> Classroom #s _____ (to be completed by site)		<input checked="" type="checkbox"/> Student Union (GHS) } <u>Depending on event</u>			
<input type="checkbox"/> Theatre		<input checked="" type="checkbox"/> Library			
<input type="checkbox"/> Gymnasium (does not include weight room)		<input type="checkbox"/> Cafeteria (KCHS)			
<input type="checkbox"/> Track		<input type="checkbox"/> Field (specify) _____			

APPLICATIONS SHOULD BE SUBMITTED 10 DAYS PRIOR TO INTENDED DATE(S) OF USE.

Estimated Attendance: <u>30</u>	Admission Fee \$ <u>0</u>	Age Group: <u>Grade</u>	Equipment needs: <u>As Is</u>
Event open to the public? <u>No</u>		Proceeds are used for: <u>N/A</u>	

Name of at least two (2) responsible adults who will be on-site at the event:

1. Silviana Sanchez 2. Mario Castillo

The undersigned, as duly authorized representative for UC Santa Cruz, EPC, states that, to the best of his/her knowledge, the school property for use of which application is hereby made will not be used for the commission of any crime or any act which is prohibited by law.

The undersigned further declares that, UC Santa Cruz, EPC the organization on whose behalf he/she is applying for the use of school property, upholds and defends the Constitutions of the United States and the State of California.

We hereby certify that we shall be personally responsible on behalf of our organization for any damage sustained on the school premises or to furniture or equipment because of the occupancy of said premises by our organization. We agree to abide by and to enforce the rules, regulations and policies of the South Monterey County High School District governing the use of school facilities. A Certificate of Insurance for not less than \$1,000,000 of liability per occurrence that list South Monterey County Joint Union High School District as Additionally Insured will be required prior to approval.

[Signature] May 16, 2014
Requestor Signature Date Site Administrator Signature Date

District Use Only - Estimates

Use Fee _____	Custodial Hours _____	Grounds Hours _____	Food Svs Hours _____ (if Cafeteria requested)
Equipment needed: yes _____ no _____		Security: yes _____ no _____	
Certificate of Insurance Received on _____		District Approval _____	

July 1, 2012

E 1330 (3)

Request for Use of School District Facilities (page 2)

(to be reviewed and signed)

- I understand that an approved application does not constitute a binding contract between the organization and the school district that authorization for use of facilities may be cancelled at any time should the facilities be needed for school functions.
- If I need to cancel my reservation I will do so as soon as possible, and no later than 48 hours in advance, by notifying the District at 385-0606, so that extra custodial help may be cancelled and/or other groups may be booked. I understand that a fee may be charged if the cancellation is less than 48 hours before the planned event.
- I agree to assume responsibility to ensure that both participants and spectators are informed to not:
 - Smoke on school grounds and/or in the premises
 - Move furniture
 - Use electrical appliances
 - Place any substances on flooring
 - Use metal cleats in heels of shoes when dancing
 - Wear street shoes when playing sports on a gymnasium floor
 - Use tape, tacks or nails on walls
 - Break regulations considered appropriate in a specific facility
- I agree that the custodian or other school official is the representative of the school district and is in charge of the facilities.
- I understand that facilities are not available on legal holidays.
- I understand that the building will not be opened unless a responsible adult listed on Use of Facilities Request is present.
- I understand that this application will be cancelled if the organization engages in or permits ticket sale promotion by solicitation of the general public within the confines of the South Monterey County Joint Union High School District.
- I understand that this application will be cancelled if publicity is given to the event being sponsored prior to obtaining an approved application for use of the facility.
- I understand that groups are expected to place debris in containers and generally "to police the area" during/end of event.
- I understand that no alcoholic liquors or beverages shall be brought to or consumed on the premises.
- I understand that the sale or furnishing of food or soft drinks shall be limited to such section(s) of the building as designated by school authorities.
- I understand that nothing shall be sold or distributed on the premises without prior approval.
- I understand and agree that the South Monterey County Joint Union High School District incurs no liability for loss or theft of property of the applicant.
- Applicant hereby agrees to hold the South Monterey County Joint Union High School District, its Board of Education, the individual members thereof, the State Administrator/Superintendent, and all district officers, agents and employees free and harmless from any loss damages, liability, cost of expense that may arise or be caused in any way by such use or occupancy of school property. The applicant agrees to furnish such liability of other insurance for protection of the public and the lessor as the lessor may require. The applicant agrees to reimburse the South Monterey County Joint Union High School District for any damage to school property occasioned by or growing out of these herein requested.

Requestor Signature

May 16, 2014

Date

July 1, 2012

THE REGENTS OF THE UNIVERSITY
OF CALIFORNIA ON BEHALF OF
ITS SANTA CRUZ CAMPUS

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Approval of Purchase Orders

MEETING: June 11, 2014

AGENDA SECTION:

☐ ACTION

☐ INFORMATION

☒ ACTION/CONSENT

Board Goals:

_____ Improve/Sustain Student Achievement through CAASPP Test and Other Assessment Measures

_____ Improve School Climate and Student Discipline in Support of Teaching, Learning and Student Safety

X _____ Develop/Sustain Fiscal Crisis Long-Term Solution

_____ Ensure Board and Administrator Participation in CSBA's Masters in Governance and Other Trainings

_____ Ensure that Facilities are Safe for Staff and Students

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

Summary:

Attached is the listing of Purchase Orders issued for May 2014.

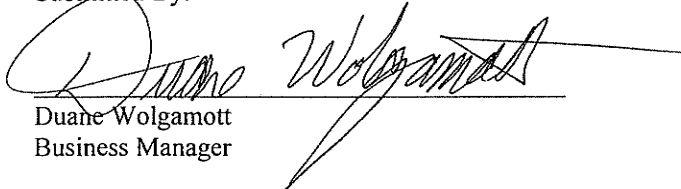
Recommendation:

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


Fiscal Impact:

Per the 2013-2014 fiscal budget.

Submitted By:


Duane Wolgamott
Business Manager

Approved:


Daniel R. Moirao, Ed.D.
State Administrator

Description

Includes Purchase Orders dated 05/01/2014 - 05/28/2014

PO Number	Vendor Name	Requisition Information	Order Loc	Req Fund	Resource Description	Req Fund Order Amt
B14-00130	MATRANGA WHOLESAL	Supplies	011	01	ROC/P	150.00
B14-00131	OFFICE DEPOT BUSINE	Supplies	011	01	ROC/P	1,000.00
B14-00132	VAL'S PLUMBING & HE	Repairs	011	01	Ongoing & Major	2,971.00
B14-00133	OFFICE DEPOT BUSINE	Materials and Supplies	011	01	Common Core	1,500.00
PO14-00472	AP by the Sea	AP by the Sea- Tige Munoz	029	01	NCLB Title II,	740.00
PO14-00473	Pacific AP Institut	Pacific AP Institute	029	01	NCLB Title II,	775.00
PO14-00489	Shoplecom dba	NCR Paper for School Forms	023	01	State Lottery	352.42
PO14-00490	DICK BLICK COMPANY	Supplies for Art Classes	023	01	State Lottery	58.10
PO14-00491	APPERSON	Scantroin Form 882	023	01	State Lottery	254.98
PO14-00492	OFFICE DEPOT BUSINE	Open PO for School Supplies	023	01	State Lottery	1,000.00
PO14-00493	Wise Music, Inc	Guitar Strings for music classes	023	01	Other Local	105.79
PO14-00494	MATRANGA WHOLESAL	Open PO	023	01	ROC/P	1,500.00
PO14-00495	SHI International C	Microsoft Licensing	029	01	UNRESTRICTED R	6,634.50
PO14-00496	Cyberguys / E-Filli	Technology Supplies	029	01	UNRESTRICTED R	500.00
PO14-00497	OFFICE DEPOT BUSINE	TECHNOLOGY SUPPLIES	029	01	UNRESTRICTED R	400.00
PO14-00498	Riddell All America	Safety Gear	009	01	UNRESTRICTED R	14,543.44
PO14-00499	Mission Trail Athle	MTAL Mileage	011	01	UNRESTRICTED R	1,100.05
PO14-00500	Mission Trail Athle	MTAL Mileage	011	01	UNRESTRICTED R	310.76
PO14-00501	OFFICE DEPOT BUSINE	Athlete Packet	011	01	State Lottery	1,400.00
PO14-00502	Mathematics Vision	MVP Material	011	01	Common Core	950.30
PO14-00503	Baudville, Inc.	Lapel Pins	011	01	UNRESTRICTED R	38.38
PO14-00504	PRAXAIR DISTRIBUTIO	Supplies	011	01	ROC/P	3,217.48
PO14-00505	Canoga Farrier Supp	Ag Supplies	011	01	ROC/P	2,747.16
PO14-00506	Freestyle Event Ser	Sound System For Graduation	021	01	State Lottery	1,988.00
PO14-00507	Pro Acoustics, LLC	Repair to Stadium Speakers	011	01	Ongoing & Major	424.11
PO14-00508	TORO PETROLEUM CORP	Clock Gauge	011	01	Transportation-	675.42
PO14-00509	Monterey Cnty Surve	Topographic Survey	011	25	UNRESTRICTED R	2,850.00
PO14-00510	RG Fabrication, Inc	Repairs	011	01	Ongoing & Major	175.96
PO14-00511	NASCO	Classroom Supplies	011	01	ROC/P	81.59
PO14-00512	WARD'S NATURAL SCIE	Classroom Supplies	011	01	ROC/P	409.46
PO14-00513	PARTS & SERVICE CEN	Bus / Vehicle Parts	011	01	Transportation-	2,000.00
PO14-00514	Total Tech Int Inc	Antivirus Software	029	01	UNRESTRICTED R	8,505.00
PO14-00515	Faronics	Software	029	01	UNRESTRICTED R	8,315.00
PO14-00516	DELL MARKETING LP	Servers	029	01	UNRESTRICTED R	11,306.21
PO14-00517	Paxton/Patterson LL	Supplies	011	01	ROC/P	1,128.75
PO14-00518	CENTRAL COAST SYSTM	Fire Alarm	011	01	Ongoing & Major	500.00
PO14-00519	CDW-G	Network Equipment	029	01	UNRESTRICTED R	26,444.12
PO14-00520	Hertz Furniture Sys	Drying Rack	011	01	ROC/P	252.63
PO14-00521	OFFICE DEPOT BUSINE	Notification Packet	011	01	UNRESTRICTED R	3,000.00
PO14-00522	Academic Innovation	Textbooks Supply	021	01	IASA-Title I Ba	1,973.70
PO14-00523	DELL MARKETING LP	Tablets	029	01	State Lottery	2,614.79

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

ESCAPE ONLINE

Page 1 of 2

Includes Purchase Orders dated 05/01/2014 - 05/28/2014

PO Number	Vendor Name	Requisition Information	Ord Loc	Req Fund	Resource Description	Req Fund Order Amt
PO14-00524	Edlio, Inc	Website Subscription	011	01	State Lottery	1,313.96
PO14-00525	SAFEWAY INC	Grocery	011	01	Common Core	500.00
PO14-00526	DecoTech Systems, I	WIRELESS EQUIPMENT	029	01	Common Core	31,528.50
PO14-00527	CDW-G	Projectors/Document Cameras	029	01	Common Core	36,650.57
PO15-00001	SCHOLASTIC INC	Scholastic Software	029	01	UNRESTRICTED R	5,900.00
PO15-00002	Blackboard Inc.	AlertNow	029	01	UNRESTRICTED R	5,288.48
PO15-00003	EAGLE SOFTWARE	SIS Renewal	029	01	State Lottery	7,067.00
PO15-00004	EAGLE SOFTWARE	Aeries AIR	029	01	UNRESTRICTED R	2,750.00
Total						205,892.61

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

ESCAPE ONLINE

Page 2 of 2

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
GOVERNING BOARD

SUBJECT: Approval of Agreement for Change of Coverage
Designation

MEETING: June 11, 2014

AGENDA SECTION:

☐ ACTION

☐ INFORMATION

☒ ACTION/CONSENT

Board Goals:

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

Summary:

The Classified (CSEA) and Admin/Management groups voted to change their health insurance provider from the Monterey County School Insurance Group (MCSIG) to California Value Trust (CVT). This agreement with MCSIG is formalizing the changes in groups covered by them.

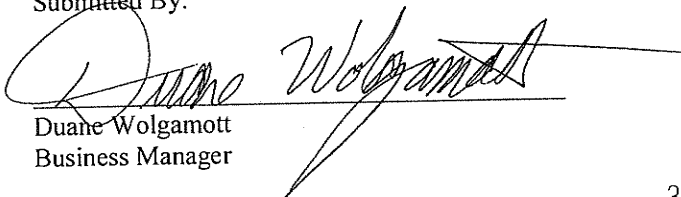
Recommendation:

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

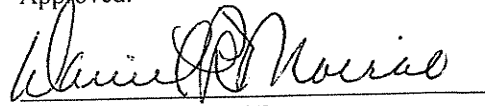
Fiscal Impact:

None

Submitted By:


Duane Wolgamott
Business Manager

Approved:


Daniel R. Moirao, Ed.D.
State Administrator

AGREEMENT FOR CHANGE OF COVERAGE DESIGNATION

THIS AGREEMENT, is made as of the date of full execution as set forth on the signature block ("Effective Date"), by and between the Monterey County Schools Insurance Group (hereinafter, "MCSIG", "the Joint Powers Authority" or "JPA") and the South Monterey County Joint Union High School District (hereinafter, the "District"); collectively referred to as the 'Parties'.

WITNESSETH

WHEREAS, the JPA was established November 22, 1982, pursuant to Education Code Sections 39602-39603 and 81602-81603 and pursuant to Government Code Sections 6500, et seq., to enable the members to self-fund for health and welfare benefits and to pay for the administration of the JPA and related costs; and

WHEREAS, the District, a California school properly constituted under the laws of the State of California, has been a participating member of the JPA at all times since it joined effective December 1982; and

WHEREAS, the District has approached MCSIG and expressed its desire to change its coverage designation for those bargaining units and employees more particularly described below effective on and after July 1, 2014; and

WHEREAS, the Parties desire to provide for the orderly transition of coverage of health and welfare benefits for the District's bargaining units and employees;

NOW, THEREFORE, the Parties hereby mutually agree as follows:

1. The foregoing recitals are true and correct and the Parties so find and declare.
2. As of July 1, 2014, the covered groups and employees of the District to be covered by the health and welfare benefits offered by the JPA shall include the certificated group. The Parties agree that, as of July 1, 2014, the employees in the classified, and management/confidential groups shall not be covered by the health and welfare benefits offered by the JPA.
3. The effective date of the District's change of coverage designation set forth in paragraph 2 above shall be June 30, 2014 at midnight.
4. The District agrees to be subject to MCSIG's JPA Agreement and Bylaws, including as those documents may from time to time be amended.
5. The District agrees to the provisions in MCSIG Bylaws requiring a two-year wait period before the District can apply to MCSIG for a change in designation of covered employee groups for their classified or management/confidential employees.
6. The District agrees to continue to make monthly per-participant contributions to MCSIG for the certificated group in accord with MCSIG procedures and in the aggregate per-participant amounts as adopted from time to time by the Board.

7. The JPA shall not be responsible for administering and/or satisfying any and all claims incurred by employees of the District's classified or management/confidential groups on or after June 30, 2014 at midnight.
8. Active employees and retirees of covered groups may participate in MCSIG's dental or vision plans at the same rates assessed for other groups participating in MCSIG. MCSIG's orthodontia benefit is not available on an individual basis; the benefit must be selected by an entire bargaining unit or district. The entire unit or district, including individuals retired from that group or district, must participate in, and pay the rate for, the orthodontia benefit.
9. Retirees who are eligible for Medicare are restricted to selecting MCSIG's Medical Plan PPO Option I (with Medicare) (available until December 30, 2014) or a Medicare Supplemental, Part D or Medicare Advantage plan through the CONEXIS Medicare Retiree Exchange Program.
10. Retirees may not expand upon the MCSIG coverage and dependent elections made by the retiree at the time of initial enrollment as a retiree. For example, if a retiree does not choose dental coverage at the time of initial enrollment, the retiree cannot thereafter add that coverage. If a retiree does not enroll a spouse at the time of initial enrollment, that spouse cannot thereafter be added unless they experience a HIPAA qualifying event. A retiree; however, is permitted at any time to delete coverages or dependents.
11. The District agrees to be subject to MCSIG's policies and procedures, including MCSIG's minimum medical coverage policy, including as these policies and procedures may from time to time be amended, altered, rescinded, or modified.
12. For purposes of this agreement only, the term participant shall refer to an eligible employee or an eligible retiree but not to a dependent of either.
13. This Agreement may only be amended in writing.
14. The Board of Trustees of the South Monterey County Joint Union High School District, on behalf of itself and of its present, current, and future Board members and the officers, agents, and representatives of the District hereby waives, releases, and gives up now and forever any and all claims, costs, liability, and causes of action for any damage or injury or monetary reimbursement of any kind whatsoever and/or arising from any source whatsoever, arising directly or indirectly from the District's classified and management/confidential employee group's participation in MCSIG and the provision of health benefits to employees and dependents of the classified and management/confidential groups of the District. The District expressly waives the provisions of section 1542 of the California Civil Code which reads as follows: "A general release does not extend to claims which the creditor does not know or suspect to exist in his favor at the time of executing the release, which if known by him must have materially affected his settlement with the debtor."

The undersigns certifies that he/she possesses full authority to execute this waiver and release on behalf of the Board of Trustees of the South Monterey County Joint Union

High School District and the Board of Trustees has ratified this waiver and release at a regular meeting as noted in the minutes of that meeting.

The undersigned Parties by their signing agree to the terms of this Agreement,

MONTEREY COUNTY SCHOOLS
INSURANCE GROUP

By: _____
ERIC PRICE, President

Dated: _____

SOUTH MONTEREY COUNTY JOINT
UNION HIGH SCHOOL DISTRICT

By: 
Daniel Moirao, State Administrator

Dated: 5-21-14

Date of Ratification by JPA Board:

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

SUBJECT: Work year for Classified Employees

MEETING: June 11, 2014

AGENDA SECTION:

☐ ACTION

☒ INFORMATION

☐ ACTION/CONSENT

GOVERNING BOARD

Board Goals:

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

Summary:

Once the academic calendar has been adopted, the work year for classified employees can be determined. There is variance in the work year as some classified employees work 12 months, some 11 months, some 10.5 months and others school year only. The attached academic calendar indicates the start and end date for each of these different classifications.

Recommendation:

This is an informational item only.

Fiscal Impact:

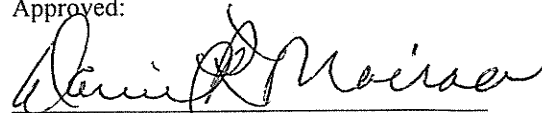
No Fiscal Impact beyond what is budgeted annually for these positions.

Submitted By:



Daniel R. Moirao, Ed.D.
State Administrator

Approved:



Daniel R. Moirao, Ed.D.
State Administrator

SMCJUHS

2014-2015 School Calendar

	MON	TUE	WED	THR	FRI	Week	Quarter	Semester
July		7/1	7/2	7/3	7/4	0		
	7/7	7/8	7/9	7/10	7/11	0		
	7/14	7/15	7/16	7/17	7/18	0		
	7/21	7/22	7/23	7/24	7/25	0		
	7/28	7/29	7/30	7/31	8/1	0		
August	8/4	8/5	8/6	8/7	8/8	0		
	8/11	8/12	8/13	8/14	8/15	5		
	8/18	8/19	8/20	8/21	8/22	5		
	8/25	8/26	8/27	8/28	8/29	5		
September	9/1	9/2	9/3	9/4	9/5	4		
	9/8	9/9	9/10	9/11	9/12	5		
	9/15	9/16	9/17	9/18	9/19	5		
	9/22	9/23	9/24	9/25	9/26	5		
	9/29	9/30	10/1	10/2	10/3	5		
October	10/6	10/7	10/8	10/9	10/10	5	44	
	10/13	10/14	10/15	10/16	10/17	4		
	10/20	10/21	10/22	10/23	10/24	5		
	10/27	10/28	10/29	10/30	10/31	5		
November	11/3	11/4	11/5	11/6	11/7	5		
	11/10	11/11	11/12	11/13	11/14	3		
	11/17	11/18	11/19	11/20	11/21	5		
	11/24	11/25	11/26	11/27	11/28	2		
December	12/1	12/2	12/3	12/4	12/5	5		
	12/8	12/9	12/10	12/11	12/12	5		
	12/15	12/16	12/17	12/18	12/19	5	44	88
	12/22	12/23	12/24	12/25	12/26	0		
January	12/29	12/30	12/31	1/1	1/2	0		
	1/5	1/6	1/7	1/8	1/9	0		
	1/12	1/13	1/14	1/15	1/16	5		
	1/19	1/20	1/21	1/22	1/23	4		
February	1/26	1/27	1/28	1/29	1/30	5		
	2/2	2/3	2/4	2/5	2/6	5		
	2/9	2/10	2/11	2/12	2/13	5		
	2/16	2/17	2/18	2/19	2/20	4		
March	2/23	2/24	2/25	2/26	2/27	5		
	3/2	3/3	3/4	3/5	3/6	5		
	3/9	3/10	3/11	3/12	3/13	5		
	3/16	3/17	3/18	3/19	3/20	5	48	
April	3/23	3/24	3/25	3/26	3/27	5		
	3/30	3/31	4/1	4/2	4/3	0		
	4/6	4/7	4/8	4/9	4/10	4		
	4/13	4/14	4/15	4/16	4/17	5		
May	4/20	4/21	4/22	4/23	4/24	5		
	4/27	4/28	4/29	4/30	5/1	5		
	5/4	5/5	5/6	5/7	5/8	5		
	5/11	5/12	5/13	5/14	5/15	4		
June	5/18	5/19	5/20	5/21	5/22	5		
	5/25	5/26	5/27	5/28	5/29	4		
	6/1	6/2	6/3	6/4	6/5	4	46	94
	6/8	6/9	6/10	6/11	6/12	0		
	6/15	6/16	6/17	6/18	6/19	0		
	6/22	6/23	6/24	6/25	6/26	0		
	6/29	6/30	7/1	7/2	7/3	182	182	182

Classified School Day Only - Aug 11 thru June 4
 Classified 10.5 Month - July 31 thru June 12
 Classified 11 Month - July 24 thru June 19
 Classified 12 Month - July 1 thru June 30

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

7/4	Independence Day
8/7	Orientation for New Teachers
8/8	Staff Development Day
8/11	First Day of School
9/1	Labor Day
10/13	Non-School Day
10/17	End of 1st Quarter
11/10	Non-School Day
11/11	Veterans Day
11/27	Thanksgiving Day
11/26 - 11/28	Thanksgiving Break
12/17 - 12/19	Finals (Minimum Days)
12/19	End of 2nd Quarter
	End of 1st Semester
12/22 - 1/9	Winter Break
12/25	Christmas Day
1/1	New Year's Day
1/19	Dr. Martin Luther King, Jr. Day
2/16	Presidents' Day (Lincoln & Washington)
3/20	End of 3rd Quarter
3/30 - 4/6	Spring Break
5/15	Non-School Day
5/25	Memorial Day
6/2 - 6/4	Finals (Minimum Days)
6/4	End of 4th Quarter
	End of 2nd Semester
	Last Day of School
Rev. 4-10-14 for classified start/end dates	

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Revenue and Expenditures Report

MEETING: June 11, 2014

AGENDA SECTION:

☐ **ACTION**

☒ **INFORMATION**

☐ **ACTION/CONSENT**

Board Goals:

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

Summary:

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

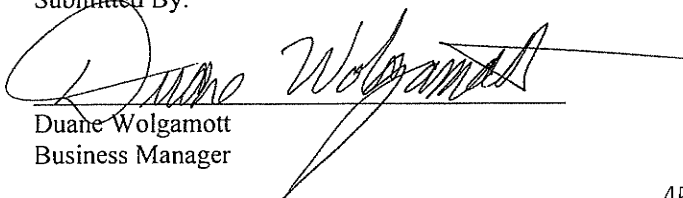
Recommendation:

The recommendation is being made for the State Administrator to approve the report.
Information only


Fiscal Impact:

Per the 2013-2014 fiscal budget.

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)	14,227,123.00	13,395,256.89		831,866.11	6%
Federal Revenue	(8100-8299)	1,159,174.00	648,979.91		510,194.09	44%
Other State Revenue	(8300-8599)	1,379,589.00	1,048,652.09		330,936.91	24%
Other Local Revenue	(8600-8799)	732,768.00	879,358.05		(146,590.05)	(20)%
Total Revenue		17,498,654.00	15,972,246.94		1,526,407.06	9%
EXPENSES						
Certified Salaries	(1000-1999)	6,959,732.00	6,854,256.98	80,709.26	24,765.76	0%
Classified Salaries	(2000-2999)	2,131,272.00	1,914,681.13	103,267.60	113,323.27	5%
Employee Benefits	(3000-3999)	2,820,092.00	2,568,833.82	71,825.23	179,432.95	6%
Supplies and Services	(4000-4999)	971,987.15	781,012.78	210,637.22	(19,662.85)	(2)%
Services & Operating Expenses	(5000-5999)	3,761,181.42	1,603,737.32	449,489.71	1,707,954.39	45%
Capital Outlays	(6000-6999)	64,399.00	64,398.75	.00	0.25	0%
Other Outgo	(7100-7299, 7400-7499)	1,566,845.00	1,078,877.22	.00	487,967.78	31%
Total Expenses		18,275,508.57	14,865,798.00	915,929.02	2,493,781.55	14%
Operating Surplus/(Deficit)		(776,854.57)	1,106,448.94	190,519.92		
OTHER FINANCING SOURCES/USES						
Interfund Transfers Out	(7610-7629)	47,673.00	.00	.00	47,673.00	100%
Total Other Financing Sources		(47,673.00)	.00	.00	(47,673.00)	100%
Net Surplus/(Deficit)		(824,527.57)	1,106,448.94	190,519.92		
Beginning Fund Balance		2,149,955.00	2,149,947.34	2,149,947.34		
Net Ending Fund Balance		\$1,325,427.43	\$3,256,396.28	\$2,340,467.26		
*** calculated ***						
Components of Ending Fund Balance						
Undesignated/Unappropriated - 9790		1,325,427.43	.00			
Ending Fund Balance		1,325,427.43	.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	315,996.65		59,003.35	16%
Other State Revenue	(8300-8599)	35,000.00	24,704.50		10,295.50	29%
Other Local Revenue	(8600-8799)	80,000.00	73,020.67		6,979.33	9%
Total Revenue		490,000.00	413,721.82		76,278.18	16%
EXPENSES						
Classified Salaries	(2000-2999)	81,646.00	83,459.26	.00	(1,813.26)	(2)%
Employee Benefits	(3000-3999)	45,851.00	46,019.76	.00	(168.76)	0%
Supplies and Services	(4000-4999)	399,858.00	375,950.94	3,362.39	20,544.67	5%
Services & Operating Expenses	(5000-5999)	9,447.00	19,098.61	1,611.25	(11,262.86)	(119)%
Capital Outlays	(6000-6999)	.00	10,831.70	.00	(10,831.70)	0%
Total Expenses		536,802.00	535,360.27	4,973.64	(3,531.91)	(1)%
Operating Surplus/(Deficit)		(46,802.00)	(121,638.45)	(126,612.09)		
OTHER FINANCING SOURCES/USES						
Interfund Transfers In	(8910-8929)	47,673.00	31,889.26		15,783.74	33%
Total Other Financing Sources		47,673.00	31,889.26		15,783.74	33%
Net Surplus/(Deficit)		871.00	(89,749.19)	(94,722.83)		
Net Ending Fund Balance		\$871.00	(\$89,749.19)	(\$94,722.83)		
*** calculated ***						
Components of Ending Fund Balance						
Undesignated/Unappropriated - 9790		871.00	.00			
Ending Fund Balance		871.00	.00			

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	13,464.18		1,335.82 9%
Total Revenue		14,800.00	13,464.18		1,335.82 9%
Operating Surplus/(Deficit)		14,800.00	13,464.18	13,464.18	
Net Surplus/(Deficit)		14,800.00	13,464.18	13,464.18	
Beginning Fund Balance		2,970,359.00	2,970,358.68	2,970,358.68	
Net Ending Fund Balance		\$2,985,159.00	\$2,983,822.86	\$2,983,822.86	
*** calculated ***					
Components of Ending Fund Balance					
Undesignated/Unappropriated - 9790		2,985,159.00	.00		
Ending Fund Balance		2,985,159.00	.00		

Fund 25 - Capital Facilities Fund		Fiscal Year 2014 through 06/30/2014				
		Budget	Actual	Encumbrance	Balance	Avail
REVENUE						
Other Local Revenue	(8600-8799)	10,000.00	39,007.17		(29,007.17)	(290)%
Total Revenue		10,000.00	39,007.17		(29,007.17)	(290)%
EXPENSES						
Services & Operating Expenses	(5000-5999)	.00	1,557.34	2,850.00	(4,407.34)	0%
Other Outgo	(7100-7299, 7400-7499)	104,674.00	104,672.76	.00	1.24	0%
Total Expenses		104,674.00	106,230.10	2,850.00	(4,406.10)	(4)%
Operating Surplus/(Deficit)		(94,674.00)	(67,222.93)	(70,072.93)		
Net Surplus/(Deficit)		(94,674.00)	(67,222.93)	(70,072.93)		
Beginning Fund Balance		453,682.00	453,681.54	453,681.54		
Net Ending Fund Balance		\$359,008.00	\$386,458.61	\$383,608.61		
*** calculated ***						
Components of Ending Fund Balance						
Undesignated/Unappropriated - 9790		359,008.00	.00			
Ending Fund Balance		359,008.00	.00			

Fund 35 - School Facility Program (Regul)		Fiscal Year 2014 through 06/30/2014			
		Budget	Actual	Encumbrance	Balance Avail
REVENUE					
Other Local Revenue	(8600-8799)	3,300.00	2,363.82		936.18 28%
Total Revenue		3,300.00	2,363.82		936.18 28%
EXPENSES					
Services & Operating Expenses	(5000-5999)	.00	14,030.40	.00	(14,030.40) 0%
Capital Outlays	(6000-6999)	.00	285,796.83	204,451.23	(490,248.06) 0%
Total Expenses		.00	299,827.23	204,451.23	(504,278.46) 0%
Operating Surplus/(Deficit)		3,300.00	(297,463.41)	(501,914.64)	
Net Surplus/(Deficit)		3,300.00	(297,463.41)	(501,914.64)	
Beginning Fund Balance		564,452.00	564,451.23	564,451.23	
Net Ending Fund Balance		\$567,752.00	\$266,987.82	\$62,536.59	
*** calculated ***					
Components of Ending Fund Balance					
Undesignated/Unappropriated - 9790		567,752.00	.00		
Ending Fund Balance		567,752.00	.00		

Fund 56 - Debt Service Fund		Fiscal Year 2014 through 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		
*** calculated ***					
Components of Ending Fund Balance					
Undesignated/Unappropriated - 9790	1,248,728.00	.00			
Ending Fund Balance	1,248,728.00	.00			

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Site Enrollment, Attendance, and Referral Statistics

MEETING: June 11, 2014

AGENDA SECTION:

☐ ACTION

☒ INFORMATION

☐ ACTION/CONSENT

Board Goals:

Improve/Sustain Student Achievement through CAASPP Test and Other Assessment Measures

☒ Improve School Climate and Student Discipline in Support of Teaching, Learning and Student Safety

Develop/Sustain Fiscal Crisis Long-Term Solution

Ensure Board and Administrator Participation in CSBA's Masters in Governance and Other Trainings

Ensure that Facilities are Safe for Staff and Students

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

Summary:

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

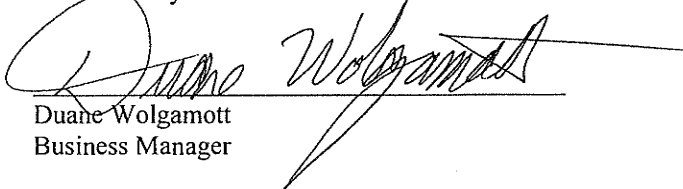
Recommendation:

This is an information item only.

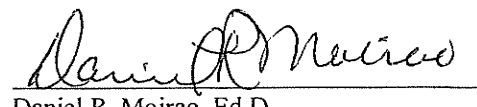
Fiscal Impact:

None

Submitted By:


Duane Wolgamott
Business Manager

Approved:


Daniel R. Moirao, Ed.D.
State Administrator

Greenfield High School

05/30/2014
06:37:45 AM

2013-2014

MONTHLY ATTENDANCE SUMMARY

Page 1

Month 11 - From 05/12/2014 Through 06/06/2014

Regular Program

Grade Tchr Level No.	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
	Tchg Days	Enroll- ment Carried Fwd	Gains	Total Enroll- ment (B+C)	Losses	Ending Enroll- ment (D-E)	Days Not Enroll	Days Non- Apport Attend	Actual Days (A*D)	Total Apport Attend (A*D)-G-H	Total A.D.A. (J/A)	Percent Attend J/(A*D)-G	Loss at End of Last School Day	YEAR TO DATE		
														Total Apport Attend	Days Taught	Total ADA (N/O)
9 TOTAL	12	255	2	257	0	257	11	86	3084	2987	248.92	97.20%	0	43749	178	245.78
10 TOTAL	12	226	2	228	0	228	9	98	2736	2629	219.08	96.41%	0	38276	178	215.03
11 TOTAL	12	200	0	200	1	199	10	73	2400	2317	193.08	96.95%	0	35065	178	196.99
12 TOTAL	12	183	0	183	0	183	0	138	2196	2058	171.50	93.72%	0	31421	178	176.52
Total 9-12	12	864	4	868	1	867	30	395	10416	9991	832.58	96.20%	0	148511	178	834.33
PROGRAM	12	864	4	868	1	867	30	395	10416	9991	832.58	96.20%	0	148511	178	834.33

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

Principal Signature

Date

Greenfield High School

05/30/2014

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2013-2014

MONTHLY ATTENDANCE SUMMARY

Page 2

Month 11 - From 05/12/2014 Through 06/06/2014

Program F From Charter End of Year

		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
		Tchg Days	Enroll- ment Carried Fwd	Gains	Total Enroll- ment (B+C)	Losses	Ending Enroll- ment (D-E)	Days Not Enroll	Days Non- Apport Attend	Actual Days (A*D)	Total Apport Attend (A*D)-G-H	Total A.D.A. (J/A)	Percent Attend J/(A*D)-G	Loss at End of Last School Day	YEAR TO DATE		
															Total Apport Attend	Days Taught	Total ADA (N/O)
Grade	Tchr Level No.																
12	TOTAL	12	0	0	0	0	0	0	0	0	0	0.00	0.00%	0	0	178	0.00
	Total 9-12	12	0	0	0	0	0	0	0	0	0	0.00	0.00%	0	0	178	0.00
	PROGRAM	12	0	0	0	0	0	0	0	0	0	0.00	0.00%	0	0	178	0.00

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Principal Signature

Date

Greenfield High School

05/30/2014

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2013-2014

MONTHLY ATTENDANCE SUMMARY

Page 3

Month 11 - From 05/12/2014 Through 06/06/2014

Program H Home-Hospital

Grade Level	Tchr No.	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
		Tchg Days	Enroll- ment Carried Fwd	Gains	Total Enroll- ment (B+C)	Losses	Ending Enroll- ment (D-E)	Days Not Enroll	Days Non- Apport Attend	Actual Days (A*D)	Total Apport Attend (A*D)-G-H	Total A.D.A. (J/A)	Percent Attend J/(A*D)-G	Loss at End of Last School Day	YEAR TO DATE		
															Total Apport Attend	Days Taught	Total ADA (N/O)
10	TOTAL	12	1	0	1	0	1	0	12	12	0	0.00	0.00%	0	153	178	0.86
11	TOTAL	12	0	0	0	0	0	0	0	0	0	0.00	0.00%	0	60	178	0.34
12	TOTAL	12	2	0	2	0	2	0	16	24	8	0.67	33.33%	0	310	178	1.74
	Total 9-12	12	3	0	3	0	3	0	28	36	8	0.67	22.22%	0	523	178	2.94
	PROGRAM	12	3	0	3	0	3	0	28	36	8	0.67	22.22%	0	523	178	2.94

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

Principal Signature

Date

Greenfield High School

05/30/2014

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2013-2014

MONTHLY ATTENDANCE SUMMARY

Page 4

Month 11 - From 05/12/2014 Through 06/06/2014

Program I Independent Study

Grade Level	Tchr No.	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
		Tchg Days	Enroll- ment Carried Fwd	Gains	Total Enroll- ment (B+C)	Losses	Ending Enroll- ment (D-E)	Days Not Enroll	Days Non- Apport Attend	Actual Days (A*D)	Total Apport Attend (A*D)-G-H	Total A.D.A. (J/A)	Percent Attend J/(A*D)-G	Loss at End of Last School Day	YEAR TO DATE		
															Total Apport Attend	Days Taught	Total ADA (N/O)
9	TOTAL	12	8	0	8	0	8	0	96	96	0	0.00	0.00%	0	395	178	2.22
10	TOTAL	12	10	0	10	0	10	0	120	120	0	0.00	0.00%	0	694	178	3.90
11	TOTAL	12	9	1	10	0	10	2	118	120	0	0.00	0.00%	0	588	178	3.30
12	TOTAL	12	5	0	5	0	5	0	60	60	0	0.00	0.00%	0	564	178	3.17
Total 9-12		12	32	1	33	0	33	2	394	396	0	0.00	0.00%	0	2241	178	12.59
PROGRAM		12	32	1	33	0	33	2	394	396	0	0.00	0.00%	0	2241	178	12.59

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

Principal Signature

Date

Greenfield High School

05/30/2014

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2013-2014

MONTHLY ATTENDANCE SUMMARY

Month 11 - From 05/12/2014 Through 06/06/2014

Program S SPED

Grade Tchr Level No.	A Tchg Days	B Enroll- ment Carried Fwd	C Gains	D Total Enroll- ment (B+C)	E Losses	F Ending Enroll- ment (D-E)	G Days Not Enroll	H Days Non- Apport Attend	I Actual Days (A*D)	J Total Apport Attend (A*D)-G-H	K Total A.D.A. (J/A)	L Percent Attend J/(A*D)-G	M Loss at End of Last School Day	YEAR TO DATE		
														N Total Apport Attend	O Days Taught	P Total ADA (N/O)
9 TOTAL	12	1	0	1	0	1	0	0	12	12	1.00	100.00%	0	172	178	0.97
10 TOTAL	12	2	0	2	0	2	0	0	24	24	2.00	100.00%	0	342	178	1.92
11 TOTAL	12	5	0	5	0	5	0	6	60	54	4.50	90.00%	0	811	178	4.56
12 TOTAL	12	0	0	0	0	0	0	0	0	0	0.00	0.00%	0	0	178	0.00
Total 9-12	12	8	0	8	0	8	0	6	96	90	7.50	93.75%	0	1325	178	7.44
PROGRAM	12	8	0	8	0	8	0	6	96	90	7.50	93.75%	0	1325	178	7.44

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Principal Signature

Date

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

Greenfield High School

05/30/2014

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MONTHLY ATTENDANCE SUMMARY

Month 11 - From 05/12/2014 Through 06/06/2014

Program T SDC Transitional Program

Grade Tchr Level No.	A Tchg Days	B Enroll- ment Carried Fwd	C Gains	D Total Enroll- ment (B+C)	E Losses	F Ending Enroll- ment (D-E)	G Days Not Enroll	H Days Non- Apport Attend	I Actual Days (A*D)	J Total Apport Attend (A*D)-G-H	K Total A.D.A. (J/A)	L Percent Attend J/(A*D)-G	M Loss at End of Last School Day	N O P YEAR TO DATE		
														Total Apport Attend	Days Taught	Total ADA (N/O)
9 TOTAL	12	3	0	3	0	3	0	2	36	34	2.83	94.44%	0	515	178	2.89
10 TOTAL	12	6	0	6	0	6	0	3	72	69	5.75	95.83%	0	848	178	4.76
11 TOTAL	12	3	0	3	0	3	0	3	36	33	2.75	91.67%	0	452	178	2.54
12 TOTAL	12	5	0	5	0	5	0	3	60	57	4.75	95.00%	0	737	178	4.14
Total 9-12	12	17	0	17	0	17	0	11	204	193	16.08	94.61%	0	2552	178	14.34
PROGRAM	12	17	0	17	0	17	0	11	204	193	16.08	94.61%	0	2552	178	14.34

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

Principal Signature

Date

Greenfield High School

05/30/2014

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MONTHLY ATTENDANCE SUMMARY

Month 11 - From 05/12/2014 Through 06/06/2014

Program V Short Term Independent Study

Grade Tchr Level No.	A Tchg Days	B Enroll- ment Carried Fwd	C Gains	D Total Enroll- ment (B+C)	E Losses	F Ending Enroll- ment (D-E)	G Days Not Enroll	H Days Non- Apport Attend	I Actual Days (A*D)	J Total Apport Attend (A*D)-G-H	K Total A.D.A. (J/A)	L Percent Attend J/(A*D)-G	M Loss at End of Last School Day	YEAR TO DATE		
														N Total Apport Attend	O Days Taught	P Total ADA (N/O)
9 TOTAL	12	0	1	1	0	1	0	5	12	7	0.58	58.33%	0	7	178	0.04
Total 9-12	12	0	1	1	0	1	0	5	12	7	0.58	58.33%	0	7	178	0.04
PROGRAM	12	0	1	1	0	1	0	5	12	7	0.58	58.33%	0	7	178	0.04

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

Principal Signature

Date

Greenfield High School

5/30/2014

2013-2014

Discipline Distribution Report from 5/1/2014 to 5/29/2014

Page 1

Code # and Name		Total	Grade				Sex		Hispanic/Latino?	Race (Not Hispanic)					
			9	10	11	12	F	M	Y	100	200	300	400	600	700
08	*Drugs, Possession of (E)	2	2	-	-	-	-	2	2	-	-	-	-	-	-
10	*Drugs, Use of (E) 48900 (	1	1	-	-	-	-	1	1	-	-	-	-	-	-
16	*Loitering/Trespassing	1	1	-	-	-	1	-	1	-	-	-	-	-	-
18	*Property, Destruction of (E	2	2	-	-	-	-	2	2	-	-	-	-	-	-
24	*Vandalism (E) 48900 (f)	1	1	-	-	-	-	1	1	-	-	-	-	-	-
25	*Weapon, Possession of (	1	-	-	-	1	-	1	1	-	-	-	-	-	-
33	Academic Code Violation (	1	-	1	-	-	1	-	-	-	-	-	-	-	1
36	Behavior, Defiance (E) 489	7	3	3	-	1	-	7	7	-	-	-	-	-	-
37	Behavior, Disobedience (E)	1	1	-	-	-	-	1	1	-	-	-	-	-	-
38	Behavior, Disruptive (E) 48	5	2	3	-	-	-	5	5	-	-	-	-	-	-
49	Contract, Behavior	1	1	-	-	-	-	1	1	-	-	-	-	-	-
52	Fighting (E) 48900 (a)(1)	1	-	1	-	-	-	1	1	-	-	-	-	-	-
65	Language, Profanity (E) 48	2	1	1	-	-	-	2	2	-	-	-	-	-	-
90	Truant, Period	1	-	1	-	-	-	1	1	-	-	-	-	-	-
92	Other	1	-	1	-	-	-	1	1	-	-	-	-	-	-
Totals:		28	15	11	-	2	2	26	27	-	-	-	-	-	1

King City High School

05/30/2014
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MONTHLY ATTENDANCE SUMMARY

Page 1

Month 11 - From 05/12/2014 Through 06/06/2014

Regular Program

Grade Tchr Level No.	A Tchg Days	B Enroll- ment Carried Fwd	C Gains	D Total Enroll- ment (B+C)	E Losses	F Ending Enroll- ment (D-E)	G Days Not Enroll	H Days Non- Apport Attend	I Actual Days (A*D)	J Total Apport Attend (A*D)-G-H	K Total A.D.A. (J/A)	L Percent Attend J/(A*D)-G	M Loss at End of Last School Day	N O P YEAR TO DATE		
														Total Apport Attend	Days Taught	Total ADA (N/O)
9 TOTAL	12	243	0	243	0	243	0	112	2916	2804	233.67	96.16%	0	43027	178	241.72
10 TOTAL	12	229	0	229	0	229	0	137	2748	2611	217.58	95.01%	0	40837	178	229.42
11 TOTAL	12	189	0	189	0	189	0	113	2268	2155	179.58	95.02%	0	34718	178	195.04
12 TOTAL	12	177	0	177	0	177	0	105	2124	2019	168.25	95.06%	0	31958	178	179.54
Total 9-12	12	838	0	838	0	838	0	467	10056	9589	799.08	95.36%	0	150540	178	845.73
PROGRAM	12	838	0	838	0	838	0	467	10056	9589	799.08	95.36%	0	150540	178	845.73

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

Principal Signature

Date

King City High School

05/30/2014

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MONTHLY ATTENDANCE SUMMARY

Page 2

Month 11 - From 05/12/2014 Through 06/06/2014

Program F From Charter End of Year

	Grade Tchr Level No.	A Tchg Days	B Enroll- ment Carried Fwd	C Gains	D Total Enroll- ment (B+C)	E Losses	F Ending Enroll- ment (D-E)	G Days Not Enroll	H Days Non- Apport Attend	I Actual Days (A*D)	J Total Apport Attend (A*D)-G-H	K Total A.D.A. (J/A)	L Percent Attend J/(A*D)-G	M Loss at End of Last School Day	N	O	P
															YEAR TO DATE		
															Total Apport Attend	Days Taught	Total ADA (N/O)
11	TOTAL	12	0	0	0	0	0	0	0	0	0	0.00	0.00%	0	0	178	0.00
12	TOTAL	12	0	0	0	0	0	0	0	0	0	0.00	0.00%	0	0	178	0.00
Total 9-12		12	0	0	0	0	0	0	0	0	0	0.00	0.00%	0	0	178	0.00
PROGRAM		12	0	0	0	0	0	0	0	0	0	0.00	0.00%	0	0	178	0.00

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

Principal Signature

Date

King City High School

05/30/2014

06:32:08 AM

2013-2014

MONTHLY ATTENDANCE SUMMARY

Page 3

Month 11 - From 05/12/2014 Through 06/06/2014

Program H Home-Hospital

Grade Tchr Level No.	A Tchg Days	B Enroll- ment Carried Fwd	C Gains	D Total Enroll- ment (B+C)	E Losses	F Ending Enroll- ment (D-E)	G Days Not Enroll	H Days Non- Apport Attend	I Actual Days (A*D)	J Total Apport Attend (A*D)-G-H	K Total A.D.A. (J/A)	L Percent Attend J/(A*D)-G	M Loss at End of Last School Day	YEAR TO DATE		
														N Total Apport Attend	O Days Taught	P Total ADA (N/O)
9 TOTAL	12	2	0	2	1	1	7	17	24	0	0.00	0.00%	0	30	178	0.17
Total 9-12	12	2	0	2	1	1	7	17	24	0	0.00	0.00%	0	30	178	0.17
PROGRAM	12	2	0	2	1	1	7	17	24	0	0.00	0.00%	0	30	178	0.17

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

Principal Signature

Date

King City High School

05/30/2014

06:32:08 AM

2013-2014

MONTHLY ATTENDANCE SUMMARY

Page 4

Month 11 - From 05/12/2014 Through 06/06/2014

Program I Independent Study

	A Tchg Days	B Enroll- ment Carried Fwd	C Gains	D Total Enroll- ment (B+C)	E Losses	F Ending Enroll- ment (D-E)	G Days Not Enroll	H Days Non- Apport Attend	I Actual Days (A*D)	J Total Apport Attend (A*D)-G-H	K Total A.D.A. (J/A)	L Percent Attend J/(A*D)-G	M Loss at End of Last School Day	N	O	P	
														YEAR TO DATE			
														Total Apport Attend	Days Taught	Total ADA (N/O)	
Grade Tchr Level No.																	
9 TOTAL	12	5	0	5	0	5	0	48	60	12	1.00	20.00%	0	348	178	1.96	
10 TOTAL	12	14	0	14	0	14	0	156	168	12	1.00	7.14%	0	902	178	5.07	
11 TOTAL	12	5	0	5	0	5	0	60	60	0	0.00	0.00%	0	529	178	2.97	
12 TOTAL	12	5	0	5	0	5	0	60	60	0	0.00	0.00%	0	540	178	3.03	
Total 9-12	12	29	0	29	0	29	0	324	348	24	2.00	6.90%	0	2319	178	13.03	
PROGRAM	12	29	0	29	0	29	0	324	348	24	2.00	6.90%	0	2319	178	13.03	

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

Principal Signature

Date

King City High School

05/30/2014

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2013-2014

MONTHLY ATTENDANCE SUMMARY

Page 5

Month 11 - From 05/12/2014 Through 06/06/2014

Program S SPED

Grade Tchr Level No.	A Tchg Days	B Enroll- ment Carried Fwd	C Gains	D Total Enroll- ment (B+C)	E Losses	F Ending Enroll- ment (D-E)	G Days Not Enroll	H Days Non- Apport Attend	I Actual Days (A*D)	J Total Apport Attend (A*D)-G-H	K Total A.D.A. (J/A)	L Percent Attend J/(A*D)-G	M Loss at End of Last School Day	YEAR TO DATE		
														N Total Apport Attend	O Days Taught	P Total ADA (N/O)
9 TOTAL	12	1	0	1	0	1	0	1	12	11	0.92	91.67%	0	112	159	0.70
10 TOTAL	12	6	0	6	0	6	0	4	72	68	5.67	94.44%	0	932	178	5.24
11 TOTAL	12	4	0	4	0	4	0	6	48	42	3.50	87.50%	0	566	178	3.18
12 TOTAL	12	6	0	6	0	6	0	2	72	70	5.83	97.22%	0	744	178	4.18
Total 9-12	12	17	0	17	0	17	0	13	204	191	15.92	93.63%	0	2354	178	13.22
PROGRAM	12	17	0	17	0	17	0	13	204	191	15.92	93.63%	0	2354	178	13.22

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

Principal Signature

Date

King City High School

5/30/2014

2013-2014

Discipline Distribution Report from 5/1/2014 to 5/29/2014

Page 1

Code # and Name		Total	Grade				Sex		Hispanic/Latino?	Race (Not Hispanic)					
			9	10	11	12	F	M	Y	100	200	300	400	600	700
36	Behavior, Defiance (E) 489	1	1	-	-	-	-	1	1	-	-	-	-	-	-
37	Behavior, Disobedience (E)	2	2	-	-	-	-	2	2	-	-	-	-	-	-
38	Behavior, Disruptive (E) 48	3	1	1	-	1	1	2	3	-	-	-	-	-	-
47	Disruption of School Activiti	2	-	1	1	-	2	-	2	-	-	-	-	-	-
52	Fighting (E) 48900 (a)(1)	16	4	7	4	1	1	15	16	-	-	-	-	-	-
87	Tobacco, Possession of (E	1	-	-	-	1	1	-	-	-	-	-	-	-	1
Totals:		25	8	9	5	3	5	20	24	-	-	-	-	-	1

Portola-Butler Contin. High School

5/30/2014

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2013-2014

MONTHLY ATTENDANCE SUMMARY/CONTINUATION

Page 1

Month 11 - From 05/12/2014 Through 06/06/2014

Regular Program												
	A	B	C	D	E	F	G	H	I	J	K	L
Grade Level	Days Taught	Enrollment Carried Forward	Gains	Total Enrollment (B+C)	Losses	Ending Enrollment (D-E)	Days Not Enrolld	Maximum Hours	Apportnd Hours	Credited Hours	Total Apportnd Hours (I+J)	TOTAL ADA (K / 3 / A)
10 TOTAL	12	3	0	3	0	3	0	108.00	81.00	0.00	81.00	2.25
11 TOTAL	12	37	1	38	1	37	14	1323.00	1181.00	13.00	1194.00	33.17
12 TOTAL	12	24	8	32	11	21	106	834.00	632.00	5.00	637.00	17.69
PROGRAM TOTAL	12	64	9	73	12	61	120	2265.00	1894.00	18.00	1912.00	53.11

75%
89.3%
75.8%
83.6%

Program I Independent Study												
	A	B	C	D	E	F	G	H	I	J	K	L
Grade Level	Days Taught	Enrollment Carried Forward	Gains	Total Enrollment (B+C)	Losses	Ending Enrollment (D-E)	Days Not Enrolld	Maximum Hours	Apportnd Hours	Credited Hours	Total Apportnd Hours (I+J)	TOTAL ADA (K / 3 / A)
11 TOTAL	12	2	0	2	0	2	0	72.00	0.00	0.00	0.00	0.00
12 TOTAL	12	1	1	2	1	1	10	42.00	0.00	0.00	0.00	0.00
PROGRAM TOTAL	12	3	1	4	1	3	10	114.00	0.00	0.00	0.00	0.00

0

Program X Fifth year senior												
	A	B	C	D	E	F	G	H	I	J	K	L
Grade Level	Days Taught	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	12	0	3	3	3	0	33	9.00	0.00	0.00	0.00	0.00
12 TOTAL	12	3	10	13	10	3	106	150.00	33.00	0.00	33.00	0.92
PROGRAM TOTAL	12	3	13	16	13	3	139	159.00	33.00	0.00	33.00	0.92

22%
20.8%

Portola-Butler Contin. High School

5/30/2014

2013-2014

Discipline Distribution Report from 5/1/2014 to 5/29/2014

Page 1

Code # and Name		Total	Grade				Sex		Hispanic/Latino?	Race (Not Hispanic)						
			9	10	11	12	F	M		Y	100	200	300	400	600	700
25	*Weapon, Possession of (	1	-	-	-	1	-	1		1	-	-	-	-	-	-
36	Behavior, Defiance (E) 489	1	-	-	-	1	-	1		1	-	-	-	-	-	-
38	Behavior, Disruptive (E) 48	1	-	-	-	1	-	1		1	-	-	-	-	-	-
Totals:		3	-	-	-	3	-	3		3	-	-	-	-	-	-

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

SUBJECT: First Reading Board Policies

MEETING: June 11, 2014

AGENDA SECTION:

☐ ACTION

☒ INFORMATION

☐ ACTION/CONSENT

-
- _____ Improve/Sustain Student Achievement through CAASPP Test and Other Assessment Measures
 - _____ Improve School Climate and Student Discipline in Support of Teaching, Learning and Student Safety
 - _____ Develop/Sustain Fiscal Crisis Long-Term Solution
 - _____ Ensure Board and Administrator Participation in CSBA's Masters in Governance and Other Trainings
 - _____ Ensure that Facilities are Safe for Staff and Students
 - X 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 0200 Goals for the School District (new)
- BP 3260 Fees and Charges (revised)
- AR 3260 Fees and Charges (revised)
- BP 3280 Sale or Lease of District Owned Real Property (revised)
- AR 3460 Financial Reports and Accountability (reworded)
- BP 3513.3 Tobacco – Free Schools (revised)
- E 4112.9 Employee Notification (revised)
- AR 4117.14 Postretirement Employment (revised)
- AR 4117.7 Employment Status Report (new)
- E 5145.6 Parental Notifications (revised)
- BP 5131.62 Tobacco Students (new)
- BP 6141.5 Advanced Placement (revised)


Recommendation:

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


Fiscal Impact:

No fiscal impact

Submitted By:


Daniel R. Moirao, Ed. D.
State Administrator

Approved:


Daniel R. Moirao, Ed.D.
State Administrator

Philosophy, Goals, Objectives and Comprehensive Plans

Goals For The School District

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

(cf. 0000 - Vision)

(cf. 0100 - Philosophy)

(cf. 9000 - Role of the Board)

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

~~***Note: Education Code 52060-52077, as added by AB 97 (Ch. 47, Statutes of 2013), require the Governing Board to adopt a three-year local control and accountability plan (LCAP) by July 1, 2014, and to update the LCAP on or before July 1 of each subsequent year; see BP/AR 0460—Local Control and Accountability Plan. Pursuant to Education Code 52060, the LCAP must include annual goals, aligned with eight specified state priorities and any local priorities established by the Board, to be achieved for all students and for each numerically significant subgroup as defined in Education Code 52052. Pursuant to Education Code 52052, 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 or district. For schools or districts with 11-99 students, numerically significant student subgroups are defined by the Superintendent of Public Instruction with approval by the State Board of Education. ***~~

~~***Note: 5 CCR 15497, as added by Register 2014, No. 6, provides a template that the district must use to detail its actions and expenditures to support student outcomes and overall performance. Pursuant to this template, the district may organize its goals for the eight state priorities into three categories: (1) conditions of learning, including Williams compliance (teacher qualifications, access to instructional materials, and facilities in good repair), implementation of Common Core State Standards, and student access to a broad course of study; (2) student outcomes, including student achievement as measured by specified indicators and student outcomes in the course of study; and (3) engagement, including parent involvement, student engagement, and school climate. A district goal may address multiple priorities, and the district also may identify school sites and student subgroups that have the same goals and may group and describe those goals together. ***~~

Goals shall be established for all students and each numerically significant subgroup as defined in Education Code 52052, which may include ethnic subgroups, socioeconomically

disadvantaged students, English learners, students with disabilities, and foster youth, and shall address each of the state priorities identified in Education Code 52060 and any additional local priorities established by the Board. These goals shall be incorporated into the district's local control and accountability plan (LCAP). (Education Code 52060, 52062, 52063; 5 CCR 15497)

(cf. 0460 - Local Control and Accountability Plan)
(cf. 3553 - Free and Reduced Price Meals)
(cf. 6159 - Individualized Education Program)
(cf. 6173.1 - Education for Foster Youth)
(cf. 6174 - Education for English Language Learners)

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

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

(cf. 0500 - Accountability)
(cf. 6190 - Evaluation of the Instructional Program)

In addition to the goals identified in the LCAP, and consistent with those goals, the district and each school site may establish goals for inclusion in another district or school plan or for any other purpose. Such goals may address the improvement of governance, leadership, fiscal integrity, facilities, community involvement and collaboration, student wellness and other conditions of children, and/or any other areas of district or school operations. As appropriate, each goal shall include benchmarks or short-term objectives that can be used to determine progress toward meeting the goal.

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

Legal Reference:

EDUCATION CODE

17002 State School Building Lease-Purchase Law, including definition of good repair
42238.01-42238.07 Local control funding formula
44258.9 County superintendent review of teacher assignment
51002 Local development of programs based on stated philosophy and goals

51020 Definition of goal
51021 Definition of objective
51041 Evaluation of the educational program
51210 Course of study for grades 1-6
51220 Course of study for grades 7-12
52050-52059 Public Schools Accountability Act, especially:
52052 Academic Performance Index; numerically significant student subgroups
52060-52077 Local control and accountability plan
60119 Sufficiency of textbooks and instructional materials; hearing and resolution
64000-64001 Consolidated application process
CODE OF REGULATIONS, TITLE 5
15497 Local control and accountability plan template
UNITED STATES CODE, TITLE 20
6311 Accountability, adequate yearly progress
6312 Local educational agency plan

Management Resources:

CSBA PUBLICATIONS

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

WEB SITES

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

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

(3/03 7/08) 4/14

Policy: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

First Reading: June 11, 2014

Adopted:

King City, California

Business and Noninstructional Operations

Fees And Charges

~~Fees and Charges—~~

~~The Governing Board desires to furnish books, materials and instructional equipment as needed for the educational program. Because the needs of the district must be met with limited available funds, the Board may charge fees when specifically authorized by law.~~

~~The district shall consider the student and parent/guardian's ability to pay when establishing fee schedules and granting exceptions.~~

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

~~(cf. 3250—Transportation Fees)~~

~~(cf. 3290—Gifts, Grants and Bequests)~~

~~(cf. 3515.4—Recovery for Property Loss or Damage)~~

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

~~(cf. 5143—Insurance)~~

~~(cf. 6145—Extracurricular and Cocurricular Activities)~~

~~(cf. 9323.2—Actions by the Board)~~

~~***Note: Pursuant to Education Code 49011, a district is prohibited from requiring students to pay a fee, deposit, or other charge in order to participate in an educational activity as defined in Education Code 49010. A district is also required to provide the supplies, materials, and equipment needed by students to participate in educational activities. Additionally, Education Code 49011 clarifies that an otherwise impermissible fee would not be made permissible by the provision of a waiver for some students. However, pursuant to 5 CCR 350, a district is permitted, in certain circumstances, to impose fees that are specifically authorized by law. See the accompanying administrative regulation for a list of permissible fees. ***~~

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

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

(cf. 3100 - Budget)

(cf. 6145 - Extracurricular and Cocurricular Activities)

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

(cf. 3250 - Transportation Fees)
(cf. 3515.4 - Recovery for Property Loss or Damage)
(cf. 3553 - Free and Reduced Price Meals)
(cf. 5143 - Insurance)
(cf. 9323.2 - Actions by the Board)

~~***Note: The following optional paragraph may be revised to reflect district practice. The prohibition against student fees pursuant to Education Code 49011 does not restrict districts from soliciting for voluntary donations, participating in fundraising activities, and providing prizes or other recognition for participants in such fundraising activities.***~~

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

(cf. 1321 - Solicitation of Funds from and by Students)
(cf. 3290 - Gifts, Grants and Bequests)

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

~~***Note: Pursuant to Education Code 49013, a district is mandated to adopt a policy which allows complaints to be filed using the uniform complaint procedures when the district is alleged to have violated the prohibition against requiring unauthorized student fees. See BP/AR 1312.3—Uniform Complaint Procedures for language implementing this mandate.***~~

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

(cf. 1312.3 - Uniform Complaint Procedures)

~~***Note: Education Code 49013 provides for districts found in violation of the prohibition against requiring student fees to design a remedy which may include reasonable efforts to fully identify and reimburse all affected individuals as specified in 5 CCR 4600, as amended by Register 2013, No. 38.***~~

If, upon investigation, the district finds merit in the complaint, the State

Administrator/Superintendent or designee shall recommend and the Board shall adopt an appropriate remedy to be provided to all affected students and parents/guardians in accordance with 5 CCR 4600.

~~***Note: Education Code 49013 requires the district to include information about the prohibition against requiring unauthorized student fees in the annual notification required pursuant to 5 CCR 4622.***~~

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

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)
(cf. 5145.6 - Parental Notifications)

~~***Note: The following paragraph is optional and may be revised to reflect district practice.***~~

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

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

Legal Reference:

EDUCATION CODE

8263 Child care eligibility

8760-8773 Outdoor science and conservation programs

17551 Property fabricated by students

19910-19911 Offenses against libraries

32033 Eye protective devices

32221 Insurance for athletic team member

32390 Fingerprinting program

35330-35332 Excursions and field trips

35335 School camp programs

38080-38085 Cafeteria establishment and use

38119 Lease of personal property; caps and gowns

38120 Use of school band equipment on excursions to foreign countries

39807.5 Payment of transportation costs

39837 Transportation of students to places of summer employment

~~48050 Residents of adjoining states~~
~~48052 Tuition for foreign residents~~
~~48904 Liability of parent or guardian~~
~~49066 Grades, effect of physical education class apparel-~~
~~49091.14 Prospectus of school curriculum~~
~~51810-51815 Community service classes~~
~~52612 Tuition for adult classes~~
~~52613 Nonimmigrant aliens-~~
~~60410 Students in classes for adults~~

~~GOVERNMENT CODE~~

~~6253 Request for copy; fee~~

~~VEHICLE CODE~~

~~21113 Public grounds (parking)~~

~~CALIFORNIA CONSTITUTION~~

~~Article 9, Section 5 Common school system~~

~~CODE OF REGULATIONS, TITLE 5~~

~~350 Fees not permitted~~

~~UNITED STATES CODE, TITLE 8~~

~~1184 Foreign Students~~

~~COURT DECISIONS~~

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

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

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

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

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

~~Management Resources:-~~

~~CDE MANAGEMENT ADVISORIES~~

~~1030.97 Fiscal Management Advisory 97-02: Fees Deposits and Other Charges~~

~~WEB SITES~~

~~CDE: <http://www.cde.ca.gov>~~

~~(6/93) 7/00~~

Legal Reference:

EDUCATION CODE

8239 Preschool and wraparound child care services

8250 Child care and development services for children with disabilities

8263 Child care eligibility

8482.6 After School Education and Safety programs

8760-8774 Outdoor science and conservation programs

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

17551 Property fabricated by students

19910-19911 Offenses against libraries

32033 Eye protective devices

32221 Insurance for athletic team member
32390 Fingerprinting program
35330-35332 Excursions and field trips
35335 School camp programs
38080-38086 Cafeteria establishment and use
38120 Use of school band equipment on excursions to foreign countries
39801.5 Transportation for adults
39807.5 Payment of transportation costs
39837 Transportation of students to places of summer employment
48050 Residents of adjoining states
48052 Tuition for foreign residents
48904 Liability of parent or guardian
49010-49013 Student fees
49065 Charge for copies
49066 Grades, effect of physical education class apparel
49091.14 Prospectus of school curriculum
51810-51815 Community service classes
52612 Tuition for adult classes
52613 Nonimmigrant aliens
56504 School records; students with disabilities
60410 Students in classes for adults

GOVERNMENT CODE

6253 Request for copy; fee

CALIFORNIA CONSTITUTION

Article 9, Section 5 Common school system

CODE OF REGULATIONS, TITLE 5

350 Fees not permitted

4600-4687 Uniform complaint procedures

UNITED STATES CODE, TITLE 8

1184 Foreign students

COURT DECISIONS

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

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

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

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

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

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Pupil Fees, Deposits, and Other Charges: Cap and Gown for High School Graduation Ceremony,

Addendum to Fiscal Management Advisory 12-02, October 4, 2013

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

WEB SITES

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

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

(7/00 11/12) 4/14

Policy: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

First Reading: June 11, 2014

Second Reading: King City, California

Business and Noninstructional Operations

Fees And Charges

~~***Note: Pursuant to 5 CCR 350, districts may charge fees only when specifically authorized by law. The following list specifies fees currently authorized by law. Other permissible fees may exist and be identified in the future. ***~~

~~***Pursuant to Education Code 49011, a district is prohibited from requiring a student to pay fees or charges in order to participate in an educational activity. A complaint alleging the unauthorized charging of student fees may be filed in accordance with the uniform complaint procedures; see the accompanying Board policy and BP/AR 1312.3 Uniform Complaint Procedures. Districts with questions as to whether a particular fee may be charged should consult with legal counsel. ***~~

~~Fees and Charges~~

~~The district shall charge only those fees specifically authorized by law. (5 CCR 350)~~

~~The following fees and charges are permissible if approved by the Governing Board:~~

- ~~1. Insurance for athletic team members, with an exemption for financial hardship (Education Code 32221)~~

~~(cf. 5143 - Insurance)~~

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

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

(cf. 5143 - Insurance)

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

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

(cf. 6153 - School-Sponsored Trips)

- ~~4. Student fingerprinting program (Education Code 32390)~~

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

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

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

(cf. 6142.5 - Environmental Education)

- ~~5. School camp programs operated pursuant to Education Code 8760-8773 provided that the fee is not mandatory (Education Code 35335)~~

~~(cf. 6142.5 - Environmental Education)~~

~~***Note: Education Code 17551 permits the district to sell to a student any nonperishable property of the district which has been fabricated by the student, as provided in item #6 below. California Department of Education (CDE) Fiscal Management Advisory 12-02 clarifies that this cost applies to materials the student will take home for his/her own possession and use, such as wood shop, art, or sewing projects. ***~~

- ~~6. Personal property of the district fabricated by students, as long as the cost of the property does not exceed the cost of the materials provided by the district (Education Code 17551)~~

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

~~(cf. 3250 - Transportation Fees)~~

- ~~8. Transportation to and from summer employment programs for youth (Education Code 39837)~~

~~(6/93) 7/00~~

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

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

(cf. 3250 - Transportation Fees)

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

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

~~***Note: Education Code 17453.1 permits the district to sell or lease Internet appliances or personal computers to students as provided in item #10 below. CDE Fiscal Management Advisory 12-02 defines "Internet appliance" as a technological product that allows connection or access to an online educational network and clarifies that Internet appliances and personal computers are deemed supplemental and not an essential part of a district's educational program.***~~

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

(cf. 0440 - District Technology Plan)

(cf. 6163.4 - Student Use of Technology)

~~10. Fees for community service classes (Education Code 51815)~~

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

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

~~11. Eye safety devices, at a price not to exceed the district's actual costs (Education Code 32033)~~

(cf. 5142 - Safety)

~~12. Actual cost of furnishing copies of any student's records except, if he/she is a former student, up to two transcripts or two verifications of his/her various records (Education Code 49065)~~

(cf. 5125 - Student Records)

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

(cf. 3514.1 - Hazardous Substances)
(cf. 5142 - Safety)

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

(cf. 5125 - Student Records)

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

(cf. 1340 - Access to District Records)
(cf. 5020 - Parent Rights and Responsibilities)

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

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

~~16. Fines or reimbursements for lost or damaged district property or damage to library property (Education Code 19910-19911, 48904)~~

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

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

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

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

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

(cf. 5111.2 - Nonresident Foreign Students)

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

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

(cf. 6200 - Adult Education)

~~18. Adult education books, materials, and classes as specified in law (Education Code 52612, 60410)~~

~~(cf. 6200 - Adult Education)~~

~~20. Physical education uniforms~~

~~(cf. 6142.7 - Physical Education and Activity)~~

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

(cf. 5148 - Child Care and Development)

(cf. 5148.3 - Preschool/Early Childhood Education)

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

~~***Note: In Fiscal Management Advisory 12-02, the CDE lists item #21 below as permissible. Districts with questions concerning this item should consult legal counsel.***~~

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

(cf. 6141.5 - Advanced Placement)

~~***Note: In its Addendum to Fiscal Management Advisory 12-02 issued in October 2013, the-~~

~~CDE clarifies that a district that requires its students to wear a cap and gown as a condition for their participation in the high school graduation ceremony may not require such students to purchase the cap and gown. CDE recommends that such districts provide the graduates with a cap and gown for their use at the graduation ceremony and inform them that those interested may purchase a cap and gown from a vendor. ***~~

(7/00 11/12) 4/14

Regulation: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

First Reading: June 11, 2014

Adopted:

King City, California

BP 3280 Business and Noninstructional Operations

Sale Or Lease Of District-Owned Real Property

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

(cf. 1330 - Use of School Facilities)

(cf. 7110 - Facilities Master Plan)

(cf. 7111 - Evaluating Existing Buildings)

(cf. 7160 - Charter School Facilities)

~~***Note: Pursuant to Education Code 17388, before surplus real property is sold or leased, the Governing Board must appoint an advisory committee to advise the Board on the disposition of such property. Education Code 17389 requires that the advisory committee be representative of specific groups within the community and be composed of not less than seven nor more than 11 members (commonly referred to as a "7-11 committee").***~~

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

(cf. 1220 - Citizen Advisory Committees)

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

(cf. 5148 - Child Care and Development)

(cf. 5148.2 - Before/After School Programs)

(cf. 5148.3 - Preschool/Early Childhood Education)

~~***Note: Pursuant to Government Code 65402, before disposing of any real property, the district is required to submit a report to its local planning agency for comparison with the local planning agency's general plan. The planning agency has 40 days during which it may raise objections. If objections are not raised within 40 days, the lack of response is deemed acceptance of the district report. If objections are timely raised, the Board may either make adjustments to accommodate such objections or take further steps to override those objections.***~~

Upon determination that district property is no longer needed, or may not be needed until some future time, the Board shall first submit a report to the local planning agency as to

what real property the district intends to offer for sale or lease. Not less than 40 days after issuance of the report to the local planning agency, and prior to entering into any agreement for sale or lease of district real property, the Board shall offer to sell or lease district-owned real property in accordance with priorities and procedures specified in applicable law. (Education Code 17230, 17387-17391, 17457.5, 17464, 17485-17500; Government Code 54222, 65402)

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

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

(cf. 1220 - Citizen Advisory Committees)

~~***Note: Pursuant to Education Code 17462.3, as amended by AB 308 (Ch. 496, Statutes of 2013), the SAB may require a district selling real property purchased, constructed, or modernized with funds received from a state school facilities funding program to return those funds if: (1) the state funds were received and the property purchased or improved within the previous 10 years; (2) the proceeds from the sale are not used for capital outlay; and (3) the property is not sold to a charter school, another school district, a county office of education, or an agency that will use the property exclusively for the delivery of child care and development services. ***~~

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

Resolution of Intention to Sell or Lease

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

~~(cf. 9323.2 - Actions by the Board)~~

Resolution of Intention to Sell or Lease

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

**(cf. 9320 - Meetings and Notices)
(cf. 9323.2 - Actions by the Board)**

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

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

Acceptance/Rejection of Bids

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

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

Of the proposals submitted by responsible bidders which conform to all terms and conditions specified in the resolution of intention to sell or lease, the Board shall finally accept the highest bid after deducting the commission, if any, to be paid to a licensed real estate broker, unless the Board accepts a higher oral bid or rejects all bids. (Education Code 17472)

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

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

(cf. 1431 - Waivers)
(cf. 9320 - Meetings and Notices)

Use of Proceeds

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

~~*(cf. 3100 - Budget)*~~
~~*(cf. 3460 - Financial Reports and Accountability)*~~

~~Until January 1, 2012, the district may expend proceeds from the sale of surplus real property, along with the proceeds from any personal property located on that real property, for any one-time general fund purpose(s). Prior to exercising this authority, the Board shall certify to the State Allocation Board that: (Education Code 17463.7)~~

- ~~1. The district has no major deferred maintenance requirements not covered by existing capital outlay resources.~~

~~*(cf. 3111 - Deferred Maintenance Funds)*~~

- ~~2. The sale of real property pursuant to Education Code 17463.7 does not violate the provisions of a local bond act.~~

~~*(cf. 7214 - General Obligation Bonds)*~~

- ~~3. The real property is not suitable to meet projected school construction needs for the next 10 years.~~

~~Prior to exercising this authority, the Superintendent or designee shall present to the Board, at a regularly scheduled meeting, a plan for expending these one-time resources. The plan shall identify the source and use of the funds and shall describe the reasons that the expenditure shall not result in ongoing fiscal obligations for the district. (Education Code 17463.7)~~

Legal Reference:

EDUCATION CODE

~~17219-17224 Acquisition of property not utilized as school site; nonuse payments; exemptions~~
~~17230-17234 Surplus property~~

~~17385 Conveyances to and from school districts~~
~~17387-17391 Advisory committees for use of excess school facilities~~
~~17400-17429 Leasing property~~
~~17430-17447 Leasing facilities~~
~~17453 Lease of surplus district property~~
~~17455-17484 Sale or lease of real property, especially:~~
~~17463.7 Proceeds for general fund purposes~~
~~17485-17500 Surplus school playground (Naylor Act)~~
~~17515-17526 Joint occupancy~~
~~17527-17535 Joint use of district facilities~~
~~33050 Request for waiver~~
~~38130-38139 Civic Center Act~~

GOVERNMENT CODE

~~54220-54232 Surplus land, especially:~~
~~54222 Offer to sell or lease property~~
~~54950-54963 Brown Act, especially:~~
~~54952 Legislative body, definition~~

PUBLIC RESOURCES CODE

~~21000-21177 California Environmental Quality Act~~

CODE OF REGULATIONS, TITLE 2

~~1700 Definitions related to surplus property~~

COURT DECISIONS

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

~~Management Resources:~~

CSBA PUBLICATIONS

~~Maximizing Opportunities for Physical Activity Through Joint Use of Facilities, Policy Brief, September 2009~~

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

~~Closing a School Best Practices Guide~~

OFFICE OF PUBLIC SCHOOL CONSTRUCTION PUBLICATIONS

~~Unused Site Program Handbook, May 2008~~

WEB SITES

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

~~California Department of Education, School Facilities Planning Division:
<http://www.cde.ca.gov/ls/fa>~~

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

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

~~(11/06-3/09) 11/09~~

Use of Proceeds

*****Note:** Pursuant to Education Code 17462, the proceeds derived from the sale or lease of surplus property must be used for capital outlay or maintenance. However, proceeds from

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

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

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

(cf. 3100 - Budget)
(cf. 3460 - Financial Reports and Accountability)

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

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

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

1. The Board shall submit documents to the SAB certifying that:

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

Legal Reference:

EDUCATION CODE

17219-17224 Acquisition of property not utilized as school site; nonuse payments; exemptions

17230-17234 Surplus property

17385 Conveyances to and from school districts

17387-17391 Advisory committees for use of excess school facilities

17400-17429 Leasing property

17430-17447 Leasing facilities

17453 Lease of surplus district property

17455-17484 Sale or lease of real property, especially:

17457.5 Offer to charter school

17462.3 State Allocation Board program to reclaim funds

17463.7 Proceeds for general fund purposes

17485-17500 Surplus school playground (Naylor Act)

17515-17526 Joint occupancy

17527-17535 Joint use of district facilities

33050 Request for waiver

38130-38139 Civic Center Act

GOVERNMENT CODE

54220-54232 Surplus land, especially:

54222 Offer to sell or lease property

54950-54963 Brown Act, especially:

54952 Legislative body, definition

PUBLIC RESOURCES CODE

21000-21177 California Environmental Quality Act

CODE OF REGULATIONS, TITLE 2

1700 Definitions related to surplus property

COURT DECISIONS

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

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Closing a School Best Practices Guide

OFFICE OF PUBLIC SCHOOL CONSTRUCTION PUBLICATIONS

Unused Site Program Handbook, May 2008

WEB SITES

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

California Department of Education, School Facilities Planning Division:

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

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

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

(11/09 7/11) 4/14

Policy SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

First Reading: June 11, 2014

Adopted:

King City, California

Business and Noninstructional Operations

Financial Reports And Accountability

Interim Reports

~~***Note: Education Code 42130 requires that the district issue two interim fiscal reports; see the accompanying Board policy for information about the use of these reports to certify whether the district will be able to meet its fiscal obligations for the remainder of the fiscal year and, based on current forecasts, for the two subsequent fiscal years.***~~

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

~~***Note: Interim reports must be based on the criteria and standards adopted by the State Board of Education (SBE) pursuant to Education Code 33127. These criteria and standards are specified in 5 CCR 15453-15464, as amended by Register 2013, No. 49, and address the areas listed below. As amended, 5 CCR 15453 and 15460 replace the standard for revenue limits with a standard for LCFF revenue beginning in the 2014-15 fiscal year. 5 CCR 15460 provides that projected LCFF revenue for the current fiscal year or any of the two subsequent fiscal years should not have changed by more than two percent since budget adoption.***~~

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

(cf. 3100 - Budget)

(cf. 3220.1 - Lottery Funds)

(cf. 3300 - Expenditures and Purchases)

(cf. 3314 - Payment for Goods and Services)

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

agreements, and the status of other funds. (Education Code 42130; 5 CCR 15453, 15464)

(cf. 3110 - Transfer of Funds)

Audit Report

~~***Note: Pursuant to Education Code 41020, each year the district is required to arrange for an independent audit of all the district's funds. The audit must be approved by the Governing Board and submitted to the County Superintendent of Schools, California Department of Education (CDE), and State Controller within specified timelines. See the accompanying Board policy.***~~

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

~~***Note: The following paragraph is optional. Governmental Accounting Standards Board (GASB) Statement 34 contains requirements for the contents of the district's annual audited financial reports.***~~

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

~~***Note: Pursuant to Education Code 41020, the audit must include an audit of income and expenditures for all district funds, as provided below. Additionally, AB 97 (Ch. 47, Statutes of 2013) amended Education Code 41020 to require that the audit include a determination of whether funds were expended in accordance with the district's local control and accountability plan (LCAP). Pursuant to Education Code 52061, as added by AB 97 and amended by SB 97 (Ch. 357, Statutes of 2013), the annual update to the LCAP must list expenditures for specific actions to be taken to achieve the goals in the LCAP, including expenditures for services to English learners, foster youth, and students eligible for free and reduced-price meals. See BP/AR 0460 Local Control and Accountability Plan for requirements pertaining to the LCAP.***~~

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

(cf. 0460 - Local Control and Accountability Plan)

(cf. 3430 - Investing)

(cf. 3451 - Petty Cash Funds)

(cf. 3452 - Student Activity Funds)

(cf. 3551 - Food Service Operations/Cafeteria Fund)

~~***Note: The following optional paragraph is for use by districts that elect to participate in the school district of choice program (Education Code 48300-48316); see BP/AR 5117—Interdistrict Attendance. Pursuant to Education Code 48301, any district that elects to participate in the school district of choice program must ensure that its annual financial audit includes a review of the district's compliance with program requirements to establish a random, unbiased process for student admittance and to provide appropriate and factually accurate parent/guardian communications. A summary of any audit exceptions found by the auditor must be included in reports to each geographically adjacent school district, the county office of education, CDE, and Department of Finance as required by Education Code 48313.***~~

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

(cf. 5117 - Interdistrict Attendance)

~~***Note: Pursuant to 31 USC 7502, Office of Management and Budget (OMB) Circular A-133, and subsequent compliance supplements, whenever the district expends \$500,000 or more in federal funds during a fiscal year, its audit of federal funds must be submitted to the federal audit clearinghouse designated by the OMB within the timelines specified below. Although submission of the report is often done by the auditor, it is the district's responsibility to ensure that it is submitted on time.***~~

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

~~***Note: Pursuant to Education Code 41344 and 41344.1, the district may appeal to the Education Audit Appeals Panel (EAAP) when an audit finding requires the district to repay an apportionment or pay a penalty. If the EAAP finds that there has been substantial compliance with the law, it may waive or reduce repayments or order other remedial measures to induce future compliance.***~~

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

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

Fund Balance

~~***Note: The following optional section reflects GASB Statement 54, which addresses the manner in which fund balances in the general fund must be reported in external financial reports. Pursuant to GASB 54, the Board has sole authority to specify purposes of committed funds (item #3 below) and also must express, or delegate the authority to express, intended purposes of resources resulting in the assigned fund balance (item #4 below); see BP 3100 Budget.***~~

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

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

Negative Balance Report

~~***Note: When applicable, Education Code 42127.5 requires districts to report the reasons for a negative unrestricted fund balance or negative cash balance. "Unrestricted funds" are any funds that are not constrained by law to be spent on specific purposes and which therefore may be spent as the Board deems appropriate. Such funds may be reported in the committed fund balance, assigned fund balance, or unassigned fund balance as provided in items #3-5 in the section "Fund Balance" above.***~~

Whenever the district reports a negative unrestricted fund balance or a negative cash balance in its annual budget or annual audit report, it shall include in the budget a statement that identifies the reasons for the negative unrestricted fund balance or negative cash balance and the steps that

have been taken to ensure that the negative balance will not occur at the end of the current fiscal year. (Education Code 42127.5)

Non-Voter-Approved Debt Report

~~***Note: The following section addresses notices regarding the issuance of revenue bonds, certificates of participation, and other non-voter approved debts. Pursuant to Education Code 17150 and 17150.1, the County Superintendent and county auditor may, within 15 days of receiving these notices from the district, comment publicly to the Board regarding the capability of the district to repay the debt obligation.~~

~~Pursuant to Education Code 42133, a district that has a qualified or negative certification in any fiscal year cannot issue non-voter approved debt in that fiscal year or in the next fiscal year unless the County Superintendent determines that the district's repayment of the debt is probable.~~

~~***~~

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

(cf. 7214 - General Obligation Bonds)

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

Other Postemployment Benefits Report (GASB 45)

~~***Note: GASB Statement 45 contains reporting requirements pertaining to "other postemployment benefits" (OPEBs) (i.e., medical, dental, vision, hearing, life insurance, long-term care, long-term disability, and other nonpension benefits for retired employees). Under GASB 45, the district must report OPEBs as a current expense during the working years of an employee, calculated by an actuary using one of six specified actuarial cost methods. In addition, to the extent that the OPEBs are not prefunded in a designated fund or irrevocable trust, they must be reported as a liability on the district's financial statements. The decision of whether to prefund the benefits, and by how much, is at the Board's discretion; see BP 3100~~

Budget. ***

~~****Note: The SBE's criteria and standards for budget adoption (5 CCR 15440-15451) require districts to estimate unfunded OPEBs as well as the unfunded portion of any self-insured benefits program. Changes to the unfunded liabilities are disclosed at interim reporting periods pursuant to 5 CCR 15453 and 15464. These reports are included in the state's standardized account code structure software used to develop budget and interim reports. ***~~

~~****Note: CSBA's GASB 45 Solutions program provides access to qualified actuaries and consultants and a GASB 45 compliant trust to prefund future obligations. See CSBA's web site for further information. ***~~

~~****Note: The following optional section may be revised to reflect district practice and should be deleted by districts that do not provide OPEBs. ***~~

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

(cf. 4154/4254/4354 - Health and Welfare Benefits)
(cf. 9250 - Remuneration, Reimbursement and Other Benefits)

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

~~***Note: Pursuant to GASB 45, the district must arrange for an actuary to update the valuation of its OPEB obligations either every two years (for OPEB plans with a total membership of 200 or more) or every three years (for OPEB plans with fewer than 200 members). CDE correspondence dated February 26, 2007 indicates that districts with fewer than 100 plan members may use an alternative method that does not require the services of an actuary. The district may revise the following paragraph to reflect the district's circumstances. ***~~

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

Workers' Compensation Claims Report

~~***Note: The following optional section is for use by districts that are self-insured for workers' compensation claims, either individually or as part of a joint powers agency. See BP 3100—Budget for provisions related to funding the estimated accrued cost of workers' compensation—~~

~~claims.~~ ***

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

(7/10 4/13) 4/14

Regulation SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

First Reading: June 11, 2014

Adopted:

King City, California

Business and Noninstructional Operations

Tobacco-Free Schools

~~The Governing Board recognizes that the health hazards associated with smoking and the use of tobacco products, including the breathing of second hand smoke, are inconsistent with its goal to provide a healthy environment for students and staff.~~

~~(cf. 3514 - Environmental Safety)~~

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

~~***Note: Health and Safety Code 104420 mandates districts receiving Tobacco Use Prevention Education (TUPE) funds to adopt a tobacco free schools policy that prohibits the use of tobacco anytime, anywhere in district owned or leased buildings, on district property, and in district vehicles. Such districts must certify compliance with this requirement by submitting a California Department of Education (CDE) certification form and supporting documentation to the county office of education's TUPE coordinator by July 1 in order to apply for TUPE funding for that fiscal year. The certification process also requires submission of the district's written policy and enforcement procedures; see the accompanying administrative regulation for enforcement procedures. ***~~

~~****Note: At their discretion, districts that do not receive TUPE funds may modify this policy to limit the prohibition against smoking to only enclosed spaces, pursuant to Labor Code 6404.5 and 20 USC 6083. ***~~

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

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

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

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

~~(cf. 1330—Use of School Facilities)~~

~~(cf. 1330.1—Joint Use Agreements)~~

~~Prohibited products include any product containing tobacco or nicotine, including, but not limited to, cigarettes, cigars, miniature cigars, smokeless tobacco, snuff, chew, clove cigarettes, betel, and nicotine delivery devices such as electronic cigarettes. Exceptions may be made for the use or possession of prescription nicotine products.~~

~~Smoking or use of any tobacco-related products and disposal of any tobacco-related waste are prohibited within 25 feet of any playground, except on a public sidewalk located within 25 feet of the playground. (Health and Safety Code 104495)~~

Legal Reference:

EDUCATION CODE

48900 Grounds for suspension/expulsion

48901 Prohibition against tobacco use by students

HEALTH AND SAFETY CODE

39002 Control of air pollution from nonvehicular sources

~~104350–104495 Tobacco use prevention, especially:~~

~~104495 Prohibition of smoking and tobacco waste on playgrounds~~

~~119405 Unlawful to sell or furnish electronic cigarettes to minors~~

LABOR CODE

3300 Employer, definition

6304 Safe and healthful workplace

6404.5 Occupational safety and health; use of tobacco products

UNITED STATES CODE, TITLE 20

6083 Nonsmoking policy for children's services

7100–7117 Safe and Drug Free Schools and Communities Act

CODE OF FEDERAL REGULATIONS, TITLE 21

~~1140.1–1140.34 Unlawful sale of cigarettes and smokeless tobacco to minors~~

PERB RULINGS

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

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

Management Resources:

~~WEB SITES~~

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

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

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

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

~~California Department of Public Health, Tobacco Control:~~

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

~~Occupational Safety and Health Standards Board:~~

~~<http://www.dir.ca.gov/OSHSB/oshsb.html>~~

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

~~(7/02 7/03) 3/11~~

~~***Note: State law does not define "tobacco products" for purposes of the district's tobacco-free schools policy. The CDE's web site recommends that a district's policy define "tobacco products" to include products containing tobacco or nicotine, including nicotine delivery devices such as electronic cigarettes, electronic hookah, and other vapor-emitting devices.***~~

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

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

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

Legal Reference:

EDUCATION CODE

48900 Grounds for suspension/expulsion

48901 Prohibition against tobacco use by students

HEALTH AND SAFETY CODE

39002 Control of air pollution from nonvehicular sources

104350-104495 Tobacco use prevention, especially:

104495 Prohibition of smoking and tobacco waste on playgrounds

119405 Unlawful to sell or furnish electronic cigarettes to minors

LABOR CODE

3300 Employer, definition

6304 Safe and healthful workplace

6404.5 Occupational safety and health; use of tobacco products

UNITED STATES CODE, TITLE 20

6083 Nonsmoking policy for children's services

7100-7117 Safe and Drug Free Schools and Communities Act

CODE OF FEDERAL REGULATIONS, TITLE 21

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

PERB RULINGS

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

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

Management Resources:

WEB SITES

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

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

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

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

California Department of Public Health, Tobacco Control:

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

Occupational Safety and Health Standards Board:

<http://www.dir.ca.gov/OSHSB/oshsb.html>

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

(7/03 3/11) 4/14

Policy SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

First Reading: June 11, 2014

Adopted:

King City, California

Personnel

Employee Notifications

I. To All Employees

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

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

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

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

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

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

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

When/Whom to Notify: To all employees

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

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

**When/Whom to Notify: Upon placement of automated external defibrillator (AED) in
school, and annually thereafter**

Legal Code: Health and Safety Code 1797.796
Board Policy/Administrative Regulation #: AR 5141
Subject: Proper use of AED; location of all AEDs on campus

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

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

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

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

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

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

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

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

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

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

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

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

II. To Certificated Employees

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

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

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

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

Legal Code: Education Code 44663

Board Policy/Administrative Regulation #: AR 4115

Subject: Copy of employee's evaluation

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

Legal Code: Education Code 44664

Board Policy/Administrative Regulation #: AR 4115

Subject: Notice and description of the unsatisfactory performance

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

Legal Code: Education Code 44842

Board Policy/Administrative Regulation #: AR 4112.1

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

When/Whom to Notify: To certificated employees upon employment

Legal Code: Education Code 44916

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

Subject: Employment status and salary

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

Legal Code: Education Code 44929.21

Board Policy/Administrative Regulation #: AR 4117.6

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

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

Legal Code: Education Code 4493

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

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

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

Legal Code: Education Code 44938

Board Policy/Administrative Regulation #: AR 4118

Subject: Notice of deficiency and opportunity to correct

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

Legal Code: Education Code 44940.5

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

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

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

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

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

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

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

III. To Classified Employees

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

improvement restructuring

Legal Code: 20 USC 6316

Board Policy/Administrative Regulation #: AR 0520.2

Subject: School identified for restructuring opportunity to comment and participate

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

Legal Code: Education Code 44940.5

Board Policy/Administrative Regulation #: AR 4218

Subject: Notice of intent to dismiss in 30 days

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

Legal Code: Education Code 45113

Board Policy/Administrative Regulation #: AR 4218

Subject: Notice of charges, procedures, and employee rights

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

Legal Code: Education Code 45117

Board Policy/Administrative Regulation #: AR 4217.3

Subject: Notice of layoff and reemployment rights

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

Legal Code: Education Code 45169

Board Policy/Administrative Regulation #: AR 4212

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

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

Legal Code: Education Code 45192, 45195

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

Subject: Exhaustion of leave, opportunity to request additional leave

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

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

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

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

Legal Code: 13 CCR 2480

Board Policy/Administrative Regulation #: AR 3542

Subject: Limitations on vehicle idling; consequences of not complying

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

Legal Code: 49 CFR 382.601

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

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

IV. To Administrative/Supervisory Personnel

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

Legal Code: Education Code 35031

Board Policy/Administrative Regulation #: BP 4312.1

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

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

Legal Code: Education Code 44896

Board Policy/Administrative Regulation #: AR 4313.2

Subject: Statement of the reasons for the release or reassignment

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

Legal Code: Education Code 44951

Board Policy/Administrative Regulation #: AR 4313.2

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

V. To Individual Employees Under Special Circumstances

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

Legal Code: Education Code 44031

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

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

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

Legal Code: Government Code 54957

Board Policy/Administrative Regulation #: BB 9321

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

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

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

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

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

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

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

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

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

Legal Code: 29 CFR 825.300

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

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

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

Legal Code: 29 CFR 825.300

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

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

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

Legal Code: 29 CFR 825.300

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

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

7/12

Exhibit SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

First Reading: June 11, 2014

Adopted:

King City, California

Personnel

Postretirement Employment

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

~~Any retired certificated individual who is a member of the defined benefit program of the State Teachers' Retirement System (STRS) and who is hired by the district to perform services pursuant to this administrative regulation shall not make contributions to the retirement fund or accrue service credit based on compensation earned from that service. (Education Code 24214)~~

~~Any retired individual hired under this administrative regulation shall be paid at a rate commensurate with that of other district employees performing comparable duties. (Education Code 24214)~~

~~Beginning July 1, 2010, any certificated individual who is a member of STRS and who retires from service below normal retirement age shall not be hired for service pursuant to this administrative regulation for at least six calendar months after his/her retirement from service. (Education Code 24214.5)~~

Postretirement Compensation Limitation

~~Upon retaining the services of a retired individual as a district employee, employee of a third party, or an independent contractor, the Superintendent or designee shall: (Education Code 22461, 24214)~~

- ~~1. Advise the retired individual of the postretirement compensation limitation set forth in Education Code 24116, 24214, and 24215~~
- ~~2. Maintain accurate records of the retired individual's compensation and report it monthly to STRS and the individual regardless of the method of payment or the fund from which the payments are made~~

~~When employing a retired individual eligible for any of the exemptions from the postretirement compensation limitation stated below, the Superintendent or designee shall submit to STRS, no later than June 30 of the school year for which the exemption is to apply, all required documentation to substantiate eligibility for the exemption. (Education Code 24216, 24216.5, 24216.6)~~

Exemption for Providing Specified Instructional Services

~~Until June 30, 2012, any retired certificated individual employed by the district shall be exempt from the compensation limitation for members of STRS provided that he/she retired from service with an effective date on or before January 1, 2009, and is employed to provide any of the following services: (Education Code 24216.5, 24216.6)~~

- ~~1. Direct classroom instruction to students in grades K-12~~
- ~~2. Support and assessment for new teachers through the Beginning Teacher Support and Assessment program pursuant to Education Code 44279.1-44279.7~~

~~(cf. 4131.1—Beginning Teacher Support/Induction)~~

- ~~3. Support to individuals completing student teaching assignments~~
- ~~4. Support to individuals participating in an alternative certification program pursuant to Education Code 44380-44386 or a school paraprofessional teacher training program pursuant to Education Code 44390-44393~~

~~(cf. 4112.21—Interns)~~

~~(cf. 4222—Teacher Aides/Paraprofessionals)~~

- ~~5. Instruction and student services to students enrolled in special education programs pursuant to Education Code 56000-56885~~

~~(cf. 4112.23—Special Education Staff)~~

- ~~6. Instruction to students enrolled in English language learner programs pursuant to Education Code 300-340, 400-410, and 430-446~~

~~(cf. 4112.22—Staff Teaching Students of Limited English Proficiency)~~

- ~~7. Direct remedial instruction to students in grades 2-12 for the programs specified in Education Code 37252 and 37252.2~~

~~(cf. 5123—Promotion/Acceleration/Retention)~~

~~(cf. 6179—Supplemental Instruction)~~

~~Retired individuals who are exempt from the limitation on compensation shall be treated as part of a distinct class of temporary employees within the existing bargaining unit whose service may not be included in computing the service required as a prerequisite to attainment of or eligibility for classification as a permanent employee of the district. (Education Code 24216.5, 24216.6)~~

~~The compensation for the class of retired individuals shall be agreed to in the collective bargaining agreement between the district and the exclusive representative for the bargaining unit. (Education Code 24216.5, 24216.6)~~

~~Exemption for Appointment as Trustee/Administrator or for Emergency Situations~~

~~Until June 30, 2012, a retired certificated individual shall be exempt from the postretirement compensation limitation for a maximum period of 24 consecutive months if he/she is appointed by the Superintendent of Public Instruction as a trustee or administrator pursuant to Education Code 41320.1, appointed as a trustee by the State Board of Education pursuant to Education Code 52055.57-52055.60 (the Local Educational Agency Intervention program), or assigned to a position by the County Superintendent of Schools pursuant to Education Code 42122-42129. (Education Code 24216)~~

~~Until June 30, 2012, a retired individual shall be exempt from the postretirement compensation limitation up to an additional one-half of the full-time position when employed in an emergency situation to fill a vacant administrative position requiring highly specialized skills, provided that all of the following conditions are met: (Education Code 24216)~~

- ~~1. The vacancy occurred due to circumstances beyond the district's control.~~
- ~~2. The recruitment process to fill the vacancy on a permanent basis is expected to extend over several months.~~
- ~~3. The employment is reported in a public meeting of the Board.~~

~~(cf. 9320—Meetings and Notices)~~

- ~~4. The retired individual's termination of employment with the district is not the basis for the vacant administrative position.~~

~~The above exemptions shall not apply to any individual who has received additional retirement service credit pursuant to Education Code 22715 or 22716. A retiree who has received an additional service credit pursuant to Education Code 22714 or 22714.5 shall be ineligible for the above exemptions for one year from his/her effective date of retirement for service performed in any California district, community college district, or county office of education. (Education Code 24216)~~

~~(cf. 4117.13/4317.13—Early Retirement Option)~~

~~Consultancy Contracts~~

~~A retired certificated employee serving as a consultant shall be retained as an employee and his/her service shall be limited in accordance with retirement system rules and regulations. (Education Code 35046)~~

~~To be eligible for consideration for a consultancy contract, a retired certificated employee must have served the district or the County Superintendent for at least 10 years and be at least 55 years of age. (Education Code 35046)~~

~~Retirement consultancy contracts are renewable annually for up to five years or until the employee reaches age 65, whichever comes first. (Education Code 35046)~~

Legal Reference:

EDUCATION CODE

~~300-340 English language education
400-410 English language acquisition program
430-446 English Learner and Immigrant Student Federal Conformity Act
22119.5 Creditable service, definition
22461 Notice of earnings limitation
22714 Encouragement of retirement
22714.5 2+2 service and year credit option under STRS
22715 Additional service credit
22716 Unpaid services
24116 Service at California State University
24214 Creditable service by retiree
24214.5 Postretirement compensation limit; members below normal retirement age
24215 Service at California State University
24216 Payments to retirants in excess of limitation
24216.5 Exemption from earnings limitation
24216.6 Exemption from earnings limitation
35046 Consultancy contracts
37252-37254.1 Supplemental instruction
41320.1 Appointment of trustee
42120-42129 Budget completion
44279.1-44279.7 Beginning Teacher Support and Assessment Program
44380-44386 Alternative certification program
44390-44393 School paraprofessional teacher training program
44830 Employment of certificated employees
44830.3 Employment of district interns
44929 Service credit under STRS; additional two years
44929.1 2+2 service and year credit option under STRS
52055.57-52055.60 Local Educational Agency Intervention program
56000-56885 Special education~~

Management Resources:

Personnel

~~Cautionary Notice: As added and amended by SBX3-4 (Ch. 12, Third Extraordinary Session, Statutes of 2009), ABX4-2 (Ch. 2, Fourth Extraordinary Session, Statutes of 2009), and SB 70 (Ch. 7, Statutes of 2011), Education Code 42605 grants districts flexibility in "Tier 3" categorical programs and provides that districts are deemed in compliance with the program and funding requirements for these programs for the 2008-09 through 2014-15 fiscal years. As a result of this flexibility, the district may choose to temporarily suspend certain provisions of the following policy or administrative regulation that reflect those requirements. However, this flexibility does not affect or alter any existing contract or bargaining agreement that the district may have in place. Thus, districts should examine the terms of those contracts and agreements and consult with district legal counsel for additional guidance. Also see BP 2210—Administrative Discretion Regarding Board Policy.~~

~~***Note: The following optional administrative regulation addresses the legal requirements related to the rights and benefits provided by law to retired members of the State Teachers' Retirement System (STRS) when they are hired by the district after their retirement.***~~

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

(cf. 3600 - Consultants)

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

(cf. 4112 - Appointment and Conditions of Employment)

~~***Note: Pursuant to Education Code 24214, retired members of STRS may be hired to perform work that would normally accrue service credit in STRS (creditable service). Such retired individuals are allowed to receive compensation for rendered services without reduction in their retirement allowance, as long as the compensation does not exceed the compensation limit computed and adjusted annually by STRS.***~~

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

~~***Note: Education Code 24214.5 prohibits retired STRS members from performing creditable service by returning to postretirement employment for at least six months after their retirement. A return to creditable service during the six-month period may result in a dollar for dollar loss on a retiree's retirement allowance. Pursuant to Education Code 24214.5, as amended by AB 340 (Ch. 296, Statutes of 2012), a retired individual may be exempted from this prohibition if he/she~~

~~has attained the normal retirement age and certain conditions are met, including not receiving any financial inducement to retire. Such a retired individual shall nevertheless be subject to the postretirement compensation limitation specified in Education Code 24214.***~~

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

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

(cf. 9320 - Meetings and Notices)

~~***Note: Special rules apply to the hiring of an individual receiving a STRS disability allowance and the district should consult STRS and legal counsel prior to employing any such disability allowance recipient.***~~

Postretirement Compensation Limitation

~~***Note: Education Code 22461 requires the district to notify retired individuals of the postretirement compensation limitation, but expressly immunizes the district against liability for any amount paid in excess of the limitation or for failing to inform the retired individual that continuation of service would exceed the limitation.***~~

Whenever the district retains the services of a retired individual as a district employee, employee of a third party, or an independent contractor, the Superintendent or designee shall: (Education Code 22461, 24214)

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

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

Legal Reference:

EDUCATION CODE

22119.5 Creditable service, definition

22461 Notice of earnings limitation

22714 Encouragement of retirement

22715 Additional service credit

22716 Unpaid services

24116 Service at California State University

24214 Creditable service by retiree

24214.5 Postretirement compensation limit; members below normal retirement age

24215 Service at California State University

26113 Creditable service, definition

35046 Consultancy contracts

41320.1 Appointment of trustee

42120-42129 Budget completion

44830 Employment of certificated employees

44830.3 Employment of district interns

44929 Service credit under STRS; additional two years

44929.1 2+2 service and year credit option under STRS

52055.57-52055.60 Local Educational Agency Intervention program

Management Resources:

WEB SITES

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

(11/09 11/10) 4/13

WEB SITES

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

(11/08 11/09) 11/10

Regulation SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

First Reading: June 11, 2014

Adopted:

King City, California

Personnel

Employment Status Reports

~~***Note: Education Code 44030.5 and 44242.5, as added and amended by AB 449 (Ch. 232, Statutes of 2013), and 5 CCR 80303, as amended by Register 2014, No. 14, require the Superintendent to make a report to the Commission on Teacher Credentialing (CTC) when the employment status of a certificated employee has been changed as a result of alleged misconduct or while an allegation of misconduct is pending. Upon notification by the district or other specified agencies, the CTC may conduct a review and take an adverse action against the certificated employee, including, but not limited to, suspension or revocation of the credential.***~~

~~****Note: Pursuant to 5 CCR 80303, the report must be made regardless of any proposed or actual agreement, settlement, or stipulation between the district and the employee not to make such a report. The report must also be made if the allegations are withdrawn in consideration of the employee's resignation, retirement, or other failure to contest the truth of the allegations.***~~

~~****Note: Pursuant to Education Code 44030.5 and 5 CCR 80303, as amended, the Superintendent's failure to make the report of the change in employment status or to notify the affected employee of the contents of 5 CCR 80303 would be considered unprofessional conduct and, if it is determined that the Superintendent refused or willfully neglected to make the report, he/she may be found guilty of a misdemeanor and fined.***~~

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

1. Is dismissed or nonreelected

(cf. 4116 - Probationary/Permanent Status)

(cf. 4117.4 - Dismissal)

(cf. 4117.6 - Decision Not to Rehire)

2. Resigns

(cf. 4117.2 - Resignation)

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

(cf. 4118 - Suspension/Disciplinary Action)

4. Retires

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

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

(cf. 5141.4 - Child Abuse Prevention and Reporting)

~~***Note: Pursuant to Education Code 44030.5 and 44242.5, as added and amended by AB 449 (Ch. 232, Statutes of 2013), a change in employment status due solely to unsatisfactory performance or a reduction in force does not require a report to the CTC. ***~~

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

(cf. 4115 - Evaluation/Supervision)

(cf. 4117.3 - Personnel Reduction)

~~***Note: Education Code 44030.5 requires the Superintendent to submit the report to the CTC within 30 days of the change in employment status. 5 CCR 80303, as amended by Register 2014, No. 14, requires the CTC to acknowledge receipt of the report within 30 days of receipt. ***~~

~~****Note: 5 CCR 80303, as amended, describes the contents that must be included in the report. The report should be made using a notification form available on the CTC's web site and attaching relevant documents, evidence, and materials related to the district's investigation of the misconduct. ***~~

When required, the report of a change in employment status shall be submitted not later than 30 days after the employment action. The report shall be made using a form provided by the CTC and shall include all known information about each alleged act of misconduct by the employee. The report shall contain the name and current address of the certificated employee, name of the district, last school or district assignment, an explanation of the allegation of misconduct or pending allegation of misconduct, current contact information for all persons who may have information relating to the alleged misconduct, and any and all documentation related to the case. (Education Code 44030.5; 5 CCR 80303)

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

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

Additional Reports of Employee Misconduct

~~***Note: Notification forms for the reports specified in items #1-2 below are available on the CTC's web site. ***~~

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

~~***Note: Pursuant to Education Code 44940, the district must notify the CTC when an employee has been charged in court with a "mandatory leave of absence offense," defined as a sex or drug offense specified in Education Code 44940. Also see BP/AR 4118—Suspension/Disciplinary Action. Upon receiving notification from the district regarding any such offense, the CTC will automatically suspend the employee's credential. Education Code 44423.5 also requires the CTC to suspend an individual's credential upon receiving notice that another state has taken final action to revoke the individual's credential. ***~~

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

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

~~***Note: According to the CTC's notification form, submission of this notification to the CTC does not relieve the district of the obligation to also submit an employment status report of the same misconduct when the district takes disciplinary action resulting in a change in employment status. ***~~

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

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

~~***Note: Education Code 44242.5 gives the CTC authority to review any of the violations described in items #1-3 below upon receiving notice from a district. Since the law does not require districts to report these violations to the CTC, the district should revise the following list to identify the types of violations that it will report and then ensure consistent implementation. ***~~

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

any of the following:

~~***Note: Pursuant to Education Code 44242.5, the CTC will not consider action on the basis of alleged sexual misconduct (item #1 below) unless there is evidence in the form of a written or oral declaration under penalty of perjury that confirms the personal knowledge of the declarant regarding the acts alleged to constitute misconduct. ***~~

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

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

- a. Name of the employee alleged to have engaged in the sexual misconduct
- b. Name, age, and address of each victim of the alleged sexual misconduct
- c. A summary of all information known to the district regarding the alleged sexual misconduct
- d. A summary of the action, if any, taken at the district level in response to the complaint of sexual misconduct

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

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

(cf. 5125 - Student Records)

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

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

Legal Reference:

EDUCATION CODE

44009 Conviction of specified crimes

44010 Sex offense, definitions

44011 Controlled substance offense, definitions
44030.5 Employment status reports
44225 Powers and duties of the CTC
44242.5 Reports and review of alleged misconduct
44420-44440 Adverse actions by CTC against credential holder
44932 Causes for dismissal
44940 Sex offenses and narcotic offenses; compulsory leave of absence
44940.5 Compulsory leave of absence
44955-44958 Reduction in force
CODE OF REGULATIONS, TITLE 5
80303 Reports of change in employment status, alleged misconduct
80304 Notice of sexual misconduct

Management Resources:

COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS

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

WEB SITES

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

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

(3/02 11/08) 4/14

Regulation SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

First Reading: June 11, 2014

Adopted:

King City, California

Students

Tobacco

~~***Note: The following optional policy may be revised to reflect district practice. Education Code 48901 requires any district maintaining a high school to take all steps deemed practical to discourage high school students from smoking. Tobacco use prevention resources generally encourage prevention efforts to begin as early as possible, including in the middle or elementary grades. ***~~

~~***Note: The state's Tobacco Use Prevention Education (TUPE) competitive grant program for grades 6-12 (Health and Safety Code 104350-104495) provides support for local tobacco use prevention and intervention programs. ***~~

The Governing Board recognizes the serious health risks presented by tobacco use and desires to ensure that, through adoption of consistent policies, district students are made aware of those risks and, to the extent possible, protected from them. The State Administrator/Superintendent or designee shall establish a coordinated school health system which includes a comprehensive behavioral health education component that teaches students the knowledge, skills, and attitudes they need in order to lead healthy lives and avoid high-risk behaviors, such as tobacco use.

(cf. 5141.23 - Asthma Management)

The State Administrator/Superintendent or designee shall provide prevention, intervention, and cessation education, information, activities, and/or referrals to district students and shall ensure consistent enforcement of district policies prohibiting student possession and use of tobacco products.

Prohibition Against Tobacco Use

~~***Note: Education Code 48900 and 48901 prohibit students from possessing, smoking, or using tobacco on school grounds, as provided in the following paragraph. Pursuant to Education Code 48900, students who violate this prohibition may be subject to discipline, including suspension or expulsion. However, pursuant to Education Code 48900.5, it is recommended that other means of correction that address the student's conduct be implemented instead of suspension or expulsion; see the section "Intervention/Cessation Services" below and AR 5144 Discipline. In addition, Health and Safety Code 104420 mandates that any district receiving funding through the TUPE program adopt and enforce a tobacco-free schools policy which prohibits the use of tobacco products in district buildings, on district property, and in district vehicles by any person at any time; see BP 3513.3 Tobacco Free Schools for language implementing this mandate. ***~~

Students shall not possess, smoke, or use tobacco or any product containing tobacco or nicotine while on campus, while attending school-sponsored activities, or while under the supervision and control of district employees. Prohibited products include, but are not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel.

(Education Code 48900, 48901)

(cf. 3513.3 - Tobacco-Free Schools)

(cf. 5131 - Conduct)

(cf. 5144 - Discipline)

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

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

~~***Note: Although state law does not define "tobacco products," the California Department of Education (CDE) recommends that districts define "tobacco products" to include electronic cigarettes, electronic hookahs, and other vapor-emitting devices. According to the CDE, districts are increasingly reporting student possession of these nicotine delivery devices for purposes of prohibited drug use (i.e., as drug paraphernalia). ***~~

Students' possession or use of electronic cigarettes, electronic hookahs, and other vapor-emitting devices, with or without nicotine content, that mimic the use of tobacco products is also prohibited.

These prohibitions do not apply to a student's possession or use of his/her own prescription products. However, student possession or use of prescription products in school shall be subject to the district's policy and regulation for addressing the administration of medications on campus. (Education Code 48900)

(cf. 5141.21 - Administering Medication and Monitoring Health Conditions)

Prevention Instruction

~~***Note: The following optional section may be revised to reflect district practice and the grade levels offered by the district. Education Code 51202 requires the district to offer a course of study at the appropriate elementary and secondary grade levels that includes the effects of tobacco upon the human body. Education Code 51202 also requires that the course of study in secondary grades include instruction on the effects of tobacco upon prenatal development. See AR 6143 Courses of Study. The state's content standards for health education include a number of standards at selected grade levels from K-12 related to the health consequences of tobacco use. ***~~

~~****Note: The TUPE program provides resources for supplemental instruction in grades 6-12 that addresses specified topics; see the accompanying administrative regulation. CDE's Guidelines for Tobacco Prevention, contained in its Getting Results publication, recommend developmentally appropriate instruction in grades K-12, with instruction that is especially intensive in grades 6-9 (particularly the transition year from elementary to middle school/junior-high) and is reinforced in high school. ***~~

The district shall provide developmentally appropriate tobacco-use prevention instruction for

students at selected grade levels from K-12 pursuant to Education Code 51202. Such instruction shall be aligned with state content standards and the state curriculum framework for health education and with any requirements of state and/or federal grant programs in which the district participates.

(cf. 6142.8 - Comprehensive Health Education)
(cf. 6143 - Courses of Study)

Intervention/Cessation Services

~~***Note: The following optional section may be revised to reflect district practice. Pursuant to Health and Safety Code 104420 and 104460, districts receiving TUPE funds must provide students with access to intervention and cessation services and must provide pregnant and parenting minors with access to designated services. The district may fulfill these requirements either through the direct provision of services or through referrals to available services. See the accompanying administrative regulation. Pursuant to Education Code 48900.5, such intervention should be implemented to correct student behavior rather than suspension or other measures that may exclude a student from instruction.***~~

The district may provide or refer students to counseling, intensive education, and other intervention services to assist in the cessation of tobacco use. Such intervention services shall be provided as an alternative to suspension for tobacco possession.

(cf. 1020 - Youth Services)
(cf. 5141.6 - School Health Services)
(cf. 5146 - Married/Pregnant/Parenting Students)
(cf. 6164.2 - Guidance/Counseling Services)

Program Planning

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

~~****Note: Health and Safety Code 104420 requires the CDE to give priority for TUPE funding to programs that, in addition to targeting current tobacco users, target students most at risk for beginning to use tobacco. Student populations considered to be "most at risk" are to be identified by the district through a local needs assessment, as provided in the following paragraph.***~~

The district's tobacco-use prevention and intervention program shall be based on an assessment of tobacco-use problems in district schools and the community, an examination of existing services and activities in the community, and a determination of high-risk student populations that are most in need of district services.

~~***Note: The following optional paragraph may be revised to reflect district practice. Health and Safety Code 104420 and 104435 require districts receiving TUPE funds, with assistance-~~

~~from the county office of education, to coordinate efforts with the "lead local agency" in the community, defined in Health and Safety Code 104400 as the county or city health department.~~
~~***~~

The State Administrator/Superintendent or designee shall coordinate with the local health department and county office of education in program planning and implementation. He/she may establish an advisory council including students, parents/guardians, district staff, representatives of the local health department and community organizations, law enforcement professionals, and/or others with demonstrated expertise in tobacco prevention and cessation.

(cf. 1220 - Citizen Advisory Councils)

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

The State Administrator/Superintendent or designee also shall coordinate the district's tobacco-use prevention and intervention program with other district efforts to reduce students' use of illegal substances and to promote student wellness.

(cf. 5030 - Student Wellness)

(cf. 5131.6 - Alcohol and Other Drugs)

(cf. 5131.63 - Steroids)

~~***Note: The following paragraph is for use by districts that receive TUPE funds and may be used by other districts at their discretion.***~~

The State Administrator/Superintendent or designee shall select tobacco-use prevention programs based on the model program designs identified by the California Department of Education (CDE) and may adapt the model to meet district needs. (Health and Safety Code 104420)

~~***Note: Pursuant to TUPE Acceptance of Funds Guidance on the CDE's web site, TUPE grant funding will not be awarded to an applicant that receives any funding or educational materials from the tobacco industry, or from any agency which has received funding from the tobacco industry, for the purpose of implementing tobacco-use prevention or intervention programs.***~~

The State Administrator/Superintendent or designee shall not accept for distribution any materials or advertisements that promote the use or sale of tobacco products. He/she also shall not accept tobacco-use prevention or intervention funds or materials from the tobacco industry or from any entity which is known to have received funding from the tobacco industry.

(cf. 1325 - Advertising and Promotion)

(cf. 3290 - Gifts, Grants and Bequests)

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

Program Evaluation

~~***Note: The following optional section may be revised to reflect district practice. Districts that accept TUPE funds are required by the CDE to administer the core California Healthy Kids Survey in the first year of funding and at least every other year thereafter to assess the health-related behavior of a representative sample of students in grades 7, 9, and 11. In addition, districts that receive funding through TUPE are required to complete the TUPE Annual Report by June 30 of each year. ***~~

To evaluate the effectiveness of the district's program and ensure accountability, the State Administrator/Superintendent or designee shall biennially administer the California Healthy Kids Survey or other appropriate student survey at selected grade levels in order to assess student attitudes toward tobacco and student use of tobacco. He/she also shall annually report to the Board, and to the CDE if required, the data specified in Health and Safety Code 104450.

(cf. 0500 - Accountability)
(cf. 5022 - Student and Family Privacy Rights)
(cf. 6162.8 - Research)

The results of program evaluations shall be used to refine program goals and objectives and make changes as needed to strengthen program implementation.

Legal Reference:

EDUCATION CODE

48900 Suspension or expulsion (grounds)
48900.5 Suspension, limitation on imposition; exception
48901 Smoking or use of tobacco prohibited
51202 Instruction in personal and public health and safety
60041 Instructional materials, portrayal of effects of tobacco use

HEALTH AND SAFETY CODE

104350-104495 Tobacco-use prevention education
119405 Unlawful to sell or furnish electronic cigarettes to minors

PENAL CODE

308 Minimum age for tobacco possession

CODE OF REGULATIONS, TITLE 17

6800 Definition, health assessment
6844-6847 Child Health and Disability Prevention program; health assessments

UNITED STATES CODE, TITLE 20

7111-7117 Safe and Drug-Free Schools and Communities Act

CODE OF FEDERAL REGULATIONS, TITLE 21

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

ATTORNEY GENERAL OPINIONS

88 Ops.Cal.Atty.Gen. 8 (2005)

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

TUPE Acceptance of Funds Guidance

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

Health Framework for California Public Schools: Kindergarten Through Grade Twelve, 2003

Getting Results: Part II California Action Guide to Tobacco Use Prevention Education, 2000

WEST ED PUBLICATIONS

Guidebook for the California Healthy Kids Survey

WEB SITES

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

California Department of Education, Tobacco-Use Prevention Education:

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

California Department of Public Health, Tobacco Control:

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

California Healthy Kids Resource Center: <http://www.californiahealthykids.org>

California Healthy Kids Survey: <http://www.wested.org/hks>

Centers for Disease Control and Prevention, Smoking and Tobacco Use:

<http://www.cdc.gov/tobacco>

U.S. Surgeon General: <http://www.surgeongeneral.gov>

(7/09 3/11) 4/14

Policy: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

First Reading: June 11, 2014

Adopted: King City, California

Students

Parental Notifications

Cautionary Notice: As added and amended by SBX3 4 (Ch. 12, Third Extraordinary Session, Statutes of 2009), ABX4 2 (Ch. 2, Fourth Extraordinary Session, Statutes of 2009), and SB 70 (Ch. 7, Statutes of 2011), Education Code 42605 grants districts flexibility in "Tier 3" categorical programs and provides that districts are deemed in compliance with the program and funding requirements for these programs for the 2008-09 through 2014-15 fiscal years. As a result of this flexibility, the district may choose to temporarily suspend certain provisions of the following policy or administrative regulation that reflect those requirements. However, this flexibility does not affect or alter any existing contract or bargaining agreement that the district may have in place. Thus, districts should examine the terms of those contracts and agreements and consult with district legal counsel for additional guidance. Also see BP 2210 - Administrative Discretion Regarding Board Policy.

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

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

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

I. Annually

When to notify: Beginning of each school year

Education or other legal code: 17612, 48980.3

Board Policy/Administrative Regulation: AR 3514.2

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

When to notify: Annually by February 1

Education or other legal code: 35256

Board Policy/Administrative Regulation: BP 0510

Subject: School Accountability Report Card provided

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

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

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

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

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

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

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

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

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

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

When to notify: Beginning of each school year

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

Board Policy/Administrative Regulation: AR 6183

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

When to notify: Beginning of each school year

Education or other legal code: 48980, 49403

Board Policy/Administrative Regulation: BP 5141.31

Subject: Consent to school immunization program

When to notify: Beginning of each school year

Education or other legal code: 48980, 49423, 49480

Board Policy/Administrative Regulation: AR 5141.21

Subject: Administration of prescribed medication

When to notify: Beginning of each school year

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

Board Policy/Administrative Regulation: AR 5141.3

Subject: Right to refuse consent to physical examination

When to notify: Beginning of each school year

Education or other legal code: 48980, 49472

Board Policy/Administrative Regulation: BP 5143

Subject: Availability of insurance

When to Notify: Beginning of each school year

Education or Other Legal Code: 49013; 5 CCR 4622

Board Policy/Administrative Regulation #: See AR 1312.3

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

When to notify: Beginning of each school year

Education or other legal code: 49063

Board Policy/Administrative Regulation: AR 5125, AR 5125.3

Subject: Challenge, review, and expunging of records

When to notify: Beginning of each school year

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

Board Policy/Administrative Regulation: AR 5125

Subject: Student records: inspect and review, access, types, location, persons responsible, location of log, access criteria, cost of copies, amendment requests, criteria to determine legitimate

educational interest, course prospectus availability

When to notify: Beginning of each school year

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

Board Policy/Administrative Regulation: AR 5125.1

Subject: Release of directory information

When to notify: Beginning of each school year

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

Board Policy/Administrative Regulation: AR 3553

Subject: Free and reduced price meals

When to notify: Annually

Education or other legal code: 56301

Board Policy/Administrative Regulation: BP 6164.4

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

When to notify: Beginning of each school year

Education or other legal code: 58501, 48980

Board Policy/Administrative Regulation: AR 6181

Subject: Alternative schools

When to notify: Annually

Education or other legal code: Health & Safety Code 104855

Board Policy/Administrative Regulation: AR 5141.6

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

When to Notify: Annually

Education or Other Legal Code: 5 CCR 852

Board Policy/Administrative Regulation #: AR 6162.51

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

~~When to notify: Annually~~

~~Education or other legal code: 5 CCR 4622~~

~~Board Policy/Administrative Regulation: AR 1312.3~~

~~Subject: Uniform complaint procedures, available appeals, civil law remedies, and identity of coordinator~~

When to notify: Beginning of each school year

Education or other legal code: 20 USC 1232h

AR 5022, BP 6162.8

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

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

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

Board Policy/Administrative Regulation: AR 4112.24, AR 4222

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

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

Education or other legal code: 20 USC 6316

Board Policy/Administrative Regulation: AR 0520.2

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

When to notify: Beginning of each school year

Education or other legal code: 34 CFR 104.8, 106.9

Board Policy/Administrative Regulation: BP 0410, BP 6178

Subject: Nondiscrimination

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

Education or other legal code: 40 CFR 763.84, 763.93

Board Policy/Administrative Regulation: AR 3514

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

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

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

Education or other legal code: 221.5, 48980

Board Policy/Administrative Regulation: AR 6164.2

Subject: Course selection and selection and career counseling

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

Education or other legal code: 32390, 48980

Board Policy/Administrative Regulation: AR 5142.1

Subject: Fingerprinting program

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

Education or other legal code: 39831.5

Board Policy/Administrative Regulation: AR 3543

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

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

Education or other legal code: 44808.5, 48980

Board Policy/Administrative Regulation: AR 5112.5

Subject: ~~students have not previously~~ Open campus

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

Education or other legal code: 48980, 51225.3

Board Policy/Administrative Regulation: AR 6146.1

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

~~When to notify: Beginning of each school year, for high school students~~

~~Education or other legal code: 48980, 52244~~

~~Board Policy/Administrative Regulation: AR 6141.5~~

~~Subject: Availability of state funds to cover costs of advanced placement exam fees~~

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

Education or other legal code: 48980, 60850

Board Policy/Administrative Regulation: AR 6162.52

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

When to notify: When students entering grade 7

Education or other legal code: 49452.7

Board Policy/Administrative Regulation: AR 5141.3

Subject: Specified information on type 2 diabetes

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

Education or other legal code: 49452.8

Board Policy/Administrative Regulation: AR 5141.32

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

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

Education or other legal code: 51229, 48980

Board Policy/Administrative Regulation: AR 6143

Subject: College admission requirements, UC and CSU web sites that list certified courses,

description of CTE, CDE Internet address, how students may meet with counselors

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

Education or other legal code: 51938, 48980

Board Policy/Administrative Regulation: AR 6142.1

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

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

Education or other legal code: 60641; 5 CCR 863

Board Policy/Administrative Regulation: AR 6162.51

Subject: Results of tests; test purpose, individual score and intended use

When to notify: To students in grades 11-12, early enough to enable registration for fall test

Education or other legal code: 5 CCR 11523

Board Policy/Administrative Regulation: AR 6146.2

Subject: Notice of proficiency examination provided under Education Code 48412

When to notify: To secondary students, if district receives Title I funds

Education or other legal code: 20 USC 7908

Board Policy/Administrative Regulation: AR 5125.1

Subject: Notice that parents may request district to not release name, address, phone number of child to military recruiters without prior written consent

III. When Special Circumstances Occur

When to notify: Upon receipt of a complaint alleging discrimination

Education or other legal code: 262.3

Board Policy/Administrative Regulation: AR 1312.3

Subject: Civil law remedies available to complainants

When to notify: When student has been placed in structured English immersion program

Education or other legal code: 310, 5 CCR 11309

Board Policy/Administrative Regulation: AR 6174

Subject: Placement of child in program and opportunity to apply for parental exception waiver

When to notify: When student is identified as English learner and district receives Title III funds, not 440; later than 30 days after beginning of school year

Education or other legal code: 20 USC 7012

Board Policy/Administrative Regulation: AR 6174

Subject: Student's identification for program for English learners; any failure of district to meet annual measurable achievement objectives

When to Notify: When Student is identified as English learner and district receives Title III funds, not later than 30 days after beginning of school year or within two weeks of

placement if identified during school year

Education or Other Legal Code: Education Code 440; 20 USC 7012

Board Policy/Administrative Regulation #: See AR 6174

Subject: Reason for classification, level of English proficiency, description of program(s), option to decline program or choose alternate, exit requirements of program

When to notify: Before high school student attends specialized secondary program on a university campus

Education or other legal code: 17288

Board Policy/Administrative Regulation: None

Subject: University campus buildings may not meet Education Code requirements for structural safety

When to notify: At least 72 hours before use of pesticide product use of pesticide product not included in annual list

Education or other legal code: 17612

Board Policy/Administrative Regulation: AR 3514.2

Subject: Intended use of pesticide product

When to notify: To members of athletic teams

Education or other legal code: 32221.5

Board Policy/Administrative Regulation: AR 5143

Subject: Offer of insurance; no-cost and low-cost program options

If school has lost its WASC accreditation status

Education or other legal code: 35178.4

Board Policy/Administrative Regulation: BP 6190

Subject: Loss of status, potential consequences

When to notify: At least six months before implementing a school wide uniform policy

Education or other legal code: 35183

Board Policy/Administrative Regulation: AR 5132

Subject: Dress code policy requiring school wide uniform

When to notify: Beginning of each term, when student has not passed the exit exam by the end of grade 12

Education or other legal code: 37254

AR 6179

Subject: Availability of intensive instruction and services for two consecutive academic years and right to file complaint

When to notify: Before implementing a year-round schedule

Education or other legal code: 37616

Board Policy/Administrative Regulation: BP 6117
Subject: Year-round schedule

When to notify: When interdistrict transfer is requested and not approved or denied within 30 days
Education or other legal code: 46601
Board Policy/Administrative Regulation: AR 5117
Subject: Appeal process

When to notify: When student identified as being at risk of retention
Education or other legal code: 48070.5
Board Policy/Administrative Regulation: AR 5123
Subject: Student at risk of retention

When to notify: When student excluded due to quarantine, contagious or infectious disease, danger to safety or health

Education or other legal code: 48213
Board Policy/Administrative Regulation: AR 5112.2, BP 5141.33
Subject: Student has been excluded from school

When to Notify: Before already admitted student is excluded for lack of immunization
Education or Other Legal Code: Education Code 48216; 17 CCR 6040
Board Policy/Administrative Regulation #: See AR 5141.31
Subject: Need to submit evidence of immunization or exemption within 10 school days; referral to medical care

~~When to notify: Before student is excluded for lack of immunization~~
~~Education or other legal code: 48216~~
~~Board Policy/Administrative Regulation: AR 5141.31~~
~~Subject: Two weeks to submit evidence of immunization or exemption; referral to medical care~~

When to notify: When a student is classified a truant
Education or other legal code: 48260.5, 48262
Board Policy/Administrative Regulation: AR 5113.1
Subject: Truancy, parental obligation, availability of alternative programs, student consequences, need for conference

When to notify: When a truant is referred to a SARB or probation department
Education or other legal code: 48263
Board Policy/Administrative Regulation: AR 5113.1
Subject: Name and address of SARB or probation department and reason for referral

When to notify: When a school is identified on the state's Open Enrollment List
Education or other legal code: 48354; 5 CCR 4702
Board Policy/Administrative Regulation: AR 5118
Subject: Student's option to transfer to another school

When to notify: Within 60 days of receiving application for transfer out of open enrollment school
Education or other legal code: 48357; 5 CCR 4702
Board Policy/Administrative Regulation: AR 5118
Subject: Whether student's transfer application is accepted or rejected; reasons for rejection

When to notify: Prior to involuntary transfer prior to continuation school
Education or other legal code: 48432.5
Board Policy/Administrative Regulation: AR 6184
Subject: Right to require meeting to involuntary transfer to continuation school

When to Notify: When student requests to voluntarily transfer to continuation school
Education or Other Legal Code: 48432.3
Board Policy/Administrative Regulation #: See AR 6184
Subject: Copy of district policy and regulation on continuation education

When to notify: When student is removed from class and teacher requires parental attendance at school
Education or other legal code: 48900.1
Board Policy/Administrative Regulation: BP 5144.1, AR 5144.1
Subject: Parental attendance required; timeline for attendance

When to notify: Prior to withholding grades, diplomas, or transcripts
Education or other legal code: 48904
Board Policy/Administrative Regulation: AR 5125.2
Subject: Damaged school property

When to notify: When withholding grades, diplomas or transcripts from transferring student
Education or other legal code: 48904.3
Board Policy/Administrative Regulation: AR 5125.2
Subject: Next school will continue withholding grades, diplomas, or transcripts

When to notify: When student is released to peace officer
Education or other legal code: 48906
Board Policy/Administrative Regulation: BP 5145.11
Subject: Release of student to peace officer

When to notify: At time of suspension

Education or other legal code: 48911
Board Policy/Administrative Regulation: BP 5144.1, AR 5144.1
Subject: Notice of suspension

When to notify: When original period of suspension is extended
Education or other legal code: 48911
Board Policy/Administrative Regulation: AR 5144.1
Subject: Extension of suspension

When to notify: Before holding a closed session re: suspension
Education or other legal code: 48912
Board Policy/Administrative Regulation: AR 5144.1
Subject: Intent to hold a closed session re: suspension

When to notify: When student expelled from another district for certain acts seeks admission
Education or other legal code: 48915.1, 48918
Board Policy/Administrative Regulation: BP 5119
Subject: Hearing re: possible danger presented by expelled student

When to notify: When readmission is denied
Education or other legal code: 48916
Board Policy/Administrative Regulation: AR 5144.1
Subject: Reasons for denial; determination of assigned program

When to notify: When expulsion occurs
Education or other legal code: 48916
Board Policy/Administrative Regulation: AR 5144.1
Subject: Description of readmission procedures

When to notify: 10 calendar days before expulsion hearing
Education or other legal code: 48918
Board Policy/Administrative Regulation: AR 5144.1
Subject: Notice of expulsion hearing

When to notify: When expulsion or suspension of expulsion occurs
Education or other legal code: 48918
Board Policy/Administrative Regulation: AR 5144.1
Subject: Decision to expel; right to appeal to county board; obligation to inform new district of status

When to notify: One month before the scheduled minimum day
Education or other legal code: 48980
Board Policy/Administrative Regulation: BP 6111
Subject: When minimum days scheduled after beginning of the school year

When to notify: When parents request guidelines for filing complaint of child abuse at a school site
Education or other legal code: 48987
Board Policy/Administrative Regulation: AR 5141.4
Subject: Guidelines for filing complaint of child abuse at a school site with local child protective agencies

When student in danger of failing a course
Education or other legal code: 49067
Board Policy/Administrative Regulation: AR 5121
Subject: Student in danger of failing a course

When student transfers from another district or private school
Education or other legal code: 49068
Board Policy/Administrative Regulation: AR 5125
Subject: Right to receive copy of student's record and to challenge its content
When to notify: Within 24 hours of release of information to a judge or probation officer
Education or other legal code: 49076
Board Policy/Administrative Regulation: AR 5125
Subject: Release of student record to a judge or probation officer for conducting truancy mediation program or for presenting evidence at a truancy petition

When to notify: Before release of information pursuant to court order or subpoena
Education or other legal code: 49077
Board Policy/Administrative Regulation: AR 5125
Subject: Release of information pursuant to court order or subpoena

When to notify: When screening results in suspicion that student has scoliosis
Education or other legal code: 49452.5
Board Policy/Administrative Regulation: AR 5141.3
Subject: Scoliosis screening

When to notify: When test results in discovery of visual or hearing defects
Education or other legal code: 49456
Board Policy/Administrative Regulation: AR 5141.3
Subject: Vision or hearing test

When to notify: Annually to parents/guardians of student athletes before their first practice or competition
Education or other legal code: 49475
Board Policy/Administrative Regulation: AR 6145.2
Subject: Information on concussions and head injuries

When to notify: Before any test questioning personal beliefs

Education or other legal code: 51513
Board Policy/Administrative Regulation: AR 5022
Subject: Permission for test, survey questioning personal beliefs

When to notify: Within 14 days of instruction if arrangement made for guest speaker after beginning of school year
Education or other legal code: 51938 AR
Board Policy/Administrative Regulation: 6142.1
Subject: Instruction in HIV/AIDS or sexual health education by guest speaker or outside consultant

When to notify: Prior to administering survey regarding health risks and behaviors to students in 7-12
Education or other legal code: 51938
Board Policy/Administrative Regulation: AR 5022
Subject: Notice that the survey will be administered

When to notify: Upon assessment and reassessment of English proficiency and enrollment in program of education for English language learners
Education or other legal code: 52164.1, 52164.3, 52173; 5 CCR 11303
Board Policy/Administrative Regulation: AR 6174
Subject: Assessment results; program of education for English language learners

When to notify: When migrant education program is established
Education or other legal code: 54444.2
Board Policy/Administrative Regulation: BP 6175, AR 6175
Subject: Parent advisory council membership composition

When to notify: When child participates in licensed child care and development program
Education or other legal code: Health & Safety Code 1596.857
Board Policy/Administrative Regulation: AR 5148
Subject: Parent right to enter facility

When to Notify: When district receives Tobacco-Use Prevention Education Funds
Education or Other Legal Code: Health and Safety 104420
Board Policy/Administrative Regulation #: See AR 3513.3
Subject: The district's tobacco-free schools policy and enforcement procedures

When to notify: When sharing student immunization information with an immunization system
Education or other legal code: Health & Safety Code 120440
Board Policy/Administrative Regulation: AR 5125
Subject: Types of information to be shared, name and address of agency, acceptable use of the information, right to examine, right to refuse to share

When to notify: When hearing is requested by person asked to leave school premises

Education or other legal code: Penal Code 627.5

Board Policy/Administrative Regulation: AR 3515.2

Subject: Notice of hearing

When to notify: Prior to student participation in gifted and talented program

Education or other legal code: 5 CCR 3831

Board Policy/Administrative Regulation: AR 6172

Subject: Gifted and talented student program

When to notify: When providing written decision in response to a complaint re: discrimination; special education, or noncompliance with law regulating educational programs

Education or other legal code: 5 CCR 4631

Board Policy/Administrative Regulation: AR 1312.3

Subject: Appeal rights and procedures

When to Notify: When child participates in licensed child care and development program

Education or Other Legal Code: 5 CCR 18066

Board Policy/Administrative Regulation #: See AR 5148

Subject: Policies re: unexcused absences

When to notify: Within 30 calendar days of receipt of CELDT results

Education or other legal code: 5 CCR 11511.5

Board Policy/Administrative Regulation: AR 6174

Subject: CELDT test results

When to notify: When child participates in licensed child care and development program

Education or other legal code: 5 CCR 18066

Board Policy/Administrative Regulation: AR 5148

Subject: Policies re: unexcused absences

When to notify: When district substantively changes policy on student privacy rights

Education or other legal code: 20 USC 1232h

Board Policy/Administrative Regulation: AR 5022

Subject: Notice of any substantive change in policy or regulation

When to notify: For districts receiving Title I funds, when child has been taught for four or more consecutive weeks by a teacher who is not "highly qualified"

Education or other legal code: 20 USC 6311

Board Policy/Administrative Regulation: AR 4112.24

Subject: Timely notice to parent of child's assignment

When to notify: When school identified for program improvement or corrective action, within 30 days of failure to make annual yearly progress

Education or other legal code: 20 USC 6312

Board Policy/Administrative Regulation: AR 0520.2

Subject: Notice of failure to parents of English language learners

When to notify: For districts receiving Title I funds, not later than 30 days after beginning of school year, to parents of English learners

Education or other legal code: 20 USC 6312

Board Policy/Administrative Regulation: AR 6174

Subject: Reasons for placement, level of proficiency, instructional methods, how program meets child's strengths and teaches English, exit requirements, right to choose another program

When to notify: When school identified for program improvement or corrective action

Education or other legal code: 20 USC 6316

Board Policy/Administrative Regulation: AR 0520.2, AR 5116.1

Subject: Explanation of identification, reasons, how problem will be addressed, how parents can become involved, transfer option, availability of supplemental services

When to notify: When district identified for program improvement

Education or other legal code: 20 USC 6316

Board Policy/Administrative Regulation: AR 0520.3

Subject: Explanation status, reasons for identification, how parents can participate in upgrading district

When to notify: For schools receiving Title I funds, upon development of parent involvement policy

Education or other legal code: 20 USC 6318

Board Policy/Administrative Regulation: AR 6020

Subject: Notice of policy

When to notify: When household is selected for verification of eligibility for free or reduced-price meals

Education or other legal code: 42 USC 1758; 7 CFR 246.6a

Board Policy/Administrative Regulation: AR 3553

Subject: Notice of need to submit verification information; any subsequent change in benefits; right to appeal

When to notify: When student transfers out of state and records are disclosed without consent pursuant to 34 CFR 99.30

Education or other legal code: 34 CFR 99.34

Board Policy/Administrative Regulation: AR 5125

Subject: Right to review records

IV. Special Education Notices

When to notify: Prior to conducting initial evaluation

Education or other legal code: 56301, 56321, 56321.5, 56321.6, 56329; 34 CFR 300.502

Board Policy/Administrative Regulation: AR 6164.4

Subject: Proposed evaluation plan, related parental rights, prior written notice

When to notify: 24 hours before IEP when district intending to record

Education or other legal code: 56341.1, 34 CFR 300.322

Board Policy/Administrative Regulation: AR 6159

Subject: Intention to audio-record IEP meeting

When to notify: Early enough to ensure opportunity for parent to attend IEP meeting

Education or other legal code: 56341.5;

Board Policy/Administrative Regulation: AR 6159

Subject: Time, purpose, location, who in attendance, participation of others with special knowledge, transition statements if appropriate

When to notify: When parent orally requests review of IEP

Education or other legal code: 56343.5

Board Policy/Administrative Regulation: AR 6159

Subject: Need for written request

When to notify: For student receiving exit exam waiver, prior to receipt of diploma

Education or other legal code: 20 USC 1415(d); 34 CFR 300.504

Board Policy/Administrative Regulation: AR 6159.1

Subject: Procedural safeguards notice

When to notify: Disciplinary action taken for dangerous behavior

Education or other legal code: 20 USC 1415(k); 34 CFR 300.530

Board Policy/Administrative Regulation: AR 5144.2

Subject: Decision and procedural safeguards notice

When to notify: Suspension or change of placement for more than 10 days

Education or other legal code: 20 USC 1415(k); 34 CFR 300.530

Board Policy/Administrative Regulation: AR 5144.2

Subject: Decision and procedural safeguards notice

When to notify: Upon requesting a due process hearing

Education or other legal code: 20 USC 1415(k); 34 CFR 300.508

Board Policy/Administrative Regulation: AR 6159.1

Subject: Student's name, address, school, description of problem, proposed resolution

When to Notify: Eligibility for services under Section 504

Education or Other Legal Code: 34 CFR 104.32, 104.36

Board Policy/Administrative Regulation #: See AR 6164.6

Subject: District responsibilities, district actions, procedural safeguards

~~When to notify: Eligibility for services under Section 504~~

~~Education or other legal code: 34 CFR 104.32, 104.36~~

~~Board Policy/Administrative Regulation: AR 6164.6~~

~~Subject: Procedural safeguards, district responsibilities~~

V. Classroom Notices

When to notify: In each classroom in each school

Education or other legal code: 35186

Board Policy/Administrative Regulation: AR/E 1312.4

Subject: Complaint rights re: sufficiency of instructional materials, teacher vacancy and misassignment, maintenance of facilities, and, for classrooms with grades 10-12, right of students who did not pass exit exam to receive intensive instruction after grade 12

(3/10 3/11) 3/12

Revised: April 2014

Exhibit: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

First Reading: June 11, 2014

Adopted: King City, California

Instruction

Advanced Placement

To encourage district students to challenge themselves academically, develop college-level skills, and be more competitive when applying for admission to postsecondary institutions, the Governing Board shall offer opportunities to high school students to take Advanced Placement (AP) courses and pass AP examinations.

(cf. 0200 - Goals for the School District)
(cf. 6172 - Gifted and Talented Student Program)
(cf. 6172.1 - Concurrent Enrollment in College Classes)

The Board desires to provide at least four AP courses at each high school. The Superintendent or designee shall recommend subject areas for AP courses at each school based on student interest and the availability of qualified certificated staff, instructional materials, and other resources. The Superintendent or designee shall also explore alternative methods of delivering AP courses, such as online courses or distance learning.

The Superintendent or designee shall ensure that the district's educational program provides opportunities for students to acquire the skills necessary to successfully undertake AP coursework. To the extent possible, the Superintendent or designee shall collaborate with feeder middle schools in developing and implementing a preparation program.

(cf. 6141 - Curriculum Development and Evaluation)
(cf. 6143 - Courses of Study)

The Superintendent or designee may consult and collaborate with feeder schools to ensure that students are offered the opportunity to take coursework that will prepare them for AP courses.

(cf. 6141 - Curriculum Development and Evaluation)
(cf. 6143 - Courses of Study)
(cf. 6146.11 - Alternative Credits Toward Graduation)

All students who meet course prerequisites shall have equal access to AP courses.

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

Grades for AP courses shall be assigned in accordance with Board policy and administrative regulation.

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

The Superintendent or designee shall make efforts to encourage students to participate in AP courses and to take end-of-course AP exams by creating support systems for AP students, such as

resource centers and programs to recognize student accomplishments. In addition, the Superintendent or designee may explore partnerships with colleges and universities to help encourage students to pursue postsecondary education.

(cf. 5126 - Awards for Achievement)
(cf. 6164.2 - Guidance/Counseling Services)

To increase the capacity of district schools to offer AP courses, the Superintendent or designee shall provide staff development and support to teachers of such courses. This professional development may include, but is not limited to, opportunities for teachers to obtain information on the curriculum of specific courses, instructional methods, and data-driven decision making; mentoring for prospective teachers of AP courses; and opportunities for staff within the district to share course syllabi and practices.

(cf. 4111/4211/4311 - Recruitment and Selection)
(cf. 4113 - Assignment)
(cf. 4131 - Staff Development)

~~***Note: The College Board has created a voluntary audit process to provide guidelines for administrators and AP teachers regarding the curricular and resource requirements of AP courses. The AP audit specifies a set of expectations established by college and university faculty for college-level courses. Courses that meet or exceed these expectations will be authorized to use the "AP" designation on students' transcripts. In addition, approved courses are listed in the AP Course Ledger, which is used by colleges to confirm high school course content. Schools that offer the AP exam without labeling the school's courses as AP on students' transcripts do not need to participate in the audit. ***~~

~~****Note: The following optional paragraph is for use by districts that wish to participate in the AP audit. ***~~

The Board desires that every district AP course receive authorization to use the AP designation by the College Board. To that end, the Superintendent or designee shall coordinate the process for submitting courses for approval as part of the College Board AP course audit.

Examination Fee

~~***Note: The following optional section is for use by districts that receive federal funding distributed by the California Department of Education pursuant to 20 USC 6534, or choose to use district funds, to assist economically disadvantaged students in paying the cost of AP examination fees. Education Code 52244, which awarded state grants for this purpose, self-repealed on January 1, 2013, and the funding was redirected into the local control funding formula pursuant to AB 97 (Ch. 47, Statutes of 2013). ***~~

To the extent feasible, the district shall reduce the cost of AP examination fees for eligible low-income students. At the beginning of each school year, the Superintendent or designee shall notify parents/guardians of the availability of funds for this purpose and shall provide information on how income-eligible students may apply for funding.

(cf. 3100 - Budget)

Legal Reference:

EDUCATION CODE

52240-52243 Advanced Placement program

CODE OF REGULATIONS, TITLE 5

3840 Advanced Placement as program option for gifted and talented students

UNITED STATES CODE, TITLE 20

6534 Advanced Placement exam fee program

Management Resources:

WEB SITES

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

Advancement Via Individual Determination: <http://www.avid.org>

California Colleges.edu: <http://californiacolleges.edu>

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

College Board: <http://www.collegeboard.org/ap>

International Baccalaureate: <http://www.ibo.org>

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

(3/02 7/08) 4/14

Policy: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

First Reading: June 11, 2014

Adopted: King City, California

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

SUBJECT: Approval of Local Control Accountability Plan

MEETING: June 11, 2014

AGENDA SECTION:

☒ **ACTION**

☐ **INFORMATION**

☐ **ACTION/CONSENT**

GOVERNING BOARD

Board Goals:

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

Summary:

The funding for schools in California has changed from Revenue Limit Funding, to Local Control Funding Formula (LCFF). A requirement of this new LCFF is that each school district develops a Local Control Accountability Plan (LCAP). The Board has seen drafts of this plan as it has gone through its development and review with various community groups. After approval the plan must be monitored and adjusted accordingly.

The LCAP is now ready for approval and outlines the spending for the district for the next three years in the district.

Recommendation:

It is recommended that the State Administrator approve the Local Control Accountability Plan (LCAP)

Fiscal Impact:

The LCAP defines much of the budget for the South Monterey County Joint Union High School District.

Submitted By:



Daniel R. Moirao, Ed.D.
State Administrator

Approved:



Daniel R. Moirao, Ed.D.
State Administrator

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

Introduction:

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

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

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

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

Section 2: Goals and Progress Indicators

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

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

Guiding Questions:

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

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

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools; for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Class size averages in core content will reflect the reduction. Staffing will reflect accommodation of reduced class sizes	<i>The conditions for learning will be improved for students</i>	ALL	All	Class size in core content areas (English, Math, Social Studies and Science) will be reduced.	Class size in the core content will be reduced from 35:1 to 34:1 \$200,000 01-0940-0-1110-1000-1100	Class size in the core content will be reduced from 34:1 to 33:1	Class size in the core content will be reduced from 33:1 to 32:1	2, 4, 7, 8
Annual Cal Pros		All	All	Annual credential audits	District and site staff will attend	District and site staff will attend	District and site staff will attend	1, 2, 4, 5, 6, 8,

reporting will show equitable distribution of highly qualified and effective teachers.				will reflect a full staff of Highly Qualified Teachers	recruitment fairs Appropriate materials promoting the district will be developed \$5,000 01-0940-0-0000-7400-5200	recruitment fairs Incentives for teachers to obtain HQT status will be implemented	recruitment fairs Incentives for teachers to obtain HQT status will be implemented	
Purchase orders and account codes will reflect materials purchased accordingly Williams/Valenzuela reports will reflect adequacy of materials		All	All	Annual budget expenditures will demonstrate purchase of standards-aligned materials	By September 2014 a plan will be developed for needed materials by department. Year one of the plan will be developed. \$0 cost	Year II of the plan will be implemented	Year III of the plan will be implemented	1, 2, 5, 7
Conference registration forms will reflect training for staff Master schedules will incorporate additional courses.		English Language Learners and Low Socio-economic students	All	At least two sections of AVID will be instituted at each of the comprehensive school sites	Staff will participate in training and membership into AVID will be done \$15,000 01-0940-0-1110-1000-5200	Master schedules will reflect one section of AVID per site	Master schedules will reflect two sections of AVID per site.	4, 6, 7, 8
Sign-in sheets will reflect staff participation Professional development evaluations will reflect adequacy and usefulness of professional development		All	All	Actual schedules and sign-in sheets will reflect over 90% participation in professional development by staff. Professional Development	By June, 2014 a review of the LEA Plan, School Site Plans and WASC recommendations will be conducted and a professional development plan for certificated and classified employees will be developed which	Year II of the Professional Development plan will be modified as needed and implemented. - Certified presenters will be identified from within current staff.	Year III of the Professional Development plan will be modified as needed and implemented. - Instructional practice will be evaluated from data collected which will inform	1, 2, 4, 6, 7, 8

<p>Handouts will be kept</p> <p>Instructional coaches and administrative walk-thorough records will reflect implementation</p>				<p>evaluations will reflect the quality of the program as well as future needs.</p>	<p>reflects the adopted performance standards. An extensive needs assessment will be conducted after a comprehensive data analysis has been completed. Year one of the plan will be implemented. Instructional coaches will be hired. Administrative staff will be instructed on how to hold staff accountable for program implementation</p> <p>Existing Title II</p>	<p>-lesson observations will be systematically implemented</p> <p>-Roles, expectations of leadership and instructional coaches will be aligned to identify district priorities.</p> <p>-expectations will be set for staff accountability</p> <p>Support providers will be available to implement new practice.</p> <p>Administrative staff will have a deeper understanding of expectations and accountability</p> <p>Instructional Coaches will continue to support teachers</p>	<p>and support instruction.</p> <p>-student data will be used to evaluate student progress</p> <p>-leadership capacity will be built with skilled teacher from staff</p> <p>-support structures will be implemented to sustain support collaboration and follow through with professional development.</p> <p>Instructional Coaches will continue to support teachers</p>	
<p>CAHSEE results will show a steady increase of 25% annually.</p>		<p>ELL, Low Socio-economic, Special Ed.</p>	<p>All</p>	<p>Each test administration will show an increase in passing on both math and Language Arts</p>		<p>CAHSEE prep classes will be added into the master schedule.</p>	<p>CAHSEE prep classes will be added into the master schedule.</p>	<p>ELL, Low Socio-economic, Special Ed.</p>

<p>Master schedules will reflect an increase in core content courses and fewer remediation courses compared to 2014-2015</p> <p>Advance placement course offerings will increase.</p>		<p>All EL Students, Low Socio- Economic and SPED students</p>	<p>All</p>	<p>Master Schedules will demonstrate greater need for core content courses and fewer remedial support courses</p>	<p>Remedial support courses for second language learners and underperforming students will be offered \$250,000 01-0940-0-1110-1000-1100 Summer boot camps for second language learner's and underperforming student's will be offered \$40,000 01-0940-0-1110-1000-1100</p>	<p>An increase of two core content course sections will be offered and filled based on class size reduction and student ability to perform.</p> <p>The need for remediation courses will drop by 1/3</p>	<p>An increase of two core content course sections will be offered and filled based on class size reduction and student ability to perform.</p> <p>The need for remediation courses will drop by 1/3</p>	<p>1,2,4,5,6,7,8</p>
<p>Board adoption of participation in the County consortium for the Career pathways grant.</p> <p>Budget allocations from the grant will reflect implementation strategies.</p> <p>Professional Development agendas will reflect preparation and implementation of a career readiness program.</p>		<p>All</p>	<p>All</p>	<p>College and career pathway courses will be implemented in the areas of Agriculture, Media Design, and Engineering</p>	<p>District staff will work with the consortium to develop courses and recruit students into career pathways \$0 additional cost</p>	<p>Students will be enrolled in a pathway of choice. All three pathways will be implemented and near capacity.</p>	<p>Students will be enrolled in a pathway of choice. All three pathways will be implemented and at capacity.</p>	<p>1,2,4, 5,7, 8</p>

<p>Master schedules will reflect an increase in A-G course enrollments.</p> <p>Summer Boot Camps will be instituted to assist students off track for graduation.</p> <p>CELDT scores will reflect a higher passage rate of EL students.</p> <p>Before and after school support programs will be offered.</p> <p>Meeting Federal AMAO's will be realized.</p> <p>The new ELD standards will be taught, an implementation plan developed and new benchmarks and regular review of data will be conducted.</p> <p>CASSP achievement level descriptors will show growth for all subgroups.</p>	<p><i>Pupil Outcomes on standardized test and in core content areas will increase. There will be a decrease in the achievement gap among students</i></p>	<p>English Language Learners</p> <p>Students of Low socio-economic backgrounds</p> <p>Students with a 2.0 or less grade point average.</p>	<p>All</p>	<p>There will be a 75% increase in Second Language Learners and students from low socio-economic homes completing A-G course requirements with a grade "C" or better.</p> <p>ELL students will have access to CCSS by building staff capacity for implementation and development of the new ELD standards with the core content areas.</p>	<p>Remediation classes will be included in the master schedule for students falling short of their A-G requirements (off track for graduation)</p> <p>\$ 200,000 01-0940-0-1110-1000-1100</p> <p>Summer boot camps for low performing or second Language learners will be offered. Cost included in previous item.</p> <p>After and/or before school support groups (tutoring) will be offered.</p> <p>Academic advisors and/or advisory periods will be implemented to track student progress.</p> <p>\$50,000 01-0940-0-1110-1000-1100</p> <p>A determination will be made to increase math graduation requirements to three year requirement</p>	<p>There will be a 35% increase in the number of SDAIE (Specially Designed Academic Instruction in English) courses offered.</p> <p>Remediation classes will be included in the master schedule for students falling short of their A-G requirements (off track for graduation)</p> <p>Summer boot camps for low performing or second language learners will be offered.</p> <p>After and/or before school support groups (tutoring) will be offered.</p> <p>Academic advisors and/or advisory periods will be implemented to track student progress.</p>	<p>75% of entering English Learners will be reclassified as English Proficient</p> <p>The number of remediation classes will be reduced in the master schedule by 35% for students falling short of their A-G requirements (off track for graduation)</p> <p>Summer boot camps for low performing or second language learners will be offered.</p> <p>After and/or before school support groups (tutoring) will be offered.</p> <p>Academic advisors and/or advisory periods will be implemented to track student progress.</p>	<p>2, 4, 5, 8</p>
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<p>Master schedules will reflect a reduction of support classes based on the 2014-2015 schedules.</p> <p>Reclassification rates will increase by at least 30% from the 2014-2015 academic year.</p> <p>Class rosters will show that EL classes are staff accordingly</p> <p>Students will move one proficiency level per year as measured by the CELDT (ELPAC, 2016)</p>		English Language Learners	All	<p>There will be a reduction of English Language support classes by one-third over from 2014 - 2017.</p>	<p>An increase in the offerings of English Language Support classes will be evident in the master schedule.</p> <p>Class sizes for English Language Learners will be not exceed 25:1</p> <p>English Language Learner classes for ELD 1 and 2 will be separated.</p> <p>Incentives for students are reclassified will be developed and implemented.</p> <p>\$150,000 01-0940-0-1110-1000-1100</p>	<p>Offerings of English Language Support classes will be reduced by 15% in the master schedule based on need.</p> <p>Class sizes for English Language Learners will be not exceed 25:1</p> <p>English Language Learner classes for ELD 1 and 2 will be separated.</p> <p>Incentives for students are reclassified will be implemented.</p>	<p>Offerings of English Language Support classes will be reduced by 15% in the master schedule based on need.</p> <p>Class sizes for English Language Learners will be not exceed 25:1</p> <p>English Language Learner classes for ELD 1 and 2 will be separated.</p> <p>Incentives for students are reclassified will be implemented.</p>	2,4, 5, 8
<p>Reclassification rates will increase by 30-40% from the 2014-2015 academic year.</p> <p>CELDT scores will improve from the 2014-2015 academic year The district will meet its AMAO targets.</p> <p>Regular logs for monitoring reclassified learners will</p>		English Language Learners	All	<p>Students enrolled as English Language Learners will be reclassified as English Proficient at a rate of 75% annually</p> <p>CAHSEE passing scores will increase by 25%.</p> <p>ELSSA scores</p>	<p>A certified ELD (ELPAC) teacher will be assigned to oversee CELDT testing, reclassification and student progress monitoring</p> <p>An increase in the offerings of English Language Support classes will be evident in the master schedule.</p> <p>Class sizes for</p>	<p>A certified ELD (ELPAC) teacher will be assigned to oversee CELDT (ELPAC) testing, reclassification and student progress monitoring</p> <p>An increase in the offerings of English Language Support classes</p>	<p>A certified ELD (ELPAC) specialist teacher will be assigned to oversee CELDT (ELPAC) testing, reclassification and student progress monitoring</p> <p>An increase in the offerings of English Language</p>	2,4,5, 7,8

demonstrate continuous progress in student performance.				<p>showing language proficiency will increase by 40%</p> <p>CASSP scores will show a steady rise while the achievement gap will decrease among sub groups.</p>	<p>English Language Learners will be held to 25:1</p> <p>English Language Learner classes for ELD 1 and 2 will be separated.</p> <p>\$90,000 01-0940-0-1110-3900-1200</p>	<p>will be evident in the master schedule.</p> <p>Class sizes for English Language Learners will be held to 25:1</p> <p>English Language Learner classes for ELD 1 and 2 will be separated.</p>	<p>Support classes will be evident in the master schedule.</p> <p>Class sizes for English Language Learners will be held to 25:1</p> <p>English Language Learner classes for ELD 1 and 2 will be separated.</p>	
<p>AP course offerings will increase by 5% from the 2013-2014 academic year. Specifically in math and science</p> <p>Students taking the AP exams will increase by 8%</p> <p>Students passage rate on the AP exam will increase by 8% from the 2013-2014 academic year</p> <p>Registration for AP professional training documents will demonstrate all teachers teaching such courses have been qualified.</p>		All	All	<p>20% more students than in the 2013-2014 academic year will pass the Advanced Placement Exam with a score of 3 or higher</p>	<p>All teachers instructing AP courses will be provided appropriate professional development in teaching such courses in their content area.</p> <p>All staff will be provided professional development in teaching a rigorous course of study.</p> <p>Support study sessions will be provided to students in preparation for the AP examination</p> <p>Title II</p>	<p>All teachers instructing AP courses will be provided appropriate professional development in teaching such courses in their content area.</p> <p>All staff will be provided professional development in teaching a rigorous course of study.</p> <p>Support study sessions will be provided to students in preparation for the AP examination</p>	<p>All teachers instructing AP courses will be provided appropriate professional development support in teaching such courses in their content area.</p> <p>All staff will be provided professional development in teaching a rigorous course of study.</p> <p>Support study sessions will be provided to students in preparation for the AP examination</p>	1,2,4,5,7

<p>Specific parent programs will be offered.</p> <p>Parent attendance sheets will demonstrate an increase of 24% from the 2013-2014 academic year</p> <p>Contracts with Parent education providers will demonstrate the implementation of this program</p> <p>A job description will provide evidence of the intent to hire a parent liaison.</p> <p>Comprehensive school sites will have Parent-Faculty-Student type associations formed.</p>	<p>School faculty and staff, parents and students will increase engagement in learning.</p>	All	All	<p>There will be an increase of parent education and participation by 50% as compared to the 2013-2014 academic year</p>	<p>PIQE 1 & 2 will be offered to parents. \$20,000 01-0940-0-1110-1000-5800</p> <p>A parent liaison will be employed to coordinate parent involvement in schools</p> <p>\$140,000 01-0940-0-0000-3130-2200</p> <p>Schools will create parent teacher student associations</p> <p>- there will be an increase of parent attendance at events by 30% at back to school nights, CCSS information nights, ELAC participation Spring Showcase</p> <p>Parents will be sent to CAFE conference with teachers and administrators. \$15,000 01-0940-0-1110-1000-5200</p>	<p>PIQE 1 & 2 will be offered to parents.</p> <p>A parent liaison will be employed to coordinate parent involvement in schools</p> <p>Schools will create parent teacher student associations</p> <p>- there will be an increase of parent attendance at events by 30% at back to school nights, CCSS information nights, ELAC participation Spring Showcase</p> <p>Parents will be sent to CAFE conference with teachers and administrators.</p>	<p>PIQE 1 & 2 will be offered to parents.</p> <p>A parent liaison will be employed to coordinate parent involvement in schools</p> <p>Schools will create parent teacher student associations</p> <p>- there will be an increase of parent attendance at events by 30% at back to school nights, CCSS information nights, ELAC participation Spring Showcase</p> <p>Parents will be sent to CAFE conference with teachers and administrators.</p>	3,5,6
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<p>Monthly attendance and report logs will demonstrate an increase in student attendance.</p> <p>Defined programs for promoting attendance will be identified.</p> <p>Logs for parent contacts will demonstrate outreach to improve student attendance.</p>		All	All	<p>School attendance rates will be at 97%</p>	<p>Intervention programs will be implemented as a pre-cursor to expulsion. <i>(in school suspension)</i></p> <p>\$40,000 01-0940-0-0000-3130-2200</p> <p>Parent Liaison will conduct home visits to truant students.</p> <p>Saturday School will be provided to improve attendance and support academic performance</p> <p>\$26,000 01-0940-0-1110-1000-11000</p>	<p>Intervention programs will be implemented as a pre-cursor to expulsion. <i>(in school suspension)</i></p> <p>Parent Liaison will conduct home visits to truant students.</p> <p><i>Saturday School will be provided to improve attendance and support academic performance</i></p>	<p>Intervention programs will be implemented as a pre-cursor to expulsion. <i>(in school suspension)</i></p> <p>Parent Liaison will conduct home visits to truant students.</p> <p><i>Saturday School will be provided to improve attendance and support academic performance</i></p>	1,2,4,5,6,7,8
<p>A three year plan will be developed with a timeline for implementation. Student progress will be monitored and program evaluation will be conducted, The program will be revised collaboratively for the benefit of all participating students</p>		All	All	<p>A three year deferred maintenance program will be written and implemented</p>	<p>A three year deferred maintenance program will be written and implemented.</p> <p>Budget allocations will be made to meet the maintenance needs of the plan. Funding in unrestricted GF</p>	<p>PIQE 1 & 2 will be offered to parents.</p> <p>A parent liaison will be employed to coordinate parent involvement in schools</p> <p>Schools will create parent-student- teacher associations</p>	<p>PIQE 1 & 2 will be offered to parents.</p> <p>A parent liaison will be employed to coordinate parent involvement in schools</p> <p>Schools will create parent-student-teacher associations</p>	3,5,6
<p>Cal Pad reports will reflect a regular decrease</p>		All				<p>There will be an increase of parent</p>	<p>There will be an increase of parent</p>	5,6

of dropouts in the program.						attendance at events by 30% at back to school nights, CCSS information nights ELAC participation Spring Showcase Parents will be sent to CABA conference with teachers and administrators.	attendance at events by 30% at back to school nights, CCSS information nights ELAC participation Spring Showcase Parents will be sent to CABA conference with teachers and administrators.	
<p>Monthly AERIES reports will demonstrate a decrease in suspensions and expulsions.</p> <p>Independent study contracts will demonstrate district alternatives to expulsions.</p> <p>Defined programs for promoting attendance will be identified.</p> <p>Logs for parent contacts will demonstrate outreach to improve student attendance.</p>		All		Dropout rates will decrease by 30% from the 2013-2014 academic year	<p>An aggressive plan for supporting students attendance will be developed and implemented</p> <p>Behavioral and intervention counselors will be employed to support the emotional needs of students towards their academic achievement.</p> <p>Funded from resource 6512 for first year.</p>	<p>Intervention programs will be implemented as a pre-cursor to expulsion.</p> <p>Parent Liaison will conduct home visits to truant students.</p> <p><i>Behavioral and intervention counselors will be employed to support the emotional needs of students towards their academic achievement.</i></p>	<p>Intervention programs will be implemented as a pre-cursor to expulsion.</p> <p>Parent Liaison will conduct home visits to truant students.</p> <p><i>Behavioral and intervention counselors will be employed to support the emotional needs of students towards their academic achievement.</i></p>	5,6

<p>The California Healthy Kids report will be used to monitor improved in attitude.</p> <p>A parent survey will be conducted to determine safe school perceptions from the parents.</p>		All	All	<p>Students and staff will report that they feel safe and connected to the school environment as measured on the bi-annual California Healthy Kids Survey (CHKS)</p>	<p>A further analysis of the 2012-2013 survey will be made.</p> <p>A similar parent/community survey will be conducted to determine community perceptions</p> <p>Program plans will be made based on the results of this analysis.</p> <p>\$10,000 01-0940-0:0000-7200-5800</p>	<p>Plans developed in 2014-2015 will begin to be implemented</p>	<p>A new California Healthy Kids Survey (CHKS) will be conducted.</p> <p>Further plans from the CHKS will be implemented.</p>	1,5,6
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Section 3: Actions, Services, and Expenditures

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

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

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

Guiding Questions:

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

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

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

				<p>comprehensive school sites</p> <p>Actual schedules and sign-in sheets will reflect over 90% participation in professional development by staff.</p> <p>Professional Development evaluations will reflect the quality of the program as well as future needs.</p> <p>Master Schedules will demonstrate greater need for core content courses and fewer remedial support courses</p> <p>College and career pathway courses will be implemented in the areas of Agriculture, Media Design, and Engineering</p>	<p>By June, 2014 a review of the LEA Plan, School Site Plans and WASC recommendations will be conducted and a professional development plan for certificated and classified employees will be developed which reflects the adopted performance standards. An extensive needs assessment will be conducted after a comprehensive data analysis has been completed. Year one of the plan will be implemented. Instructional coaches will be hired. Administrative staff will be instructed on how to hold staff accountable for program implementation.</p> <p>Remedial support courses for second language learners and underperforming students will be</p>	<p>Development plan will be modified as needed and implemented.</p> <p>-Certified presenters will be identified from within current staff.</p> <p>-Lesson observations will be systematically implemented.</p> <p>-Roles, expectations of leadership and instructional coaches will be aligned to identify district priorities.</p> <p>-Expectations will be set for staff accountability.</p> <p>Support providers will be available to implement new practice. Administrative staff will have a deeper understanding of expectations and accountability</p>	<p>Professional Development plan will be modified as needed and implemented.</p> <p>-Instructional practice will be evaluated from data collected which will inform and support instruction.</p> <p>-Student data will be used to evaluate student progress</p> <p>-Leadership capacity will be built with skilled teacher from staff</p> <p>-Support structures will be implemented to sustain collaboration and follow through with professional development.</p> <p>Instructional Coaches will continue to support teachers</p> <p>An increase of</p>
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					<p>offered.</p> <p>Summer boot camps for second language learners and underperforming students will be offered</p> <p>District staff will work with the consortium to develop courses and recruit students into career pathways</p>	<p>Instructional Coaches will continue to support teachers.</p> <p>An increase of two core content course sections will be offered and filled based on class size reduction and student ability to perform.</p> <p>The need for remediation courses will drop by 1/3</p> <p>Students will be enrolled in a pathway of choice. All three pathways will be implemented and near capacity.</p>	<p>two core content course sections will be offered and filled based on class size reduction and student ability to perform.</p> <p>The need for remediation courses will drop by 1/3</p> <p>Students will be enrolled in a pathway of choice. All three pathways will be implemented and at capacity.</p>
Pupil outcomes on standardized test and in core content areas will increase. There will be a decrease in the achievement gap among students.	Appropriate Credentials and Instructional Materials (1) Implementation of State Standards (2) Pupil Achievement (4) Pupil engagement (5) School Climate (6) Course Access	<p>75% increase in EL and low Socio-economic students completing A-G courses</p> <p>Decrease class sizes for ELL</p> <p>Increase in re-designation of EL students</p> <p>Increase in CAHSEE scores</p>	ELL learners	There will be a 75% increase in Second Language Learners and students from low socio-economic homes completing A-G course requirements with a grade "C" or better.	<p>Remediation classes will be included in the Master Schedule for students falling short of their A-G requirements (off track for graduation)</p> <p>Summer boot camps for low performing or</p>	<p>There will be a 35% increase in the number of SDAIE (Specially Designed Academic Instruction in English) courses offered.</p> <p>Remediation classes will be included in the</p>	<p>765% of entering English Learners will be reclassified as English Proficient</p> <p>The number of remediation classes will be reduced in the Master Schedule by 35% for</p>

(7) Pupil Outcomes (8)	<p>ELSSA and completion of AMAO's</p> <p>Increase in students passing AP test</p>			<p>ELL students will have access to CCSS by building staff capacity for implementation and development of the new ELD standards with the core content areas.</p> <p>There will be a reduction of English Language support classes by one-third over from 2014-2017.</p> <p>Students enrolled as English Language Learners will be reclassified as English Proficient at a rate of 75% annually</p> <p>CAHSEE passing scores will increase by 25%.</p> <p>ELSSA scores showing language proficiency will increase by 40%</p>	<p>second language learners will be offered.</p> <p>After and/or before school support groups (tutoring) will be offered.</p> <p>Academic advisors and/or advisory periods will be implemented to track student progress.</p> <p>A determination will be made to increase math graduation requirements to three year requirement</p> <p>An increase in the offerings of English Language Support classes will be evident in the Master Schedule.</p> <p>Class sizes for English Language Learners will be not exceed 25:1</p> <p>English Language Learners classes for ELD 1 and 2</p>	<p>Master Schedule for students falling short of their A-G requirements (off track for graduation)</p> <p>Summer boot camps for low performing or second language learners will be offered</p> <p>After and/or before school support groups (tutoring) will be offered.</p> <p>Academic advisors and/or advisory periods will be implemented to track student progress.</p> <p>Offerings of English Language Support classes will be reduced by 15% in the Master Schedule based on need.</p> <p>Class sizes for English Language Learners will not exceed 25:1</p>	<p>students falling short of their A-G requirements (off track for graduation)</p> <p>Summer boot camps for low performing or second language learners will be offered</p> <p>After and/or before school support groups (tutoring) will be offered.</p> <p>Academic advisors and/or advisory periods will be implemented to track student progress</p> <p>Offerings of English Language support classes will be reduced by 15% in the Master Schedule based on need.</p> <p>Class sizes for English Language Learners will not exceed 25:1</p> <p>English</p>
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				<p>CASSP scores will show a steady rise while the achievement gap will decrease among sub groups.</p> <p>20% more students than in the 2013-2014 academic year will pass the Advance Placement Exam with a score of 3 or higher.</p>	<p>will be separated.</p> <p>Incentives for students are reclassified will be developed and implemented.</p> <p>A certified ELD (ELPAC) teacher will be assigned to oversee CELDT testing, reclassification and student progress monitoring</p> <p>An increase in the offerings of English Language Support classes will be evident in the Master Schedule</p> <p>Class sizes for English Language Learners will be held to 25:1</p> <p>English Language Learners classes for ELD 1 and 2 will be separated.</p> <p>All teachers instructing AP courses will be provided appropriate professional</p>	<p>English Language Learner classes for ELD 1 and 2 will be separated.</p> <p>Incentives for students are reclassified will be implemented.</p> <p>A certified ELD (ELPAC) teacher will be assigned to oversee CELDT (ELPAC) testing, reclassification and student progress monitoring</p> <p>An increase in the offerings of English Language support classes will be evident in the Master Schedule</p> <p>Class sizes for English Language Learners will be held to 25:1</p> <p>English Language Learners classes for ELD</p>	<p>Language Learners classes for ELD 1 and 2 will be separated.</p> <p>Incentives for students are reclassified will be implemented</p> <p>A certified ELD (ELPAC) specialist teacher will be assigned to oversee CELDT (ELLPAC) testing, reclassification and student progress monitoring</p> <p>An increase in the offerings of English Language support classes will be evident in the Master Schedule</p> <p>Class sizes for English Language Learners will be held to 25:1</p> <p>English Language Learner classes for ELD 1 and 2 will be separated.</p>
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					<p>development in teaching such courses in their content area.</p> <p>All staff will be provided professional development in teaching a rigorous course of study.</p> <p>Support study sessions will be provided to students in preparation for the AP examination.</p>	<p>1 and 2 will be separated</p> <p>All teachers instructing AP courses will be provided appropriate professional development in teaching such courses in their content area.</p> <p>All staff will be provided professional development in teaching a rigorous course of study.</p> <p>Support study sessions will be provided to students in preparation for the AP examination</p>	<p>All teachers instructing AP courses will be provided appropriate professional development support in teaching such courses in their content area.</p> <p>All staff will be provided professional development in teaching a rigorous course of study.</p> <p>Support study sessions will be provided to students in preparation for the AP examination</p>
School faculty and staff, parents and students will increase engagement in learning	Appropriate Credentials and Instructional Materials (1) Implementation of State Standards (2) Parental Involvement (3) Pupil Achievement (4) Pupil engagement (5) School Climate	<p>Increase in parent education</p> <p>Student attendance rates up to 97%</p> <p>Three year deferred maintenance program written and implemented.</p> <p>Dropout rates</p>	ELL, Low-socio-economic families, Foster youth providers	<p>There will be an increase of parent education and participation by 50% as compared to the 2013-2014 academic year</p> <p>School attendance rates will be at 97%</p> <p>A three year</p>	<p>PIQE 1 & 2 will be offered to parents.</p> <p>A parent liaison will be employed to coordinate parent involvement in schools</p> <p>Schools will create parent teacher student</p>	<p>PIQE 1 & 2 will be offered to parents.</p> <p>A parent liaison will be employed to coordinate parent involvement in schools</p> <p>Schools will create parent</p>	<p>PIZE 1 & 2 will be offered to parents.</p> <p>A Parent Liaison will be employed to coordinate parent involvement in schools</p> <p>Schools will create parent</p>

	<p>(6) Course Access</p> <p>(7) Pupil Outcomes</p> <p>(8)</p>	<p>decrease by 30% from the 2013-2014 year</p> <p>Pupil suspension and expulsion rates decreased.</p> <p>Students and staff will report that</p>		<p>deferred maintenance program will be written and implemented.</p> <p>Dropout rates will decrease by 30% from the 2013-2014 academic year.</p> <p>Pupil suspension and expulsion rates will decrease by 30% from the 2013-2014 academic year</p>	<p>associations</p> <p>-there will be an increase of parent attendance at events by 30% at back to school nights, CCSS information nights ELAC participation Spring Showcase</p> <p>Parents will be sent to CABA conference with teachers and administrators.</p> <p>Intervention programs will be implemented as a pre-cursor to expulsion. <i>(in school suspension)</i></p> <p>Parent Liaison will conduct home visits to truant students.</p> <p><i>Saturday School will be provided to improve attendance and support academic performance</i></p> <p>A three year deferred</p>	<p>teacher student associations</p> <p>-there will be an increase of parent attendance at events by 30% at back to school nights, CCSS information nights ELAC participation Spring Showcase</p> <p>Parents will be sent to CABA conference with teachers and administrators.</p> <p>Intervention programs will be implemented as a precursor to expulsion. <i>(in school suspension)</i></p> <p>Parent Liaison will conduct home visits to truant students.</p> <p><i>Saturday School will be provided to improve attendance and support academic performance</i></p>	<p>teacher student associations</p> <p>-there will be an increase of parent attendance at events by 30% at back to school nights, CCSS information nights ELAC participation Spring Showcase</p> <p>Parents will be sent to CABA conference with teachers and administrators.</p> <p>Intervention programs will be implemented as a precursor to expulsion. <i>(in school suspension)</i></p> <p>Parent Liaison will conduct home visits to truant students.</p> <p><i>Saturday School will be provided to improve attendance and support academic performance</i></p>
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					<p>maintenance program will be written and implemented.</p> <p>Budget allocations will be made to meet the maintenance needs of the plan.</p> <p>An aggressive plan for support student attendance will be developed and implemented.</p> <p><i>Behavioral and intervention counselors will be employed to support the emotional needs of students towards their academic achievement.</i></p> <p>A comprehensive review and analysis of the 2012-2013 survey will be conducted.</p> <p>A similar parent/community survey will be conducted to determine community perceptions</p>	<p>PIQE 1 & 2 will be offered to parents.</p> <p>A Parent Liaison will be employed to coordinate parent involvement in schools</p> <p><i>Behavioral and intervention counselors will be employed to support the emotional needs of students towards their academic achievement.</i></p> <p>Schools will create parent teacher student associations</p> <p>-there will be an increase of parent attendance at events by 30% at back to school nights, CCSS information nights</p> <p>ELAC participation Spring</p>	<p>PIAE 1 & 2 will be offered to parents.</p> <p>A Parent Liaison will be employed to coordinate parent involvement in schools</p> <p><i>Behavioral and intervention counselors will be employed to support the emotional needs of students towards their academic achievement.</i></p> <p>Schools will create parent teacher student associations</p> <p>-there will be an increase of parent attendance at events by 30% at back to school nights, CCSS information nights</p> <p>ELAC participation</p>
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					<p>Program plans will be made based on the results of this analysis</p>	<p>Showcase</p> <p>Parents will be sent to CABE conference with teachers and administrators.</p> <p>Intervention programs will be implemented as a precursor to expulsion.</p> <p>Parent Liaison will conduct home visits to truant students</p> <p>Plans developed in 2014-2015 will be implemented</p>	<p>Spring Showcase</p> <p>Parents will be sent to CABE conference with teachers and administrators.</p> <p>Intervention programs will be implemented as a precursor to expulsion.</p> <p>Parent Liaison will conduct home visits to truant students.</p> <p>A new California Healthy Kids Survey (CHKS) will be conducted.</p> <p>Data from the CHKS will be analyzed, plans developed and implemented.</p>
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- B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils designated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils designated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2014-15	Year 3: 2014-15
The Conditions for learning will be improved for students	1,2,4,5, 6, 7, 8	For low income pupils:	LEA-wide	Class size in core content areas (English, Math, Social Studies and Science) will be reduced. Annual credential audits will reflect a full staff of Highly Qualified Teachers Annual budget expenditures will demonstrate purchase of standards-aligned materials At least two sections of AVID	Class size in the core content will be reduced from 35:1 to 34:1 District and site staff will attend recruitment fairs Appropriate materials promoting the district will be developed By September 2014 a plan will be developed for needed materials by department. Year one of the plan will be developed. Staff will	Class size in the core content will be reduced from 34:1 to 33:1 District and site staff will attend recruitment fairs Incentives for teachers to obtain HQT status will be implemented Year II of the plan will be implemented Master Schedules will reflect one section of AVID	Class size in the core content will be reduced from 33:1 to 32:1 District and site staff will attend recruitment fairs Incentives for teachers to obtain HQT status will be implemented Year III of the plan will be implemented Master Schedules will reflect two sections of
		For English learners:	LEA-wide				
		For foster youth:	LEA-wide				
		For designated fluent English proficient pupils:	LEA-wide				

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

core content areas will increase. There will be a decrease in the achievement gap among students.		For foster youth:	LEA-wide	Learners and students from low socio-economic homes completing A-G course requirements with a grade "C" or better.	for students falling short of their A-G requirements (off track for graduation)	(Specially Designed Academic Instruction in English) courses offered.	English Proficient
		For designated fluent English proficient pupils:	LEA-wide	ELL students will have access to CCSS by building staff capacity for implementation and development of the new ELD standards with the core content areas. There will be a reduction of English Language support classes by one-third over from 2014 - 2017. Students enrolled as English Language Learners will be reclassified as English Proficient at a rate of 75% annually	Summer boot camps for low performing or second language learners will be offered. After and/or before school support groups (tutoring) will be offered. Academic advisors and/or advisory periods will be implemented to track student progress. A determination will be made to increase math graduation requirements to three year requirement An increase in the offerings of English Language Support classes will be evident in the Master Schedule. Class sizes for English Language	Remediation classes will be included in the Master Schedule or students falling short of their A-G requirements (off track for graduation) Summer boot camps for low performing or second language learners will be offered. After and/or before school support groups (tutoring) will be offered. Academic advisors and/or advisory periods will be implemented to track student progress. Offerings of English Language support classes	The number of remediation classes will be reduced in the Master Schedule by 35% for students falling short of their A-G requirements (off track for graduation) Summer boot camps for low performing or second language learners will be offered. After and/or before school support groups (tutoring) will be offered. Academic advisors and/or advisory periods will be implemented to track student progress. Offerings of English Language support classes will be reduced by 15% in the Master

				<p>CAHSEE passing scores will increase by 25%.</p> <p>ELSSA scores showing language proficiency will increase by 40%</p> <p>CASSP scores will show a steady rise while the achievement gap will decrease among sub groups.</p> <p>20% more students than in the 2013-2014 academic year will pass the Advance Placement Exam with a score of 3 or higher</p>	<p>Learners will not exceed 25:1</p> <p>English Language Learner classes for ELD 1 and 2 will be separated.</p> <p>Incentives for students are reclassified will be developed and implemented</p> <p>A certified ELD (ELPAC) teacher will be assigned to oversee CELDT testing, reclassification and student progress monitoring</p> <p>An increase in the offerings of English Language Support classes will be evident in the Master Schedule</p> <p>Class sizes for English Language Learners will be held to 25:1</p> <p>English Language Learners classes for ELD 1 and 2 will be separated.</p> <p>All teachers instructing AP courses will be</p>	<p>will be reduced by 15% in the Master Schedule based on need.</p> <p>Class sizes for English Language Learners will not exceed 25:1</p> <p>English Language Learners classes for ELD 1 and 2 will be separated.</p> <p>Incentives for students are reclassified will be implemented.</p> <p>A certified ELD (ELPAC) specialist teacher will be assigned to oversee CELDT (ELPAC) testing, reclassification and student progress monitoring</p> <p>An increase in offering of English Language support classes will be evident in the Master Schedule.</p> <p>Class sizes for</p>	<p>Schedule based on need.</p> <p>Class sizes for English Language Learners will not exceed 25:1</p> <p>English Language Learner classes for ELD 1 and 2 will be separated.</p> <p>Incentives for students are reclassified will be implemented.</p> <p>A certified ELD (ELPAC) specialist teacher will be assigned to oversee CELDT (ELPAC) testing, reclassification and student progress monitoring</p> <p>An increase in offering of English Language support classes will be evident in the Master Schedule.</p> <p>Class sizes for</p>
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					<p>provided appropriate professional development in teaching such courses in their content area.</p> <p>All staff will be provided professional in teaching a rigorous course of study.</p> <p>Support study sessions will be provided to students in preparation for the AP examination</p>	<p>in the Master Schedule.</p> <p>Class sizes for English Language Learners will be held to 25:1</p> <p>English Language Learners classes for ELD 1 and 2 will be separated.</p> <p>All teachers instructing AP courses will be provided appropriate professional development in teaching such courses in their content area.</p> <p>All staff will be provided professional development in teaching a rigorous course of study.</p> <p>Support study sessions will be provided to students in preparation for AP examination</p>	<p>English Language Learners will be held to 25:1</p> <p>English Language Learner classes for ELD 1 and 2 will be separated.</p> <p>All teachers instructing AP courses will be provided appropriate professional development support in teaching such courses in their content area.</p> <p>All staff will be provided professional development in teaching a rigorous course of study.</p> <p>Support study sessions will be provided to students in preparation for the AP examination</p>
School faculty and staff, parents	1,2,3,4,5,6,7, 8	For low income pupils:	LEA-wide	There will be an increase of parent education	PIQE 1 & 2 will be offered to parents.	PIQE 1 & 2 will be offered to parents.	PIQE 1 & 2 will be offered to parents.
		For English	LEA-wide				

and students will increase engagement in learning.	learners:		and participation by 50% as compared to the 2013-2014 academic year	A Parent Liaison will be employed to coordinate parent involvement in schools	A Parent Liaison will be employed to coordinate parent involvement in schools	A Parent Liaison will be employed to coordinate parent involvement in schools
	For foster youth:	LEA-wide				
	For designated fluent English proficient pupils:	LEA-wide				
			<p>School attendance rates will be at 97%</p> <p>A three year deferred maintenance program will be written and implemented</p> <p>Dropout rates will decrease by 30% from the 2013-2014 academic year</p> <p>Pupil suspension and expulsion rates will decrease by 30% from the 2013-2014 rate.</p> <p>Students and staff will report that they feel safe and connected to the school environment as measured on the tri-annual California Healthy Kids Survey (CHKS)</p>	<p><i>Behavioral and intervention counselors will be employed to support the emotional needs of students towards their academic achievement.</i></p> <p>Schools will create parent teacher student associations</p> <p>-there will be an increase of parent attendance at events by 30% of back to school nights, CCSS information nights ELAC participation Spring Showcase</p> <p>Parents will be sent to CABE conference with teachers and administrators.</p> <p>Intervention programs will be implemented as a precursor to expulsion. . (in</p>	<p><i>Behavioral and intervention counselors will be employed to support the emotional needs of students towards their academic achievement.</i></p> <p>Schools will create parent teacher student associations</p> <p>-there will be an increase of parent attendance at events by 30% at back to school nights, CCSS information nights ELAC participation Spring Show case</p> <p>Parents will be sent to CABE</p>	<p><i>Behavioral and intervention counselors will be employed to support the emotional needs of students towards their academic achievement.</i></p> <p>Schools will create parent teacher student associations.</p> <p>-there will be an increase of parent attendance at events by 30% at back to school nights, CCSS information nights ELAC participation Spring Showcase</p> <p>Parents will be sent to CABE conference with</p>

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

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

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

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

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

The unique needs of each school site were evaluated to inform the development of meaningful district and individual school site goals. Open, ongoing input from the School Board, SSCs, ELAC and DELAC resulted in adjustments to the LCAP. Recognition of the large EL population at Greenfield HS and the needs of the EL students were addressed in the development of the LCAP.

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

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

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

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

requirements with a grade of "C" or better.

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

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

The following actions/services will be initiated for English learners and underperforming students: remedial support courses and summer academic boot camps will be offered; there will be an increase of support classes for EL students and lower class sizes for EL classes. ELD 1 and 2 students will be separated in order to meet their unique needs. A certified CELDT teacher will be assigned to oversee CELDT testing, reclassification and student monitoring. The above actions and services link to identified goals and performance indicators as aligned with SPSAs, the LEAP, targeted data including results of the academic and student climate data as outlined in Section 1. The goals are overarching. The actions are specific to each goal. Each action has a timeline and specific method of measurement and analysis to be used in progress monitoring review/revision/ and modification in the forthcoming LCAP annual update. The expenditure to support districtwide changes to actions and services can be found in the LEAP budget appendix. The appendix outlines specific expenditures related to the goals. Additionally, each site's SPSA identifies expenditures related to actions and services provided through site specific categorical funding.

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

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Approval of 2014-15 Budget

MEETING: June 11, 2014

AGENDA SECTION:

☒ **ACTION**

☐ **INFORMATION**

☐ **ACTION/CONSENT**

Board Goals:

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

Summary:

California school districts are required under Education Code 42417 to adopt a subsequent year budget on or before July 1 of each year. The budget is submitted in the required SACS format and includes all funds of the District. By August 15 the County Superintendent of Schools shall either conditionally approve or disapprove a budget that does not provide adequate assurance that the district will meet its current and future obligations and resolve any problems identified in studies, reports, evaluations, or audits.

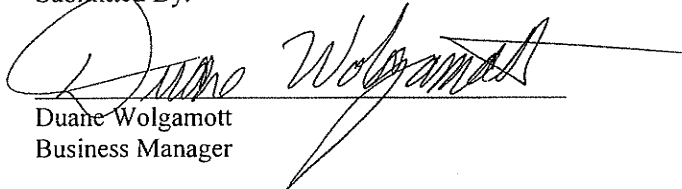
Recommendation:

It is recommended that the State Administrator approve the 2014-15 Budget.


Fiscal Impact:

Balanced Budget.

Submitted By:


Duane Wolgamott
Business Manager

Approved:


Daniel R. Moirao, Ed.D.
State Administrator

ANNUAL BUDGET REPORT:

July 1, 2014 Single Budget Adoption

This budget was developed using the state-adopted Criteria and Standards. It includes the expenditures necessary to implement the Local Control and Accountability Plan (LCAP) or annual update to the LCAP that will be effective for the budget year. The budget was filed and adopted subsequent to a public hearing by the governing board of the school district pursuant to Education Code sections 33129, 42127, 52060, 52061, and 52062.

Budget available for inspection at:

Public Hearing:

Place: SMCJUHS District Office

Date: May 08, 2014

Place: SMCJUHS District Office

Date: May 28, 2014

Time: _____

Adoption Date: June 11, 2014

Signed: _____

Clerk/Secretary of the Governing Board
(Original signature required)

Contact person for additional information on the budget reports:

Name: Duane Wolgamott

Telephone: 831-385-0606 ext 4338

Title: Business Manager

E-mail: dwolgame@smcjuhsd.org

Criteria and Standards Review Summary

The following summary is automatically completed based on data provided in the Criteria and Standards Review (Form 01CS). Criteria and standards that are "Not Met," and supplemental information and additional fiscal indicators that are "Yes," may indicate areas of potential concern for fiscal solvency purposes and should be carefully reviewed.

CRITERIA AND STANDARDS			Met	Not Met
1	Average Daily Attendance	Budgeted (funded) ADA has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.	X	
2	Enrollment	Enrollment has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.	X	
3	ADA to Enrollment	Projected second period (P-2) ADA to enrollment ratio is consistent with historical ratios for the budget and two subsequent fiscal years.		X
4	Local Control Funding Formula (LCFF)	Projected change in LCFF is within the standard for the budget and two subsequent fiscal years.		X

CRITERIA AND STANDARDS (continued)			Met	Not Met
5	Salaries and Benefits	Projected ratios of total unrestricted salaries and benefits to total unrestricted general fund expenditures are consistent with historical ratios for the budget and two subsequent fiscal years.	X	
6a	Other Revenues	Projected operating revenues (e.g., federal, other state, and other local) are within the standard for the budget and two subsequent fiscal years.		X
6b	Other Expenditures	Projected operating expenditures (e.g., books and supplies, and services and other operating) are within the standard for the budget and two subsequent fiscal years.		X
7a	Deferred Maintenance	AB 97 (Chapter 47, Statutes of 2013) eliminated the Deferred Maintenance program under the LCFF. This section has been inactivated.		
7b	Ongoing and Major Maintenance Account	If applicable, required contribution to the ongoing and major maintenance account (i.e., restricted maintenance account) is included in the budget.	X	
8	Deficit Spending	Unrestricted deficit spending, if any, has not exceeded the standard for two or more of the last three fiscal years.	X	
9	Fund Balance	Unrestricted general fund beginning balance has not been overestimated by more than the standard for two or more of the last three fiscal years.	X	
10	Reserves	Projected available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the budget and two subsequent fiscal years.	X	

SUPPLEMENTAL INFORMATION			No	Yes
S1	Contingent Liabilities	Are there known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?		X
S2	Using One-time Revenues to Fund Ongoing Expenditures	Are there ongoing general fund expenditures in excess of one percent of the total general fund expenditures that are funded with one-time resources?	X	
S3	Using Ongoing Revenues to Fund One-time Expenditures	Are there large non-recurring general fund expenditures that are funded with ongoing general fund revenues?		X
S4	Contingent Revenues	Are any projected revenues for the budget or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?	X	
S5	Contributions	Have contributions from unrestricted to restricted resources, or transfers to or from the general fund to cover operating deficits, changed by more than the standard for the budget or two subsequent fiscal years?		X

SUPPLEMENTAL INFORMATION (continued)			No	Yes
S6	Long-term Commitments	Does the district have long-term (multiyear) commitments or debt agreements? • If yes, have annual payments for the budget or two subsequent fiscal years increased over prior year's (2013-14) annual payment?		X
S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)? • If yes, are they lifetime benefits? • If yes, do benefits continue beyond age 65? • If yes, are benefits funded by pay-as-you-go?		X
S7b	Other Self-insurance Benefits	Does the district provide other self-insurance benefits (e.g., workers' compensation)?	X	
S8	Status of Labor Agreements	Are salary and benefit negotiations still open for: • Certificated? (Section S8A, Line 1) • Classified? (Section S8B, Line 1) • Management/supervisor/confidential? (Section S8C, Line 1)		X
S9	Local Control and Accountability Plan (LCAP)	• Did or will the school district's governing board adopt an LCAP or approve an update to the LCAP effective for the budget year? • Approval date for adoption of the LCAP or approval of an update to the LCAP:		X
S10	LCAP Expenditures	Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template, Section 3: Actions, Services, and Expenditures?		X

ADDITIONAL FISCAL INDICATORS			No	Yes
A1	Negative Cash Flow	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?	X	
A2	Independent Position Control	Is personnel position control independent from the payroll system?	X	
A3	Declining Enrollment	Is enrollment decreasing in both the prior fiscal year and budget year?	X	
A4	New Charter Schools Impacting District Enrollment	Are any new charter schools operating in district boundaries that are impacting the district's enrollment, either in the prior fiscal year or budget year?	X	
A5	Salary Increases Exceed COLA	Has the district entered into a bargaining agreement where any of the budget or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	X	

ADDITIONAL FISCAL INDICATORS (continued)			No	Yes
A6	Uncapped Health Benefits	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	X	
A7	Independent Financial System	Is the district's financial system independent from the county office system?	X	
A8	Fiscal Distress Reports	Does the district have any reports that indicate fiscal distress? If yes, provide copies to the COE, pursuant to EC 42127.6(a).	X	
A9	Change of CBO or Superintendent	Have there been personnel changes in the superintendent or chief business official (CBO) positions within the last 12 months?	X	

ANNUAL CERTIFICATION REGARDING SELF-INSURED WORKERS' COMPENSATION CLAIMS

Pursuant to EC Section 42141, if a school district, either individually or as a member of a joint powers agency, is self-insured for workers' compensation claims, the superintendent of the school district annually shall provide information to the governing board of the school district regarding the estimated accrued but unfunded cost of those claims. The governing board annually shall certify to the county superintendent of schools the amount of money, if any, that it has decided to reserve in its budget for the cost of those claims.

To the County Superintendent of Schools:

(☐) Our district is self-insured for workers' compensation claims as defined in Education Code
Section 42141(a):

Total liabilities actuarially determined:	\$	_____
Less: Amount of total liabilities reserved in budget:	\$	_____
Estimated accrued but unfunded liabilities:	\$	_____ 0.00

(☒) This school district is self-insured for workers' compensation claims
through a JPA, and offers the following information:
Monterey Educational Risk Management Authority

(☐) This school district is not self-insured for workers' compensation claims.

Signed _____
Clerk/Secretary of the Governing Board
(Original signature required)

Date of Meeting: Jun 11, 2014

For additional information on this certification, please contact:

Name: Duane Wolgamott

Title: Business Manager

Telephone: 831-385-0606 ext. 4338

E-mail: dwolgamo@smcjuhsd.org

			2013-14 Estimated Actuals			2014-15 Budget			
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)		% Diff Column C & F
Description	Resource Codes	Object Codes							
A. REVENUES									
1) LCFF Sources	8010-8099		14,227,123.00	0.00	14,227,123.00	16,201,795.00	0.00	16,201,795.00	13.9%
2) Federal Revenue	8100-8299		0.00	1,159,174.00	1,159,174.00	0.00	882,236.00	882,236.00	-23.9%
3) Other State Revenue	8300-8599		897,700.00	481,889.00	1,379,589.00	900,228.00	77,099.00	977,327.00	-29.2%
4) Other Local Revenue	8600-8799		46,768.00	686,000.00	732,768.00	72,500.00	659,000.00	731,500.00	-0.2%
5) TOTAL, REVENUES			15,171,591.00	2,327,063.00	17,498,654.00	17,174,523.00	1,618,335.00	18,792,858.00	7.4%
B. EXPENDITURES									
1) Certificated Salaries	1000-1999		5,736,159.00	1,223,573.00	6,959,732.00	6,546,913.00	1,186,218.00	7,733,131.00	11.1%
2) Classified Salaries	2000-2999		1,562,593.00	568,679.00	2,131,272.00	1,916,805.00	410,287.00	2,327,092.00	9.2%
3) Employee Benefits	3000-3999		2,230,316.00	589,776.00	2,820,092.00	2,606,982.00	530,989.00	3,137,971.00	11.3%
4) Books and Supplies	4000-4999		615,065.75	356,921.40	971,987.15	836,369.00	171,000.00	1,007,369.00	3.6%
5) Services and Other Operating Expenditures	5000-5999		1,775,082.25	1,986,099.17	3,761,181.42	1,496,378.00	979,564.00	2,475,942.00	-34.2%
6) Total Outlay	6000-6999		64,399.00	0.00	64,399.00	100,000.00	0.00	100,000.00	55.3%
7) Other Outgo (excluding Transfers of Indirect Costs)	7100-7299 7400-7499		1,274,147.00	292,698.00	1,566,845.00	1,282,457.00	234,600.00	1,517,057.00	-3.2%
8) Other Outgo - Transfers of Indirect Costs	7300-7399		(29,281.00)	29,281.00	0.00	(18,930.00)	18,930.00	0.00	0.0%
9) TOTAL, EXPENDITURES			13,228,481.00	5,047,027.57	18,275,508.57	14,766,974.00	3,531,588.00	18,298,562.00	0.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)									
			1,943,110.00	(2,719,964.57)	(776,854.57)	2,407,549.00	(1,913,253.00)	494,296.00	-163.6%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In	8900-8929		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out	7600-7629		47,673.00	0.00	47,673.00	0.00	0.00	0.00	-100.0%
2) Other Sources/Uses									
a) Sources	8930-8979		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses	7630-7699		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions	8980-8999		(1,939,298.00)	1,939,298.00	0.00	(1,913,253.00)	1,913,253.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(1,986,971.00)	1,939,298.00	(47,673.00)	(1,913,253.00)	1,913,253.00	0.00	-100.0%

			2013-14 Estimated Actuals			2014-15 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(43,861.00)	(780,666.57)	(824,527.57)	494,296.00	0.00	494,296.00	-159.9%
FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited	9791		1,202,217.00	947,738.00	2,149,955.00	1,158,356.00	167,071.43	1,325,427.43	-38.4%
b) Audit Adjustments	9793		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,202,217.00	947,738.00	2,149,955.00	1,158,356.00	167,071.43	1,325,427.43	-38.4%
d) Other Restatements	9795		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,202,217.00	947,738.00	2,149,955.00	1,158,356.00	167,071.43	1,325,427.43	-38.4%
2) Ending Balance, June 30 (E + F1e)			1,158,356.00	167,071.43	1,325,427.43	1,652,652.00	167,071.43	1,819,723.43	37.3%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash	9711		6,000.00	0.00	6,000.00	6,000.00	0.00	6,000.00	0.0%
Stores	9712		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Capital Expenditures	9713		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Others	9719		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted	9740		0.00	167,077.00	167,077.00	0.00	167,077.00	167,077.00	0.0%
c) Committed									
Stabilization Arrangements	9750		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments	9760		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments	9780		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Unassigned/unappropriated									
Reserve for Economic Uncertainties	9789		550,000.00	0.00	550,000.00	550,000.00	0.00	550,000.00	0.0%
Unassigned/Unappropriated Amount	9790		602,356.00	(5.57)	602,350.43	1,096,652.00	(5.57)	1,096,646.43	82.1%

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

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

			2013-14 Estimated Actuals			2014-15 Budget			
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)		% Diff Column C & F
Description	Resource Codes	Object Codes							
LCFF SOURCES									
Principal Apportionment									
State Aid - Current Year		8011	7,065,569.00	0.00	7,065,569.00	9,488,494.00	0.00	9,488,494.00	34.3%
Education Protection Account State Aid - Current Year		8012	2,464,255.00	0.00	2,464,255.00	2,016,002.00	0.00	2,016,002.00	-18.2%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tax Relief Subventions									
Homeowners' Exemptions		8021	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Timber Yield Tax		8022	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
County & District Taxes									
Secured Roll Taxes		8041	4,323,376.00	0.00	4,323,376.00	4,323,376.00	0.00	4,323,376.00	0.0%
Unsecured Roll Taxes		8042	185,000.00	0.00	185,000.00	185,000.00	0.00	185,000.00	0.0%
Prior Years' Taxes		8043	219,933.00	0.00	219,933.00	219,933.00	0.00	219,933.00	0.0%
Supplemental Taxes		8044	43,000.00	0.00	43,000.00	43,000.00	0.00	43,000.00	0.0%
Ec 200 on Revenue Augmentation F. 100 (RAF)		8045	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds (SB 617/699/1992)		8047	28,309.00	0.00	28,309.00	28,309.00	0.00	28,309.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	2,500.00	0.00	2,500.00	2,500.00	0.00	2,500.00	0.0%
Miscellaneous Funds (EC 41604)									
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, LCFF Sources			14,331,942.00	0.00	14,331,942.00	16,306,614.00	0.00	16,306,614.00	13.8%
LCFF Transfers									
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00		0.00	0.00		0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	(104,819.00)	0.00	(104,819.00)	(104,819.00)	0.00	(104,819.00)	0.0%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2013-14 Estimated Actuals			2014-15 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			14,227,123.00	0.00	14,227,123.00	16,201,795.00	0.00	16,201,795.00	13.9%
FEDERAL REVENUE									
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	302,654.00	302,654.00	0.00	326,202.00	326,202.00	7.8%
Special Education Discretionary Grants		8182	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
NCLB: Title I, Part A, Basic Grants Low- Income and Neglected	3010	8290		442,454.00	442,454.00		390,325.00	390,325.00	-11.8%
NCLB: Title I, Part D, Local Delinquent Programs	3025	8290		0.00	0.00		0.00	0.00	0.0%
NCLB: Title II, Part A, Teacher Quality	4035	8290		81,480.00	81,480.00		51,989.00	51,989.00	-36.2%
NCLB: Title III, Immigrant Education Program	4201	8290		7,978.00	7,978.00		5,133.00	5,133.00	-35.7%

DescriptionResource CodesObject Codes			2013-14 Estimated Actuals			2014-15 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
NCLB: Title III, Limited English Proficient (LEP) Student Program	4203	8290		67,642.00	67,642.00		50,579.00	50,579.00	-25.2%
NCLB: Title V, Part B, Public Charter Schools Grant Program (PCSGP)	4610	8290		0.00	0.00		0.00	0.00	0.0%
	3011-3020, 3026- 3205, 4036-4126, 5510	8290							
Other No Child Left Behind		8290		198,958.00	198,958.00		0.00	0.00	-100.0%
Vocational and Applied Technology Education	3500-3699	8290		58,008.00	58,008.00		58,008.00	58,008.00	0.0%
Safe and Drug Free Schools	3700-3799	8290		0.00	0.00		0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	1,159,174.00	1,159,174.00	0.00	882,236.00	882,236.00	-23.9%
OTHER STATE REVENUE									
Other State Apportionments									
ROC/P Entitlement									
C 202 : Year	6355-6360	8311		0.00	0.00		0.00	0.00	0.0%
P 202 : Years	6355-6360	8319		0.00	0.00		0.00	0.00	0.0%
Special Education Master Plan									
Current Year	6500	8311		0.00	0.00		0.00	0.00	0.0%
Prior Years	6500	8319		0.00	0.00		0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Class Size Reduction, K-3		8434	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	102,537.00	0.00	102,537.00	102,537.00	0.00	102,537.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	227,044.00	65,250.00	292,294.00	229,572.00	54,660.00	284,232.00	-2.8%
Tax Relief Subventions									
Restricted Levies - Other									
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
School Based Coordination Program	7250	8590		0.00	0.00		0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590		0.00	0.00		0.00	0.00	0.0%

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

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

Description	Resource Codes	Object Codes	2013-14 Estimated Actuals			2014-15 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
(50%) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	1,268.00	36,000.00	37,268.00	27,000.00	9,000.00	36,000.00	-3.4%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments									
Special Education SELPA Transfers									
From Districts or Charter Schools	6500	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6500	8792		650,000.00	650,000.00		650,000.00	650,000.00	0.0%
From JPAs	6500	8793		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers									
From Districts or Charter Schools	6360	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6360	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6360	8793		0.00	0.00		0.00	0.00	0.0%
Transfers of Apportionments									
Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			46,768.00	686,000.00	732,768.00	72,500.00	659,000.00	731,500.00	-0.2%
TOTAL, REVENUES			15,171,591.00	2,327,063.00	17,498,654.00	17,174,523.00	1,618,335.00	18,792,858.00	7.4%

			2013-14 Estimated Actuals			2014-15 Budget			
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)		% Diff Column C & F
Description	Resource Codes	Object Codes							
CERTIFICATED SALARIES									
Certificated Teachers' Salaries		1100	4,725,555.00	964,611.00	5,690,166.00	5,387,120.00	1,034,765.00	6,421,885.00	12.9%
Certificated Pupil Support Salaries		1200	154,774.00	82,403.00	237,177.00	254,254.00	82,403.00	336,657.00	41.9%
Certificated Supervisors' and Administrators' Salaries		1300	759,842.00	132,785.00	892,627.00	805,539.00	69,050.00	874,589.00	-2.0%
Other Certificated Salaries		1900	95,988.00	43,774.00	139,762.00	100,000.00	0.00	100,000.00	-28.4%
TOTAL, CERTIFICATED SALARIES			5,736,159.00	1,223,573.00	6,959,732.00	6,546,913.00	1,186,218.00	7,733,131.00	11.1%
CLASSIFIED SALARIES									
Classified Instructional Salaries		2100	0.00	270,182.00	270,182.00	0.00	285,898.00	285,898.00	5.8%
Classified Support Salaries		2200	652,551.00	207,195.00	859,746.00	938,869.00	85,637.00	1,024,506.00	19.2%
Classified Supervisors' and Administrators' Salaries		2300	349,627.00	77,504.00	427,131.00	406,510.00	38,752.00	445,262.00	4.2%
Clerical, Technical and Office Salaries		2400	428,210.00	13,798.00	442,008.00	471,426.00	0.00	471,426.00	6.7%
Other Classified Salaries		2900	132,205.00	0.00	132,205.00	100,000.00	0.00	100,000.00	-24.4%
TOTAL, CLASSIFIED SALARIES			1,562,593.00	568,679.00	2,131,272.00	1,916,805.00	410,287.00	2,327,092.00	9.2%
EMPLOYEE BENEFITS									
STRS		3101-3102	467,941.00	101,582.00	569,523.00	623,012.00	104,914.00	727,926.00	27.8%
PERS		3201-3202	174,371.00	74,417.00	248,788.00	223,116.00	58,000.00	281,116.00	13.0%
OASDI/Medicare/Alternative		3301-3302	198,104.00	65,695.00	263,799.00	271,338.00	55,934.00	327,272.00	24.1%
Health and Welfare Benefits		3401-3402	972,492.00	287,374.00	1,259,866.00	1,158,052.00	276,442.00	1,434,494.00	13.9%
Unemployment Insurance		3501-3502	3,700.00	940.00	4,640.00	4,276.00	814.00	5,090.00	9.7%
Workers' Compensation		3601-3602	243,121.00	59,768.00	302,889.00	185,527.00	34,885.00	220,412.00	-27.2%
OPEB, Allocated		3701-3702	169,027.00	0.00	169,027.00	141,661.00	0.00	141,661.00	-16.2%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	1,560.00	0.00	1,560.00	0.00	0.00	0.00	-100.0%
TOTAL, EMPLOYEE BENEFITS			2,230,316.00	589,776.00	2,820,092.00	2,606,982.00	530,989.00	3,137,971.00	11.3%
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials		4100	1,721.00	86,485.00	88,206.00	100,000.00	54,660.00	154,660.00	75.3%
Books and Other Reference Materials		4200	3,109.00	4,620.40	7,729.40	3,109.00	2,065.00	5,174.00	-33.1%
Materials and Supplies		4300	286,646.00	235,888.00	522,534.00	430,364.00	92,695.00	523,059.00	0.1%

Description	Resource Codes	Object Codes	2013-14 Estimated Actuals			2014-15 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Noncapitalized Equipment		4400	323,589.75	29,928.00	353,517.75	302,896.00	21,580.00	324,476.00	-8.2%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			615,065.75	356,921.40	971,987.15	836,369.00	171,000.00	1,007,369.00	3.6%
SERVICES AND OTHER OPERATING EXPENDITURES									
Subagreements for Services		5100	0.00	165,342.00	165,342.00	0.00	165,342.00	165,342.00	0.0%
Travel and Conferences		5200	59,184.00	468,965.17	528,149.17	102,016.00	75,064.00	177,080.00	-66.5%
Dues and Memberships		5300	44,884.00	0.00	44,884.00	53,066.00	0.00	53,066.00	18.2%
Insurance		5400 - 5450	137,000.00	11,000.00	148,000.00	138,100.00	0.00	138,100.00	-6.7%
Operations and Housekeeping Services		5500	386,830.00	0.00	386,830.00	412,500.00	0.00	412,500.00	6.6%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	430,558.00	67,751.00	498,309.00	147,549.00	387,793.00	535,342.00	7.4%
Transfers of Direct Costs		5710	9,700.00	(9,700.00)	0.00	(4,000.00)	4,000.00	0.00	0.0%
Transfer of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	618,723.25	1,279,866.00	1,898,589.25	557,888.00	345,517.00	903,405.00	-52.4%
Communications		5900	88,203.00	2,875.00	91,078.00	89,259.00	1,848.00	91,107.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			1,775,082.25	1,986,099.17	3,761,181.42	1,496,378.00	979,564.00	2,475,942.00	-34.2%

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

Description	Resource Codes	Object Codes	2013-14 Estimated Actuals			2014-15 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service									
Debt Service - Interest		7438	717,344.00	0.00	717,344.00	688,144.00	0.00	688,144.00	-4.1%
Other Debt Service - Principal		7439	520,000.00	0.00	520,000.00	555,000.00	0.00	555,000.00	6.7%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			1,274,147.00	292,698.00	1,566,845.00	1,282,457.00	234,600.00	1,517,057.00	-3.2%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS									
Transfers of Indirect Costs		7310	(29,281.00)	29,281.00	0.00	(18,930.00)	18,930.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(29,281.00)	29,281.00	0.00	(18,930.00)	18,930.00	0.00	0.0%
TOTAL, EXPENDITURES			13,228,481.00	5,047,027.57	18,275,508.57	14,766,974.00	3,531,588.00	18,298,562.00	0.1%

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

Description	Resource Codes	Object Codes	2013-14 Estimated Actuals			2014-15 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
USES									
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS									
Contributions from Unrestricted Revenues		8980	(1,939,298.00)	1,939,298.00	0.00	(1,913,253.00)	1,913,253.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(1,939,298.00)	1,939,298.00	0.00	(1,913,253.00)	1,913,253.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			(1,986,971.00)	1,939,298.00	(47,673.00)	(1,913,253.00)	1,913,253.00	0.00	-100.0%

			2013-14 Estimated Actuals			2014-15 Budget			
Description	Function Codes	Object Codes	Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
A. REVENUES									
1) LCFF Sources		8010-8099	14,227,123.00	0.00	14,227,123.00	16,201,795.00	0.00	16,201,795.00	0.0%
2) Federal Revenue		8100-8299	0.00	1,159,174.00	1,159,174.00	0.00	882,236.00	882,236.00	0.0%
3) Other State Revenue		8300-8599	897,700.00	481,889.00	1,379,589.00	900,228.00	77,099.00	977,327.00	0.0%
4) Other Local Revenue		8600-8799	46,768.00	686,000.00	732,768.00	72,500.00	659,000.00	731,500.00	0.0%
5) TOTAL, REVENUES			15,171,591.00	2,327,063.00	17,498,654.00	17,174,523.00	1,618,335.00	18,792,858.00	0.0%
3. EXPENDITURES (Objects 1000-7999)									
1) Instruction	1000-1999	Except 7600-7699	6,208,069.00	2,820,771.00	9,028,840.00	7,149,627.00	2,151,790.00	9,301,417.00	3.0%
2) Instruction - Related Services	2000-2999		1,190,560.00	1,068,087.57	2,258,647.57	1,228,216.00	378,723.00	1,606,939.00	-28.9%
3) Pupil Services	3000-3999		520,271.00	578,336.00	1,098,607.00	1,348,523.00	149,130.00	1,497,653.00	36.3%
4) Ancillary Services	4000-4999		366,775.00	0.00	366,775.00	414,948.00	0.00	414,948.00	13.1%
5) Community Services	5000-5999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
7) General Administration	7000-7999		1,979,338.00	29,281.00	2,008,619.00	2,002,703.00	18,930.00	2,021,633.00	0.6%
8) Plant Services	8000-8999		1,689,321.00	257,854.00	1,947,175.00	1,340,500.00	598,415.00	1,938,915.00	-0.4%
9) Other Outgo	9000-9999		1,274,147.00	292,698.00	1,566,845.00	1,282,457.00	234,600.00	1,517,057.00	-3.2%
10) TOTAL, EXPENDITURES			13,228,481.00	5,047,027.57	18,275,508.57	14,766,974.00	3,531,588.00	18,298,562.00	0.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			1,943,110.00	(2,719,964.57)	(776,854.57)	2,407,549.00	(1,913,253.00)	494,296.00	-163.6%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	47,673.00	0.00	47,673.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(1,939,298.00)	1,939,298.00	0.00	(1,913,253.00)	1,913,253.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(1,986,971.00)	1,939,298.00	(47,673.00)	(1,913,253.00)	1,913,253.00	0.00	0.0%

			2013-14 Estimated Actuals			2014-15 Budget			
Description	Function Codes	Object Codes	Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(43,861.00)	(780,666.57)	(824,527.57)	494,296.00	0.00	494,296.00	-159.9%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	1,202,217.00	947,738.00	2,149,955.00	1,158,356.00	167,071.43	1,325,427.43	-38.4%
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,202,217.00	947,738.00	2,149,955.00	1,158,356.00	167,071.43	1,325,427.43	-38.4%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,202,217.00	947,738.00	2,149,955.00	1,158,356.00	167,071.43	1,325,427.43	-38.4%
2) Ending Balance, June 30 (E + F1e)			1,158,356.00	167,071.43	1,325,427.43	1,652,652.00	167,071.43	1,819,723.43	37.3%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	6,000.00	0.00	6,000.00	6,000.00	0.00	6,000.00	0.0%
Reserves		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unpaid Expenditures		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	167,077.00	167,077.00	0.00	167,077.00	167,077.00	0.0%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Unassigned/unappropriated									
Reserve for Economic Uncertainties		9789	550,000.00	0.00	550,000.00	550,000.00	0.00	550,000.00	0.0%
Unassigned/Unappropriated Amount		9790	602,356.00	(5.57)	602,350.43	1,096,652.00	(5.57)	1,096,646.43	82.1%

Resource	Description	2013-14 Estimated Actuals	2014-15 Budget
3200	ARRA: State Fiscal Stabilization Fund (11-12)	410.00	410.00
6300	Lottery: Instructional Materials	12,300.00	12,300.00
6500	Special Education	9,020.00	9,020.00
6512	Special Ed: Mental Health Services	9,273.00	9,273.00
7091	Economic Impact Aid (EIA): Limited English Proficiency (LEP) (12-13)	309.00	309.00
7230	Transportation: Home to School (12-13)	53,203.00	53,203.00
8150	Ongoing & Major Maintenance Account (RMA: Education Code Section 15262)	971.00	971.00
9010	Other Restricted Local	81,591.00	81,591.00
Total, Restricted Balance		167,077.00	167,077.00

Description	Resource Codes	Object Codes	2013-14 Estimated Actuals	2014-15 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	375,000.00	400,000.00	6.7%
3) Other State Revenue		8300-8599	35,000.00	35,000.00	0.0%
4) Other Local Revenue		8600-8799	80,000.00	80,000.00	0.0%
5) TOTAL, REVENUES			490,000.00	515,000.00	5.1%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	81,646.00	94,238.00	15.4%
3) Employee Benefits		3000-3999	45,851.00	49,460.00	7.9%
4) Books and Supplies		4000-4999	399,858.00	361,855.00	-9.5%
5) Services and Other Operating Expenditures		5000-5999	9,447.00	9,447.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			536,802.00	515,000.00	-4.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(46,802.00)	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	47,673.00	0.00	-100.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			47,673.00	0.00	-100.0%

Description	Resource Codes	Object Codes	2013-14 Estimated Actuals	2014-15 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			871.00	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	0.00	871.00	New
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	871.00	New
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	871.00	New
2) Ending Balance, June 30 (E + F1e)			871.00	871.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Expenditures		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	871.00	871.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

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

Description	Resource Codes	Object Codes	2013-14 Estimated Actuals	2014-15 Budget	Percent Difference
FEDERAL REVENUE					
Child Nutrition Programs		8220	375,000.00	400,000.00	6.7%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			375,000.00	400,000.00	6.7%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	35,000.00	35,000.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			35,000.00	35,000.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	80,000.00	80,000.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Interagency Services		8677	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			80,000.00	80,000.00	0.0%
TOTAL, REVENUES			490,000.00	515,000.00	5.1%

Description	Resource Codes	Object Codes	2013-14 Estimated Actuals	2014-15 Budget	Percent Difference
CERTIFICATED SALARIES					
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	81,646.00	94,238.00	15.4%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			81,646.00	94,238.00	15.4%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	8,440.00	10,506.00	24.5%
OASDI/Medicare/Alternative		3301-3302	6,247.00	7,211.00	15.4%
Health and Welfare Benefits		3401-3402	28,385.00	29,637.00	4.4%
Unemployment Insurance		3501-3502	42.00	48.00	14.3%
Workers' Compensation		3601-3602	2,737.00	2,058.00	-24.8%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			45,851.00	49,460.00	7.9%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	4,500.00	5,601.00	24.5%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
Food		4700	395,358.00	356,254.00	-9.9%
TOTAL, BOOKS AND SUPPLIES			399,858.00	361,855.00	-9.5%

Description	Resource Codes	Object Codes	2013-14 Estimated Actuals	2014-15 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	2,447.00	2,447.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	2,000.00	2,000.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	5,000.00	5,000.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			9,447.00	9,447.00	0.0%
CAPITAL OUTLAY					
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.0%
TOTAL, EXPENDITURES			536,802.00	515,000.00	-4.1%

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

Description	Function Codes	Object Codes	2013-14 Estimated Actuals	2014-15 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	375,000.00	400,000.00	6.7%
3) Other State Revenue		8300-8599	35,000.00	35,000.00	0.0%
4) Other Local Revenue		8600-8799	80,000.00	80,000.00	0.0%
5) TOTAL, REVENUES			490,000.00	515,000.00	5.1%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		536,802.00	515,000.00	-4.1%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			536,802.00	515,000.00	-4.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(46,802.00)	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	47,673.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			47,673.00	0.00	0.0%

Description	Function Codes	Object Codes	2013-14 Estimated Actuals	2014-15 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			871.00	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	0.00	871.00	New
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	871.00	New
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	871.00	New
2) Ending Balance, June 30 (E + F1e)			871.00	871.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Expenditures		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	871.00	871.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2013-14 Estimated Actuals	2014-15 Budget
5310	Child Nutrition: School Programs (e.g., School Lunch, School	871.00	871.00
Total, Restricted Balance		871.00	871.00

Resource	Description	2013-14 Estimated Actuals	2014-15 Budget
5310	Child Nutrition: School Programs (e.g., School Lunch, School	871.00	871.00
Total, Restricted Balance		871.00	871.00

July 1 Budget (Single Adoption)
 South Monterey County Joint Union High Special Reserve Fund for Other Than Capital Outlay Projects
 Monterey County Expenditures by Object

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

July 1 Budget (Single Adoption)
 South Monterey County Joint Union High Special Reserve Fund for Other Than Capital Outlay Projects
 Monterey County Expenditures by Object

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Description	Resource Codes	Object Codes	2013-14 Estimated Actuals	2014-15 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			14,800.00	14,800.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	2,970,359.00	2,985,159.00	0.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,970,359.00	2,985,159.00	0.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,970,359.00	2,985,159.00	0.5%
2) Ending Balance, June 30 (E + F1e)			2,985,159.00	2,999,959.00	0.5%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Expenditures		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	500,000.00	500,000.00	0.0%
d) Assigned					
Other Assignments		9780	2,485,159.00	2,499,959.00	0.6%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

July 1 Budget (Single Adoption)
 South Monterey County Joint Union High Special Reserve Fund for Other Than Capital Outlay Projects
 Monterey County Expenditures by Object

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

July 1 Budget (Single Adoption)

South Monterey County Joint Union High School District
 Monterey County Special Reserve Fund for Other Than Capital Outlay Projects
 Expenditures by Object

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

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

July 1 Budget (Single Adoption)
 South Monterey County Joint Union High School District Special Reserve Fund for Other Than Capital Outlay Projects
 Monterey County Expenditures by Function

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

July 1 Budget (Single Adoption)
 South Monterey County Joint Union High School District Special Reserve Fund for Other Than Capital Outlay Projects
 Monterey County Expenditures by Function

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Description	Function Codes	Object Codes	2013-14 Estimated Actuals	2014-15 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			14,800.00	14,800.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	2,970,359.00	2,985,159.00	0.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,970,359.00	2,985,159.00	0.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,970,359.00	2,985,159.00	0.5%
2) Ending Balance, June 30 (E + F1e)			2,985,159.00	2,999,959.00	0.5%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Expenditures		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	500,000.00	500,000.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	2,485,159.00	2,499,959.00	0.6%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

27 66068 0000000
Form 35

South Monterey County Joint Union High
Monterey County

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

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

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

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

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

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

Description	Resource Codes	Object Codes	2013-14 Estimated Actuals	2014-15 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,557,586.00	1,557,586.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,557,586.00	1,557,586.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,557,586.00	1,557,586.00	0.0%
2) Ending Balance, June 30 (E + F1e)			1,557,586.00	1,557,586.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Expenditures		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	1,557,586.00	1,557,586.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

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

Description	Resource Codes	Object Codes	2013-14 Estimated Actuals	2014-15 Budget	Percent Difference
FEDERAL REVENUE					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Tax Relief Subventions Voted Indebtedness Levies					
Homeowners' Exemptions		8571	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8572	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes Voted Indebtedness Levies Secured Roll		8611	0.00	0.00	0.0%
Unsecured Roll		8612	0.00	0.00	0.0%
Prior Years' Taxes		8613	0.00	0.00	0.0%
Supplemental Taxes		8614	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			0.00	0.00	0.0%
TOTAL, REVENUES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2013-14 Estimated Actuals	2014-15 Budget	Percent Difference
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Bond Redemptions		7433	0.00	0.00	0.0%
Bond Interest and Other Service Charges		7434	0.00	0.00	0.0%
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2013-14 Estimated Actuals	2014-15 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: General Fund		7614	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

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

Description	Function Codes	Object Codes	2013-14 Estimated Actuals	2014-15 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,557,586.00	1,557,586.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,557,586.00	1,557,586.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,557,586.00	1,557,586.00	0.0%
2) Ending Balance, June 30 (E + F1e) Components of Ending Fund Balance)			1,557,586.00	1,557,586.00	0.0%
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Expenditures		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	1,557,586.00	1,557,586.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

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

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

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

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

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

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

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

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

Description	2013-14 Estimated Actuals			2014-15 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
A. DISTRICT						
1. Total District Regular ADA per EC 42238.05(b) Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (includes Necessary Small School ADA)	1,826.93	1,826.93	1,826.93	1,822.00	1,822.00	1,822.00
2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA per EC 42238.05(b) Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)	0.00	0.00	0.00	0.00	0.00	0.00
3. Total Basic Aid Open Enrollment Regular ADA per EC 42238.05(b) Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)	0.00	0.00	0.00	0.00	0.00	0.00
4. Total, District Regular ADA (Sum of Lines A1 through A3)	1,826.93	1,826.93	1,826.93	1,822.00	1,822.00	1,822.00
5. District Funded County Program ADA						
a. County Community Schools per EC 1981(a)(b)&(d)	2.35	2.35	2.35	2.35	2.35	2.35
b. Special Education-Special Day Class	0.00	0.00	0.00	0.00	0.00	0.00
c. Special Education-NPS/LCI	0.00	0.00	0.00	0.00	0.00	0.00
d. Special Education Extended Year-NPS/LCI	0.00	0.00	0.00	0.00	0.00	0.00
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools, Technical, Agricultural, and Natural Resource Conservation Schools	0.00	0.00	0.00	0.00	0.00	0.00
f. Total, District Funded County Program ADA (Sum of Lines A5a through A5e)	2.35	2.35	2.35	2.35	2.35	2.35
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5f)	1,829.28	1,829.28	1,829.28	1,824.35	1,824.35	1,824.35
7. Adults in Correctional Facilities						
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Current Expense Formula/Minimum Classroom Compensation

PART I - CURRENT EXPENSE FORMULA	Total Expense for Year (1)	EDP No.	Reductions (See Note 1) (2)	EDP No.	Current Expense of Education (Col 1 - Col 2) (3)	EDP No.	Reductions (Extracted) (See Note 2) (4a)	Reductions (Overrides)* (See Note 2) (4b)	EDP No.	Current Expense- Part II (Col 3 - Col 4) (5)	EDP No.
1000 - Certificated Salaries	6,959,732.00	301	0.00	303	6,959,732.00	305	0.00		307	6,959,732.00	309
2000 - Classified Salaries	2,131,272.00	311	0.00	313	2,131,272.00	315	167,144.00		317	1,964,128.00	319
3000 - Employee Benefits (Excluding 3800)	2,820,092.00	321	169,027.00	323	2,651,065.00	325	64,637.00		327	2,586,428.00	329
4000 - Books, Supplies Equip Replace. (6500)	1,036,386.15	331	0.00	333	1,036,386.15	335	432,386.75		337	603,999.40	339
5000 - Services . . & 7300 - Indirect Costs	3,761,181.42	341	0.00	343	3,761,181.42	345	598,114.25		347	3,163,067.17	349
TOTAL					16,539,636.57	365			TOTAL	15,277,354.57	369

Note 1 - In Column 2, report expenditures for the following programs: Nonagency (Goals 7100-7199), Community Services (Goal 8100), Food Services (Function 3700), Fringe Benefits for Retired Persons (Objects 3701-3702), and Facilities Acquisition & Construction (Function 8500).

Note 2 - In Column 4, report expenditures for: Transportation (Function 3600), Lottery Expenditures (Resource 1100), Special Education Students in Nonpublic Schools (Function 1180), and other federal or state categorical aid in which funds were granted for expenditures in a program not incurring any teacher salary expenditures or requiring disbursement of the funds without regard to the requirements of EC Section 41372.

* If an amount (even zero) is entered in any row of Column 4b or in Line 13b, the form uses only the values in Column 4b and Line 13b rather than the values in Column 4a and Line 13a.

PART II: MINIMUM CLASSROOM COMPENSATION (Instruction, Functions 1000-1999)		Object	EDP No.
1. Teacher Salaries as Per EC 41011.	1100	5,570,371.00	375
2. Salaries of Instructional Aides Per EC 41011.	2100	270,182.00	380
3. STRS.	3101 & 3102	454,888.00	382
4. PERS.	3201 & 3202	31,460.00	383
5. OASDI - Regular, Medicare and Alternative.	3301 & 3302	98,012.00	384
6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans).	3401 & 3402	787,238.00	385
7. Unemployment Insurance.	3501 & 3502	2,967.00	390
8. Workers' Compensation Insurance.	3601 & 3602	195,225.00	392
9. OPEB, Active Employees (EC 41372).	3751 & 3752	0.00	
10. Other Benefits (EC 22310).	3901 & 3902	1,560.00	393
11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10).		7,411,903.00	395
12. Less: Teacher and Instructional Aide Salaries and Benefits deducted in Column 2.		0.00	
13a. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4a (Extracted).		0.00	396
b. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4b (Overrides)*.			396
14. TOTAL SALARIES AND BENEFITS.		7,411,903.00	397
15. Percent of Current Cost of Education Expended for Classroom Compensation (EDP 397 divided by EDP 369) Line 15 must equal or exceed 60% for elementary, 55% for unified and 50% for high school districts to avoid penalty under provisions of EC 41372.		48.52%	
16. District is exempt from EC 41372 because it meets the provisions of EC 41374. (If exempt, enter 'X')			

PART III: DEFICIENCY AMOUNT	
A deficiency amount (Line 5) is only applicable to districts not meeting the minimum classroom compensation percentage required under EC 41372 and not exempt under the provisions of EC 41374.	
1. Minimum percentage required (60% elementary, 55% unified, 50% high)	50.00%
2. Percentage spent by this district (Part II, Line 15)	48.52%
3. Percentage below the minimum (Part III, Line 1 minus Line 2)	1.48%
4. District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369).	15,277,354.57
5. Deficiency Amount (Part III, Line 3 times Line 4)	226,104.85

Current Expense Formula/Minimum Classroom Compensation

PART I - CURRENT EXPENSE FORMULA	Total Expense for Year (1)	EDP No.	Reductions (See Note 1) (2)	EDP No.	Current Expense of Education (Col 1 - Col 2) (3)	EDP No.	Reductions (Extracted) (See Note 2) (4a)	Reductions (Overrides)* (See Note 2) (4b)	EDP No.	Current Expense- Part II (Col 3 - Col 4) (5)	EDP No.
1000 - Certificated Salaries	7,733,131.00	301	0.00	303	7,733,131.00	305	0.00		307	7,733,131.00	309
2000 - Classified Salaries	2,327,092.00	311	0.00	313	2,327,092.00	315	190,211.00		317	2,136,881.00	319
3000 - Employee Benefits (Excluding 3800)	3,137,971.00	321	141,661.00	323	2,996,310.00	325	96,372.00		327	2,899,938.00	329
4000 - Books, Supplies Equip Replace. (6500)	1,107,369.00	331	0.00	333	1,107,369.00	335	450,858.00		337	656,511.00	339
5000 - Services. . . & 7300 - Indirect Costs	2,475,942.00	341	0.00	343	2,475,942.00	345	377,147.00		347	2,098,795.00	349
TOTAL					16,639,844.00	365	TOTAL			15,525,256.00	369

Note 1 - In Column 2, report expenditures for the following programs: Nonagency (Goals 7100-7199), Community Services (Goal 8100), Food Services (Function 3700), Fringe Benefits for Retired Persons (Objects 3701-3702), and Facilities Acquisition & Construction (Function 8500).

Note 2 - In Column 4, report expenditures for: Transportation (Function 3600), Lottery Expenditures (Resource 1100), Special Education Students in Nonpublic Schools (Function 1180), and other federal or state categorical aid in which funds were granted for expenditures in a program not incurring any teacher salary expenditures or requiring disbursement of the funds without regard to the requirements of EC Section 41372.

* If an amount (even zero) is entered in any row of Column 4b or in Line 13b, the form uses only the values in Column 4b and Line 13b rather than the values in Column 4a and Line 13a.

PART II: MINIMUM CLASSROOM COMPENSATION (Instruction, Functions 1000-1999)		Object	EDP No.
1. Teacher Salaries as Per EC 41011.		1100	375
2. Salaries of Instructional Aides Per EC 41011.		2100	380
3. STRS.		3101 & 3102	382
4. PERS.		3201 & 3202	383
5. OASDI - Regular, Medicare and Alternative.		3301 & 3302	384
6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans).		3401 & 3402	385
7. Unemployment Insurance.		3501 & 3502	390
8. Workers' Compensation Insurance.		3601 & 3602	392
9. OPEB, Active Employees (EC 41372).		3751 & 3752	
10. Other Benefits (EC 22310).		3901 & 3902	393
11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10).			395
12. Less: Teacher and Instructional Aide Salaries and Benefits deducted in Column 2.			0.00
13a. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4a (Extracted).			0.00
b. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4b (Overrides)*.			
14. TOTAL SALARIES AND BENEFITS.			8,318,193.00
15. Percent of Current Cost of Education Expended for Classroom Compensation (EDP 397 divided by EDP 369) Line 15 must equal or exceed 60% for elementary, 55% for unified and 50% for high school districts to avoid penalty under provisions of EC 41372.			53.58%
16. District is exempt from EC 41372 because it meets the provisions of EC 41374. (If exempt, enter 'X')			

PART III: DEFICIENCY AMOUNT

A deficiency amount (Line 5) is only applicable to districts not meeting the minimum classroom compensation percentage required under EC 41372 and not exempt under the provisions of EC 41374.

1. Minimum percentage required (60% elementary, 55% unified, 50% high)	50.00%
2. Percentage spent by this district (Part II, Line 15)	53.58%
3. Percentage below the minimum (Part III, Line 1 minus Line 2)	0.00%
4. District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369).	15,525,256.00
5. Deficiency Amount (Part III, Line 3 times Line 4)	0.00

	Unaudited Balance July 1	Audit Adjustments/ Restatements	Audited Balance July 1	Increases	Decreases	Ending Balance June 30	Amounts Due Within One Year
Governmental Activities:							
General Obligation Bonds Payable	10,655,000.00	0.00	10,655,000.00		1,160,000.00	9,495,000.00	
State School Building Loans Payable			0.00			0.00	
Certificates of Participation Payable			0.00			0.00	
Capital Leases Payable	470,960.00	0.00	470,960.00		84,538.70	386,421.30	
Lease Revenue Bonds Payable	13,605,000.00	0.00	13,605,000.00		535,000.00	13,070,000.00	
Other General Long-Term Debt	211,540.00	(211,540.00)	0.00		0.00	0.00	
Net OPEB Obligation	454,347.85	44,962.35	499,310.20			499,310.20	
Compensated Absences Payable	171,606.07	0.00	171,606.07	3,196.23		174,802.30	
Governmental activities long-term liabilities	25,568,453.92	(166,577.65)	25,401,876.27	3,196.23	1,779,538.70	23,625,533.80	0.00
Business-Type Activities:							
General Obligation Bonds Payable			0.00			0.00	
State School Building Loans Payable			0.00			0.00	
Certificates of Participation Payable			0.00			0.00	
Capital Leases Payable			0.00			0.00	
Lease Revenue Bonds Payable			0.00			0.00	
Other General Long-Term Debt			0.00			0.00	
Net OPEB Obligation			0.00			0.00	
Compensated Absences Payable			0.00			0.00	
Business-type activities long-term liabilities	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Part I - General Administrative Share of Plant Services Costs

California's indirect cost plan allows that the general administrative costs in the indirect cost pool may include that portion of plant services costs (maintenance and operations costs and facilities rents and leases costs) attributable to the general administrative offices. The calculation of the plant services costs attributed to general administration and included in the pool is standardized and automated using the percentage of salaries and benefits relating to general administration as proxy for the percentage of square footage occupied by general administration.

A. Salaries and Benefits - Other General Administration and Centralized Data Processing

1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)
(Functions 7200-7700, goals 0000 and 9000) 706,678.00
2. Contracted general administrative positions not paid through payroll
 - a. Enter the costs, if any, of general administrative positions performing services ON SITE but paid through a contract, rather than through payroll, in functions 7200-7700, goals 0000 and 9000, Object 5800. _____
 - b. If an amount is entered on Line A2a, provide the title, duties, and approximate FTE of each general administrative position paid through a contract. Retain supporting documentation in case of audit.

B. Salaries and Benefits - All Other Activities

1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)
(Functions 1000-6999, 7100-7180, & 8100-8400; Functions 7200-7700, all goals except 0000 & 9000) 11,035,391.00

C. Percentage of Plant Services Costs Attributable to General Administration

(Line A1 plus Line A2a, divided by Line B1; zero if negative) (See Part III, Lines A5 and A6) 6.40%

Part II - Adjustments for Employment Separation Costs

When an employee separates from service, the local educational agency (LEA) may incur costs associated with the separation in addition to the employee's regular salary and benefits for the final pay period. These additional costs can be categorized as "normal" or "abnormal or mass" separation costs.

Normal separation costs include items such as pay for accumulated unused leave or routine severance pay authorized by governing board policy. Normal separation costs are not allowable as direct costs to federal programs, but are allowable as indirect costs. State programs may have similar restrictions. Where federal or state program guidelines required that the LEA charge an employee's normal separation costs to an unrestricted resource rather than to the restricted program in which the employee worked, the LEA may identify and enter these costs on Line A for inclusion in the indirect cost pool.

Abnormal or mass separation costs are those costs resulting from actions taken by an LEA to influence employees to terminate their employment earlier than they normally would have. Abnormal or mass separation costs include retirement incentives such as a Golden Handshake or severance packages negotiated to effect termination. Abnormal or mass separation costs may not be charged to federal programs as either direct costs or indirect costs. Where an LEA paid abnormal or mass separation costs on behalf of positions in general administrative functions included in the indirect cost pool, the LEA must identify and enter these costs on Line B for exclusion from the pool.

A. Normal Separation Costs (optional)

Enter any normal separation costs paid on behalf of employees of restricted state or federal programs that were charged to an unrestricted resource (0000-1999) in funds 01, 09, and 62 with functions 1000-6999 or 8100-8400 rather than to the restricted program. These costs will be moved in Part III from base costs to the indirect cost pool. Retain supporting documentation. _____

B. Abnormal or Mass Separation Costs (required)

Enter any abnormal or mass separation costs paid on behalf of general administrative positions charged to unrestricted resources (0000-1999) in funds 01, 09, and 62 with functions 7200-7700. These costs will be moved in Part III from the indirect cost pool to base costs. If none, enter zero. 0.00

Part III - Indirect Cost Rate Calculation (Funds 01, 09, and 62, unless indicated otherwise)

A. Indirect Costs

1. Other General Administration, less portion charged to restricted resources or specific goals (Functions 7200-7600, objects 1000-5999, minus Line B9)	921,608.00
2. Centralized Data Processing, less portion charged to restricted resources or specific goals (Function 7700, objects 1000-5999, minus Line B10)	601,657.00
3. External Financial Audit - Single Audit (Function 7190, resources 0000-1999, goals 0000 and 9000, objects 5000-5999)	0.00
4. Staff Relations and Negotiations (Function 7120, resources 0000-1999, goals 0000 and 9000, objects 1000-5999)	20,124.00
5. Plant Maintenance and Operations (portion relating to general administrative offices only) (Functions 8100-8400, objects 1000-5999 except 5100, times Part I, Line C)	124,619.20
6. Facilities Rents and Leases (portion relating to general administrative offices only) (Function 8700, resources 0000-1999, objects 1000-5999 except 5100, times Part I, Line C)	0.00
7. Adjustment for Employment Separation Costs	
a. Plus: Normal Separation Costs (Part II, Line A)	0.00
b. Less: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
8. Total Indirect Costs (Lines A1 through A7a, minus Line A7b)	1,668,008.20
9. Carry-Forward Adjustment (Part IV, Line F)	742,142.41
10. Total Adjusted Indirect Costs (Line A8 plus Line A9)	2,410,150.61

B. Base Costs

1. Instruction (Functions 1000-1999, objects 1000-5999 except 5100)	8,863,498.00
2. Instruction-Related Services (Functions 2000-2999, objects 1000-5999 except 5100)	2,258,647.57
3. Pupil Services (Functions 3000-3999, objects 1000-5999 except 5100)	1,034,208.00
4. Ancillary Services (Functions 4000-4999, objects 1000-5999 except 5100)	366,775.00
5. Community Services (Functions 5000-5999, objects 1000-5999 except 5100)	0.00
6. Enterprise (Function 6000, objects 1000-5999 except 5100)	0.00
7. Board and Superintendent (Functions 7100-7180, objects 1000-5999, minus Part III, Line A4)	427,230.00
8. External Financial Audit - Single Audit and Other (Functions 7190-7191, objects 5000-5999, minus Part III, Line A3)	38,000.00
9. Other General Administration (portion charged to restricted resources or specific goals only) (Functions 7200-7600, resources 2000-9999, objects 1000-5999; Functions 7200-7600, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	0.00
10. Centralized Data Processing (portion charged to restricted resources or specific goals only) (Function 7700, resources 2000-9999, objects 1000-5999; Function 7700, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	0.00
11. Plant Maintenance and Operations (all except portion relating to general administrative offices) (Functions 8100-8400, objects 1000-5999 except 5100, minus Part III, Line A5)	1,822,555.80
12. Facilities Rents and Leases (all except portion relating to general administrative offices) (Function 8700, objects 1000-5999 except 5100, minus Part III, Line A6)	0.00
13. Adjustment for Employment Separation Costs	
a. Less: Normal Separation Costs (Part II, Line A)	0.00
b. Plus: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
14. Adult Education (Fund 11, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	0.00
15. Child Development (Fund 12, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	0.00
16. Cafeteria (Funds 13 and 61, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	536,802.00
17. Foundation (Funds 19 and 57, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	0.00
18. Total Base Costs (Lines B1 through B12 and Lines B13b through B17, minus Line B13a)	15,347,716.37

C. Straight Indirect Cost Percentage Before Carry-Forward Adjustment

(For information only - not for use when claiming/recovering indirect costs)

(Line A8 divided by Line B18) 10.87%

D. Preliminary Proposed Indirect Cost Rate

(For final approved fixed-with-carry-forward rate for use in 2015-16 see www.cde.ca.gov/fg/ac/ic)

(Line A10 divided by Line B18) 15.70%

Part IV - Carry-forward Adjustment

The carry-forward adjustment is an after-the-fact adjustment for the difference between indirect costs recoverable using the indirect cost rate approved for use in a given year, and the actual indirect costs incurred in that year. The carry-forward adjustment eliminates the need for LEAs to file amended federal reports when their actual indirect costs vary from the estimated indirect costs on which the approved rate was based.

Where the ratio of indirect costs incurred in the current year is less than the estimated ratio of indirect costs on which the approved rate for use in the current year was based, the carry-forward adjustment is limited by using either the approved rate times current year base costs, or the highest rate actually used to recover costs from any program times current year base costs, if the highest rate used was less than the approved rate. Rates used to recover costs from programs are displayed in Exhibit A.

A.	Indirect costs incurred in the current year (Part III, Line A8)	1,668,008.20
B.	Carry-forward adjustment from prior year(s)	
1.	Carry-forward adjustment from the second prior year	(379,487.09)
2.	Carry-forward adjustment amount deferred from prior year(s), if any	0.00
C.	Carry-forward adjustment for under- or over-recovery in the current year	
1.	Under-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus (approved indirect cost rate (3.56%) times Part III, Line B18); zero if negative	742,142.41
2.	Over-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus the lesser of (approved indirect cost rate (3.56%) times Part III, Line B18) or (the highest rate used to recover costs from any program (4.62%) times Part III, Line B18); zero if positive	0.00
D.	Preliminary carry-forward adjustment (Line C1 or C2)	742,142.41
E.	Optional allocation of negative carry-forward adjustment over more than one year	
Where a negative carry-forward adjustment causes the proposed approved rate to fall below zero or would reduce the rate at which the LEA could recover indirect costs to such an extent that it would cause the LEA significant fiscal harm, the LEA may request that the carry-forward adjustment be allocated over more than one year. Where allocation of a negative carry-forward adjustment over more than one year does not resolve a negative rate, the CDE will work with the LEA on a case-by-case basis to establish an approved rate.		
Option 1.	Preliminary proposed approved rate (Part III, Line D) if entire negative carry-forward adjustment is applied to the current year calculation:	not applicable
Option 2.	Preliminary proposed approved rate (Part III, Line D) if one-half of negative carry-forward adjustment is applied to the current year calculation and the remainder is deferred to one or more future years:	not applicable
Option 3.	Preliminary proposed approved rate (Part III, Line D) if one-third of negative carry-forward adjustment is applied to the current year calculation and the remainder is deferred to one or more future years:	not applicable
LEA request for Option 1, Option 2, or Option 3		
		1
F.	Carry-forward adjustment used in Part III, Line A9 (Line D minus amount deferred if Option 2 or Option 3 is selected)	742,142.41

Approved indirect cost rate: 3.56%
 Highest rate used in any program: 4.62%

Note: In one or more resources, the rate used is greater than the approved rate.

Fund	Resource	Eligible Expenditures (Objects 1000-5999 except Object 5100)	Indirect Costs Charged (Objects 7310 and 7350)	Rate Used
01	3010	428,287.00	14,167.00	3.31%
01	3550	56,014.00	1,994.00	3.56%
01	4035	79,063.57	2,417.00	3.06%
01	4201	7,626.00	352.00	4.62%
01	7091	781,450.00	10,351.00	1.32%

July 1 Budget (Single Adoption)
2013-14 Estimated Actuals
LOTTERY REPORT
Revenues, Expenditures and
Ending Balances - All Funds

Description	Object Codes	Lottery: Unrestricted (Resource 1100)	Transferred to Other Resources for Expenditure	Lottery: Instructional Materials (Resource 6300)*	Totals
A. AMOUNT AVAILABLE FOR THIS FISCAL YEAR					
1. Adjusted Beginning Fund Balance	9791-9795	244,154.00		33,535.00	277,689.00
2. State Lottery Revenue	8560	227,044.00		65,250.00	292,294.00
3. Other Local Revenue	8600-8799	0.00		0.00	0.00
4. Transfers from Funds of Lapsed/Reorganized Districts	8965	0.00		0.00	0.00
5. Contributions from Unrestricted Resources (Total must be zero)	8980	0.00			0.00
6. Total Available (Sum Lines A1 through A5)		471,198.00	0.00	98,785.00	569,983.00
B. EXPENDITURES AND OTHER FINANCING USES					
1. Certificated Salaries	1000-1999	0.00			0.00
2. Classified Salaries	2000-2999	4,701.00			4,701.00
3. Employee Benefits	3000-3999	510.00			510.00
4. Books and Supplies	4000-4999	147,687.75		86,485.00	234,172.75
5. a. Services and Other Operating Expenditures (Resource 1100)	5000-5999	77,169.25			77,169.25
b. Services and Other Operating Expenditures (Resource 6300)	5000-5999, except 5100, 5710, 5800				
c. Duplicating Costs for Instructional Materials (Resource 6300)	5100, 5710, 5800				
6. Capital Outlay	6000-6999	0.00			0.00
7. Tuition	7100-7199	0.00			0.00
8. Interagency Transfers Out					
a. To Other Districts, County Offices, and Charter Schools	7211,7212,7221, 7222,7281,7282	0.00			0.00
b. To JPAs and All Others	7213,7223, 7283,7299	0.00			0.00
9. Transfers of Indirect Costs	7300-7399				
10. Debt Service	7400-7499	0.00			0.00
11. All Other Financing Uses	7630-7699	0.00			0.00
12. Total Expenditures and Other Financing Uses (Sum Lines B1 through B11)		230,068.00	0.00	86,485.00	316,553.00
C. ENDING BALANCE					
(Must equal Line A6 minus Line B12)	979Z	241,130.00	0.00	12,300.00	253,430.00
D. COMMENTS:					

Data from this report will be used to prepare a report to the Legislature as required by Control Section 24.60 of the Budget Act.

*Pursuant to Government Code Section 8880.4(a)(2) and the definition in Education Code Section 60010(h), Resource 6300 funds are to be used for the purchase of instructional materials only. Any amounts in the shaded cells of this column should be reviewed for appropriateness.

Description	Object Codes	2014-15 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2015-16 Projection (C)	% Change (Cols. E-C/C) (D)	2016-17 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	16,201,795.00	11.25%	18,025,280.00	4.62%	18,858,647.00
2. Federal Revenues	8100-8299	0.00	0.00%	0.00	0.00%	0.00
3. Other State Revenues	8300-8599	900,228.00	-63.11%	332,109.00	0.00%	332,109.00
4. Other Local Revenues	8600-8799	72,500.00	0.00%	72,500.00	0.00%	72,500.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	(1,913,253.00)	4.29%	(1,995,365.00)	4.18%	(2,078,825.00)
6. Total (Sum lines A1 thru A5c)		15,261,270.00	7.69%	16,434,524.00	4.56%	17,184,431.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				6,546,913.00		6,677,851.00
b. Step & Column Adjustment				130,938.00		133,557.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	6,546,913.00	2.00%	6,677,851.00	2.00%	6,811,408.00
2. Classified Salaries						
a. Base Salaries				1,916,805.00		1,955,141.00
b. Step & Column Adjustment				38,336.00		39,103.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	1,916,805.00	2.00%	1,955,141.00	2.00%	1,994,244.00
3. Employee Benefits	3000-3999	2,606,982.00	5.00%	2,737,331.00	5.00%	2,874,198.00
4. Books and Supplies	4000-4999	836,369.00	-10.20%	751,096.00	2.00%	766,118.00
5. Services and Other Operating Expenditures	5000-5999	1,496,378.00	2.00%	1,526,306.00	2.00%	1,556,832.00
6. Capital Outlay	6000-6999	100,000.00	-100.00%	0.00	0.00%	0.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	1,282,457.00	-2.52%	1,250,144.00	0.22%	1,252,944.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(18,930.00)	5.65%	(20,000.00)	0.00%	(20,000.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		14,766,974.00	0.75%	14,877,869.00	2.41%	15,235,744.00
C. NET INCREASE (DECREASE) IN FUND BALANCE						
(Line A6 minus line B11)		494,296.00		1,556,655.00		1,948,687.00
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		1,158,356.00		1,652,652.00		3,209,307.00
2. Ending Fund Balance (Sum lines C and D1)		1,652,652.00		3,209,307.00		5,157,994.00
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	6,000.00				
b. Restricted	9740					
c. Committed						
1. Stabilization Arrangements	9750	0.00				
2. Other Commitments	9760	0.00				
d. Assigned	9780	0.00				
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	550,000.00		555,000.00		568,000.00
2. Unassigned/Unappropriated	9790	1,096,652.00		2,654,307.00		4,589,994.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		1,652,652.00		3,209,307.00		5,157,994.00

Description	Object Codes	2014-15 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2015-16 Projection (C)	% Change (Cols. E-C/C) (D)	2016-17 Projection (E)
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	550,000.00		555,000.00		568,000.00
c. Unassigned/Unappropriated	9790	1,096,652.00		2,654,307.00		4,589,994.00
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)		1,646,652.00		3,209,307.00		5,157,994.00
F. ASSUMPTIONS						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						

Description	Object Codes	2014-15 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2015-16 Projection (C)	% Change (Cols. E-C/C) (D)	2016-17 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	0.00	0.00%	0.00	0.00%	0.00
2. Federal Revenues	8100-8299	882,236.00	0.00%	882,236.00	0.00%	882,236.00
3. Other State Revenues	8300-8599	77,099.00	-29.10%	54,660.00	0.00%	54,660.00
4. Other Local Revenues	8600-8799	659,000.00	0.00%	659,000.00	0.00%	659,000.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	1,913,253.00	4.29%	1,995,365.00	4.18%	2,078,825.00
6. Total (Sum lines A1 thru A5c)		3,531,588.00	1.69%	3,591,261.00	2.32%	3,674,721.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				1,186,218.00		1,209,942.00
b. Step & Column Adjustment				23,724.00		24,199.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	1,186,218.00	2.00%	1,209,942.00	2.00%	1,234,141.00
2. Classified Salaries						
a. Base Salaries				410,287.00		418,493.00
b. Step & Column Adjustment				8,206.00		8,370.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	410,287.00	2.00%	418,493.00	2.00%	426,863.00
3. Employee Benefits	3000-3999	530,989.00	5.00%	557,539.00	5.00%	585,416.00
4. Books and Supplies	4000-4999	171,000.00	-11.38%	151,532.00	2.00%	154,563.00
5. Services and Other Operating Expenditures	5000-5999	979,564.00	2.00%	999,155.00	2.00%	1,019,138.00
6. Capital Outlay	6000-6999	0.00	0.00%	0.00	0.00%	0.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	234,600.00	0.00%	234,600.00	0.00%	234,600.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	18,930.00	5.65%	20,000.00	0.00%	20,000.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		3,531,588.00	1.69%	3,591,261.00	2.32%	3,674,721.00
C. NET INCREASE (DECREASE) IN FUND BALANCE						
(Line A6 minus line B11)		0.00		0.00		0.00
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		167,071.43		167,071.43		167,071.43
2. Ending Fund Balance (Sum lines C and D1)		167,071.43		167,071.43		167,071.43
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00		0.00		
b. Restricted	9740	167,077.00		167,077.00		167,077.00
c. Committed						
1. Stabilization Arrangements	9750					
2. Other Commitments	9760					
d. Assigned	9780					
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789					
2. Unassigned/Unappropriated	9790	(5.57)		(5.57)		(5.57)
f. Total Components of Ending Fund Balance						
(Line D3f must agree with line D2)		167,071.43		167,071.43		167,071.43

Description	Object Codes	2014-15 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2015-16 Projection (C)	% Change (Cols. E-C/C) (D)	2016-17 Projection (E)
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)						
F. ASSUMPTIONS						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						

Description	Object Codes	2014-15 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2015-16 Projection (C)	% Change (Cols. E-C/C) (D)	2016-17 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	16,201,795.00	11.25%	18,025,280.00	4.62%	18,858,647.00
2. Federal Revenues	8100-8299	882,236.00	0.00%	882,236.00	0.00%	882,236.00
3. Other State Revenues	8300-8599	977,327.00	-60.43%	386,769.00	0.00%	386,769.00
4. Other Local Revenues	8600-8799	731,500.00	0.00%	731,500.00	0.00%	731,500.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	0.00	0.00%	0.00	0.00%	0.00
6. Total (Sum lines A1 thru A5c)		18,792,858.00	6.56%	20,025,785.00	4.16%	20,859,152.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				7,733,131.00		7,887,793.00
b. Step & Column Adjustment				154,662.00		157,756.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	7,733,131.00	2.00%	7,887,793.00	2.00%	8,045,549.00
2. Classified Salaries						
a. Base Salaries				2,327,092.00		2,373,634.00
b. Step & Column Adjustment				46,542.00		47,473.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	2,327,092.00	2.00%	2,373,634.00	2.00%	2,421,107.00
3. Employee Benefits	3000-3999	3,137,971.00	5.00%	3,294,870.00	5.00%	3,459,614.00
4. Books and Supplies	4000-4999	1,007,369.00	-10.40%	902,628.00	2.00%	920,681.00
5. Services and Other Operating Expenditures	5000-5999	2,475,942.00	2.00%	2,525,461.00	2.00%	2,575,970.00
6. Capital Outlay	6000-6999	100,000.00	-100.00%	0.00	0.00%	0.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	1,517,057.00	-2.13%	1,484,744.00	0.19%	1,487,544.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	0.00	0.00%	0.00	0.00%	0.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments				0.00		0.00
11. Total (Sum lines B1 thru B10)		18,298,562.00	0.93%	18,469,130.00	2.39%	18,910,465.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)						
		494,296.00		1,556,655.00		1,948,687.00
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		1,325,427.43		1,819,723.43		3,376,378.43
2. Ending Fund Balance (Sum lines C and D1)		1,819,723.43		3,376,378.43		5,325,065.43
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	6,000.00		0.00		0.00
b. Restricted	9740	167,077.00		167,077.00		167,077.00
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	0.00		0.00		0.00
d. Assigned	9780	0.00		0.00		0.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	550,000.00		555,000.00		568,000.00
2. Unassigned/Unappropriated	9790	1,096,646.43		2,654,301.43		4,589,988.43
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		1,819,723.43		3,376,378.43		5,325,065.43

Description	Object Codes	2014-15 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2015-16 Projection (C)	% Change (Cols. E-C/C) (D)	2016-17 Projection (E)
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	550,000.00		555,000.00		568,000.00
c. Unassigned/Unappropriated	9790	1,096,652.00		2,654,307.00		4,589,994.00
d. Negative Restricted Ending Balances (Negative resources 2000-9999)	979Z	(5.57)		(5.57)		(5.57)
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves - by Amount (Sum lines E1a thru E2c)		1,646,646.43		3,209,301.43		5,157,988.43
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		9.00%		17.38%		27.28%
F. RECOMMENDED RESERVES						
1. Special Education Pass-through Exclusions For districts that serve as the administrative unit (AU) of a special education local plan area (SELPA):						
a. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?	No					
b. If you are the SELPA AU and are excluding special education pass-through funds: 1. Enter the name(s) of the SELPA(s):						
2. Special education pass-through funds (Column A: Fund 10, resources 3300-3499 and 6500-6540, objects 7211-7213 and 7221-7223; enter projections for subsequent years 1 and 2 in Columns C and E)		0.00		0.00		0.00
2. District ADA Used to determine the reserve standard percentage level on line F3d (Col. A: Form A, Estimated P-2 ADA column, lines A4, C1, and C2e; enter projections)		1,822.00		1,822.00		1,822.00
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)		18,298,562.00		18,469,130.00		18,910,465.00
b. Plus: Special Education Pass-through Funds (Line F1b2, if Line F1a is No)		0.00		0.00		0.00
c. Total Expenditures and Other Financing Uses (Line F3a plus line F3b)		18,298,562.00		18,469,130.00		18,910,465.00
d. Reserve Standard Percentage Level (Refer to Form 01CS, Criterion 10 for calculation details)		3%		3%		3%
e. Reserve Standard - By Percent (Line F3c times F3d)		548,956.86		554,073.90		567,313.95
f. Reserve Standard - By Amount (Refer to Form 01CS, Criterion 10 for calculation details)		0.00		0.00		0.00
g. Reserve Standard (Greater of Line F3e or F3f)		548,956.86		554,073.90		567,313.95
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)		YES		YES		YES

Section I - Expenditures	Funds 01, 09, and 62			2013-14 Expenditures
	Goals	Functions	Objects	
A. Total state, federal, and local expenditures (all resources)	All	All	1000-7999	18,323,181.57
B. Less all federal expenditures not allowed for MOE (Resources 3000-5999, except 3385)	All	All	1000-7999	1,172,012.57
C. Less state and local expenditures not allowed for MOE: (All resources, except federal as identified in Line B)				
1. Community Services	All	5000-5999	1000-7999	0.00
2. Capital Outlay	All except 7100-7199	All except 5000-5999	6000-6999	64,399.00
3. Debt Service	All	9100	5400-5450, 5800, 7430- 7439	1,237,344.00
4. Other Transfers Out	All	9200	7200-7299	29,860.00
5. Interfund Transfers Out	All	9300	7600-7629	47,673.00
6. All Other Financing Uses	All	9100 9200	7699 7651	0.00
7. Nonagency	7100-7199	All except 5000-5999, 9000-9999	1000-7999	0.00
8. Tuition (Revenue, in lieu of expenditures, to approximate costs of services for which tuition is received)	All	All	8710	0.00
9. Supplemental expenditures made as a result of a Presidentially declared disaster	Manually entered. Must not include expenditures in lines B, C1-C8, D1, or D2.			
10. Total state and local expenditures not allowed for MOE calculation (Sum lines C1 through C9)				1,379,276.00
D. Plus additional MOE expenditures:			1000-7143, 7300-7439 minus 8000-8699	
1. Expenditures to cover deficits for food services (Funds 13 and 61) (If negative, then zero)	All	All		46,802.00
2. Expenditures to cover deficits for student body activities	Manually entered. Must not include expenditures in lines A or D1.			
E. Total expenditures before adjustments (Line A minus lines B and C10, plus lines D1 and D2)				15,818,695.00
F. Charter school expenditure adjustments (From Section IV)				0.00
G. Total expenditures subject to MOE (Line E plus Line F)				15,818,695.00

Section II - Expenditures Per ADA		2013-14 Annual ADA/ Exps. Per ADA
A. Average Daily Attendance (Form A, Annual ADA column, sum of lines A4, C1, and C2e)		1,826.93
B. Charter school ADA adjustments (From Section IV)		0.00
C. Adjusted total ADA (Lines A plus B)		1,826.93
D. Expenditures per ADA (Line I.G divided by Line II.C)		8,658.62
Section III - MOE Calculation (For data collection only. Final determination will be done by CDE)		
	Total	Per ADA
A. Base expenditures (Preloaded expenditures from prior year official CDE MOE calculation). (Note: If the prior year MOE was not met, CDE has adjusted the prior year base to 90 percent of the preceding prior year amount rather than the actual prior year expenditure amount.)	14,815,822.56	8,057.29
1. Adjustment to base expenditure and expenditure per ADA amounts for LEAs failing prior year MOE calculation (From Section V)	0.00	0.00
2. Total adjusted base expenditure amounts (Line A plus Line A.1)	14,815,822.56	8,057.29
B. Required effort (Line A.2 times 90%)	13,334,240.30	7,251.56
C. Current year expenditures (Line I.G and Line II.D)	15,818,695.00	8,658.62
D. MOE deficiency amount, if any (Line B minus Line C) (If negative, then zero)	0.00	0.00
E. MOE determination (If one or both of the amounts in line D are zero, the MOE requirement is met; if both amounts are positive, the MOE requirement is not met. If either column in Line A.2 or Line C equals zero, the MOE calculation is incomplete.)	MOE Met	
F. MOE deficiency percentage, if MOE not met; otherwise, zero (Line D divided by Line B) (Funding under NCLB covered programs in FY 2015-16 may be reduced by the lower of the two percentages)	0.00%	0.00%

SECTION IV - Detail of Charter School Adjustments (used in Section I, Line F and Section II, Line B)

Charter School Name/Reason for Adjustment	Expenditure Adjustment	ADA Adjustment
Total charter school adjustments	0.00	0.00

SECTION V - Detail of Adjustments to Base Expenditures (used in Section III, Line A.1)

Description of Adjustments	Total Expenditures	Expenditures Per ADA
Total adjustments to base expenditures	0.00	0.00

Description	2013-14 Actual	2014-15 Budget	% Diff.
SELPA Name: Monterey County (AS)			
Date allocation plan approved by SELPA governance:			
I. TOTAL SELPA REVENUES			
A. Base Plus Taxes and Excess ERAF			
1. Base Apportionment			0.00%
2. Local Special Education Property Taxes			0.00%
3. Applicable Excess ERAF			0.00%
4. Total Base Apportionment, Taxes, and Excess ERAF	0.00	0.00	0.00%
B. COLA Apportionment			0.00%
C. Growth Apportionment or Declining ADA Adjustment			0.00%
D. Subtotal (Sum lines A.4, B, and C)	0.00	0.00	0.00%
E. Program Specialist/Regionalized Services for NSS Apportionment			0.00%
F. Low Incidence Materials, Services, and Career Technical Education Apportionment			0.00%
G. Out of Home Care Apportionment			0.00%
H. Extraordinary Cost Pool for NPS/LCI and NSS Mental Health Services Apportionment			0.00%
I. Adjustment for NSS with Declining Enrollment			0.00%
J. Grand Total Apportionment, Taxes and Excess ERAF (Sum lines D through I)	0.00	0.00	0.00%
K. Mental Health Apportionment			0.00%
L. Federal IDEA Local Assistance Grants - Preschool			0.00%
M. Federal IDEA - Section 619 Preschool			0.00%
N. Other Federal Discretionary Grants			0.00%
O. Other Adjustments			0.00%
P. Total SELPA Revenues (Sum lines J through O)	0.00	0.00	0.00%

Description	2013-14 Actual	2014-15 Budget	% Diff.
II. ALLOCATION TO SELPA MEMBERS			
Monterey County Office of Education (AS00)			0.00%
Alisal Union Elementary (AS01)			0.00%
Chualar Union Elementary (AS02)			0.00%
Greenfield Union Elementary (AS04)			0.00%
King City Union Elementary (AS05)			0.00%
Salinas City Elementary (AS06)			0.00%
San Antonio Union Elementary (AS07)			0.00%
Santa Rita Union Elementary (AS08)			0.00%
Spreckels Union Elementary (AS10)			0.00%
Washington Union Elementary (AS11)			0.00%
South Monterey County Joint Union High (AS13)			0.00%
Salinas Union High (AS14)			0.00%
Carmel Unified (AS15)			0.00%
Monterey Peninsula Unified (AS16)			0.00%
North Monterey County Unified (AS17)			0.00%
Pacific Grove Unified (AS18)			0.00%
San Ardo Union Elementary (AS19)			0.00%
San Lucas Union Elementary (AS20)			0.00%
Mission Union Elementary (AS21)			0.00%
Big Sur Unified (AS22)			0.00%
Soledad Unified (AS23)			0.00%
Gonzales Unified (AS24)			0.00%
Bradley Union Elementary (AS25)			0.00%
Graves Elementary (AS26)			0.00%
Lagunita Elementary (AS27)			0.00%
(AS99)			0.00%
Total Allocations (Sum all lines in Section II) (Amount must equal Line I.P)	0.00	0.00	0.00%

Preparer
Name: _____
Title: _____
Phone: _____

Current LEA: 27-66068-0000000 South Monterey County Joint Union High		
Selected SELPA: AS		(Enter a SELPA ID from the list below then save and close)
POTENTIAL Selpas for this LEA		DATE APPROVED
ID	SELPA-TITLE	(from Form SEA)
AS	Monterey County	

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
01 GENERAL FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						47,673.00		
Fund Reconciliation					0.00		0.00	0.00
09 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
10 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
11 ADULT EDUCATION FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
12 CHILD DEVELOPMENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
13 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					47,673.00	0.00		
Fund Reconciliation							0.00	0.00
14 DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
15 PUPIL TRANSPORTATION EQUIPMENT FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
7 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
8 SCHOOL BUS EMISSIONS REDUCTION FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
9 FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation							0.00	0.00
0 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
1 BUILDING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
5 CAPITAL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
0 STATE SCHOOL BUILDING LEASE/PURCHASE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
5 COUNTY SCHOOL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
1 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
3 CAP PROJ FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
1 BOND INTEREST AND REDEMPTION FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
1 DEBT SVC FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
1 TAX OVERRIDE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
1 DEBT SERVICE FUND								
Expenditure Detail					0.00	0.00		
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
FOUNDATION PERMANENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation							0.00	0.00
CAFETERIA ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
62 CHARTER SCHOOLS ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
63 OTHER ENTERPRISE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
86 WAREHOUSE REVOLVING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
87 SELF-INSURANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
71 RETIREE BENEFIT FUND								
Expenditure Detail					0.00			
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
73 FOUNDATION PRIVATE-PURPOSE TRUST FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00			
Fund Reconciliation							0.00	0.00
76 WARRANT/PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
35 STUDENT BODY FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
TOTALS	0.00	0.00	0.00	0.00	47,673.00	47,673.00	0.00	0.00

July 1 Budget (Single Adoption)
2014-15 Budget
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
01 GENERAL FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
99 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
10 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
11 ADULT EDUCATION FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
12 CHILD DEVELOPMENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
13 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
14 DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
5 PUPIL TRANSPORTATION EQUIPMENT FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
7 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
8 SCHOOL BUS EMISSIONS REDUCTION FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
9 FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation								
0 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
1 BUILDING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
5 CAPITAL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
0 STATE SCHOOL BUILDING LEASE/PURCHASE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
5 COUNTY SCHOOL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
3 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
3 CAP PROJ FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
1 BOND INTEREST AND REDEMPTION FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
2 DEBT SVC FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
3 TAX OVERRIDE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
3 DEBT SERVICE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
7 FOUNDATION PERMANENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation								
1 CAFETERIA ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								

July 1 Budget (Single Adoption)
2014-15 Budget
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund	Interfund	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350	Transfers In 8900-8929	Transfers Out 7600-7629		
62 CHARTER SCHOOLS ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
63 OTHER ENTERPRISE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
66 WAREHOUSE REVOLVING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
67 SELF-INSURANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
71 RETIREE BENEFIT FUND								
Expenditure Detail					0.00			
Other Sources/Uses Detail								
Fund Reconciliation								
73 FOUNDATION PRIVATE-PURPOSE TRUST FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
76 WARRANT/PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
95 STUDENT BODY FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
TOTALS	0.00	0.00	0.00	0.00	0.00	0.00		

Provide methodology and assumptions used to estimate ADA, enrollment, revenues, expenditures, reserves and fund balance, and multiyear commitments (including cost-of-living adjustments).

Deviations from the standards must be explained and may affect the approval of the budget.

CRITERIA AND STANDARDS

1. CRITERION: Average Daily Attendance

STANDARD: Funded average daily attendance (ADA) has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the previous three fiscal years by more than the following percentage levels:

Percentage Level	District ADA		
3.0%	0	to	300
2.0%	301	to	1,000
1.0%	1,001	and	over

District ADA (Form A, Estimated P-2 ADA column, lines A4, C1, and C2e): 1,822

District's ADA Standard Percentage Level: 1.0%

1A. Calculating the District's ADA Variances

DATA ENTRY: For the Second and Third Prior Years, enter data in the Revenue Limit Funded ADA, Original Budget column. All other data are extracted.

*For the First prior Year, enter the earliest estimate of the District and Charter School Regular Funded ADA in the Original Budget column.

Fiscal Year	Revenue Limit (Funded) ADA/Estimated Funded ADA		ADA Variance Level (If Budget is greater than Actuals, else N/A)	Status
	Original Budget (Form RL, Line 5c [5b])	Estimated/Unaudited Actuals (Form RL, Line 5c [5b])		
	(Form A, Lines A6, C1, and C2e)	(Form A, Lines A6, C1, and C2e)		
Third Prior Year (2011-12)	1,758.05	1,766.55	N/A	Met
Second Prior Year (2012-13)	1,791.61	1,840.93	N/A	Met
First Prior Year (2013-14)*	1,840.29	1,829.28	0.6%	Met
Budget Year (2014-15)	1,824.35			

1B. Comparison of District ADA to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Funded ADA has not been overestimated by more than the standard percentage level for the first prior year.

Explanation:
(required if NOT met)

1b. STANDARD MET - Funded ADA has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

2. CRITERION: Enrollment

STANDARD: Projected enrollment has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the previous three fiscal years by more than the following percentage levels:

Percentage Level	District ADA		
3.0%	0	to	300
2.0%	301	to	1,000
1.0%	1,001	and	over

District ADA (Form A, Estimated P-2 ADA column, lines A4, C1, and C2e): 1,822

District's Enrollment Standard Percentage Level: 1.0%

2A. Calculating the District's Enrollment Variances

DATA ENTRY: Enter data in the Enrollment, Budget, column for all fiscal years and in the Enrollment, CBEDS Actual, column for the First Prior Year; all other data are extracted or calculated.

Fiscal Year	Enrollment		Enrollment Variance Level (If Budget is greater than Actual, else N/A)		Status
	Budget	CBEDS Actual			
Third Prior Year (2011-12)	1,841	1,977	N/A		Met
Second Prior Year (2012-13)	1,909	1,971	N/A		Met
First Prior Year (2013-14)	1,963	1,962	0.1%		Met
Budget Year (2014-15)	1,955				

2B. Comparison of District Enrollment to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Enrollment has not been overestimated by more than the standard percentage level for the first prior year.

Explanation:
(required if NOT met)

1b. STANDARD MET - Enrollment has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

3. CRITERION: ADA to Enrollment

STANDARD: Projected second period (P-2) average daily attendance (ADA) to enrollment ratio for any of the budget year or two subsequent fiscal years has not increased from the historical average ratio from the three prior fiscal years by more than one half of one percent (0.5%).

3A. Calculating the District's ADA to Enrollment Standard

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	P-2 ADA Estimated/Unaudited Actuals (Form A, Lines 3, 6, and 25) (Form A, Lines A4,C1, and C2e)	Enrollment CBEDS Actual (Criterion 2, Item 2A)	Historical Ratio of ADA to Enrollment
Third Prior Year (2011-12)	1,759	1,977	89.0%
Second Prior Year (2012-13)	1,831	1,971	92.9%
First Prior Year (2013-14)	1,827	1,962	93.1%
Historical Average Ratio:			91.7%
District's ADA to Enrollment Standard (historical average ratio plus 0.5%):			92.2%

3B. Calculating the District's Projected Ratio of ADA to Enrollment

DATA ENTRY: If Form MYP exists, Estimated P-2 ADA for the two subsequent years will be extracted; if not, enter Estimated P-2 ADA data in the first column. Enter data in the Enrollment column for the two subsequent years. All other data are extracted or calculated.

Fiscal Year	Estimated P-2 ADA Budget (Form A, Lines A4,C1, and C2e) (Form MYP, Line F2)	Enrollment Budget/Projected (Criterion 2, Item 2A)	Ratio of ADA to Enrollment	Status
Budget Year (2014-15)	1,822	1,955	93.2%	Not Met
1st Subsequent Year (2015-16)	1,822	1,955	93.2%	Not Met
2nd Subsequent Year (2016-17)	1,822	1,955	93.2%	Not Met

3C. Comparison of District ADA to Enrollment Ratio to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD NOT MET - Projected P-2 ADA to enrollment ratio is above the standard for one or more of the budget or two subsequent fiscal years. Provide reasons why the projected ratio exceeds the district's historical average ratio by more than 0.5%.

Explanation:
(required if NOT met)

The District is using a projection percentage that it feels it can accomplish or exceed with the new LCFF program implementation.

4. CRITERION: LCFF Revenue

STANDARD: Projected local control funding formula (LCFF) revenue for any of the budget year or two subsequent fiscal years has not changed from the prior fiscal year by more than the change in population, plus the district's gap funding or cost-of-living adjustment (COLA)¹ and its economic recovery target payment, plus or minus one percent.

For basic aid districts, projected LCFF revenue has not changed from the prior fiscal year by more than the percent change in property tax revenues plus or minus one percent.

For districts funded by necessary small school formulas, projected LCFF revenue has not changed from the prior fiscal year amount by more than the district's gap funding or COLA¹ and its economic recovery target payment, plus or minus one percent.

¹Districts that are already at or above their LCFF target funding as described in Education Code Section 42238.03(d) receive no gap funding. These districts have a COLA applied to their LCFF target, but their year-over-year revenue increase might be less than the statutory COLA due to certain local factors and components of the funding formula.

4A. District's LCFF Revenue Standard

Indicate which standard applies:

LCFF Revenue

Basic Aid

Necessary Small School

The District must select which LCFF revenue standard applies.

LCFF Revenue Standard selected: LCFF Revenue

4A1. Calculating the District's LCFF Revenue Standard

DATA ENTRY: Enter LCFF Target amounts for the budget and two subsequent fiscal years.
Enter data in Step 1a for the two subsequent fiscal years. All other data is extracted or calculated.
Enter data for Steps 2a through 2d. All other data is calculated.

Projected LCFF Revenue

Has the District reached its LCFF
target funding level?

No

If Yes, then COLA amount in Line 2b2 is used in Line 2e Total calculation.
If No, then Gap Funding in Line 2c is used in Line 2e Total calculation.

	Budget Year (2014-15)	1st Subsequent Year (2015-16)	2nd Subsequent Year (2016-17)
LCFF Target (Reference Only)	20,949,066.00	21,384,524.00	21,870,998.00

	Prior Year (2013-14)	Budget Year (2014-15)	1st Subsequent Year (2015-16)	2nd Subsequent Year (2016-17)
Step 1 - Change in Population				
a. ADA (Funded) (Form A, lines A6, C1, and C2e)	1,829.28	1,824.35	1,824.35	1,824.35
b. Prior Year ADA (Funded)		1,829.28	1,824.35	1,824.35
c. Difference (Step 1a minus Step 1b)		(4.93)	0.00	0.00
d. Percent Change Due to Population (Step 1c divided by Step 1b)		-0.27%	0.00%	0.00%

Step 2 - Change in Funding Level			
a. Prior Year LCFF Funding		14,522,092.00	19,298,614.00
b1. COLA percentage (if district is at target)	Not Applicable		
b2. COLA amount (proxy for purposes of this criterion)	Not Applicable	0.00	0.00
c. Gap Funding (if district is not at target)		1,812,997.00	1,726,666.00
d. Economic Recovery Target Funding (current year increment)			
e. Total (Lines 2b2 or 2c, as applicable, plus Line 2d)		1,812,997.00	1,726,666.00
f. Percent Change Due to Funding Level (Step 2e divided by Step 2a)		12.48%	8.95%

Step 3 - Total Change in Population and Funding Level (Step 1d plus Step 2f)		12.21%	8.95%
LCFF Revenue Standard (Step 3, plus/minus 1%):	11.21% to 13.21%	7.95% to 9.95%	3.62% to 5.62%

4A2. Alternate LCFF Revenue Standard - Basic Aid

DATA ENTRY: If applicable to your district, input data in the 1st and 2nd Subsequent Year columns for projected local property taxes; all other data are extracted or calculated.

Basic Aid District Projected LCFF Revenue

	Prior Year (2013-14)	Budget Year (2014-15)	1st Subsequent Year (2015-16)	2nd Subsequent Year (2016-17)
Projected Local Property Taxes (Form 01, Objects 8021 - 8089)	4,802,118.00	4,802,118.00	4,802,118.00	1,802,118.00
Percent Change from Previous Year		N/A	N/A	N/A
Basic Aid Standard (percent change from previous year, plus/minus 1%):		N/A	N/A	N/A

4A3. Alternate LCFF Revenue Standard - Necessary Small School

DATA ENTRY: All data are extracted or calculated.

Necessary Small School District Projected LCFF Revenue

	Budget Year (2014-15)	1st Subsequent Year (2015-16)	2nd Subsequent Year (2016-17)
Necessary Small School Standard (Gap Funding or COLA, plus Economic Recovery Target Payment, Step 2f, plus/minus 1%):	N/A	N/A	N/A

4B. Calculating the District's Projected Change in LCFF Revenue

DATA ENTRY: Enter data in the 1st and 2nd Subsequent Year columns for LCFF Revenue; all other data are extracted or calculated.

	Prior Year (2013-14)	Budget Year (2014-15)	1st Subsequent Year (2015-16)	2nd Subsequent Year (2016-17)
LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)	14,331,942.00	16,306,614.00	18,025,280.00	18,858,647.00
District's Projected Change in LCFF Revenue:		13.78%	10.54%	4.62%
LCFF Revenue Standard:		11.21% to 13.21%	7.95% to 9.95%	3.62% to 5.62%
Status:		Not Met	Not Met	Met

4C. Comparison of District LCFF Revenue to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD NOT MET - Projected change in LCFF revenue is outside the standard in one or more of the budget or two subsequent fiscal years. Provide reasons why the projection(s) exceed the standard(s) and a description of the methods and assumptions used in projecting LCFF revenue.

Explanation:
(required if NOT met)

These projections are from the FCMAT calculator version 15.2

5. CRITERION: Salaries and Benefits

STANDARD: Projected ratio of total unrestricted salaries and benefits to total unrestricted general fund expenditures for any of the budget year or two subsequent fiscal years has not changed from the historical average ratio from the three prior fiscal years by more than the greater of three percent or the district's required reserves percentage.

It is likely that for many districts the 2014-15 and 2015-16 change from the historical average ratio will exceed the standard because certain revenues that were restricted prior to the LCFF are now unrestricted within the LCFF.

5A. Calculating the District's Historical Average Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Estimated/Unaudited Actuals - Unrestricted (Resources 0000-1999)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures
	Salaries and Benefits (Form 01, Objects 1000-3999)	Total Expenditures (Form 01, Objects 1000-7499)	
Third Prior Year (2011-12)	10,316,173.59	12,931,921.54	79.8%
Second Prior Year (2012-13)	9,982,763.27	13,119,860.79	76.1%
First Prior Year (2013-14)	9,529,068.00	13,228,481.00	72.0%
	Historical Average Ratio:		76.0%

District's Reserve Standard Percentage (Criterion 10B, Line 4): District's Salaries and Benefits Standard (historical average ratio, plus/minus the greater of 3% or the district's reserve standard percentage):	Budget Year (2014-15)	1st Subsequent Year (2015-16)	2nd Subsequent Year (2016-17)
	3.0%	3.0%	3.0%
	73.0% to 79.0%	73.0% to 79.0%	73.0% to 79.0%

5B. Calculating the District's Projected Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

DATA ENTRY: If Form MYP exists, Unrestricted Salaries and Benefits, and Total Unrestricted Expenditures data for the 1st and 2nd Subsequent Years will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

Fiscal Year	Budget - Unrestricted (Resources 0000-1999)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures	Status
	Salaries and Benefits (Form 01, Objects 1000-3999) (Form MYP, Lines B1-B3)	Total Expenditures (Form 01, Objects 1000-7499) (Form MYP, Lines B1-B8, B10)		
Budget Year (2014-15)	11,070,700.00	14,766,974.00	75.0%	Met
1st Subsequent Year (2015-16)	11,370,323.00	14,877,869.00	76.4%	Met
2nd Subsequent Year (2016-17)	11,679,850.00	15,235,744.00	76.7%	Met

5C. Comparison of District Salaries and Benefits Ratio to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Ratio of total unrestricted salaries and benefits to total unrestricted expenditures has met the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

6. CRITERION: Other Revenues and Expenditures

STANDARD: Projected operating revenues (including federal, other state, and other local) or expenditures (including books and supplies, and services and other operating), for any of the budget year or two subsequent fiscal years, have not changed from the prior fiscal year amount by more than the percentage change in population and the funded cost-of-living adjustment (COLA) plus or minus ten percent.

For each major object category, changes that exceed the percentage change in population and the funded COLA plus or minus five percent must be explained.

6A. Calculating the District's Other Revenues and Expenditures Standard Percentage Ranges

DATA ENTRY: All data are extracted or calculated.

	Budget Year (2014-15)	1st Subsequent Year (2015-16)	2nd Subsequent Year (2016-17)
1. District's Change in Population and Funding Level (Criterion 4A1, Step 3):	12.21%	8.95%	4.62%
2. District's Other Revenues and Expenditures Standard Percentage Range (Line 1, plus/minus 10%):	2.21% to 22.21%	-1.05% to 18.95%	-5.38% to 14.62%
3. District's Other Revenues and Expenditures Explanation Percentage Range (Line 1, plus/minus 5%):	7.21% to 17.21%	3.95% to 13.95%	-3.8% to 9.62%

6B. Calculating the District's Change by Major Object Category and Comparison to the Explanation Percentage Range (Section 6A, Line 3)

DATA ENTRY: If Form MYP exists, the 1st and 2nd Subsequent Year data for each revenue and expenditure section will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

Explanations must be entered for each category if the percent change for any year exceeds the district's explanation percentage range.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Change Is Outside Explanation Range
Federal Revenue (Fund 01, Objects 8100-8299) (Form MYP, Line A2)			
First Prior Year (2013-14)	1,159,174.00		
Budget Year (2014-15)	882,236.00	-23.89%	Yes
1st Subsequent Year (2015-16)	882,236.00	0.00%	Yes
2nd Subsequent Year (2016-17)	882,236.00	0.00%	No

Explanation:
(required if Yes)

2013/14 included Program Improvement Funding which was one time money

Other State Revenue (Fund 01, Objects 8300-8599) (Form MYP, Line A3)			
First Prior Year (2013-14)	1,379,589.00		
Budget Year (2014-15)	977,327.00	-29.16%	Yes
1st Subsequent Year (2015-16)	386,769.00	-60.43%	Yes
2nd Subsequent Year (2016-17)	386,769.00	0.00%	No

Explanation:
(required if Yes)

Loss of Common Core funding for 2015/16 and 16/17 as well as home to school transportation and ROP being funded in LCFF. Also not budgeting for Make Whole payment from the state regarding the state loan as it is recalculated annually and will be included in a subsequent interim report

Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYP, Line A4)			
First Prior Year (2013-14)	732,768.00		
Budget Year (2014-15)	731,500.00	-0.17%	Yes
1st Subsequent Year (2015-16)	731,500.00	0.00%	Yes
2nd Subsequent Year (2016-17)	731,500.00	0.00%	No

Explanation:
(required if Yes)

Using conservative local income numbers

Books and Supplies (Fund 01, Objects 4000-4999) (Form MYP, Line B4)			
First Prior Year (2013-14)	971,987.15		
Budget Year (2014-15)	1,007,369.00	3.64%	Yes
1st Subsequent Year (2015-16)	902,628.00	-10.40%	Yes
2nd Subsequent Year (2016-17)	920,681.00	2.00%	No

Explanation:
(required if Yes)

Added \$100,000 in 2014/15 budget for capital equipment replacement fund

Services and Other Operating Expenditures (Fund 01, Objects 5000-5999) (Form MYP, Line B5)

First Prior Year (2013-14)	3,761,181.42		
Budget Year (2014-15)	2,475,942.00	-34.17%	Yes
1st Subsequent Year (2015-16)	2,525,461.00	2.00%	Yes
2nd Subsequent Year (2016-17)	2,575,970.00	2.00%	No

Explanation:
(required if Yes)

We are not budgeting for carry over EIA and other categoricals in the adopted budget. Loss of Common Core and Program Improvement funding.

6C. Calculating the District's Change in Total Operating Revenues and Expenditures (Section 6A, Line 2)

DATA ENTRY: All data are extracted or calculated.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Status
Total Federal, Other State, and Other Local Revenue (Criterion 6B)			
First Prior Year (2013-14)	3,271,531.00		
Budget Year (2014-15)	2,591,063.00	-20.80%	Not Met
1st Subsequent Year (2015-16)	2,000,505.00	-22.79%	Not Met
2nd Subsequent Year (2016-17)	2,000,505.00	0.00%	Met
Total Books and Supplies, and Services and Other Operating Expenditures (Criterion 6B)			
First Prior Year (2013-14)	4,733,168.57		
Budget Year (2014-15)	3,483,311.00	-26.41%	Not Met
1st Subsequent Year (2015-16)	3,428,089.00	-1.59%	Not Met
2nd Subsequent Year (2016-17)	3,496,651.00	2.00%	Met

6D. Comparison of District Total Operating Revenues and Expenditures to the Standard Percentage Range

DATA ENTRY: Explanations are linked from Section 6B if the status in Section 6C is not met; no entry is allowed below.

- 1a. STANDARD NOT MET - Projected total operating revenues have changed by more than the standard in one or more of the budget or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating revenues within the standard must be entered in Section 6A above and will also display in the explanation box below.

Explanation:
Federal Revenue
(linked from 6B
if NOT met)

2013/14 included Program Improvement Funding which was one time money

Explanation:
Other State Revenue
(linked from 6B
if NOT met)

Loss of Common Core funding for 2015/16 and 16/17 as well as home to school transportation and ROP being funded in LCFF. Also not budgeting for Make Whole payment from the state regarding the state loan as it is recalculated annually and will be included in a subsequent interim report

Explanation:
Other Local Revenue
(linked from 6B
if NOT met)

Using conservative local income numbers

- 1b. STANDARD NOT MET - Projected total operating expenditures have changed by more than the standard in one or more of the budget or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating expenditures within the standard must be entered in Section 6A above and will also display in the explanation box below.

Explanation:
Books and Supplies
(linked from 6B
if NOT met)

Added \$100,000 in 2014/15 budget for capital equipment replacement fund

Explanation:
Services and Other Exps
(linked from 6B
if NOT met)

We are not budgeting for carry over EIA and other categoricals in the adopted budget. Loss of Common Core and Program Improvement funding.

7. CRITERION: Facilities Maintenance

STANDARD: Confirm that the annual contribution for facilities maintenance funding is not less than the amount required pursuant to Education Code Section 17070.75, if applicable, and that the district is providing adequately to preserve the functionality of its facilities for their normal life in accordance with Education Code sections 52060(d)(1) and 17002(d)(1).

Determining the District's Compliance with the Contribution Requirement for EC Section 17070.75 as modified by Section 17070.766 and amended by SB 70 (Chapter 7, Statutes of 2011), effective 2008-09 through 2014-15 - Ongoing and Major Maintenance/Restricted Maintenance Account (OMMA/RMA)

NOTE: SB 70 (Chapter 7, Statutes of 2011) extends EC Section 17070.766 from 2008-09 through 2014-15. EC Section 17070.766 reduced the contributions required by EC Section 17070.75 from 3 percent to 1 percent. Therefore, the calculation in this section has been revised accordingly for that period.

DATA ENTRY: Click the appropriate Yes or No button for special education local plan area (SELPA) administrative units (AUs); all other data are extracted or calculated. If standard is not met, enter an X in the appropriate box and enter an explanation, if applicable.

1.

a. For districts that are the AU of a SELPA, do you choose to exclude revenue that are passed through to participating members of the SELPA from the OMMA/RMA required minimum contribution calculation?

No

b. Pass-through revenues and apportionments that may be excluded from the OMMA/RMA calculation per EC Section 17070.75(b)(2)(C) (Fund 10, objects 7211-7213 and 7221-7223 with resources 3300-3499 and 6500-6540)

0.00

2. Ongoing and Major Maintenance/Restricted Maintenance Account

a. Budgeted Expenditures and Other Financing Uses (Form 01, objects 1000-7999)	18,298,562.00			
b. Plus: Pass-through Revenues and Apportionments (Line 1b, if line 1a is No)	0.00	1% Required Minimum Contribution (Line 2c times 1%)	Budgeted Contribution * to the Ongoing and Major Maintenance Account	Status
c. Net Budgeted Expenditures and Other Financing Uses	18,298,562.00	182,985.62	598,415.00	Met

* Fund 01, Resource 8150, Objects 8900-8999

If standard is not met, enter an X in the box that best describes why the minimum required contribution was not made:

Not applicable (district does not participate in the Leroy F. Green School Facilities Act of 1998)

Exempt (due to district's small size [EC Section 17070.75 (b)(2)(D)])

Other (explanation must be provided)

Explanation:
(required if NOT met
and Other is marked)

8. CRITERION: Deficit Spending

STANDARD: Unrestricted deficit spending (total unrestricted expenditures and other financing uses is greater than total unrestricted revenues and other financing sources) as a percentage of total unrestricted expenditures and other financing uses, has not exceeded one-third of the district's available reserves¹ as a percentage of total expenditures and other financing uses² in two out of three prior fiscal years.

8A. Calculating the District's Deficit Spending Standard Percentage Levels

DATA ENTRY: All data are extracted or calculated.

	Third Prior Year (2011-12)	Second Prior Year (2012-13)	First Prior Year (2013-14)
1. District's Available Reserve Amounts (resources 0000-1999)			
a. Reserve for Economic Uncertainties (Funds 01 and 17, Object 9789)	388,000.00	0.00	550,000.00
b. Unassigned/Unappropriated (Funds 01 and 17, Object 9790)	0.00	416,084.70	602,356.00
c. Negative General Fund Ending Balances in Restricted Resources (Fund 01, Object 9792, if negative, for each of resources 2000-9999)	(0.18)	0.00	(5.57)
d. Available Reserves (Lines 1a through 1c)	387,999.82	416,084.70	1,152,350.43
2. Expenditures and Other Financing Uses			
a. District's Total Expenditures and Other Financing Uses (Fund 01, objects 1000-7999)	19,560,895.23	17,039,033.34	18,323,181.57
b. Plus: Special Education Pass-through Funds (Fund 10, resources 3300-3499 and 6500-6540, objects 7211-7213 and 7221-7223)			0.00
c. Total Expenditures and Other Financing Uses (Line 2a plus Line 2b)	19,560,895.23	17,039,033.34	18,323,181.57
3. District's Available Reserve Percentage (Line 1d divided by Line 2c)	2.0%	2.4%	6.3%
District's Deficit Spending Standard Percentage Levels (Line 3 times 1/3):	0.7%	0.8%	2.1%

¹Available reserves are the unrestricted amounts in the Reserve for Economic Uncertainties and the Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

²A school district that is the Administrative Unit of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

8B. Calculating the District's Deficit Spending Percentages

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Net Change in Unrestricted Fund Balance (Form 01, Section E)	Total Unrestricted Expenditures and Other Financing Uses (Form 01, Objects 1000-7999)	Deficit Spending Level (If Net Change in Unrestricted Fund Balance is negative, else N/A)	Status
Third Prior Year (2011-12)	639,786.55	15,078,943.86	N/A	Met
Second Prior Year (2012-13)	(1,179,615.53)	13,266,514.30	8.9%	Not Met
First Prior Year (2013-14)	(43,861.00)	13,276,154.00	0.3%	Met
Budget Year (2014-15) (Information only)	494,296.00	14,766,974.00		

8C. Comparison of District Deficit Spending to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Unrestricted deficit spending, if any, has not exceeded the standard percentage level in two or more of the three prior years.

Explanation:
(required if NOT met)

2012-13 - The District has a negative certification and was using State Loans at that time. This condition no longer exists

9. CRITERION: Fund Balance

STANDARD: Budgeted beginning unrestricted general fund balance has not been overestimated for two out of three prior fiscal years by more than the following percentage levels:

Percentage Level ¹	District ADA		
1.7%	0	to	300
1.3%	301	to	1,000
1.0%	1,001	to	30,000
0.7%	30,001	to	400,000
0.3%	400,001	and	over

¹ Percentage levels equate to a rate of deficit spending which would eliminate recommended reserves for economic uncertainties over a three year period.

District ADA (Form A, Estimated P-2 ADA column, lines A4, C1, and C2e): 1,822

District's Fund Balance Standard Percentage Level: 1.0%

9A. Calculating the District's Unrestricted General Fund Beginning Balance Percentages

DATA ENTRY: Enter data in the Original Budget column for the First, Second, and Third Prior Years; all other data are extracted or calculated.

Fiscal Year	Unrestricted General Fund Beginning Balance ² (Form 01, Line F1e, Unrestricted Column)		Beginning Fund Balance Variance Level (If overestimated, else N/A)		Status
	Original Budget	Estimated/Unaudited Actuals			
Third Prior Year (2011-12)	742,971.00	1,486,503.54	N/A		Met
Second Prior Year (2012-13)	2138577.81	2,381,830.46	N/A		Met
First Prior Year (2013-14)	595,251.02	1,202,217.00	N/A		Met
Budget Year (2014-15) (Information only)	1,158,356.00				

² Adjusted beginning balance, including audit adjustments and other restatements (objects 9791-9795)

9B. Comparison of District Unrestricted Beginning Fund Balance to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Unrestricted general fund beginning fund balance has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

10. CRITERION: Reserves

STANDARD: Available reserves¹ for any of the budget year or two subsequent fiscal years are not less than the following percentages or amounts² as applied to total expenditures and other financing uses³:

Percentage Level	District ADA	
5% or \$64,000 (greater of)	0	to 300
4% or \$64,000 (greater of)	301	to 1,000
3%	1,001	to 30,000
2%	30,001	to 400,000
1%	400,001	and over

¹ Available reserves are the unrestricted amounts in the Reserve for Economic Uncertainties and the Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

² Dollar amounts to be adjusted annually by the prior year statutory cost-of-living adjustment (Education Code Section 42238), rounded to the nearest thousand.

³ A school district that is the Administrative Unit (AU) of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

	Budget Year (2014-15)	1st Subsequent Year (2015-16)	2nd Subsequent Year (2016-17)
District Estimated P-2 ADA (Criterion 3, Item 3B):	1,822	1,822	1,822
District's Reserve Standard Percentage Level:	3%	3%	3%

10A. Calculating the District's Special Education Pass-through Exclusions (only for districts that serve as the AU of a SELPA)

DATA ENTRY: For SELPA AUs, if Form MYP exists, all data will be extracted including the Yes/No button selection. If not, click the appropriate Yes or No button for item 1 and, if Yes, enter data for item 2a and for the two subsequent years in item 2b; Budget Year data are extracted.

For districts that serve as the AU of a SELPA (Form MYP, Lines F1a, F1b1, and F1b2):

- Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?
- If you are the SELPA AU and are excluding special education pass-through funds:
 - Enter the name(s) of the SELPA(s):

No

	Budget Year (2014-15)	1st Subsequent Year (2015-16)	2nd Subsequent Year (2016-17)
b. Special Education Pass-through Funds (Fund 10, resources 3300-3499 and 6500-6540, objects 7211-7213 and 7221-7223)	0.00	0.00	0.00

10B. Calculating the District's Reserve Standard

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for lines 1 and 2 will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

	Budget Year (2014-15)	1st Subsequent Year (2015-16)	2nd Subsequent Year (2016-17)
1. Expenditures and Other Financing Uses (Fund 01, objects 1000-7999) (Form MYP, Line B11)	18,298,562.00	18,469,130.00	18,910,465.00
2. Plus: Special Education Pass-through (Criterion 10A, Line 2b, if Criterion 10A, Line 1 is No)	0.00	0.00	0.00
3. Total Expenditures and Other Financing Uses (Line B1 plus Line B2)	18,298,562.00	18,469,130.00	18,910,465.00
4. Reserve Standard Percentage Level	3%	3%	3%
5. Reserve Standard - by Percent (Line B3 times Line B4)	548,956.86	554,073.90	567,313.95
6. Reserve Standard - by Amount (\$64,000 for districts with 0 to 1,000 ADA, else 0)	0.00	0.00	0.00
7. District's Reserve Standard (Greater of Line B5 or Line B6)	548,956.86	554,073.90	567,313.95

10C. Calculating the District's Budgeted Reserve Amount

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for lines 1 through 7 will be extracted; if not, enter data for the two subsequent years.
All other data are extracted or calculated.

Reserve Amounts (Unrestricted resources 0000-1999 except Line 4):	Budget Year (2014-15)	1st Subsequent Year (2015-16)	2nd Subsequent Year (2016-17)
1. General Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYP, Line E1a)	0.00		
2. General Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYP, Line E1b)	550,000.00	555,000.00	568,000.00
3. General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYP, Line E1c)	1,096,652.00	2,654,307.00	4,589,994.00
4. General Fund - Negative Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999) (Form MYP, Line E1d)	(5.57)	(5.57)	(5.57)
5. Special Reserve Fund - Stabilization Arrangements (Fund 17, Object 9750) (Form MYP, Line E2a)	0.00		
6. Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYP, Line E2b)	0.00		
7. Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYP, Line E2c)	0.00		
8. District's Budgeted Reserve Amount (Lines C1 thru C7)	1,646,646.43	3,209,301.43	5,157,988.43
9. District's Budgeted Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	9.00%	17.38%	27.28%
District's Reserve Standard (Section 10B, Line 7):	548,956.86	554,073.90	567,313.95
Status:	Met	Met	Met

10D. Comparison of District Reserve Amount to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Projected available reserves have met the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

SUPPLEMENTAL INFORMATION

DATA ENTRY: Click the appropriate Yes or No button for items S1 through S4. Enter an explanation for each Yes answer.

S1. Contingent Liabilities

1a. Does your district have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?

Yes

1b. If Yes, identify the liabilities and how they may impact the budget:

Prior year Audit settlement amounts are being finalized and money as been designated from Fund 17 for this purpose.

S2. Use of One-time Revenues for Ongoing Expenditures

1a. Does your district have ongoing general fund expenditures in the budget in excess of one percent of the total general fund expenditures that are funded with one-time resources?

No

1b. If Yes, identify the expenditures and explain how the one-time resources will be replaced to continue funding the ongoing expenditures in the following fiscal years:

S3. Use of Ongoing Revenues for One-time Expenditures

1a. Does your district have large non-recurring general fund expenditures that are funded with ongoing general fund revenues?

Yes

1b. If Yes, identify the expenditures:

\$100,000 for start of a Capital Equipment Replicaement fund.

S4. Contingent Revenues

1a. Does your district have projected revenues for the budget year or either of the two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?

No

1b. If Yes, identify any of these revenues that are dedicated for ongoing expenses and explain how the revenues will be replaced or expenditures reduced:

S5. Contributions

Identify projected contributions from unrestricted resources in the general fund to restricted resources in the general fund for the budget year and two subsequent fiscal years. Provide an explanation if contributions have changed from the prior fiscal year amounts by more than \$20,000 and more than ten percent. Explanation should include whether contributions are ongoing or one-time in nature.

Identify projected transfers to or from the general fund to cover operating deficits in either the general fund or any other fund for the budget year and two subsequent fiscal years. Provide an explanation if transfers have changed from the prior fiscal year amounts by more than \$20,000 and more than ten percent. Explanation should include whether transfers are ongoing or one-time in nature.

Estimate the impact of any capital projects on the general fund operational budget.

District's Contributions and Transfers Standard:	-10.0% to +10.0% or -\$20,000 to +\$20,000
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S5A. Identification of the District's Projected Contributions, Transfers, and Capital Projects that may Impact the General Fund

DATA ENTRY: For Contributions, enter data in the Projection column for the 1st and 2nd Subsequent Years. Contributions for the First Prior Year and Budget Year will be extracted. For Transfers In and Transfers Out, enter data in the First Prior Year. If Form MYP exists, the data will be extracted for the Budget Year, and 1st and 2nd Subsequent Years. If Form MYP does not exist, enter data in the Budget Year, 1st and 2nd subsequent Years. Click the appropriate button for item 1d; all other data will be calculated.

Description / Fiscal Year	Projection	Amount of Change	Percent Change	Status
1a. Contributions, Unrestricted General Fund (Fund 01, Resources 0000-1999, Object 8980)				
First Prior Year (2013-14)	(1,939,298.00)			
Budget Year (2014-15)	(1,913,253.00)	(26,045.00)	-1.3%	Met
1st Subsequent Year (2015-16)	(1,995,365.00)	82,112.00	4.3%	Met
2nd Subsequent Year (2016-17)	(2,078,825.00)	83,460.00	4.2%	Met
1b. Transfers In, General Fund *				
First Prior Year (2013-14)	0.00			
Budget Year (2014-15)	0.00	0.00	0.0%	Met
1st Subsequent Year (2015-16)	0.00	0.00	0.0%	Met
2nd Subsequent Year (2016-17)	0.00	0.00	0.0%	Met
1c. Transfers Out, General Fund *				
First Prior Year (2013-14)	47,302.00			
Budget Year (2014-15)	0.00	(47,302.00)	-100.0%	Not Met
1st Subsequent Year (2015-16)	0.00	0.00	0.0%	Met
2nd Subsequent Year (2016-17)	0.00	0.00	0.0%	Met

1d. Impact of Capital Projects	
Do you have any capital projects that may impact the general fund operational budget?	No

* Include transfers used to cover operating deficits in either the general fund or any other fund.

S5B. Status of the District's Projected Contributions, Transfers, and Capital Projects

DATA ENTRY: Enter an explanation if Not Met for items 1a-1c or if Yes for item 1d.

1a. MET - Projected contributions have not changed by more than the standard for the budget and two subsequent fiscal years.	
Explanation: (required if NOT met)	

1b. MET - Projected transfers in have not changed by more than the standard for the budget and two subsequent fiscal years.	
Explanation: (required if NOT met)	

1c. NOT MET - The projected transfers out of the general fund have changed by more than the standard for one or more of the budget or subsequent two fiscal years. Identify the amount(s) transferred, by fund, and whether transfers are ongoing or one-time in nature. If ongoing, explain the district's plan, with timeframes, for reducing or eliminating the transfers.

Explanation:
(required if NOT met)

1c. in 2013/14 General Fund transfered \$47,302 into fund13. This was is not expected to be needed in 2014/15 and afterward due to restructuring of Food Service Program

1d. NO - There are no capital projects that may impact the general fund operational budget.

Project Information:
(required if YES)

S6. Long-term Commitments

Identify all existing and new multiyear commitments¹ and their annual required payments for the budget year and two subsequent fiscal years.

Explain how any increase in annual payments will be funded. Also explain how any decrease to funding sources used to pay long-term commitments will be replaced.

¹ Include multiyear commitments, multiyear debt agreements, and new programs or contracts that result in long-term obligations.

S6A. Identification of the District's Long-term Commitments

DATA ENTRY: Click the appropriate button in item 1 and enter data in all columns of item 2 for applicable long-term commitments; there are no extractions in this section.

- Does your district have long-term (multiyear) commitments?
(If No, skip item 2 and Sections S6B and S6C)
- If Yes to item 1, list all new and existing multiyear commitments and required annual debt service amounts. Do not include long-term commitments for postemployment benefits other than pensions (OPEB); OPEB is disclosed in item S7A.

Type of Commitment	# of Years Remaining	SACS Fund and Object Codes Used For:		Principal Balance as of July 1, 2014
		Funding Sources (Revenues)	Debt Service (Expenditures)	
Capital Leases	5	Fund 25	Object 74xx	400,080
Certificates of Participation				
General Obligation Bonds	5	Fund 51		12,620,000
Supp Early Retirement Program	2	Fund 01	37xx	60,000
State School Building Loans				
Compensated Absences				

Other Long-term Commitments (do not include OPEB):

Lease-Lease Back Bond Loan	16	General Fund	74xx	13,050,000
TOTAL:				26,130,080

Type of Commitment (continued)	Prior Year (2013-14) Annual Payment (P & I)	Budget Year (2014-15) Annual Payment (P & I)	1st Subsequent Year (2015-16) Annual Payment (P & I)	2nd Subsequent Year (2016-17) Annual Payment (P & I)
Capital Leases	104,673	104,673	104,673	104,673
Certificates of Participation				
General Obligation Bonds	765,000	765,000	765,000	765,000
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				

Other Long-term Commitments (continued):

Lease-Lease Back Bond Loan	1,244,544	1,243,144	1,245,944	1,247,744
Total Annual Payments:	2,114,217	2,112,817	2,115,617	2,117,417
Has total annual payment increased over prior year (2013-14)?	No	Yes	Yes	Yes

S6B. Comparison of the District's Annual Payments to Prior Year Annual Payment

DATA ENTRY: Enter an explanation if Yes.

- 1a. Yes - Annual payments for long-term commitments have increased in one or more of the budget or two subsequent fiscal years. Explain how the increase in annual payments will be funded.

Explanation:
(required if Yes
to increase in total
annual payments)

The Lease-Lease Back Loan payment schedule has minor payment amount changes

S6C. Identification of Decreases to Funding Sources Used to Pay Long-term Commitments

DATA ENTRY: Click the appropriate Yes or No button in item 1; if Yes, an explanation is required in item 2.

1. Will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources?

No

2. No - Funding sources will not decrease or expire prior to the end of the commitment period, and one-time funds are not being used for long-term commitment annual payments.

Explanation:
(required if Yes)

S7. Unfunded Liabilities

Estimate the unfunded liability for postemployment benefits other than pensions (OPEB) based on an actuarial valuation, if required, or other method; identify or estimate the annual required contribution; and indicate how the obligation is funded (pay-as-you-go, amortized over a specific period, etc.).

Estimate the unfunded liability for self-insurance programs such as workers' compensation based on an actuarial valuation, if required, or other method; identify or estimate the required contribution; and indicate how the obligation is funded (level of risk retained, funding approach, etc.).

S7A. Identification of the District's Estimated Unfunded Liability for Postemployment Benefits Other than Pensions (OPEB)

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section except the budget year data on line 5b.

1. Does your district provide postemployment benefits other than pensions (OPEB)? (If No, skip items 2-5)

Yes

2. For the district's OPEB:
a. Are they lifetime benefits?

No

b. Do benefits continue past age 65?

Yes

c. Describe any other characteristics of the district's OPEB program including eligibility criteria and amounts, if any, that retirees are required to contribute toward their own benefits:

3. a. Are OPEB financed on a pay-as-you-go, actuarial cost, or other method?

Pay-as-you-go

b. Indicate any accumulated amounts earmarked for OPEB in a self-insurance or governmental fund

Self-Insurance Fund	Governmental Fund
0	0

4. OPEB Liabilities

a. OPEB actuarial accrued liability (AAL)
b. OPEB unfunded actuarial accrued liability (UAAL)
c. Are AAL and UAAL based on the district's estimate or an actuarial valuation?
d. If based on an actuarial valuation, indicate the date of the OPEB valuation

2,619,818.00
2,619,818.00
Actuarial
Dec 29, 2011

5. OPEB Contributions

a. OPEB annual required contribution (ARC) per actuarial valuation or Alternative Measurement Method
b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund) (funds 01-70, objects 3701-3752)
c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)
d. Number of retirees receiving OPEB benefits

Budget Year (2014-15)	1st Subsequent Year (2015-16)	2nd Subsequent Year (2016-17)
0.00	0.00	0.00
141,661.00	90,000.00	90,000.00
0.00	0.00	0.00
11	8	8

S7B. Identification of the District's Unfunded Liability for Self-Insurance Programs

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section.

1. Does your district operate any self-insurance programs such as workers' compensation, employee health and welfare, or property and liability? (Do not include OPEB, which is covered in Section S7A) (If No, skip items 2-4)

No

2. Describe each self-insurance program operated by the district, including details for each such as level of risk retained, funding approach, basis for valuation (district's estimate or actuarial), and date of the valuation:

3. Self-Insurance Liabilities

- a. Accrued liability for self-insurance programs
b. Unfunded liability for self-insurance programs

4. Self-Insurance Contributions

- a. Required contribution (funding) for self-insurance programs
b. Amount contributed (funded) for self-insurance programs

Budget Year
(2014-15)

1st Subsequent Year
(2015-16)

2nd Subsequent Year
(2016-17)

S8. Status of Labor Agreements

Analyze the status of employee labor agreements. Identify new labor agreements, as well as new commitments provided as part of previously ratified multiyear agreements; and include all contracts, including all administrator contracts (and including all compensation). For new agreements, indicate the date of the required board meeting. Compare the increase in new commitments to the projected increase in ongoing revenues, and explain how these commitments will be funded in future fiscal years.

If salary and benefit negotiations are not finalized at budget adoption, upon settlement with certificated or classified staff:

The school district must determine the cost of the settlement, including salaries, benefits, and any other agreements that change costs, and provide the county office of education (COE) with an analysis of the cost of the settlement and its impact on the operating budget.

The county superintendent shall review the analysis relative to the criteria and standards, and may provide written comments to the president of the district governing board and superintendent.

S8A. Cost Analysis of District's Labor Agreements - Certificated (Non-management) Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2013-14)	Budget Year (2014-15)	1st Subsequent Year (2015-16)	2nd Subsequent Year (2016-17)
Number of certificated (non-management) full-time-equivalent (FTE) positions	72.5	79.5	79.5	79.5

Certificated (Non-management) Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year?

No

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7.

MOU has been signed related to return of the four furlough days and a shortening of the teacher work year by one day. All that is left is to take this to the BOT with an AB1200 disclosure.

Negotiations Settled

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

2b. Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official?

If Yes, date of Superintendent and CBO certification:

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement?

If Yes, date of budget revision board adoption:

4. Period covered by the agreement:

Begin Date:

End Date:

5. Salary settlement:

Budget Year
(2014-15)

1st Subsequent Year
(2015-16)

2nd Subsequent Year
(2016-17)

Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?

One Year Agreement

Total cost of salary settlement

% change in salary schedule from prior year
or

Multiyear Agreement

Total cost of salary settlement

% change in salary schedule from prior year
(may enter text, such as "Reopener")

Identify the source of funding that will be used to support multiyear salary commitments:

Negotiations Not Settled

6. Cost of a one percent increase in salary and statutory benefits	55,777		
	Budget Year (2014-15)	1st Subsequent Year (2015-16)	2nd Subsequent Year (2016-17)
7. Amount included for any tentative salary schedule increases	0	0	0

Certificated (Non-management) Health and Welfare (H&W) Benefits

	Budget Year (2014-15)	1st Subsequent Year (2015-16)	2nd Subsequent Year (2016-17)
1. Are costs of H&W benefit changes included in the budget and MYPs?	Yes	Yes	Yes
2. Total cost of H&W benefits	874,500	918,225	964,136
3. Percent of H&W cost paid by employer	100.0%	100.0%	100.0%
4. Percent projected change in H&W cost over prior year	9.0%	5.0%	5.0%

Certificated (Non-management) Prior Year Settlements

Are any new costs from prior year settlements included in the budget?	No		
If Yes, amount of new costs included in the budget and MYPs			
If Yes, explain the nature of the new costs:			

Certificated (Non-management) Step and Column Adjustments

	Budget Year (2014-15)	1st Subsequent Year (2015-16)	2nd Subsequent Year (2016-17)
1. Are step & column adjustments included in the budget and MYPs?	Yes	Yes	Yes
2. Cost of step & column adjustments	114,723	130,938	133,557
3. Percent change in step & column over prior year	2.0%	2.0%	2.0%

Certificated (Non-management) Attrition (layoffs and retirements)

	Budget Year (2014-15)	1st Subsequent Year (2015-16)	2nd Subsequent Year (2016-17)
1. Are savings from attrition included in the budget and MYPs?	No	No	No
2. Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?	No	No	No

Certificated (Non-management) - Other

List other significant contract changes and the cost impact of each change (i.e., class size, hours of employment, leave of absence, bonuses, etc.):

Restoration of the prior year 4 furlough days

S8B. Cost Analysis of District's Labor Agreements - Classified (Non-management) Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2013-14)	Budget Year (2014-15)	1st Subsequent Year (2015-16)	2nd Subsequent Year (2016-17)
Number of classified (non-managment) FTE positions	40.5	45.8	45.8	45.8

Classified (Non-management) Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year?
If Yes, and the corresponding public disclosure documents
have been filed with the COE, complete questions 2 and 3.

No

If Yes, and the corresponding public disclosure documents
have not been filed with the COE, complete questions 2-5.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7.

MOU has been signed related to return of the four furlough days and a the addition of two paid Staff development days for current year. All that is left is
to take this to the BOT with an AB1200 disclosure.

Negotiations Settled

- 2a. Per Government Code Section 3547.5(a), date of public disclosure
board meeting:

- 2b. Per Government Code Section 3547.5(b), was the agreement certified
by the district superintendent and chief business official?

If Yes, date of Superintendent and CBO certification:

3. Per Government Code Section 3547.5(c), was a budget revision adopted
to meet the costs of the agreement?

If Yes, date of budget revision board adoption:

4. Period covered by the agreement:

Begin Date:

End Date:

5. Salary settlement:

Budget Year
(2014-15)

1st Subsequent Year
(2015-16)

2nd Subsequent Year
(2016-17)

Is the cost of salary settlement included in the budget and multiyear
projections (MYPs)?

One Year Agreement

Total cost of salary settlement

% change in salary schedule from prior year

or

Multiyear Agreement

Total cost of salary settlement

% change in salary schedule from prior year
(may enter text, such as "Reopener")

Identify the source of funding that will be used to support multiyear salary commitments:

Negotiations Not Settled

6. Cost of a one percent increase in salary and statutory benefits

14,085

7. Amount included for any tentative salary schedule increases

Budget Year
(2014-15)

1st Subsequent Year
(2015-16)

2nd Subsequent Year
(2016-17)

0

0

0

Classified (Non-management) Health and Welfare (H&W) Benefits

- 1. Are costs of H&W benefit changes included in the budget and MYPs?
- 2. Total cost of H&W benefits
- 3. Percent of H&W cost paid by employer
- 4. Percent projected change in H&W cost over prior year

Budget Year (2014-15)	1st Subsequent Year (2015-16)	2nd Subsequent Year (2016-17)
Yes	Yes	Yes
503,800	528,990	555,440
100.0%	100.0%	100.0%
5.0%	5.0%	5.0%

Classified (Non-management) Prior Year Settlements

- Are any new costs from prior year settlements included in the budget?
- If Yes, amount of new costs included in the budget and MYPs
- If Yes, explain the nature of the new costs:

No		
----	--	--

Classified (Non-management) Step and Column Adjustments

- 1. Are step & column adjustments included in the budget and MYPs?
- 2. Cost of step & column adjustments
- 3. Percent change in step & column over prior year

Budget Year (2014-15)	1st Subsequent Year (2015-16)	2nd Subsequent Year (2016-17)
Yes	Yes	Yes
37,584	38,336	39,103
2.0%	2.0%	2.0%

Classified (Non-management) Attrition (layoffs and retirements)

- 1. Are savings from attrition included in the budget and MYPs?
- 2. Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?

Budget Year (2014-15)	1st Subsequent Year (2015-16)	2nd Subsequent Year (2016-17)
No	No	No
No	No	No

Classified (Non-management) - Other

List other significant contract changes and the cost impact of each change (i.e., hours of employment, leave of absence, bonuses, etc.):

Reinstatement of four furlough days from prior year.

S8C. Cost Analysis of District's Labor Agreements - Management/Supervisor/Confidential Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2013-14)	Budget Year (2014-15)	1st Subsequent Year (2015-16)	2nd Subsequent Year (2016-17)
Number of management, supervisor, and confidential FTE positions	14.0	14.0	14.0	14.0

**Management/Supervisor/Confidential
Salary and Benefit Negotiations**

1. Are salary and benefit negotiations settled for the budget year?

Yes

If Yes, complete question 2.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 3 and 4.

If n/a, skip the remainder of Section S8C.

Negotiations Settled

2. Salary settlement:

Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?

Total cost of salary settlement

% change in salary schedule from prior year
(may enter text, such as "Reopener")

Budget Year (2014-15)	1st Subsequent Year (2015-16)	2nd Subsequent Year (2016-17)
Yes	Yes	Yes
0	0	0
0.0%	0.0%	0.0%

Negotiations Not Settled

3. Cost of a one percent increase in salary and statutory benefits

4. Amount included for any tentative salary schedule increases

Budget Year (2014-15)	1st Subsequent Year (2015-16)	2nd Subsequent Year (2016-17)

**Management/Supervisor/Confidential
Health and Welfare (H&W) Benefits**

- Are costs of H&W benefit changes included in the budget and MYPs?
- Total cost of H&W benefits
- Percent of H&W cost paid by employer
- Percent projected change in H&W cost over prior year

Budget Year (2014-15)	1st Subsequent Year (2015-16)	2nd Subsequent Year (2016-17)
Yes	Yes	Yes
154,000	154,000	154,000
100.0%	100.0%	100.0%
0.0%	0.0%	0.0%

**Management/Supervisor/Confidential
Step and Column Adjustments**

- Are step & column adjustments included in the budget and MYPs?
- Cost of step and column adjustments
- Percent change in step & column over prior year

Budget Year (2014-15)	1st Subsequent Year (2015-16)	2nd Subsequent Year (2016-17)
Yes	Yes	Yes
5,000	5,000	5,000
0.0%	0.0%	0.0%

**Management/Supervisor/Confidential
Other Benefits (mileage, bonuses, etc.)**

- Are costs of other benefits included in the budget and MYPs?
- Total cost of other benefits
- Percent change in cost of other benefits over prior year

Budget Year (2014-15)	1st Subsequent Year (2015-16)	2nd Subsequent Year (2016-17)
Yes	Yes	Yes
11,760	11,760	1,176
0.0%	0.0%	0.0%

S9. Local Control and Accountability Plan (LCAP)

Confirm that the school district's governing board has adopted an LCAP or an update to the LCAP effective for the budget year.

DATA ENTRY: Click the appropriate Yes or No button in item 1, and enter the date in item 2.

1. Did or will the school district's governing board adopt an LCAP or approve an update to the LCAP effective for the budget year?

Yes

2. Approval date for adoption of the LCAP or approval of an update to the LCAP.

Jun 11, 2014

S10. LCAP Expenditures

Confirm that the school district's budget includes the expenditures necessary to implement the LCAP or annual update to the LCAP.

DATA ENTRY: Click the appropriate Yes or No button.

Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template, Section 3: Actions, Services and Expenditures?

Yes

ADDITIONAL FISCAL INDICATORS

The following fiscal indicators are designed to provide additional data for reviewing agencies. A "Yes" answer to any single indicator does not necessarily suggest a cause for concern, but may alert the reviewing agency to the need for additional review.

DATA ENTRY: Click the appropriate Yes or No button for items A1 through A9 except item A3, which is automatically completed based on data in Criterion 2.

A1. Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?	No
A2. Is the system of personnel position control independent from the payroll system?	No
A3. Is enrollment decreasing in both the prior fiscal year and budget year? (Data from the enrollment budget column of Criterion 2A are used to determine Yes or No)	No
A4. Are new charter schools operating in district boundaries that impact the district's enrollment, either in the prior fiscal year or budget year?	No
A5. Has the district entered into a bargaining agreement where any of the budget or subsequent years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	No
A6. Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	No
A7. Is the district's financial system independent of the county office system?	No
A8. Does the district have any reports that indicate fiscal distress pursuant to Education Code Section 42127.6(a)? (If Yes, provide copies to the county office of education)	No
A9. Have there been personnel changes in the superintendent or chief business official positions within the last 12 months?	No

When providing comments for additional fiscal indicators, please include the item number applicable to each comment.

Comments:
(optional)

End of School District Budget Criteria and Standards Review

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27-66068-0000000

July 1 Budget (Single Adoption)
2014-15 Budget

Technical Review Checks

South Monterey County Joint Union High

Monterey County

Following is a chart of the various types of technical review checks and related requirements:

- F - Fatal (Data must be corrected; an explanation is not allowed)
- W/WC - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)
- O - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

IMPORT CHECKS

CHECKFUND - (F) - All FUND codes must be valid.	<u>PASSED</u>
CHECKRESOURCE - (W) - All RESOURCE codes must be valid.	<u>PASSED</u>
CHK-RS-LOCAL-DEFINED - (F) - All locally defined resource codes must roll up to a CDE defined resource code.	<u>PASSED</u>
CHECKGOAL - (F) - All GOAL codes must be valid.	<u>PASSED</u>
CHECKFUNCTION - (F) - All FUNCTION codes must be valid.	<u>PASSED</u>
CHECKOBJECT - (F) - All OBJECT codes must be valid.	<u>PASSED</u>
CHK-FUNDxOBJECT - (F) - All FUND and OBJECT account code combinations must be valid.	<u>PASSED</u>
CHK-FUNDxRESOURCE - (W) - All FUND and RESOURCE account code combinations should be valid.	<u>PASSED</u>
CHK-FUNDxGOAL - (W) - All FUND and GOAL account code combinations should be valid.	<u>PASSED</u>
CHK-FUNDxFUNCTION-A - (W) - All FUND (funds 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations should be valid.	<u>PASSED</u>
CHK-FUNDxFUNCTION-B - (F) - All FUND (all funds except for 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations must be valid.	<u>PASSED</u>
CHK-RESOURCExOBJECTA - (W) - All RESOURCE and OBJECT (objects 8000 through 9999, except for 9791, 9793, and 9795) account code combinations should be valid.	<u>PASSED</u>
CHK-RESOURCExOBJECTB - (O) - All RESOURCE and OBJECT (objects 9791, 9793, and 9795) account code combinations should be valid.	<u>PASSED</u>
CHK-FUNCTIONxOBJECT - (F) - All FUNCTION and OBJECT account code combinations must be valid.	<u>PASSED</u>
CHK-GOALxFUNCTION-A - (F) - Goal and function account code combinations (all goals with expenditure objects 1000-7999 in functions 1000-1999 and 4000-5999)	

must be valid. NOTE: Functions not included in the GOALxFUNCTION table (0000, 2000-3999, 6000-6999, 7100-7199, 7210, 8000-8999) are not checked and will pass the TRC. PASSED

CHK-GOALxFUNCTION-B - (F) - General administration costs (functions 7200-7999, except 7210) must be direct-charged to an Undistributed, Nonagency, or County Services to Districts goal (Goal 0000, 7100-7199, or 8600-8699). PASSED

SPECIAL-ED-GOAL - (F) - Special Education revenue and expenditure transactions (resources 3300-3405, 6500-6540, and 7240, objects 1000-8999) must be coded to a Special Education 5000 goal or to Goal 7110, Nonagency-Educational. This technical review check excludes Early Intervening Services resources 3312, 3318, 3322, 3329, 3332, and 3334. PASSED

GENERAL LEDGER CHECKS

INTERFD-DIR-COST - (F) - Transfers of Direct Costs - Interfund (Object 5750) must net to zero for all funds. PASSED

INTERFD-INDIRECT - (F) - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero for all funds. PASSED

INTERFD-INDIRECT-FN - (F) - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero by function. PASSED

INTERFD-IN-OUT - (F) - Interfund Transfers In (objects 8910-8929) must equal Interfund Transfers Out (objects 7610-7629). PASSED

LCFF-TRANSFER - (F) - LCFF Transfers (objects 8091 and 8099) must net to zero, individually. PASSED

INTRA-FD-DIR-COST - (F) - Transfers of Direct Costs (Object 5710) must net to zero by fund. PASSED

INTRA-FD-INDIRECT - (F) - Transfers of Indirect Costs (Object 7310) must net to zero by fund. PASSED

INTRA-FD-INDIRECT-FN - (F) - Transfers of Indirect Costs (Object 7310) must net to zero by function. PASSED

CONTRIB-UNREST-REV - (F) - Contributions from Unrestricted Revenues (Object 8980) must net to zero by fund. PASSED

CONTRIB-RESTR-REV - (F) - Contributions from Restricted Revenues (Object 8990) must net to zero by fund. PASSED

RESTR-BAL-TRANSFER - (F) - Transfers of Restricted Balances (Object 8997) must net to zero. PASSED

EPA-CONTRIB - (F) - There should be no contributions (objects 8980-8999) to the Education Protection Account (Resource 1400). PASSED

LOTTERY-CONTRIB - (F) - There should be no contributions (objects 8980-8999) to the lottery (resources 1100 and 6300) or from the Lottery: Instructional Materials (Resource 6300). PASSED

PASS-THRU-REV=EXP - (W) - Pass-through revenues from all sources (objects 8287, 8587, and 8697) should equal transfers of pass-through revenues to other

agencies (objects 7211 through 7213, plus 7299 for resources 3327 and 3328), by resource. PASSED

SE-PASS-THRU-REVENUE - (W) - Transfers of special education pass-through revenues are not reported in the general fund for the Administrative Unit of a Special Education Local Plan Area. PASSED

EXCESS-ASSIGN-REU - (F) - Amounts reported in Other Assignments (Object 9780) and/or Reserve for Economic Uncertainties (REU) (Object 9789) should not create a negative amount in Unassigned/Unappropriated (Object 9790) by fund and resource (for all funds except funds 61 through 73). PASSED

UNASSIGNED-NEGATIVE - (F) - Unassigned/Unappropriated balance (Object 9790) must be zero or negative, by resource, in all funds except the general fund and funds 61 through 73. PASSED

UNR-NET-POSITION-NEG - (F) - Unrestricted Net Position (Object 9790), in restricted resources, must be zero or negative, by resource, in funds 61 through 73. PASSED

RS-NET-POSITION-ZERO - (F) - Restricted Net Position (Object 9797), in unrestricted resources, must be zero, by resource, in funds 61 through 73. PASSED

EFB-POSITIVE - (W) - All ending fund balances (Object 979Z) should be positive by resource, by fund. PASSED

OBJ-POSITIVE - (W) - All applicable objects should have a positive balance by resource, by fund. PASSED

REV-POSITIVE - (W) - Revenue amounts exclusive of contributions (objects 8000-8979) should be positive by resource, by fund. PASSED

EXP-POSITIVE - (W) - Expenditure amounts (objects 1000-7999) should be positive by function, resource, and fund. PASSED

CEFB-POSITIVE - (F) - Components of Ending Fund Balance/Net Position (objects 9700-9789, 9796, and 9797) must be positive individually by resource, by fund. PASSED

SUPPLEMENTAL CHECKS

CS-EXPLANATIONS - (F) - Explanations must be provided in the Criteria and Standards Review (Form 01CS) for all criteria and for supplemental information items S1 through S6, and S9 if applicable, where the standard has not been met or where the status is Not Met or Yes. PASSED

CS-YES-NO - (F) - Supplemental information items and additional fiscal indicator items in the Criteria and Standards Review (Form 01CS) must be answered Yes or No, where applicable, for the form to be complete. PASSED

EXPORT CHECKS

FORM01-PROVIDE - (F) - Form 01 (Form 01I) must be opened and saved. PASSED

BUDGET-CERT-PROVIDE - (F) - Budget Certification (Form CB) must be provided.

PASSED

WK-COMP-CERT-PROVIDE - (F) - Workers' Compensation Certification (Form CC) must be provided. PASSED

ADA-PROVIDE - (F) - Average Daily Attendance data (Form A) must be provided. PASSED

CS-PROVIDE - (F) - The Criteria and Standards Review (Form 01CS) has been provided. PASSED

MYP-PROVIDE - (W) - A Multiyear Projection Worksheet must be provided with your Budget. (Note: LEAs may use a multiyear projection worksheet other than Form MYP, with approval of their reviewing agency, as long as it provides current year and at least two subsequent fiscal years, and separately projects unrestricted resources, restricted resources, and combined total resources.) PASSED

CHK-UNBALANCED-A - (W) - Unbalanced and/or incomplete data in any of the forms should be corrected before an official export is completed. PASSED

CHK-UNBALANCED-B - (F) - Unbalanced and/or incomplete data in any of the forms must be corrected before an official export can be completed. PASSED

CHK-DEPENDENCY - (F) - If data have changed that affect other forms, the affected forms must be opened and saved. PASSED

Checks Completed.

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July 1 Budget (Single Adoption)
2013-14 Estimated Actuals
Technical Review Checks

South Monterey County Joint Union High

Monterey County

Following is a chart of the various types of technical review checks and related requirements:

- F - Fatal (Data must be corrected; an explanation is not allowed)
- W/WC - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)
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IMPORT CHECKS

CHECKFUND - (F) - All FUND codes must be valid.	<u>PASSED</u>
CHECKRESOURCE - (W) - All RESOURCE codes must be valid.	<u>PASSED</u>
CHK-RS-LOCAL-DEFINED - (F) - All locally defined resource codes must roll up to a CDE defined resource code.	<u>PASSED</u>
CHECKGOAL - (F) - All GOAL codes must be valid.	<u>PASSED</u>
CHECKFUNCTION - (F) - All FUNCTION codes must be valid.	<u>PASSED</u>
CHECKOBJECT - (F) - All OBJECT codes must be valid.	<u>PASSED</u>
CHK-FUNDxOBJECT - (F) - All FUND and OBJECT account code combinations must be valid.	<u>PASSED</u>
CHK-FUNDxRESOURCE - (W) - All FUND and RESOURCE account code combinations should be valid.	<u>PASSED</u>
CHK-FUNDxGOAL - (W) - All FUND and GOAL account code combinations should be valid.	<u>PASSED</u>
CHK-FUNDxFUNCTION-A - (W) - All FUND (funds 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations should be valid.	<u>PASSED</u>
CHK-FUNDxFUNCTION-B - (F) - All FUND (all funds except for 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations must be valid.	<u>PASSED</u>
CHK-RESOURCExOBJECTA - (W) - All RESOURCE and OBJECT (objects 8000 through 9999, except for 9791, 9793, and 9795) account code combinations should be valid.	<u>PASSED</u>
CHK-RESOURCExOBJECTB - (O) - All RESOURCE and OBJECT (objects 9791, 9793, and 9795) account code combinations should be valid.	<u>PASSED</u>
CHK-FUNCTIONxOBJECT - (F) - All FUNCTION and OBJECT account code combinations must be valid.	<u>PASSED</u>
CHK-GOALxFUNCTION-A - (F) - Goal and function account code combinations (all goals with expenditure objects 1000-7999 in functions 1000-1999 and 4000-5999)	

must be valid. NOTE: Functions not included in the GOALxFUNCTION table (0000, 2000-3999, 6000-6999, 7100-7199, 7210, 8000-8999) are not checked and will pass the TRC. PASSED

CHK-GOALxFUNCTION-B - (F) - General administration costs (functions 7200-7999, except 7210) must be direct-charged to an Undistributed, Nonagency, or County Services to Districts goal (Goal 0000, 7100-7199, or 8600-8699). PASSED

SPECIAL-ED-GOAL - (F) - Special Education revenue and expenditure transactions (resources 3300-3405, 6500-6540, and 7240, objects 1000-8999) must be coded to a Special Education 5000 goal or to Goal 7110, Nonagency-Educational. This technical review check excludes Early Intervening Services resources 3312, 3318, 3322, 3329, 3332, and 3334. PASSED

PY-EFB=CY-BFB - (F) - Prior year ending fund balance (preloaded from last year's unaudited actuals submission) must equal current year beginning fund balance (Object 9791). PASSED

PY-EFB=CY-BFB-RES - (F) - Prior year ending balance (preloaded from last year's unaudited actuals submission) must equal current year beginning balance (Object 9791), by fund and resource. PASSED

GENERAL LEDGER CHECKS

INTERFD-DIR-COST - (F) - Transfers of Direct Costs - Interfund (Object 5750) must net to zero for all funds. PASSED

INTERFD-INDIRECT - (F) - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero for all funds. PASSED

INTERFD-INDIRECT-FN - (F) - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero by function. PASSED

INTERFD-IN-OUT - (F) - Interfund Transfers In (objects 8910-8929) must equal Interfund Transfers Out (objects 7610-7629). PASSED

DUE-FROM=DUE-TO - (F) - Due from Other Funds (Object 9310) must equal Due to Other Funds (Object 9610). PASSED

LCFF-TRANSFER - (F) - LCFF Transfers (objects 8091 and 8099) must net to zero, individually. PASSED

INTRA-FD-DIR-COST - (F) - Transfers of Direct Costs (Object 5710) must net to zero by fund. PASSED

INTRA-FD-INDIRECT - (F) - Transfers of Indirect Costs (Object 7310) must net to zero by fund. PASSED

INTRA-FD-INDIRECT-FN - (F) - Transfers of Indirect Costs (Object 7310) must net to zero by function. PASSED

CONTRIB-UNREST-REV - (F) - Contributions from Unrestricted Revenues (Object 8980) must net to zero by fund. PASSED

CONTRIB-RESTR-REV - (F) - Contributions from Restricted Revenues (Object 8990) must net to zero by fund. PASSED

RESTR-BAL-TRANSFER - (F) - Transfers of Restricted Balances (Object 8997) must

net to zero.

PASSED

EPA-CONTRIB - (F) - There should be no contributions (objects 8980-8999) to the Education Protection Account (Resource 1400).

PASSED

LOTTERY-CONTRIB - (F) - There should be no contributions (objects 8980-8999) to the lottery (resources 1100 and 6300) or from the Lottery: Instructional Materials (Resource 6300).

PASSED

PASS-THRU-REV=EXP - (W) - Pass-through revenues from all sources (objects 8287, 8587, and 8697) should equal transfers of pass-through revenues to other agencies (objects 7211 through 7213, plus 7299 for resources 3327 and 3328), by resource.

PASSED

SE-PASS-THRU-REVENUE - (W) - Transfers of special education pass-through revenues are not reported in the general fund for the Administrative Unit of a Special Education Local Plan Area.

PASSED

EXCESS-ASSIGN-REU - (F) - Amounts reported in Other Assignments (Object 9780) and/or Reserve for Economic Uncertainties (REU) (Object 9789) should not create a negative amount in Unassigned/Unappropriated (Object 9790) by fund and resource (for all funds except funds 61 through 73).

PASSED

UNASSIGNED-NEGATIVE - (F) - Unassigned/Unappropriated balance (Object 9790) must be zero or negative, by resource, in all funds except the general fund and funds 61 through 73.

PASSED

UNR-NET-POSITION-NEG - (F) - Unrestricted Net Position (Object 9790), in restricted resources, must be zero or negative, by resource, in funds 61 through 73.

PASSED

RS-NET-POSITION-ZERO - (F) - Restricted Net Position (Object 9797), in unrestricted resources, must be zero, by resource, in funds 61 through 73.

PASSED

EFB-POSITIVE - (W) - All ending fund balances (Object 979Z) should be positive by resource, by fund.

PASSED

OBJ-POSITIVE - (W) - All applicable objects should have a positive balance by resource, by fund.

PASSED

REV-POSITIVE - (W) - Revenue amounts exclusive of contributions (objects 8000-8979) should be positive by resource, by fund.

PASSED

EXP-POSITIVE - (W) - Expenditure amounts (objects 1000-7999) should be positive by function, resource, and fund.

PASSED

AR-AP-POSITIVE - (W) - Accounts Receivable (Object 9200), Due from Other Funds (Object 9310), Accounts Payable (Object 9500), and Due to Other Funds (Object 9610) should have a positive balance by resource, by fund.

PASSED

CEFB-POSITIVE - (F) - Components of Ending Fund Balance/Net Position (objects 9700-9789, 9796, and 9797) must be positive individually by resource, by fund.

PASSED

SUPPLEMENTAL CHECKS

ASSET-ACCUM-DEPR-NEG - (F) - In Form ASSET, accumulated depreciation for governmental and business-type activities must be zero or negative. PASSED

DEBT-ACTIVITY - (O) - If long-term debt exists, there should be activity entered in the Schedule of Long-Term Liabilities (Form DEBT) for each type of debt. PASSED

DEBT-POSITIVE - (F) - In Form DEBT, long-term liability ending balances must be positive. PASSED

EXPORT CHECKS

FORM01-PROVIDE - (F) - Form 01 (Form 01I) must be opened and saved. PASSED

ADA-PROVIDE - (F) - Average Daily Attendance data (Form A) must be provided. PASSED

CHK-UNBALANCED-A - (W) - Unbalanced and/or incomplete data in any of the forms should be corrected before an official export is completed. PASSED

CHK-UNBALANCED-B - (F) - Unbalanced and/or incomplete data in any of the forms must be corrected before an official export can be completed. PASSED

CHK-DEPENDENCY - (F) - If data have changed that affect other forms, the affected forms must be opened and saved. PASSED

Checks Completed.

Export Log
Period: July 1 Budget (Single Adoption)
Type of Export: Official

=====

LEA: 27-66068-0000000 South Monterey County Joint Union High

Official Check for LEA: 27-66068-0000000 is good

Export of USER General Ledger started at 5/28/2014 11:53:25 AM

OFFICIAL Header for LEA: 27-66068-0000000 South Monterey County Joint Union High
VERSION 2014.1.0

Fiscal Year: 2013-14
Type of Data: Estimated Actuals
Number of records exported in group 1: 633

Fiscal Year: 2014-15
Type of Data: Budget
Number of records exported in group 2: 537

Export USER General Ledger completed at 5/28/2014 11:53:25 AM

Export of Supplementals (USER ELEMENTs) started at 5/28/2014 11:53:25 AM

Fiscal Year: 2013-14
Type of Data: Estimated Actuals
Number of records exported in group 3: 471

Fiscal Year: 2014-15
Type of Data: Budget
Number of records exported in group 4: 1125

Export of Supplemental (USER ELEMENTs) completed at 5/28/2014 11:53:25 AM

Export of Explanations started at 5/28/2014 11:53:25 AM
No records to Export for Explanations.

Export of TRC Log started at 5/28/2014 11:53:25 AM
Fiscal Year: 2013-14
Type of Data: Estimated Actuals
Number of records exported in group 5: 53

Fiscal Year: 2014-15
Type of Data: Budget
Number of records exported in group 6: 52

Export of TRC Log completed at 5/28/2014 11:53:25 AM

OFFICIAL END for LEA: 27-66068-0000000 South Monterey County Joint Union High

Exported to file: C:\SACS2014\Official\27660680000000BS1.DAT

End of Official Export Process

SSC School District and Charter School Financial Projection Dartboard 2014-15 May Revision

This version of SSC's Financial Projection Dartboard is based on the Governor's 2014-15 May Revision Proposal. We have updated the cost-of-living adjustment (COLA), Consumer Price Index (CPI), and ten-year T-bill planning factors per the latest economic forecasts. We have also updated the Local Control Funding Formula (LCFF) factors. We rely on various state agencies and outside sources in developing these factors, but we assume responsibility for them with the understanding that they are general guidelines.

LCFF ENTITLEMENT FACTORS				
Entitlement Factors per ADA	K-3	4-6	7-8	9-12
2013-14 Initial Grants	\$6,952	\$7,056	\$7,266	\$8,419
COLA at 0.85%	\$59	\$60	\$62	\$72
2014-15 Base Grants	\$7,011	\$7,116	\$7,328	\$8,491

Entitlement Factors per ADA	K-3	4-6	7-8	9-12
2014-15 Base Grants	\$7,011	\$7,116	\$7,328	\$8,491
Adjustment Factors	10.40% CSR	-	-	2.6% CTE
CSR and CTE amounts	\$729	-	-	\$221
2014-15 Adjusted Base Grants	\$7,740	\$7,116	\$7,328	\$8,712

Supplemental Grants (% Adj. Base)	20%	20%	20%	20%
Concentration Grants	50%	50%	50%	50%
Concentration Grant Threshold	55%	55%	55%	55%

LCFF DARTBOARD FACTORS						
Factor	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
LCFF Planning Factors	SSC Simulator ¹	SSC Simulator ¹	SSC Simulator ²	SSC Simulator ²	SSC Simulator ²	SSC Simulator ²

PLANNING FACTORS						
Factor	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Statutory COLA	1.565%	0.85%	2.10%	2.30%	2.50%	2.60%
COLA on state and local share only of Special Education, Child Nutrition, American Indian Education Centers/American Indian Early Childhood Education	1.565%	0.85%	2.10%	2.30%	2.50%	2.60%
California CPI	1.40%	2.10%	2.30%	2.50%	2.70%	2.60%
California Lottery ³	Base	\$124	\$126	\$126	\$126	\$126
	Proposition 20	\$30	\$30	\$30	\$30	\$30
Interest Rate for Ten-Year Treasuries	2.80%	3.10%	3.50%	3.60%	3.70%	3.60%
CalPERS Employer Rate	11.442%	11.771%	12.60%	15.00%	16.60%	18.20%
CalSTRS Employer Rate	8.25%	9.50%	11.10%	12.70%	14.30%	15.90%

RESERVES		
State Reserve Requirement	District ADA Range	Reserve Plan ⁴
The greater of 5% or \$63,000	0 to 300	SSC recommends one year's increment of planned revenue growth
The greater of 4% or \$63,000	301 to 1,000	
3%	1,001 to 30,000	
2%	30,001 to 400,000	
1%	400,001 and higher	

¹ Go to the SSC LCFF Simulator at www.sscal.com. Your LCFF amounts for multiyear planning purposes will be provided based on your district-specific data.

² For the forecast years, the total dollar amount needed to fund the statutory COLA is applied to the LCFF Simulator.

³ The forecast for Lottery funding per ADA includes both base (unrestricted) funding and the amount restricted by Proposition 20 (2000) for instructional materials. Lottery funding is initially based on prior-year annual ADA—and is ultimately based on current-year annual ADA—times the historical statewide average excused absence factor of 1.04446.

⁴ District reserve requirements as stated in the State Board of Education (SBE) adopted criteria and standards based solely on district size is not as relevant when financial volatility and exposure is disparate under the LCFF. We recommend that every district first observe the current SBE-required reserve for the traditional economic uncertainties. We also recommend the establishment of a separate reserve based on the annual LCFF revenue increase projected for the district in Year 2 and Year 3 of the multiyear projection. We recommend that the district develop a plan to, over time, set aside one year's growth in LCFF funding as a reserve due to the potential volatility inherent in the LCFF. Within that set aside, we also recommend assigning the supplemental and concentration dollars.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Agreement between the South Monterey County Joint Union High School District and Brandman University to participate in the Internship credential program.

MEETING: 6/11/2014

AGENDA SECTION:

☒ ACTION

☐ INFORMATION

☐ ACTION/CONSENT

Board Goals:

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

Summary:

Brandman University is accredited by the State Board of Education as a teacher education institution. Every two years the District enters/renews an agreement to participate in the University's Internship credential program providing the ability to hire individuals holding a University internship credential.

University Intern Credentials are issued to individuals who have enrolled at a college or university in a Commission-approved intern program and have fulfilled preconditions established for the internship program. University Intern Credentials authorize the holder to work as salaried classroom teachers while they earn their credential, under the supervision of a Commission-approved university and the hiring district, in the subject area listed in the internship credential.

The District will most likely be hiring individuals with an internship credential for difficult to staff positions such as Math, Science and Special Education.

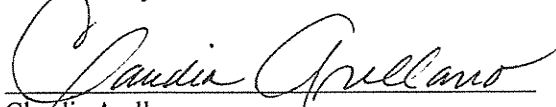
Recommendation:

It is recommended that the State Administrator approve the Internship Credential Program Agreement between the South Monterey County Joint Union High School District and Brandman University.

Fiscal Impact:

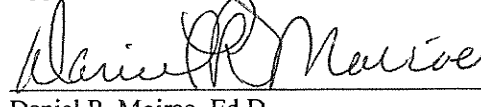
No fiscal impact

Submitted By:



Claudia Arellano
Human Resources Administrator

Approved:



Daniel R. Moirao, Ed.D.
State Administrator



INTERNSHIP CONTRACT AGREEMENT
by and between
BRANDMAN UNIVERSITY
and
SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

- **Multiple Subject Internship Credential**
- **Single Subject Internship Credential**
- **Education Specialist Internship Credential**

An Internship Credential authorizes the same service at the same level as the Preliminary Credential with some exceptions. The Internship Credential is only valid in one school district or consortium under the preconditions established by State law (see Appendix A).

For this reason, interns must have a contract before a credential can be issued. Each intern candidate is to work under the direct and continuing supervision of a Brandman University Supervisor, from the Monterey Campus, and District Mentor who provides general support at the classroom level of the cooperating school. Also, the Internship Credential shall be issued initially for a two-year period and may be renewed by the Commission. (Education Code Section 44455). For renewals, please see Education Code Section 44456.

I. General Provisions

a. The UNIVERSITY agrees and verifies that:

- i. Each Intern Teacher shall have met the requirements for enrollment in its Credential Programs
- ii. Each Intern Teacher must have completed the minimum number of preservice hours of University Credential Program course work, as required by the CCTC for issuance of the Intern Credential.
- iii. Each Intern Teacher shall apply for the Internship Credential through the Teacher Accreditation Department at Brandman University, upon verification of employment from the School District.

b. The DISTRICT agrees and verifies that:

- i. The intern assumes full teaching and legal responsibility for their classroom from the first day of the teaching assignment as a paid employee of the District for at least one academic year, subject to the District's personnel policies and State law(s).
- ii. The intern will attend department and faculty meetings and parent-teacher conferences when appropriate. No intern may coach extracurricular activities nor be required to attend meetings that present a conflict with his/her internship responsibilities at Brandman University.
- iii. The intern is expected to attend all school and district in-service training sessions whenever possible. The intern will also attend assigned District and School orientations that occur prior to the start of the school. If there is a conflict between University and District training, University meetings shall take priority during the Internship period.

II. Support and Supervision Requirements

Pursuant to California Education Code §44321, the supervision and support of interns is the responsibility of both the Commission-approved teacher preparation program and the employer. The Commission requires that each approved intern program must have a signed Memorandum of Understanding (MOU) outlining the respective responsibilities of the program and of the employer.

a. General Support and Supervision Provided to All Interns

The UNIVERSITY and DISTRICT together shall provide a minimum of 144 hours of support/mentoring and supervision to each intern teacher per school year including coaching, modeling, and demonstrating within the classroom, assistance with course planning and problem-solving regarding students, curriculum, and development of effective teaching methodologies. The minimum support, mentoring and supervision provided to an intern teacher who assumes daily teaching responsibilities after the beginning of a school year shall be equal to four hours times the number of instructional weeks remaining in the school year. A minimum of two hours of support/mentoring and supervision must be provided to an intern teacher every five instructional days.

- i. The UNIVERSITY shall select supervisors that have current knowledge in their subject matter area; understand the context of public schooling; ability to model best professional practices in teaching and learning, scholarship and service; knowledge about diverse abilities, cultural, language, ethnic and gender diversity; and understanding of academic

standards, frameworks, and accountability systems that drive the curriculum of public schools.

- ii. The UNIVERSITY shall provide supervision and ongoing support for a minimum of 72 hours per school year. University supervisors will conduct classroom observations a minimum of four times each term that include pre and post observation discussions. Supervisors will maintain weekly contact with the intern to provide support related to planning, curriculum, and instruction in addition to problem solving regarding students.
- iii. The DISTRICT shall select mentor teachers who meet the following qualifications:
 - (1) valid corresponding Clear or Life credential,
 - (2) three years successful teaching experience, and
 - (3) the English Learner (EL) Authorization (if responsible for providing specified EL support).If the mentor does not hold an EL Authorization, the district must identify and individual who is does have a valid EL authorization and who is immediately available to assist the intern with planning lessons that are appropriately designed and differentiated for English learners, for assessing language needs and progress, and to support language accessible instruction, through in-classroom modeling and coaching as needed.
- iv. The DISTRICT shall provide supervision and ongoing support for a minimum of 72 hours per school year with a minimum of two hours of support/mentoring and supervision per week. The mentor(s) role is to provide support specifically addressing issues in the intern's classroom (See Appendix C for examples of support/supervision activities). Interns without an English Language Authorization must also receive focused English Language instruction support.
- v. The UNIVERSITY shall provide orientation and training for the district mentors and university supervisors.
- vi. The University Supervisor and District Mentor shall meet together regularly with the intern to ensure the intern is following the California Teaching Performance Expectations.
- vii. The UNIVERSITY shall monitor the completion of university and employer-provided support/mentoring to ensure that interns teachers are receiving the minimum 144 hours of mentoring via forms submitted by the interns in LiveText.
- viii. The District Mentor and site administrator shall participate in surveys that provide feedback to the university regarding the internship experience.

b. Support and Supervision Specific to Teaching English Learners

The following additional support/mentoring and supervision shall be provided to an intern teacher who enters the program without a valid English learner authorization listed on a previously issued multiple subject, single subject, or education specialist instruction teaching credential; a valid English learner or Cross-cultural, Language and Academic Development (CLAD) authorization:

- i. The UNIVERSITY shall provide 45 hours of support/mentoring and supervision per school year, including in-classroom coaching, specific to the needs of English learners. The minimum support/mentoring and supervision provided to an intern teacher who assumes daily teaching responsibilities after the beginning of a school year shall be equal to five hours times the number of months remaining in the school year. The support/mentoring and supervision should be distributed in a manner that sufficiently supports the intern teacher's development of knowledge and skills in the instruction of English learners.
- ii. The DISTRICT shall identify an individual who will be immediately available to assist the intern teacher with planning lessons that are appropriately designed and differentiated for English learners, for assessing language needs and progress, and for support of language accessible instruction through in-classroom modeling and coaching as needed. The identified individual may be the same mentor assigned pursuant to section I above provided the individual possesses an English learner authorization and will be immediately available to assist the intern teacher. (See Appendix B for examples of support/supervision activities).
- iii. An individual who passes the California Teaching of English Learner (CTEL) examinations prior or subsequent to the issuance of the intern credential may be exempted from the additional 45 hours of support/mentoring and supervision specific to the needs of English learners.
- iv. The UNIVERSITY shall monitor the completion of university and employer-provided support/mentoring to ensure that interns teachers are receiving the minimum 45 hours of support/mentoring specific to the needs of English learners via forms submitted by the interns in LiveText.

THE PARTIES MUTUALLY AGREE

- A. The parties mutually agree each shall provide and maintain commercial general liability insurance or self-insurance acceptable to both parties in the minimum amounts of \$1,000,000 per occurrence, \$3,000,000 general aggregate and upon request shall furnish proof thereof in the form of a certificate of insurance within 30 days of the effective date

of this Agreement. Except for ten (10) days notice of non-payment of premium, the Parties will require 30 days written notice for any policies that are canceled, non-renewed, or coverage/limits that are reduced or materially altered.

- B. The UNIVERSITY agrees to indemnify, hold harmless, and defend the DISTRICT, its agents and employees from and against all loss or expense (including costs and attorney fees) resulting from liability imposed by law upon the DISTRICT because of bodily injury to or death of any person or on account of damages to property, including loss of use thereof, arising out of or in connection with this Agreement and due or claimed to be due to the negligence of the UNIVERSITY, its agents or employees.

The DISTRICT agrees to indemnify, hold harmless, and at the University's request, defend the UNIVERSITY, its agents and employees from and against all loss or expenses (including costs and attorney fees) resulting from liability imposed by law upon the University because of bodily injury to or death of any person or on account of damages to property, including loss of use thereof, arising out of or in connection with the Agreement, and due or claimed to be due to the negligence of the DISTRICT, its agents or employees.

- C. Both parties acknowledge they are independent contractors, and nothing contained in this Agreement shall be deemed to create an agency, joint venture, franchise or partnership relation between the parties and neither party shall so hold itself out. Neither party shall have the right to obligate or bind the other party in any manner whatsoever, and nothing contained in this Agreement shall give or is intended to give any right of any kind to third persons.
- D. Any failure of a party to enforce that party's right under any provision of this Agreement shall not be construed or act as a waiver of said party's subsequent right to enforce any provisions contained herein.
- E. Notices required or permitted to be provided under this Agreement shall be in writing and shall be deemed to have been duly given if mailed first class to the parties that signed this agreement and to the addresses below.

FIELDWORK SITE CONTACT
INFORMATION:

South Monterey County Joint Union High
School District
800 Broadway
King City, CA 93930
Attn: Claudia Arellano, HR Administrator
Tel: (831) 385-0606

UNIVERSITY CONTACT
INFORMATION:

Brandman University
16355 Laguna Canyon Road
Irvine, CA 92618
Attn: School of Education, Dean
Tel: (949) 341-9811

- F. If any term or provision of this Agreement is for any reason held to be invalid, such invalidity shall not affect any other term or provision, and this Agreement shall be interpreted as if such term or provision had never been contained in this Agreement.
- G. In the event of any material default under this Agreement, which default remains uncured for a period of twenty-one (21) days after receipt of written notice of such default, or in the event of the loss of WASC accreditation by the UNIVERSITY, this Agreement may be immediately terminated by the non-defaulting party.
- H. This Agreement fully supersedes any and all prior agreements or understandings between the parties or any of their respective affiliates with respect to the subject matter hereof. No change, modification, addition, amendment, or supplement to this Agreement shall be valid unless set forth in writing and signed and dated by both parties hereto subsequent to the execution of this Agreement.
- I. This Agreement shall be construed in accordance with the laws of the State of California in effect at the time of the execution of this Agreement. Should either party institute legal action to enforce any obligation contained herein, it is agreed that the proper venue of such suit or action shall be Orange County, California.

**FIELDWORK SITE CONTACT
INFORMATION:**

South Monterey County Joint Union High
School District
800 Broadway
King City, CA 93930
Attn: Claudia Arellano, HR Administrator
Tel: (831) 385-0606

**UNIVERSITY CONTACT
INFORMATION:**

Brandman University
16355 Laguna Canyon Road
Irvine, CA 92618
Attn: School of Education, Dean
Tel: (949) 341-9811

TERM AND TERMINATION OF AGREEMENT

Brandman University and the South Monterey County Joint Union High School District, agree to all the conditions of this Internship Contract Agreement as outlined above, to be effective on 06/01/2014, and continuing until 05/30/2016 (2-year maximum). This agreement may be terminated and the provisions of this agreement may be altered, changed or amended by mutual consent of both parties upon sixty (60) days written notice.

SIGNATURES:

DISTRICT

REPRESENTATIVES:

Signature: _____

Name: _____

Title: Superintendent

Date: _____

Signature: _____

Name: _____

Title: Human Resources

Date: _____

UNIVERSITY:

Signature: _____

Name: Phillip L. Doolittle

Title: Executive Vice Chancellor of Finance and
Administration and Chief Financial Officer

Date: _____

Signature: _____

Name: Dr. Christine Zeppos

Title: Dean, School of Education

Date: _____

APPENDIX A

Preconditions Established for Internship Programs

For initial program accreditation and continuing accreditation by the Committee on Accreditation, participating districts and universities must adhere to the following requirements of state law or Commission policy.

- (1) **Bachelor's Degree Requirement.** Candidates admitted to internship programs must hold baccalaureate degrees or higher from a regionally accredited institution of higher education. Reference: Education Code §§44325, 44326, 44453.
- (2) **Subject Matter Requirement.** Each Multiple Subject intern admitted into the program has passed the Commission-approved subject matter examinations(s) for the subject area(s) in which the Intern is authorized to teach, and each Single Subject intern admitted into the program has passed the Commission-approved subject matter examination(s) or completed the subject matter program for the subject areas(s) in which the Intern is authorized to teach. Reference: Education Code § 44325(c) (3).
- (3) **Pre-Service Requirement.**
 - (a) Each Multiple and Single Subject Internship program must include a minimum of 120 clock hour (or the semester or quarter unit equivalent) pre-service component which includes foundational preparation in general pedagogy including classroom management and planning, reading/language arts, subject specific pedagogy, human development, and teaching English Learners.
 - (b) Each Education Specialist Internship program includes a minimum of 120 clock hour (or the semester or quarter unit equivalent) pre-service component which includes foundational preparation in pedagogy including classroom management and planning, reading/language arts, specialty specific pedagogy, human development, and teaching English Learners.
- (4) **Professional Development Plan.** The employing district has developed and implemented a Professional Development Plan for interns in consultation with a Commission-approved program of teacher preparation. The plan shall include all of the following:
 - (a) Provisions for an annual evaluation of the intern.
 - (b) A description of the courses to be completed by the intern, if any, and a plan for the completion of preservice or other clinical training, if any, including student teaching.
 - (c) Additional instruction during the first semester of service, for interns teaching in kindergarten or grades 1 to 6 inclusive, in child development and teaching methods, and special education programs for pupils with mild and moderate disabilities.

- (d) Instruction, during the first year of service, for interns teaching children in bilingual classes in the culture and methods of teaching bilingual children, and instruction in the etiology and methods of teaching children with mild and moderate disabilities.
- (5) **Supervision of Interns.**
- (a) In all internship programs, the participating institutions shall provide supervision of all interns.
- (b) University Intern Programs only: No intern's salary may be reduced by more than 1/8 of its total to pay for supervision, and the salary of the intern shall not be less than the minimum base salary paid to a regularly certificated person. If the intern salary is reduced, no more than eight interns may be advised by one district support person. Reference: Education Code § 44462. Institutions will describe the procedures used in assigning supervisors and, where applicable, the system used to pay for supervision.
- (6) **Assignment and Authorization.** To receive program approval, the participating institution authorizes the candidates in an internship program to assume the functions that are authorized by the regular standard credential. Reference: Education Code § 44454. The institution stipulates that the interns' services meet the instructional or service needs of the participating district(s). Reference: Education Code § 44458.
- (7) **Participating Districts.** Participating districts are public school districts or county offices of education. Submissions for approval must identify the specific districts involved and the specific credential(s) involved. Reference: Education Code §§ 44321 and 44452.
- (8) **Early Program Completion Option.** Each intern program must make available to candidates who qualify for the option the opportunity to choose an early program completion option, culminating in a five year preliminary teaching credential. This option must be made available to interns who meet the following requirements:
- (a) Pass a written assessment adopted by the commission that assesses knowledge of teaching foundations as well as all of the following:
- Human development as it relates to teaching and learning aligned with the state content and performance standards for K-12 students
 - Techniques to address learning differences, including working with students with special needs
 - Techniques to address working with English learners to provide access to the curriculum
 - Reading instruction in accordance with state standards
 - Assessment of student progress based on the state content and performance standards
 - Classroom management techniques
 - Methods of teaching the subject fields

- (b) Pass the teaching performance assessment. This assessment may be taken only one time by an intern participating in the early completion option.
- (c) Pass the Reading Instruction Competence Assessment (RICA) (Multiple Subject Credential only).
- (d) Meet the requirements for teacher fitness.

An intern who chooses the early completion option but is not successful in passing the assessment may complete his or her full internship program. (Reference: Education Code § 44468).

- (9) **Length of Validity of the Intern Certificate.** Each intern certificate will be valid for a period of two years. However, a certificate may be valid for three years if the intern is participating in a program leading to the attainment of a specialist credential to teach students, or for four years if the intern is participating in a district intern program leading to the attainment of both a multiple subject or a single subject teaching credential and a specialist credential to teach students with mild/moderate disabilities. Reference: Education Code § 44325 (b).
- (10) **Non-Displacement of Certificated Employees.** The institution and participating districts must certify that interns do not displace certificated employees in participating districts.
- (11) **Justification of Internship Program.** When an institution submits a program for initial or continuing accreditation, the institution must explain why the internship is being implemented. Programs that are developed to meet employment shortages must include a statement from the participating district(s) about the availability of qualified certificated persons holding the credential. The exclusive representative of certificated employees in the credential area (when applicable) is encouraged to submit a written statement to the Committee on Accreditation agreeing or disagreeing with the justification that is submitted.
- (12) **Bilingual Language Proficiency.** Each intern who is authorized to teach in bilingual classrooms has passed the language proficiency subtest of the Commission-approved assessment program leading to the Bilingual Crosscultural Language and Academic Development Certificate. Reference: Education Code Section 44325 (c).

APPENDIX B
Support and Supervision Activities

Potential Support & Supervision Activities to be Provided by the District
Demonstration Lessons and/or Co-teaching activities with mentor
Classroom Observations and Coaching*
Content Specific Coaching (for example: math coaches, reading coaches, EL coaches*)
Grade Level or Department Meetings related to curriculum, planning, and/or instruction
New Teacher Orientation
Coaching (not evaluation) from Administrator
Co-planning with Special Educator or EL expert to address included special needs students and/or English learners*
Logistical help before and during school year (bulletin boards, seating arrangements, materials acquisition, parent conferences, etc.)
Review/discuss test results with colleagues (CELDT and standardized tests)*
Activities/workshops specifically addressing issues in the intern's classroom—co-attended by intern and mentor(s)
Intern Observations of other teachers and classrooms including observations of SDAIE/ELD lessons*
Support & Supervision Activities Provided through the University
Classroom Observations and Coaching*
Weekly Online Seminars (problem solving issues with students, curriculum, instruction, TPEs, etc.) including EL support*
Weekly Contact with Supervisors via email, phone (voice, text), and/or video conferencing
Intern Observations of other teachers and classrooms including observations of SDAIE/ELD lessons*

**May also be used towards the 45-hour EL Support & Supervision Requirement.*

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Approval of Contract for Consulting Services -
Coyne Educational Consulting (Linda Coyne)

MEETING: June 11, 2014

AGENDA SECTION:

☒ **ACTION**

☐ **INFORMATION**

☐ **ACTION/CONSENT**

Board Goals:

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

Summary:

The District is requesting approval of the consulting contract with Coyne Educational Consulting (Linda Coyne), who will be providing professional development and coaching for the Alternative Education Administrator.


Recommendation:

It is recommended that the State Administrator to approve the contract with Coyne Educational Consulting (Linda Coyne) for the 2014 – 2015 school year.


Fiscal Impact:

The contract will not exceed \$3,200, funded through Program Improvement for the 2014-2015 school year (July 1, 2014 to Sept. 30, 2014) and not to exceed \$6,400, funded through Title II, Professional Development funds for the 2014-2015 school year (Oct. 1, 2014 to June 30, 2015).

Submitted By:


Wendy Pospichal, Ed.D.
Assistant Superintendent Administrative Services

Approved:


Daniel R. Moirao, Ed.D.
State Administrator

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

AGREEMENT TO FURNISH CONSULTANT SERVICES

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

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

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

I. TERM:

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

II. PAYMENT LIMIT

- Consultant shall be compensated at the rate of \$100 per hour.
- Not to exceed a total of 32 hours of service.
- Total payment(s) to Consultant, under this contract shall not exceed \$3200.

III. DISTRICT OBLIGATION:

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

IV. CONSULTANT'S OBLIGATION

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

V. CONSULTANT SERVICE DESCRIPTION

Scope of Work: professional development for the Alternative Education Administrator including building systems and structures that create a culture that focuses on pupil achievement, community relations, fiscal accountability; identification of accreditation and categorical compliance instruments and development of implementation plan.

VI. CONFIDENTIALITY

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

VII. ASSIGNMENT

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

VIII. TERMINATION OF AGREEMENT

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

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

IX. DISTRICT'S RIGHT OF RETENTION

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

X. EXTENSION OF TERM

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

XI. SIGNATURES

These signatures attest the parties' agreement hereto:

Linda Coyne, Consultant
CONSULTANT / TITLE

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

May 28, 2014
Date

Date

Social Security Number of Consultant *

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

Preferred contact information:

Linda Coyne, Coyne Educational Consulting
CONSULTANT / TITLE (Please Print)

27770 Mesa del Toro Road Salinas, CA 93908
Mailing Address (number, street name, city, state and zip code: Please Print)

(831) 594-0680 lcoyne@gmail.com
Phone number Cell Phone

Account code: _____

CBO signature _____ Date: _____

Routing:

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

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

AGREEMENT TO FURNISH CONSULTANT SERVICES

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

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

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

I. TERM:

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

II. PAYMENT LIMIT

- Consultant shall be compensated at the rate of \$100 per hour.
- Not to exceed a total of 64 hours of service.
- Total payment(s) to Consultant, under this contract shall not exceed \$6400.

III. DISTRICT OBLIGATION:

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

IV. CONSULTANT'S OBLIGATION

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

V. CONSULTANT SERVICE DESCRIPTION

Scope of Work: professional development for the Alternative Education Administrator including building systems and structures that create a culture that focuses on pupil achievement, community relations, fiscal accountability; identification of accreditation and categorical compliance instruments and development of implementation plan.

VI. CONFIDENTIALITY

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

VII. ASSIGNMENT

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

VIII. TERMINATION OF AGREEMENT

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

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

IX. DISTRICT'S RIGHT OF RETENTION

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

X. EXTENSION OF TERM

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

XI. SIGNATURES

These signatures attest the parties' agreement hereto:

Linda Coyne, Consultant
CONSULTANT / TITLE

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

May 28, 2014
Date

Date

Social Security Number of Consultant *

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

Preferred contact information:

Linda Coyne, Coyne Educational Consulting
CONSULTANT / TITLE (Please Print)

27770 Mesa del Toro Road Salinas, CA 93908
Mailing Address (number, street name, city, state and zip code: Please Print)

(831) 594-0680 lacoyne@gmail.com
Phone number Cell Phone

Account code: _____

CBO signature _____ Date: _____

Routing:

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

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
GOVERNING BOARD

SUBJECT: Approval of Contract with MCOE for Common Core State Standards professional development in Mathematics (L. Dilger and staff)

MEETING: June 11, 2014

AGENDA SECTION:

☒ **ACTION**

☐ **INFORMATION**

☐ **ACTION/CONSENT**

Board Goals:

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

Summary:

2014 – 2015 will mark the second year of the Integrated Math adoption in SMCJUHSD. MCOE staff has assisted our math teachers with the implementation of this Common Core approach to mathematics. MCOE will provide continued professional development for our Math 1 teachers, initial professional development for our Math 2 teachers, and support for our site administrators through coaching and classroom walk-throughs.

Recommendation:

The recommendation is being made for the State Administrator to approve the contract with MCOE which provides professional development for Math 1 and Math 2 teachers, and site administrators in Common Core State Standards.

Fiscal Impact:

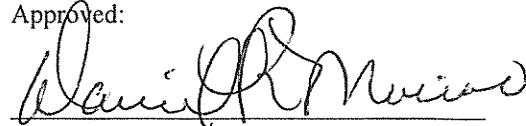
The contract will not exceed \$7800 from Common Core funding.

Submitted By:

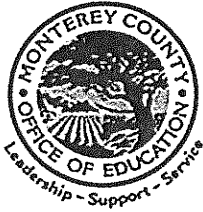


Wendy Pospichal, Ed.D.
Assistant Superintendent, Administrative Services

Approved:



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 \$7,800. 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)**

By: _____
Signature

Garry P. Bousum

Associate Superintendent

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

By: _____
Signature

Typed Name

Title

Credit to the following account(s):

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

Proposed Activities for SMCJUHSD (Greenfield High) w/Linda Dilger

SCOPE OF WORK:

Common Core State Standards (CCSS) Mathematics training, team training, and instructional leadership. All staff will be provided professional development in teaching a rigorous course of study-- addresses State Goals 1,2,4,5,and 7.

Location: Greenfield High School

Dates	Topic	Cost	Total Cost
2 days TBD	Administrative Support – Walk-throughs	\$650/day	\$1,300
April 16, 2015	CCSS Math Training – All teachers	\$650/day	\$650
September 2, 2014	CCSS Math Training – Math 1	\$650/day	\$650
January 29, 2015	CCSS Math Training – Math 1	\$650/day	\$650
March 5, 2015	CCSS Math Training – Math 1	\$650/day	\$650
August 28, 2014	CCSS Math Training – Math 2	\$650/day	\$650
October 9, 2014	CCSS Math Training – Math 2	\$650/day	\$650
November 20, 2014	CCSS Math Training – Math 2	\$350/day	\$650
January 15, 2015	CCSS Math Training – Math 2	\$650/day	\$650
February 19, 2015	CCSS Math Training – Math 2	\$650/day	\$650
March 19, 2015	CCSS Math Training – Math 2	\$650/day	\$650

Total: \$7,800

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
GOVERNING BOARD

SUBJECT: Approval of Resolution No. # 16:13/14 to allow teachers to teach under Ed Code Sections 44256(b), 44258.3, 44263, and 44865

MEETING: 6/11/2014

AGENDA SECTION:

☒ **ACTION**

☐ **INFORMATION**

☐ **ACTION/CONSENT**

Board Goals:

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

Summary:

Due to the complexity of staffing at the secondary level, Education Code provides several provisions for teachers with education and/or experience and expertise in an area not listed on their credential, to teach outside of their credentialed area. Teachers approved under these codes are encouraged when possible to add the subject area to their credential.

We have an English teacher at GHS who will be picking up 1 period of Physical Education as we have an extra section that goes beyond the number of FTEs employed. Sandra Lazzaroni has consented and has the required semester units in Physical Education that allow her to teach under Ed Code Section 44263.

We also have an English teacher at KCHS who will be picking up 4 periods of French in order to continue to serve those students needing to fulfill the 2 year college language requirement. Stacey Callarman has consented and has the required semester units in French that allow her to teach under Ed Code Section 44263.

Education Code Reference: 44263 Authorizes the holder of any teaching credential to teach any single subject class in which he or she has 18 semester units or 9 upper semester units in the subject to be taught. The authorization shall be with the teacher's consent.

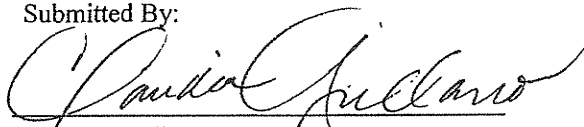
Recommendation:

It is recommended that the State Administrator approve the teacher assignment under the above Education Code.


Fiscal Impact:

No fiscal impact

Submitted By:


Claudia Arellano
Human Resources Administrator

Approved:


Daniel R. Moirao, Ed.D.
State Administrator

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

RESOLUTION NO. #16:13/14

RESOLUTION TO TEACH PER ED CODE 44256(b), 44258.3, 44263, and 44865

WHEREAS, it is occasionally necessary to assign teachers to teach one or more periods in a subject area out of their major or minor field of study; and

WHEREAS, such assignments are allowed through Education Code assignment options; and

WHEREAS, approval to teach an assignment in a departmentalized class without an appropriate credential must be granted by the resolution of the Governing Board of the district;

NOW, THEREFORE, BE IT RESOLVED, that the State Administrator hereby approves these options under the guidelines and standards allowed by California Education Code 44256(b), 44258.3, 44263, and 44865. The subject areas covered include but are not limited to French, Physical Education, Science, Math and Computer Applications.

PASSED AND ADOPTED this 11th day of June, 2014, by the action of the State Administrator.

Daniel R. Moirao, Ed.D.

State Administrator

South Monterey County Joint Union High School District

County of Monterey, State of California

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

SUBJECT: Declaration of Need for Fully Qualified Educators

MEETING: 6/11/2014

AGENDA SECTION:

☒ **ACTION**

☐ **INFORMATION**

☐ **ACTION/CONSENT**

Board Goals:

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

Summary:

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

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


Recommendation:

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


Fiscal Impact:

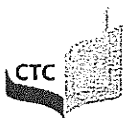
No fiscal impact

Submitted By:


Claudia Arellano
Human Resources Administrator

Approved:


Daniel R. Moirao, Ed.D.
State Administrator



State Of California
Commission On Teacher Credentialing
Certification, Assignment and Waivers Division
Box 944270
Sacramento, CA 94244-2700

Telephone:
(916) 445-7254 or (888) 921-2682
E-mail: credentials@ctc.ca.gov
Website: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

☒ Original Declaration of Need for year: 2014-2015

☐ Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT

Name of District: South Monterey Co Joint Union High School District District CDS Code: 66068

Name of County: Monterey County CDS Code: 27

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board of the school district specified above adopted a declaration at a regularly scheduled public meeting held on ____/____/____ certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

► *Enclose a copy of the board agenda item*

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2015.

Submitted by (Superintendent, Board Secretary, or Designee):

Daniel R. Moirao, Ed.D

State Administrator

Name

Signature

Title

831- 385-0695

831-385-1144

Fax Number

Telephone Number

Date

800 Broadway Street, King City, CA 93930

Mailing Address

dmoirao@smcjuhsd.org

E-Mail Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL OR AGENCY

Name of County _____ County CDS Code _____

Name of State Agency _____

Name of NPS/NPA _____ County of Location _____

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ____/____/____, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

► *Enclose a copy of the public announcement*

Submitted by Superintendent, Director, or Designee:

_____ Name	_____ Signature	_____ Title
_____ Fax Number	_____ Telephone Number	_____ Date
_____ Mailing Address		
_____ E-Mail Address		

- This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subject(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit	Estimated Number Needed
CLAD (applicant already holds teaching credential)	5
BCLAD (applicant already holds teaching credential)	0
List target language(s) for BCLAD: _____ _____	
Resource Specialist	2
Teacher Librarian Services	0
Visiting Faculty Permit	0

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in multiple subject and single subject areas.

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	0
Single Subject	6
TOTAL	6

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to www.cde.ca.gov for more details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable teacher is not available to the school district, the district made a reasonable effort to recruit an individual for the assignment, in the following order:

- An individual who is scheduled to complete initial preparation requirements within six months
- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? ☐ Yes ☒ No

If no, explain. We work with University Interns as our district is very small

Does your agency participate in a Commission-approved college or university internship program? ☒ Yes ☐ No

If yes, how many interns do you expect to have this year? 5

If yes, list each college or university with which you participate in an internship program.

Brandman University, San Jose State University, CSU Monterey Bay, National University,
CSU Northridge, U of La Verne, CalPoly SLO

If no, explain why you do not participate in an internship program.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

SUBJECT: Approval of Settlement to Audit Findings

MEETING: June 11, 2014

AGENDA SECTION:

☒ **ACTION**

☐ **INFORMATION**

☐ **ACTION/CONSENT**

GOVERNING BOARD

Board Goals:

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

Summary:

The 2009-10 and 2010-11 found several audit findings that could have required the district to return \$673,905 of state money due to a finding in the Administrator to Teacher Ratio and exceptions in our attendance reporting. The district proposed a settlement offer on this amount and the state has settled on an amount totaling \$305,669.00. Less than half of the original fine the district could have occurred. Because these agreements had to be resolved immediately, the State Administrator has accepted and signed the agreement documents.

Steps have been taken to prevent this situation from occurring again. Staff has been trained on how to report this information, monthly reports are reconciled and reported immediately, and the teacher-to-administrator ratio has been modified, with the State Administrator not being a factor in this count.

Recommendation:

It is recommended that the agreements become a recorded in the minutes of the Board of Education to substantiate that agreement has been reached with the State Controller's Office (SCO) and the fines will be paid as agreed.

Fiscal Impact:

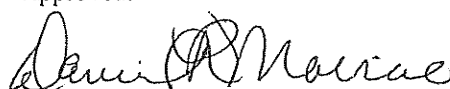
The \$305,669.00 will be taken from the allocation from the state to the district for the fiscal year 2014-2015. Money has been set aside from the original state loan to the school district pending resolution to this audit finding. These funds will be transferred to the district general fund up to the \$305,669.00 from the state loan as needed during the 2014-2015 academic year.

Submitted By:



Daniel R. Moirao, Ed.D.
State Administrator

Approved:



Daniel R. Moirao, Ed.D.
State Administrator

Richard J. Chivaro, SBN 124391
Justin W. Dersch, SBN 258603
OFFICE OF THE STATE CONTROLLER
300 Capitol Mall, Suite 1850
Sacramento, CA 95814
Telephone: (916) 327-1363
Facsimile: (916) 322-1220

Attorneys for Respondent,
JOHN CHIANG, California State Controller

BEFORE THE EDUCATION AUDIT APPEALS PANEL
FOR THE STATE OF CALIFORNIA

In the Matter of the Audit Appeal of:	)	EAAP Case No. 13-14
2011-12 Audit Finding 12-23 by:	)	OAH Case No. 2013080873
SOUTH MONTEREY COUNTY JOINT	)	STIPULATED AGREEMENT
UNION HIGH SCHOOL DISTRICT,)	
Appellant.)	

Appellant SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
(Appellant), Respondent JOHN CHIANG, California State Controller (SCO), and Respondent
DEPARTMENT OF FINANCE (Finance) (collectively known as "the Parties") agree to a
complete resolution of the above-captioned matter as follows:

RECITALS

A. The SCO conducted an audit of the Appellant for the 2011-12 fiscal year, the
results of which were included in the audit report issued on or about February 23, 2012.

B. In Audit Finding 12-23, the SCO determined that the Appellant was not in
compliance with Education Code section 41402, which sets a maximum administrative employee
to teacher ratio, resulting in an overstatement in the amount of apportionment the Appellant
claimed from the State in the amount of \$118,112.

C. Appellant then timely filed a request for formal appeal of Audit Finding 12-23
pursuant to Education Code section 41344(d) instituting this appeal.

1 D. Finance intervened as a Respondent pursuant to Education Code section
2 41344.1(b).

3 E. In order to avoid the cost and uncertainty of litigation, the Parties to this case
4 agree to resolve this dispute on the terms and conditions described herein.

5 AGREEMENT

6 For the purpose of completely settling and resolving the appeal of Audit Finding 12-23,
7 the Parties agree as set forth below:

8 1. This stipulated agreement fully and completely resolves all claims, demands,
9 appeals, obligations, or causes of actions arising from or relating to Audit Finding 12-23.
10 Accordingly, the Parties expressly waive any right or claim to assert or pursue thereafter any
11 claim, demand, obligation, and/or cause of action relating to Audit Finding 12-23.

12 2. The Appellant shall repay in full satisfaction of Audit Finding 12-23 the sum of
13 \$51,900, with no interest, from its next principal apportionment following EAAP approval and
14 adoption of this stipulated agreement.

15 3. This stipulated agreement is subject to and conditioned upon approval and
16 adoption by EAAP, pursuant to Education Code section 41344.1(b).

17 4. This stipulated agreement may be executed in counterparts, each of which shall
18 constitute an original. Facsimile and pdf signatures transmitted to other parties to this stipulated
19 agreement are deemed to be the equivalent of original signatures.

20 ///

21 ///

22 ///

23 ///

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26 ///

27 ///

28 ///

1 5. The parties shall be responsible for their own attorneys' fees and costs.

2
3 Dated: Feb. 14, 2014

SOUTH MONTEREY COUNTY JOINT UNION HIGH
SCHOOL DISTRICT

4
5 By: 

DANIEL MOIRAO, State Administrator
Representative for Appellant

7
8 APPROVED AS TO FORM:

9
10 Dated: _____, 2014

By: _____

RICHARD C. MIADICH
Olson Hagel & Fishburn LLP
Attorney for Appellant

11
12
13 Dated: _____, 2014

DEPARTMENT OF FINANCE

14
15 By: _____

NICK SCHWEIZER
Program Budget Manager,
Department of Finance

16
17
18
19 Dated: _____, 2014

OFFICE OF THE STATE CONTROLLER

20
21 By: _____

JUSTIN W. DERSCH
Staff Counsel for Respondent,
JOHN CHIANG, California State Controller

Richard J. Chivaro, SBN 124391
Justin W. Dersch, SBN 258603
OFFICE OF THE STATE CONTROLLER
300 Capitol Mall, Suite 1850
Sacramento, CA 95814
Telephone: (916) 327-1363
Facsimile: (916) 322-1220

Attorneys for Respondent,
JOHN CHIANG, California State Controller

BEFORE THE EDUCATION AUDIT APPEALS PANEL
FOR THE STATE OF CALIFORNIA

In the Matter of the Audit Appeal of:	)	EAAP Case No. 12-04
2010-11 Audit Finding 11-23, 11-25, and	)	OAH Case No. 2013110400
11-27 by:)	
	)	STIPULATED AGREEMENT
SOUTH MONTEREY COUNTY JOINT)	
UNION HIGH SCHOOL DISTRICT,)	
)	
Appellant.)	

Appellant SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
(Appellant), Respondent JOHN CHIANG, California State Controller (SCO), and Respondent
DEPARTMENT OF FINANCE (Finance) (collectively known as "the Parties") agree to a
complete resolution of the above-captioned matter as follows:

RECITALS

A. The SCO conducted an audit of the Appellant for the 2010-11 fiscal year, the
results of which were included in the audit report issued on or about February 23, 2012.

B. In Audit Finding 11-23, the SCO determined that the Appellant was not in
compliance with Education Code section 46000, which requires the recordation and retention of
attendance records, resulting in an overstatement in the amount of apportionment the Appellant
claimed from the State in the amount of \$328,606. In regard to Audit Finding 11-25, the SCO
determined that the Appellant was not in compliance with Education Code section 41402, which
sets a maximum administrative employee to teacher ratio, resulting in an overstatement in the

1 amount of apportionment the Appellant claimed from the State in the amount of \$153,411.
2 Lastly, in Audit Finding 11-27, the SCO determined that the Appellant was not in compliance
3 with Title 5 of the California Code of Regulations section 11704, which sets a maximum
4 independent study pupil to teacher ratio, resulting in an overstatement in the amount of
5 apportionment the Appellant claimed from the State in the amount of \$73,776. The total amount
6 of overstated apportionment for the above findings is \$555,793.

7 C. Appellant then timely filed a request for formal appeal of Audit Findings 11-23,
8 11-25, and 11-27 pursuant to Education Code section 41344(d) instituting this appeal.

9 D. Finance intervened as a Respondent pursuant to Education Code section
10 41344.1(b).

11 E. In order to avoid the cost and uncertainty of litigation, the Parties to this case
12 agree to resolve this dispute on the terms and conditions described herein.

13 AGREEMENT

14 For the purpose of completely settling and resolving the appeal of Audit Findings 11-23,
15 11-25, and 11-27, the Parties agree as set forth below:

16 1. This stipulated agreement fully and completely resolves all claims, demands,
17 appeals, obligations, or causes of actions arising from or relating to Audit Findings 11-23, 11-25,
18 and 11-27. Accordingly, the Parties expressly waive any right or claim to assert or pursue
19 thereafter any claim, demand, obligation, and/or cause of action relating to Audit Findings 11-23,
20 11-25, and 11-27.

21 2. The Appellant shall repay in full satisfaction of Audit Finding 11-23 the sum of
22 \$85,600, with no interest, from its next principal apportionment following EAAP approval and
23 adoption of this stipulated agreement.

24 3. The Appellant shall repay in full satisfaction of Audit Finding 11-25 the sum of
25 \$94,393, with no interest, from its next principal apportionment following EAAP approval and
26 adoption of this stipulated agreement.

27 4. The Appellant shall repay in full satisfaction of Audit Finding 11-27 the sum of

28 ///

1 \$73,776, with no interest, from its next principal apportionment following EAAP approval and
2 adoption of this stipulated agreement.

3 5. This stipulated agreement is subject to and conditioned upon approval and
4 adoption by EAAP, pursuant to Education Code section 41344.1(b).

5 6. This stipulated agreement may be executed in counterparts, each of which shall
6 constitute an original. Facsimile and pdf signatures transmitted to other parties to this stipulated
7 agreement are deemed to be the equivalent of original signatures.

8 7. The parties shall be responsible for their own attorneys' fees and costs.

9
10 Dated: _____, 2014

SOUTH MONTEREY COUNTY JOINT UNION HIGH
SCHOOL DISTRICT

11
12 By: _____

DANIEL MOIRAO, State Administrator
Representative for Appellant

14 APPROVED AS TO FORM:

15
16 Dated: _____, 2014

By: _____

RICHARD C. MIADICH
Olson Hagel & Fishburn LLP
Attorney for Appellant

17
18
19 Dated: _____, 2014

DEPARTMENT OF FINANCE

20
21 By: _____

NICK SCHWEIZER
Program Budget Manager,
Department of Finance

22
23
24 Dated: _____, 2014

OFFICE OF THE STATE CONTROLLER

25
26 By: _____

JUSTIN W. DERSCH
Staff Counsel for Respondent,
JOHN CHIANG, California State Controller

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

SUBJECT: Approval of Resolution #17:13/14 Adoption of
School Facilities Fees

MEETING: June 11, 2014

AGENDA SECTION:

X ACTION

☐ INFORMATION

☐ ACTION/CONSENT

GOVERNING BOARD

Board Goals:

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

Summary:

The State Allocation Board has increased the maximum amount of fees that the district can collect for residential development from \$3.10 to \$3.36 per square foot and for commercial/industrial development from \$0.51 to \$0.54.

The 2012 Developer Fee Justification Study done by the Smith Group for the District has justification for the increase. These fees are needed to supply safe facilities for the students generated by the developments from which the fees are collected.

Recommendation:

The recommendation is being made for the State Administrator to approve Resolution #17:13/14


Fiscal Impact:

This will be additional revenues collected for school facilities.

Submitted By:


Duane Wolgamott
Business Manager

Approved:


Daniel R. Moirao, Ed.D.
State Administrator

EXECUTIVE SUMMARY UPDATE

Level I Developer Fees – Applicable Law

Education Code § 17620 permits “The governing board of any school district is authorized to levy a fee, charge, dedication, or other requirement against any construction within the boundaries of the district, for the purpose of funding the construction or reconstruction of school facilities, subject to any limitations set forth in Chapter 4.9 (commencing with Government Code § 659995) ... “Notwithstanding any other provision of law, GC § 65995 limits the fee that a school district may collect to a maximum of \$0.54 per square foot on commercial/industrial development and \$3.36 per square foot on residential development.

Level I Developer Fees – This Justification Report

In 2012, the District was justified in imposing its share of a fee of \$6.00 per square foot of residential development, based on the data and analyses contained in this report. However, existing law (GC § 65995 et seq. and EC § 17620) limits the authority of a school district to impose a maximum fee of its share of \$3.36 per square foot of residential development. The relationship between residential development and the need for new school facilities is established by examining the capacity of the district’s schools calculated in accordance with methods established in EC § 17071.10 et seq., the growth and/or decline of the existing student population, and the need to accommodate future students from new residential construction from which the proposed fees are levied, in school facilities funded in whole or in part by the fees imposed. The calculation of students from future development pursuant to GC § 65995 is made by determining the ratio of students to residential units for existing residential development within the district and by multiplying the pupil-per-dwelling unit ratio by the number of new units to be constructed. The data for examining the pupil-per-dwelling-unit ratios also called the student generation rate has been reexamined for the 2013/14 school year and has been found to be consistent with the 2012 report. Additionally, the costs for school construction have increased by approximately 13 percent since the 2012 report. Based on these data, it is believed that the district is justified in imposing its share of the maximum fee of \$3.36 per square foot of residential development in the 2013/14 school year.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

RESOLUTION #17:13/14

ADOPTION OF SCHOOL FACILITIES FEES

WHEREAS, Senate Bill 50, 1998 (Education Sections 17620) and Government Code Section 65995 authorizes school districts to impose certain fees for school facilities.

WHEREAS, pursuant to the authority of Education Code Section 17620 and the State Allocation Board has established the allowable maximum fee on Level 1 (Basic Fee) residential development to be \$3.36 per square foot, and \$0.54 per square foot for Commercial/Industrial development.

WHEREAS, the District's justifiable fee exceeds \$3.36 (residential) per square foot, and \$0.54 (commercial/industrial) per square foot.

NOW, THEREFORE, BE IT RESOLVED that the State Administrator makes the following findings regarding its fees:

1. The purpose of the fees is to provide adequate school facilities for the students of the District who will be generated by residential development and commercial/industrial development in the District.
2. The fees are to be used to finance the construction and reconstruction of school facilities.
3. There is a reasonable relationship between the need for the fees and the use of the fees, and the types of development projects on which the fees are imposed, in that residential, commercial and industrial development projects will generate students who will attend District schools; these students cannot be housed by the District without the reconstruction or modernization of existing facilities and/or new construction and the fees will be used to fund portions of these facilities.
4. There is a reasonable relationship between the amount of the fees and the cost of the facilities attributable to the developments on which the fee is imposed, in that the square footage of these facilities and/or new construction and the fees will be used to fund portions of these facilities.
5. There exists in the District accounts a separate Capital Facilities account fund, in accordance with the requirements of Government Code Section 66006.

AND BE IT FURTHER RESOLVED that since the documentation justifies fees in excess of the allowable limits, the District hereby imposes fees on residential developments at \$3.36 per square foot, and fees on commercial/industrial developments at \$0.54 per square foot., in accordance with Government Code Section 53080 et. Seq.

AND BE IT FURTHER RESOLVED that the imposition of fees shall take effect a maximum of sixty (60) days after the date of this resolution.

AND BE IT FURTHER RESOLVED, that due to the significant impact of the new housing developments, the State Administrator can approve this urgency statement to cause that the imposition of fees shall take effect a maximum of thirty (30) days after the date of this Resolution.

AND BE IT FURTHER RESOLVED, that the SMCJUHSD State Administrator/or his designee shall give notice to all cities and counties with jurisdiction over the territory of the District of the State Administrator's action, in accordance with the requirements of Education Code Section 17621(c), and requesting that no building permits be issued on or after that date, which is thirty (30) days after the date of this Resolution, without certification from the District that the fees specified herein have been paid.

AND BE IT FURTHER RESOLVED, that the developers of commercial or industrial development be provided the opportunity for a hearing to appeal the imposition of fees on developments.

AND BE IT FURTHER RESOLVED, that the administration is authorized to make expenditures and incur obligations of the fees for the purpose authorized by law.

PASSED AND ADOPTED at a regular meeting of this board this 11th day of June, 2014,

I HEREBY CERTIFY that the foregoing resolution was duly introduced, and passed at the conducted meeting held on the said date.

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

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

SUBJECT: Chief Business Official Job Description

MEETING: June 11, 2014

AGENDA SECTION:

X ACTION

☐ **INFORMATION**

☐ **ACTION/CONSENT**

GOVERNING BOARD

Board Goals:

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

Summary:

Responsibilities of district office administrators have shifted. The attached job description reflects an update to a previously used Chief Business Official (CBO) job description. This new position has added responsibility for supervising Maintenance, Operations, and Transportation, Informational Technology and Food Service Departments.


Recommendation:

It is recommended that the State Administrator approve the revised Chief Business Official (CBO) job description


Fiscal Impact:

This is a budgeted position

Submitted By:


Daniel R. Moirao Ed.D.
State Administrator

Approved:


Daniel R. Moirao Ed.D.
State Administrator

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Chief Business Official

BASIC JOB FUNCTIONS:

Under the direction of the State Administrator and/or Superintendent the Administrator, the Chief Business Officer performs complex and highly specialized administrative duties related to the financial and business affairs of the district as well as being a strong team builder, possess positive collaborative leadership skills, and has an in-depth knowledge of the fiscal operations of a school district including, but not limited to accounting, budgeting, and data processing. The CBO shall be responsible for activities of the Business Services division under the guidance of the State Administrator and/or Superintendent. The Chief Business Officer (CBO) is responsible for recommending, implementing and coordinating policies and programs covering but not limited to the following: compliance with federal, state and local laws and regulations regarding the business operations of the school district. The CBO is a problem solver, performs job analysis, administration, record keeping and reporting, monitoring and tracking of revenues and expenditures. The CBO shall exercise informed judgment in dealing with sensitive situations and to provide advice or direction to others and to perform related work as required.

DISTINGUISHING CHARACTERISTICS, IF APPLICABLE:

- Lead the functions of the Business Department in a manner consistent with serving customers in a professional and direct manner
- Ensure the highest of expectations of self and others who may report to the CBO
- Ability to create a vibrant and positive culture that supports the district mission, student learning and deep relationships among all staff: classified and certificated
- Clearly articulate to internal and external stakeholders the district's goals and programs as well as the vision of the South Monterey County Joint Union High School District

ESSENTIAL JOB FUNCTIONS:

- Provides leadership in assigned programs (e.g., Risk Management, evaluations, district policy and maintains a productive work environment and prevent legal actions)
- Serves as a member of the State Administrators'/Superintendents' Cabinet and the District Leadership Team; upholds board policies and follows administrative regulation guidelines & procedures; attends Board of Education meetings
- Serves as the fiscal advisor to the State Administrator/Superintendent
- Works with the State Administrator/Superintendent, Senior Director, Human Resources and the bargaining team to develop strategies and proposals for collective bargaining
- Serves as a member of the District's negotiation team
- Prepares and makes reports to the Board of Education and other meetings as required
- Provides and manages direction for business matters in accordance with district policies and regulations and in accordance with state and federal statutes and regulations in all of the district's financial functions
- Prepares all financial reports requiring action at the Board level
- Provides technical assistance and training to administrators in implementing budgets, financial policies, regulations, and procedures, including all grants and federal programs
- Assists auditors and other oversight agencies for the purpose of providing required information and coordinating necessary project activities
- Assists and monitors the development of the LCAP for the district
- Keeps the Board and State Administrator/Superintendent fully apprised of the District's financial status
- Responds to inquiries from various internal and external sources (e.g. staff, insurance companies, retirement systems, IRS, etc.) for the purpose of providing information, direction and/or appropriate referrals
- Researches a variety of topics as needed and/or assigned for the purpose of providing information, recommendations and/or addressing administrative requirements
- Maintains a wide variety of fiscal information, files and records for the purpose of providing an up-to-date reference and audit trail for compliance
- Interprets, develops and analyzes statistical data. Also posts, checks, assembles, tabulates, audits and compares statistical and financial data
- Composes a wide variety of materials in written and electronic formats for the purpose of documenting activities, providing written reference and/or conveying information
- Trains staff regarding proper accounting practices in compliance with the California Schools Accounting manual and generally accepted accounting practices
- Provides technical expertise and direction regarding accounting issues and related activities for the purpose of conveying pertinent information to appropriate parties
- Responsible for budget development and budget monitoring.
- Forecasts and analyzes ADA, enrollment and staffing needs
- Prepares and inputs journals and budget entries
- Monitors, analyzes, and reconciles revenues and expenditures
- Records information into General Ledger; balances general ledger accounts; monitors fund balances
- Responsible for the preparation of payroll
- Responsible for creating and updating position control reports

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Chief Business Official

- Audits hourly and substitute time sheets
- Directs and monitors the food services program
- Produces SACS reports for budget, interim and unaudited actual filings
- Investigates and resolves accounting discrepancies
- Monitors cash flow
- Reconciles various bank accounts
- Monitors the accuracy of the student attendance accounting system
- Acts as the district's Risk Manager for property and liability
- Assists in securing and executing necessary bids and leases
- Assures compliance with the collection and use of ASB funds
- Develops and monitors a master schedule calendar for all business matters
- Works cooperatively with the Human Resources office personnel for salary and budget preparations
- Composes correspondence on own initiative regarding business matters
- Supervises the development and revision of procedure manuals regarding business services
- Supervises any Business office staff
- Serves as liaison to all advisory committees or special committees related to finance
- May prepare and participate in the negotiation process for all bargaining units
- Supervises and directs the operations of the Information Technology Department
- Supervises and directs the operations of the Maintenance and Operations Division
- Coordinates the development and implementation of the master plan for capital improvements
- Develops both short and long-range maintenance plans
- Performs other duties as assigned

MINIMUM QUALIFICATIONS:

Knowledge, skills, and abilities:

- Maintaining accurate and current knowledge of the California Education Code and regulations
- Ability to positively interact with employees to facilitate effective relations and proactive problem solving.
- Provide support and assistance, with principals and management staff
- Ability to take initiative and act in accordance with district expectations
- Knowledge of day-to-day operations and appropriate support services necessary to assure operation effectiveness of district programs
- Knowledge of public information principles and techniques, including an awareness of district and community needs interests and concerns
- Knowledge of and ability to apply effective supervision techniques
- Knowledge of applicable federal and state laws, codes, regulations, policies and procedures related to specially funded programs
- Knowledge of provisions of the Education Code
- Knowledge of principles and practices of accounting and financial reporting for California schools
- Knowledge of GAAP, GASB and Governmental Accounting and Financial Reporting Standards
- Knowledge of Federal and state grant guidelines
- Knowledge of applicable district, state and federal laws, rules, regulations, policies and procedures
- Knowledge of principles of training, supervision, and evaluation
- Knowledge of management principles of risk management, facilities planning and statistical report preparation
- Ability to operate a computer and assigned software
- Ability to prioritize workload to meet schedules and timelines
- Ability to establish and maintain an effective relationship with administrators, faculty, staff, students, and parents
- Ability to use tact, patience and courtesy; exercise judgment and discretion
- Ability to facilitate change and collaborate in problem-solving
- Ability to accurately identify problems, define causes and identify appropriate action to reach a resolution
- Ability to supervise and evaluate the performance of assigned staff, including hourly personnel
- Ability to exercise proper discretion in dealing with confidential matters
- Ability to understand and be sensitive to those of culturally and linguistically diverse backgrounds
- Maintains a commitment to professional growth and lifelong learning
- Ability to provide open communication and cooperative relationships inspires individual and team development, and reviews processes for improvement
- Ability to review and interpret highly technical information, write technical materials and speak regarding these areas
- Ability to satisfactorily perform the duties of accounts payable, accounts receivable, payroll, and associated student body accounting

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Chief Business Official

- Ability to operate several data applications including student attendance software, state required data applications, financial software packages, as well as word processing and spreadsheets
- Ability to communicate plainly and effectively in writing and orally with diverse school and community groups and State agencies
- Ability to effectively manage time and tasks
- Ability to plan, organize and coordinate the work of others
- Ability to communicate effectively in Spanish both orally and in writing desired
- Ability to communicate effectively in English both orally and in writing; prepare narrative reports

PHYSICAL DEMANDS / WORKING CONDITIONS:

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

EDUCATION AND EXPERIENCE:

- Bachelor's Degree required in Business Management or a closely related field
- A minimum of seven years of successful experience in California schools, in business services preferred or the equivalent of
- A minimum of three years successful management experience including supervision of employees
- Bilingual in English/Spanish desired

SALARY RANGE: \$96,723 – 123,446 (dependent on experience)

WORK YEAR: 256 days

- Department of Justice fingerprint clearance processed by the District or District-approved agency
- TB (Tuberculosis) clearance
- File the oath or affirmation of allegiance required by Government Code Sections 3100-3109

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

SUBJECT: Approval of Resolution #18:13/14 Designate
Specified Position as Senior Management of the
Classified Service

MEETING: June 11, 2014

AGENDA SECTION:

☒ **ACTION**

☐ **INFORMATION**

☐ **ACTION/CONSENT**

GOVERNING BOARD

Board Goals:

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

Summary:

Under Education Code (EC) section 45100 and 45108.5 the Governing Board may adopt a resolution designating certain positions, including the Chief Business Official as senior management of the classified service. Under EC 45100.5(b), "Employees whose positions are designated as senior management of the classified service shall be a part of the classified service and shall be afforded all rights, benefits, and burdens of other classified employees, except that they shall be exempt from all provision relating to obtaining permanent status in a senior management position.

Recommendation:

It is recommended that the State Administrator adopt Resolution #18:13/14 designating the Chief Business Official as a Senior Manager in the South Monterey County Joint Union High School District

Fiscal Impact:

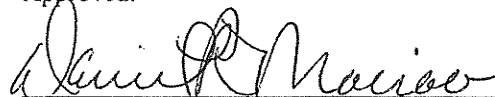
No additional fiscal impact

Submitted By:



Daniel R. Moirao, Ed.D.
State Administrator

Approved:



Daniel R. Moirao, Ed.D.
State Administrator

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

RESOLUTION NO. 18:13/14

**RESOLUTION TO DESIGNATE SPECIFIED POSITION AS SENIOR
MANAGEMENT OF THE CLASSIFIED SERVICE**

WHEREAS, Education Code sections 45100.5 and 45108.5 permit the State Administrator acting on behalf of the Governing Board to designate classified positions in this District as senior management; and

WHEREAS, employees whose positions are designated as senior management of the classified service shall be a part of the classified service and shall be afforded all rights, benefits, and burdens of other classified employees, except that they shall be exempt from all provisions relating to obtaining permanent status in a senior management position; and

WHEREAS, notice of reassignment or dismissal from a position in the senior management of the classified service shall be provided in accordance with the provisions of Education Code section 35031;

THEREFORE, BE IT RESOLVED by the State Administrator on behalf of the Governing Board of the South Monterey County Joint Union High School District that the position of Chief Business Official is a senior management classified position under the provisions of Education Code section 45108.5.

BE IT FURTHER RESOLVED that the State Administrator or his designee is authorized to enter into a contract on behalf of the Governing Board with the person hired into or occupying this position reflecting the status of the position as senior management for a term and compensation set by the State Administrator on behalf of the Governing Board.

PASSED AND ADOPTED by the State Administrator on behalf of the Governing Board of the South Monterey County Joint Union High School District on June 11, 2014

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

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

SUBJECT: Renewal of Agreement with Duane Wolgamott as
CBO

MEETING: June 11, 2014

AGENDA SECTION:

☒ **ACTION**

☐ **INFORMATION**

☐ **ACTION/CONSENT**

GOVERNING BOARD

Board Goals:

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

Summary:

Duane Wolgamott was hired as the Business Manager in the Spring of 2013 as Business Manager. This agreement changes his title to Chief Business Official and places him on an already established salary schedule adopted by the school district on June 9, 2010. With this change in title also comes additional responsibilities consistent with those of the Chief Business Official job description previously adopted by the State Administrator on May 7 2010 and revised June 11, 2014.


Recommendation:

It is recommended that the State Administrator adopt the revised contract with Duane Wolgomatt as the Chief Business Official.


Fiscal Impact:

This is a budgeted management position from the Base Grant provided by the State of California

Submitted By:


Daniel R. Moirao Ed.D.
State Administrator

Approved:


Daniel R. Moirao Ed.D.
State Administrator

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Employment Agreement between Duane Wolgamott, Chief Business Official and the South Monterey County Joint Union High School District

This Agreement is entered into as of this twelfth (12) day of June, 2014, between the State Administrator, on behalf of the Governing Board (hereinafter "the Board") of and on behalf of the South Monterey County Joint Union High School District (hereinafter "the District"), and Duane Wolgamott (hereinafter "the CBO").

1. **Term:** The State Administrator, on behalf of the Board hereby employs Duane Wolgamott as Chief Business Official of the District beginning July 1, 2014. This Agreement is subject to renewal annually at the discretion of the State Administrator.
2. **Chief Business Official and State Administrator/Board Responsibilities:** The CBO works under the direction of the State Administrator. As such, the CBO shall have the primary responsibility for execution of the budget, whereas the State Administrator, on behalf of the Board, shall retain the primary responsibility for formulating District goals and adopting the Budget. It is the philosophy of the State Administrator, on behalf of the Board, that the CBO is the financial leader and a part of the management team that provides leadership for the District in the area of school and district finances.
3. **Salary Payment:** The salary of the CBO shall be consistent with the adopted Classified Management/Confidential Salary Schedule starting at Column 3 on July 1, 2014. This annual salary is based on twelve (12) months of full-time service. The annual salary shall be payable in twelve (12) equal monthly installments on the last day of each month. When only a portion of any month or year is served, the CBO's salary shall be prorated to reflect such service.
4. **Senior Management:** The CBO position is a senior management position of the classified service pursuant to Education Code sections 45100.5. The CBO shall not have any property interest in the position that would entitle him to permanent status in a Senior Management position; his employment rights are as provided for the Education Code sections 45104.5 and 35031.
5. **Work Year, Vacation and Holidays:** The Business Manager shall serve as a full-time employee of the District based on rendering twelve (12) months of full and regular service to the District during each annual period covered by this Agreement, prorated for less than a full year of service. The Business Manager shall be entitled to twenty (20) days of paid vacation during any complete year of this Agreement, prorated for less than a year of service. Vacation days may be accumulated from year to year provided, however, that such accumulated vacation shall at no time during the term of this Agreement exceed a total of six (6) days. If this Agreement should be terminated or expire before all earned and accrued vacation is taken, the CBO shall be entitled to receive compensation, at the per diem rate based on his then current salary, for

accumulated and unused vacation days up to but not to exceed the maximum provided herein.

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

6. **Other Duties:** The CBO shall be responsible for duties as outlined in the most recent adopted job description.
7. **Benefits:**
 - a. During the term of this employment agreement the District will pay up to \$10,000 per year, prorated for less than a full year of employment, toward medical costs through the prevailing medical provider to all management positions, and the District will pay employee only benefits for dental and vision.
 - b. During the term of this employment agreement the District will pay one hundred and seventy dollars (\$170) a month for the use of his personal vehicle, and seventy dollars (\$70) per month for use of personal cellular phone.
 - c. The CBO shall receive all statutory benefits provided to other classified management employees of the District, including PERS.
 - d. Earned sick leave may be cumulative as provided by State law and Board rules and regulations.
8. **Expense Reimbursement:** The CBO shall be reimbursed for necessary expenses that may be incurred in the performance of duties. Verification of expenses, by the State Administrator shall be necessary for reimbursement within this provision.
9. **Conference Attendance:** Pre-approved conference expenses shall be paid by the District.
10. **Leaves:** The CBO shall receive all leaves as stated in Board policy.
11. **Review:** The State Administrator shall review the CBO's work performance by annually with periodic updates.
12. **Termination of Agreement**
 - a. Mutual Consent: This Agreement may be terminated at any time by mutual consent of the State Administrator, on behalf of the Board and the Chief Business Official.
 - b. Non Renewal of Agreement by the District: By signing this Agreement, the Chief Business Official accepts receipt of a written notice according to Education Code

section 35031 that acknowledges the State Administrator's exercise of its right not to reelect or re-employ the Chief Business Official upon the expiration of this Agreement.

This Agreement terminates on the last day of the term herein or as extended in writing, upon sixty (60) days written notice to the Chief Business Official prior to the last day of the term herein or as extended in writing.

- c. Termination For Cause: This Agreement and all of the CBO's employment rights may be terminated by the State Administrator for breach of contract or for cause at any time. Upon request, the CBO may have a pre-dismissal meeting with the State Administrator regarding the decision to terminate the CBO's employment. This meeting shall be the CBO's exclusive right to any hearing that otherwise might be required by law.

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

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

15. **Modification of Agreement**: This Agreement may be modified at any time with joint consent of the State Administrator, on behalf of the Board, and the Chief Business Official.

_____ Date: _____
Daniel R. Moirao, Ed.D.
State Administrator

I accept the above Agreement of employment and the terms and conditions thereof and will perform faithfully all of the duties of employment of Chief Business Official of the South Monterey County Joint Union High School District.

_____ Date : _____
Duane Wolgamott, Chief Business Official
South Monterey County Joint Union High School District

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

SUBJECT: Approval of Senior Director, Human Resources Job
Description

MEETING: June 11, 2014

AGENDA SECTION:

☒ **ACTION**

☐ **INFORMATION**

☐ **ACTION/CONSENT**

GOVERNING BOARD

Board Goals:

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

Summary:

With the further reorganization of district services: the elimination of the position of Assistant Superintendent of Administrative Services and the creation of the Director of Educational Services, several significant duties have been reassigned to other departments. The Human Resources Administrator will now take on more responsibility as it relates to Uniform Complaint Procedures, ADA requirements and negotiations.

A job description reflecting these changes has been created for approval.

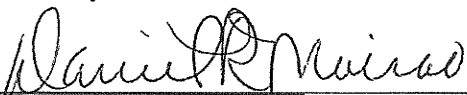
Recommendation:

It is recommended that the State Administrator approve the job description for the Senior Director of Human Resources.

Fiscal Impact:


This is a budgeted position within the budget allocation in the 2013-2014 district office reorganization.

Submitted By:



Daniel R. Moirao, Ed.D.
State Administrator

Approved:



Daniel R. Moirao, Ed.D.
State Administrator

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Senior Director, Human Resources

BASIC JOB FUNCTIONS:

Under the direction of the State Administrator and/or Superintendent the Human Resource Administrator performs complex and highly specialized administrative duties related to certificated, classified, management and confidential personnel. The Senior Director of Human Resources shall be responsible for all activities of the District Human Resources Office under the guidance of the State Administrator and/or Superintendent. The Sr. Director of Human Resources is responsible for recommending, implementing and coordinating policies and programs covering but not limited to the following: compliance with federal, state and local employment laws and regulations, employee relations and problem solving, job analysis, recruitment and retention, policy development and administration, record keeping and reporting, monitoring and tracking of evaluations and negotiations. The Senior Director, Human Resources shall exercise informed judgment in dealing with sensitive situations and to provide advice or direction to others, and to perform related work as required.

DISTINGUISHING CHARACTERISTICS, IF APPLICABLE:

- Lead the functions of the Human Resources Department in a manner consistent with serving customers in a professional and direct manner
- Ensure the highest of expectations of self and others who may report to the administrator
- Ability to create a vibrant and positive culture that supports the district mission, student learning and deep relationships among all staff: classified and certificated
- Clearly articulate to internal and external stakeholders the district's goals and programs as well as the vision of the South Monterey County Joint Union High School District

ESSENTIAL JOB FUNCTIONS:

- Provides leadership and direction to assigned programs (e.g., employee matters; hiring, coaching and counseling, discipline, evaluations, district policy and employment laws and separation of employment in order to maintain a productive work environment and prevent legal actions)
- Serves as a member of the State Administrator/Superintendent's Cabinet and the District Leadership Team; upholds board policies and follows administrative regulation guidelines & procedures; attends Board of Education meetings as necessary
- Provides direction for personnel programs in accordance with district policies and regulations and in accordance with state and federal statutes and regulations
- Prepares all personnel reports requiring personnel action at the Board level
- Provides technical assistance to administrators in implementing personnel policies, regulations, and procedures, including evaluation guidelines and procedures, eligibility and qualifications in recruiting and hiring personnel, and monitoring professional growth timelines
- Establishes, maintains and monitors accurate and current roster of employee assignments, classification, credentials, seniority lists and status
- Develops and maintains a system, electronic and paper, for personnel records for all employees in order to provide comprehensive, efficient, accurate, and current records of all matters relating to employment, transfer, tenure, retirement, leave and promotion.
- Develops and monitors a master schedule calendar for all personnel matters
- Coordinates and administers the District's Workers' Compensation program
- Serves as the Coordinator of and as the District Officer for Uniform Complaint Procedures
- Co-administrate the employee benefit programs
- Represents the district on unemployment issues
- Serves as the district's No Child Left Behind compliance officer
- Maintains ADA plans and compliance issues
- Serves as the custodian of records for employee files, fingerprints etc.
- Works cooperatively with business office personnel for salary and budget preparations
- Coordinates recruitment and hiring program for all district employees
- Coordinates evaluation process for District employees
- Coordinates and supervises District substitute program
- Prepares and distributes materials for personnel openings
- Works with the State Administrator/Superintendent, CBO and the bargaining team to develop strategies and proposals for collective bargaining
- Serves as a member of the District's negotiation team and may serve as the Chief Negotiator in the State Administrator/Superintendent's absence
- Develops annual contracts and salary placement for all certificated personnel
- Works with staff, develops and maintains current position descriptions for all existing and new staff positions
- Processes all employment applications and related materials for recruitment and selection process
- Serves as District credential technician for certificated staff
- Composes correspondence on own initiative regarding personnel matters
- Supervises the development and revision of procedure manuals regarding human resources service
- Supervises any Human Resources staff

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Senior Director, Human Resources

- Coordinate Affirmative Action efforts to comply with federal and state laws and regulations
- Performs other duties as assigned

MINIMUM QUALIFICATIONS:

Knowledge, skills, and abilities:

- Maintaining accurate and current knowledge of the California Education Code and regulations of the Commission for Teacher Credentialing related to certificated credentials and waiver alternatives
- Ability to positively interact with employees to facilitate effective relations and proactive problem solving.
- Provide support and assistance, with principals and management staff
- Ability to take initiative and act in accordance with district expectations
- Knowledge of day-to-day operations and appropriate support services necessary to assure operation effectiveness of district programs
- Knowledge of public information principles and techniques, including an awareness of district and community needs interests and concerns
- Knowledge of and ability to apply effective supervision techniques
- Knowledge of applicable federal and state laws, codes, regulations, policies and procedures related to specially funded programs
- Ability to communicate effectively in English both orally and in writing; prepare narrative reports
- Ability to communicate effectively in Spanish both orally and in writing desired
- Ability to operate a computer and assigned software
- Ability to prioritize workload to meet schedules and timelines
- Ability to establish and maintain an effective relationship with administrators, faculty, staff, students, and parents
- Ability to use tact, patience and courtesy; exercise judgment and discretion
- Ability to facilitate change and collaborate in problem-solving
- Ability to accurately identify problems, define causes and identify appropriate action to reach a resolution
- Ability to supervise and evaluate the performance of assigned staff, including hourly personnel
- Ability to exercise proper discretion in dealing with confidential matters
- Ability to understand and be sensitive to those of culturally and linguistically diverse backgrounds
- Ability to maintain professional confidentiality
- Maintains a commitment to professional growth and lifelong learning
- Ability to provide open communication and cooperative relationships inspires individual and team development, and reviews processes for improvement

PHYSICAL DEMANDS / WORKING CONDITIONS:

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

EDUCATION AND EXPERIENCE:

- Bachelor's Degree required in Human Resources or a closely related field
- A minimum of three years successful human relations experience or the equivalent of
- Bilingual in English/Spanish desired

LICENSES, CERTIFICATES and CLEARANCES:

- Valid California Driver's License with evidence of insurability

SALARY RANGE: \$ 65,584 -83,704 (dependent on experience)

WORK YEAR: 256 days 21 vacation days

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

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

SUBJECT: Approval of Resolution #19:13/14 Designate
Specified Position as Senior Management of the
Classified Service

MEETING: June 11, 2014

AGENDA SECTION:

☒ **ACTION**

☐ **INFORMATION**

☐ **ACTION/CONSENT**

GOVERNING BOARD

Board Goals:

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

Summary:

Under Education Code (EC) section 45100 and 45108.5 the Governing Board may adopt a resolution designating certain positions, including the Human Resources Administrator as senior management of the classified service. Under EC 45100.5(b), "Employees whose positions are designated as senior management of the classified service shall be a part of the classified service and shall be afforded all rights, benefits, and burdens of other classified employees, except that they shall be exempt from all provision relating to obtaining permanent status in a senior management position".


Recommendation:

It is recommended that the State Administrator adopt Resolution #19:13/14 designating the Senior Director, Human Resource as a Senior Manager in the South Monterey County Joint Union High School District

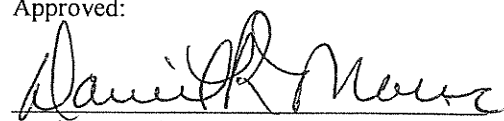
Fiscal Impact:

No additional fiscal impact

Submitted By:


Daniel R. Moirao, Ed.D.
State Administrator

Approved:


Daniel R. Moirao, Ed.D.
State Administrator

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

RESOLUTION NO. 19:13/14

**RESOLUTION TO DESIGNATE SPECIFIED POSITION AS SENIOR
MANAGEMENT OF THE CLASSIFIED SERVICE**

WHEREAS, Education Code sections 45100.5 and 45108.5 permit the State Administrator acting on behalf of the Governing Board to designate classified positions in this District as senior management; and

WHEREAS, employees whose positions are designated as senior management of the classified service shall be a part of the classified service and shall be afforded all rights, benefits, and burdens of other classified employees, except that they shall be exempt from all provisions relating to obtaining permanent status in a senior management position; and

WHEREAS, notice of reassignment or dismissal from a position in the senior management of the classified service shall be provided in accordance with the provisions of Education Code section 35031;

THEREFORE, BE IT RESOLVED by the State Administrator on behalf of the Governing Board of the South Monterey County Joint Union High School District that the position of Senior Director, Human Resources is a senior management classified position under the provisions of Education Code section 45108.5.

BE IT FURTHER RESOLVED that the State Administrator or his designee is authorized to enter into a contract on behalf of the Governing Board with the person hired into or occupying this position reflecting the status of the position as senior management for a term and compensation set by the State Administrator on behalf of the Governing Board.

PASSED AND ADOPTED by the State Administrator on behalf of the Governing Board of the South Monterey County Joint Union High School District on June 11, 2014

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

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

SUBJECT: Approval of Classified Management/Confidential
Salary Schedule

MEETING: June 11, 2014

AGENDA SECTION:

☒ **ACTION**

☐ **INFORMATION**

☐ **ACTION/CONSENT**

GOVERNING BOARD

Board Goals:

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

Summary:

With the elimination of the Assistant Superintendent of Administrative Services position, several duties have been reassigned. The previously assigned duties of the Assistant Superintendent are being assigned to other staff members. With these changes the level of responsibility for current staff increases. The attached Classified Management/Confidential Schedule reflects the addition of the Senior Director of Human Resources position. No other changes have been made to this Salary Schedule.

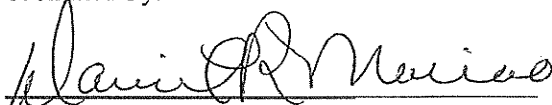
Recommendation:

It is recommended that the State Administrator approve the revised Classified Management/Confidential Salary Schedule.

Fiscal Impact:

The reorganization of the district office does result in a slight savings from the 2013-2014 budgeted amounts for district staffing.

Submitted By:



Daniel R. Moirao, Ed.D.
State Administrator

Approved:



Daniel R. Moirao, Ed.D.
State Administrator

South Monterey County Joint Union High School District
Classified Management/Confidential Salary Schedule
2013-14

Job Title	1	2	3	4	5	6
Administrative Assistant	41,495	43,570	45,748	48,036	50,437	52,959
Executive Assistant	48,052	50,455	52,977	55,626	58,408	61,328
Human Resources Administrator	60,726	63,762	66,950	70,298	73,813	77,503
Director, MOTF	60,726	63,762	66,950	70,298	73,813	77,503
Director, Technology	60,726	63,762	66,950	70,298	73,813	77,503
Senior Director Human Resources	65,584	68,863	72,306	75,922	79,718	83,704
Business Manager	87,051	91,404	95,974	100,772	105,811	111,102
Chief Business Official	96,723	101,559	106,637	111,969	117,567	123,446

Benefits:

District pays up \$10,000 toward medical costs through MCSIG
District pays employee only for dental and vision

Adopted: 6/9/2010
Effective: 7/1/2010
Adopted:
Effective: 6/1/2013

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Approval of Single Plan for Student Achievement for
Greenfield High School

MEETING: June 11, 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 Single Plan for Student Achievement is a requirement that each school develop goals, objectives and a plan to use categorical funds for student improvement. This plan is based on data and written with input from the School Site Council.


Recommendation:

The recommendation is being made for the State Administrator to approve the Greenfield High School Single Plan for Student Achievement.


Fiscal Impact:

This is required to approve expenditures of State and Federal program funds.

Submitted By:


Wendy Pospichal, Ed.D.
Assistant Superintendent Administrative Services

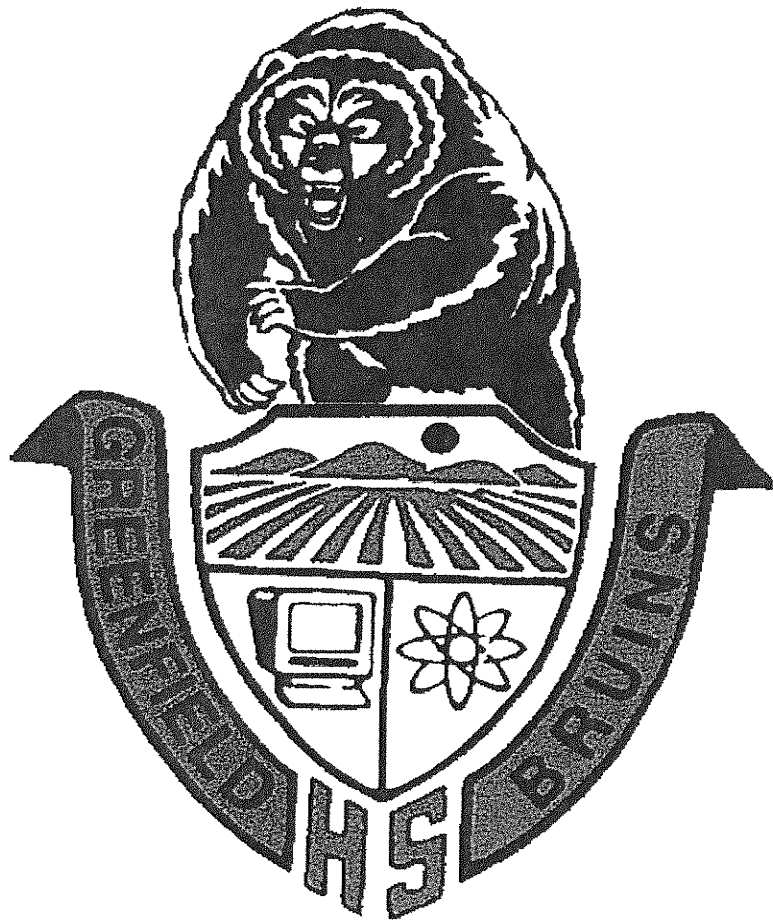
Approved:


Daniel R. Moirao, Ed.D.
State Administrator

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
GREENFIELD HIGH SCHOOL

Single Plan for Student Achievement

2014-2015



The Single Plan for Student Achievement

School: Greenfield High School

District: South Monterey County Joint Union High School District

County-District School (CDS) Code: 27-66068

Principal: Lisa Mazza

Date of this revision: June 2014

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Lisa Mazza

Position: Principal

Telephone Number: 831-674-2751

Address: 225 South El Camino Real, Greenfield, CA 93927

E-mail Address: lmazza@smcjuhsd.org

The District Governing Board approved this revision of the SPSA on Enter Date.

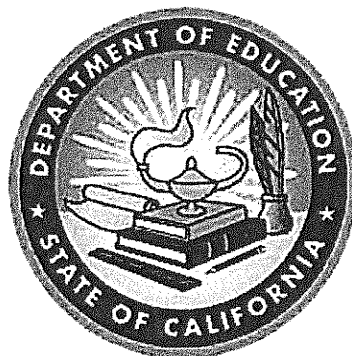


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Planned Improvements in Student Performance

Centralized Services for Planned Improvements in Student Performance

Form C: Programs Included in This Plan

Form D: School Site Council Membership

Form E: Recommendations and Assurances

Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

The WASC Visiting Committee Report for March 2013 identified six critical areas of need. The following areas are addressed in the 2014-15 GHS SPSA:

1. Develop further methods of data gathering so that teachers and staff use all means of data analysis to enhance learning and to inform instruction.
2. Develop additional means to redesignate ELL students so that they can engage in traditional learning.
5. The students and staff reported to the committee the possibility of an underlying gang problem in the community. Students were concerned about their personal property.
6. Improve articulation with middle school and the elementary school district in the areas of math, language arts, and behavior expectations.

The following critical areas of need identified in the WASC Visiting Committee Report for March 2013 are not addressed in the 2014-15 GHS SPSA although they have been addressed by the school through the addition of electives, an option for students to take driver's ed in King City, and a district change in graduation requirements:

3. Explore options in order to offer more varied elective courses such as Home Ec, Drivers training, Agriculture, Band and Art.
4. Develop a plan to arrange for a two-year contract to change the graduation requirements for graduating students affected by the schedule change in 2011 and 2012.

All LCAP 2014-17 goals and performance measures are in italics.

English Language Arts (ELA)

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

LCAP Priority #4 Student Achievement

LCAP Priority: #2 Implementation of the CCSS

WASC VC Report March 2013:

Critical Area of Need #1: Develop further methods of data gathering so that teachers and staff use all means of data analysis to enhance learning and to inform instruction.

Critical Area of Need #6: Improve articulation with middle school and the elementary school district in the areas of math, language arts and behavior expectations.

SCHOOL GOAL ELA1: By May 2015 70% of the 10th graders will pass the ELA CAHSEE, thus attaining a score of proficient or better.

What data did you use to form this goal?

CAHSEE Results 2007-2014
January 2014
Analysis of 2013-14 SPSA
WASC Three-Year-Term Report March 2013
Teacher Survey

What were the findings from the analysis of this data?

As measured by the ELA CAHSEE from 2007 – 2014, the percent of 10th graders achieving a passing score has increased from 2007; however, the recent five year trend shows a decrease of 10% in the passing rate.

	% PASSED
	ELA
2007	55
2008	64
2009	60
2010	71
2011	69
2012	65
2013	62
2014	61

The percentage of 10th graders passing the ELA portion of the CAHSEE in 2013 was 62 and in 2014 it was 61.

How will the school evaluate the progress of this goal?

LCAP: Performance on standardized tests*

- 10th grade ELA CAHSEE passing rates

**Extrapolate results by student subgroup: Low SES, EL, Foster Child, Students with Disabilities*

STRATEGY 1A.1: During 2014-15 GHS will create and/or modify pacing guides and benchmark and common formative assessments. The pacing guides and results of the benchmark and common formative assessments will be the focus of PLC work.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>1A.1.1 By September 1, 2014, pacing guides and PBA-type writing benchmarks will be modified as needed to align with the ELA CCSS for ELA grades 9 and 10.</p> <p>By September 1, 2014, pacing guides and PBA-type writing benchmarks will be developed to align with the ELA CCSS for ELA grade 11.</p> <p>Quarterly SMART goals and performance tasks</p> <p>- 395 -</p>	<p>Site Administration Department Chair Instructional Coach IT ELA Teachers</p>	<p>ELA teachers will attend June 2 and 3, 2014, training to write/modify ELA pacing guides with benchmarks.</p> <ul style="list-style-type: none"> Review results of 2013-14 assessments, CELDT, and CAHSEE to revise pacing guides as necessary. Provide necessary training to ELA Department in the development and analysis of PBA-type writing benchmarks. <p>Train new ELA teachers in the pacing guides.</p> <p>Provide additional support and materials in CM to help meet the rigor of the CCSS.</p> <p>Provide collaboration time to accomplish tasks.</p> <p>Create quarterly performance tasks and evaluate results by subgroups.</p> <p>Create CCSS SMART Goals through use of Common Formative Assessments via Aeries Analytics and USA Test Prep, review pre- and post- assessment data by subgroups and devise strategies for re-teaching or advancing curriculum.</p>	<p>Title I Release Days / Subs \$4,000 Allocated</p> <p>Title I Release Days / Subs \$1,000 Allocated</p>

STRATEGY 1A.2: All 9th and 10th grade students performing within two years below grade level will be placed in a strategic class of ELA.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>1A.2.1 By May 30, 2014, identify potential ELA students for placement in the strategic ELA classes.</p>	<p>ELA Dept. Counselor</p>	<p>Use SRI results to create a list of students who are potential candidates for ELA strategic classes.</p> <p>Enroll qualifying students in strategic ELA class in addition to their core ELA class.</p> <p>By August 1, 2014, develop a written plan for the strategic ELA class which:</p> <ul style="list-style-type: none"> Identifies the purpose of the class and how its success will be measured Specifies how the additional instructional time will be used to follow the same pacing guide as the parallel ELA class. Use the CAHSEE prep in Odysseyware and released test questions to enhance curriculum in the Strategic classes and prepare for CAHSEE. <p>Articulation with middle school and the elementary school district in the area of</p>	<p>\$0</p>

		ELA and behavior expectations.	
1A.2.3. On a quarterly basis, analyze the progress of students enrolled in the strategic ELA classes.	Admin. Teachers of the Strategic classes	Establish a calendar for end of the quarter reports to the SSC on the progress of students enrolled in the strategic ELA classes.	\$0

STRATEGY 1A.3: During 2013-14, all 11th and 12th grade students who have not passed the ELA CAHSEE, and/or are in need of tutoring will be attending an extended learning day opportunity.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>1.A.3.1 By the end of the first quarter, enroll target students in extended learning opportunities:</p> <ul style="list-style-type: none"> CAHSEE prep before/after school, on Saturdays, and during summer CAHSEE prep class during the school day 	Administration Student Support Services Instructors of the extended day programs	<p>CAHSEE tutoring will be offered during the school day and as an extended learning opportunity (beyond the school day). Coordinate the CAHSEE tutoring with all extended learning day services through the creation of documents which identify the purpose, the eligible students, delivery system, schedule, and delineate the plan for program monitoring.</p> <p>Use the same system for monthly monitoring of student attendance as in other extended learning day opportunity.</p> <p>Use the same evaluation template used by every extended learning day teacher/provider that includes attendance and data-based results to evaluate program effectiveness.</p> <p>Before the tutorial starts, CAHSEE prep teachers will analyze subgroup performance on the ELA CAHSEE by strand and create a pacing guide to insure that students are receiving remediation in the highest areas of need. Teachers compare and analyze pre- and post-assessment data to determine effectiveness of program.</p> <p>Purchase research-based materials and technology that promote CAHSEE success.</p> <p>Contact the parents of the target students, making sure they understand the purpose, schedule, and contact information.</p> <p>Establish a calendar for end of the semester reports to the SSC on the progress of students enrolled in all extended learning opportunities including CAHSEE and SES.</p>	<p>Title I ELA CAHSEE teacher \$5,000 Allocated</p> <p>Title I ELA tutorial teachers \$5,000 Allocated</p> <p>Title I Hourly Salaries and Benefits \$22,473 Allocated \$16,501.26 Expenditures</p> <p>Title I SES \$39,323 Allocated \$10,000 Materials and supplies</p> <p>USA Test Prep</p>

Mathematics

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

LCAP Priority #4 Student Achievement

LCAP Priority: #2 Implementation of the CCSS

WASC VC Report March 2013:

Critical Area of Need #1: Develop further methods of data gathering so that teachers and staff use all means of data analysis to enhance learning and to inform instruction.

Critical Area of Need #6: Improve articulation with middle school and the elementary school district in the areas of math, language arts and behavior expectations.

SCHOOL GOAL MATH 1B: By May 2015 75% of the 10th graders will pass the Math CAHSEE.

What data did you use to form this goal?

SEE Results 2007-2014
C January 2014
Analysis of 2013-14 SPSA
WASC Three-Year-Term Report March 2013
Teacher Survey

What were the findings from the analysis of this data?

As measured by the Math CAHSEE from 2007 – 2014, the percent of 10th graders achieving a passing score has increased from 2007 and an increase from 2013 to 2014; however, the recent five year trend shows a decrease of 4% from the highest passing rate gained in 2010.

	% PASSED
	MATH
2007	54
2008	60
2009	67
2010	74
2011	70.9
2012	67
2013	59
2014	69

How will the school evaluate the progress of this goal?

LCAP: Performance on standardized tests*

- **10th grade Math CAHSEE passing rates**

**Extrapolate results by student subgroup: Low SES, EL, Foster Child, Students with Disabilities*

STRATEGY 1B.1: Develop and implement a plan for the continued implementation of Math I.			
Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1B.1.1 By August 2014 Develop and implement a plan for the continued implementation of Math I.	Site Administration Math Department Chair Math teachers Counselor Instructional Coach IT Dept.	The plan for Math I will include: <ul style="list-style-type: none"> • Revision of the 8 common modules' assessments and pacing guide. • Development of a calendar for the administration and scoring of the common benchmark tasks. • Needed professional development and other support including summer training in MVP (Math Visions Project) at MCOE • A description of how and when the MVP modules will be duplicated and distributed. • The dates on which the SSC and the DSLT will receive progress reports on Math I upon development of the calendar. • Provide collaboration time to devise the plan and to compare assessment results • Students with mild to moderate disabilities will receive Math 1 instruction. • Collaboration with KCHS on the plan for Math I • Implementation of Math I honors with pacing guide and benchmarks • Provide strategic math support classes for students below grade level in Math I during the school day which will include skills for CAHSEE prep. Articulation with middle school and the elementary school district in the area of math, and behavior expectations. Provide additional support and materials in CM to help meet the rigor of the CCSS. Provide additional Aeries Analytics and USA Test prep training.	Title I Release time / Subs \$1,000 Allocated

STRATEGY 1B.2 Develop and implement a plan for the implementation of Math II.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1B.1.2 By August 2014 develop a comprehensive plan for the implementation of Math II.	Site Administration Math Department Chair Math Teachers Counselor IT Dept.	<p>The plan for Math II will include:</p> <ul style="list-style-type: none">• Development of the 8 common modules' assessments and pacing guide.• Development of a calendar for the administration and scoring of the common benchmark tasks.• Needed professional development and other support including summer training in MVP at MCOE and Aeries Analytics training for Teachers of Math II• A description of how and when the MVP modules will be duplicated and distributed.• The dates on which the SSC and the DSLT will receive progress reports on Math II upon development of the calendar.• Provide collaboration time to devise the plan and compare assessment results• Students with mild to moderate disabilities will receive Math II instruction.• Collaboration with KCHS on the plan for Math II.• Implementation of Math II honors with pacing guide and benchmarks <p>Provide additional support and materials in CM to help meet the rigor of the CCSS. Provide additional Aeries and USA Test prep training.</p> <p>CAHSEE tutoring in math will be offered during the school day and as an extended learning opportunity (beyond the school day). Coordinate the CAHSEE tutoring with all extended learning day services through the creation of documents which identify the purpose, the eligible students, delivery system, schedule, and delineate the plan for program monitoring.</p>	Title I Release Days / subs \$1,000 Allocated

Science

LEA GOAL:

LCAP Priority: #2 Implementation of the CCSS

LCAP Priority: #4 Student Achievement

WASC VC Report March 2013:

Critical Area of Need #1: Develop further methods of data gathering so that teachers and staff use all means of data analysis to enhance learning and to inform instruction.

SCHOOL GOAL Science: By May, 2015, 45% of the students in grade 10 will score within the advanced and proficient levels on the Life Science CST.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>By August 2014 develop a comprehensive plan for the implementation of the Next Generation Science Standards by 2015-16.</p> <p>By August 2014, place more students in Biology courses and fewer in Life Science</p>	<p>Administration Science Department Chair Science Teachers Instructional Coach Counselor IT</p>	<ol style="list-style-type: none"> 1. Revise pacing guides and benchmarks to align with NGSS (Next Generation Science Standards) 2. Provide department time for NGSS lesson planning and revision of pacing guides and benchmark creation. 3. Collaborate with the Ag Science dept. 4. Create performance tasks and quarterly benchmarks and measure the results. 5. Create SMART Goals through use of Common Formative Assessments via USA Test Prep and Aeries Analytics. Analyze the results by subgroup and determine strategies for reteaching or advancement of curriculum. 6. Provide collaboration time with KCHS to align the science programs 7. Develop a calendar for administrating and scoring the benchmarks. 8. Receive professional development: <ul style="list-style-type: none"> • Visit STEM Programs and high schools that are implementing NGSS • Attend STEM Conference(s) and NGSS workshops and share information with staff • Aeries Analytics 9. Implement Pre-AP Bio class with benchmarks and pacing guide 10. Provide additional support and materials in CM to help meet the rigor of the NGSS. 11. Utilize ELA, Math and cross-curricular components in lessons to promote student success on the SBAC. <p>Biology CST scores continue to show an upward trend in the percent of students scoring in the advanced and proficient categories, combined. The 2011 CST results showed the largest number of students scoring in the Advanced and Proficient categories. Students enrolled in</p>	<p>Title 1/conferences and materials \$1,000</p>

Biology took both the Biology CST and the Life Science CST. In 2014-15, only the Life Science CST will be offered. CST scores of students taking Biology have shown that they are better prepared for the CST than those taking Life Science. Although it satisfies the graduation requirement, Life Science is not a course that meets the A-G requirements. Therefore, students will continue to take the Biology course and Life Science course will be phased out. In 2014-15, we will change from two sections of Life Science to one section, with additional students placed in Biology and Ag Biology to meet the level of rigor needed for common core and CST requirements in the advanced and proficient levels. The charts illustrate the differences in scores.

BIOLOGY:

	Advanced	Proficient	Basic	Below Basic	Far Below Basic	# Gr. 10 Students Tested
Bio / Life - 2007	3%	7%	34%	37%	19%	68
Bio / Life - 2008	2%	7%	48%	33%	11%	61
Bio / Life - 2009	0%	14%	59%	17%	10%	78
Bio / Life - 2010	11%	28%	47%	10%	3%	96
Bio / Life - 2011	18%	34%	36%	9%	3%	146
Bio / Life - 2012	10%	20%	47%	15%	8%	142
Bio / Life - 2013	8%	33%	48%	10%	2%	113

The data below shows that the number of students scoring in the advanced and proficient categories in Life Science has remained consistent at 28% - 29% from 2010-2012; however, the number of students scoring proficient decreased last year by 3% and the number of students scoring below proficient increased by 3%.

LIFE SCIENCE:

	Advanced	Proficient	Basic	Below Basic	Far Below Basic	# Gr. 10 Students Tested
10th Life Sci - 2007	4%	12%	30%	27%	28%	261
10th Life Sci - 2008	1%	11%	32%	26%	29%	228
10th Life Sci - 2009	6%	10%	33%	27%	22%	273
10th Life Sci - 2010	10%	18%	41%	20%	12%	212
10th Life Sci - 2011	9%	20%	37%	21%	13%	204
10th Life Sci - 2012	10%	19%	35%	15%	21%	205
10 th Life Sci - 2013	10%	16%	39%	20%	15%	202

Social Science

LEA GOAL:

LCAP Priority: #2 Implementation of the CCSS

LCAP Priority: #4 Student Achievement

WASC VC Report March 2013:

Critical Area of Need #1: Develop further methods of data gathering so that teachers and staff use all means of data analysis to enhance learning and to inform instruction.

SCHOOL GOAL Social Science: Quarterly, 100% of SS teachers will create common formative assessments, compare and analyze pre- and post-results by subgroup and use the results to measure student achievement and effectiveness of teaching strategies.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Continue the transition to the College and Career Readiness Standards. Quarterly SMART goals	Administration Social Science Department Teachers and Chair Instructional Coach IT Dept.	1. AP professional development 2. Implement new AP class: AP Human Geography 3. Provide additional support and materials in CM to help meet the rigor of the CCRS 4. Attend Common Core training 5. Attend technology training 6. Revise pacing guides for U.S. and World History to reflect CCR standards. 7. Provide collaboration time with history department members to revise pacing guides, benchmarks and create CCSS lessons and measure the results. 8. Provide cross-curricular collaboration time to discuss and utilize ELA and cross-curricular components in lessons to promote student success on the SBAC ELA. 9. Create performance tasks and quarterly benchmarks and measure the results. 10. Create CCSS SMART Goals through use of Common Formative Assessments via Aeries Analytics and USA Test Prep, review pre- and post- assessment data by subgroups and devise strategies for re-teaching or advancing curriculum.	Title I Release time / Subs \$1,000 Allocated

Special Education

LEA GOAL:

LCAP Priority: #2 Implementation of the CCSS

LCAP Priority: #4 Student Achievement

WASC VC Report March 2013:

Critical Area of Need #1: Develop further methods of data gathering so that teachers and staff use all means of data analysis to enhance learning and to inform instruction.

SCHOOL GOAL Special Education: By the end of the school year, 100% of the Sp Ed staff will be trained on CCSS implementation in their content area and will utilize content area the CCSS with content and language objectives daily.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2014-15 Ongoing pd (Professional development) (Quarterly SMART goals)	Administration Special Education Department Instructional Coach IT	Attend CCSS training in the content areas. Receive additional training and materials in CM to help meet the rigor of CCSS. Purchase research-based supplemental materials that enhance the Sp Ed program in Math, ELA and Science. Participate in Aeries training to utilize the program to house student assessment data and extrapolate informational data to drive instruction. Create quarterly pre- and post-formative CCSS assessments through Aeries and USA Test Prep and analyze the results by subgroup to determine reteaching strategies or advancement of curriculum. Collaborate with teachers in KCHS over instructional strategies and observe other schools' Sp Ed Depts. Develop a system of monitoring the implementation of CCSS and CM.	Title I Release time / Subs \$1,000 Allocated

Business

LEA GOAL:

LCAP Priority: #2 Implementation of the CCSS

LCAP Priority: #4 Student Achievement

WASC VC Report March 2013:

Critical Area of Need #1: Develop further methods of data gathering so that teachers and staff use all means of data analysis to enhance learning and to inform instruction.

SCHOOL GOAL Business: By June 2015, 100% of the business dept. will have participated in CCRS training and CM and will utilize the CM strategies daily in their classrooms to implement the CCRS focus areas.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
August 2014 CCRS focus area 2-404-15/ongoing p.d.	Administration District Personnel Department Chair Business, Math and ELA Depts. Instructional Coach IT	Develop a pacing guide of technology skills and tools needed for students to succeed on the SBAC. Work with ELA and Math Depts. to create and implement writing tasks that promote computer literacy and support the ELA and Math SBAC exams. Receive professional development in STEM and CCRS. Receive additional training and materials in CM and implement to help meet the rigor of CCRS. Participate in Aeries Analytics and USA Test Prep training to utilize the programs to house and extrapolate student assessment data. Develop a system of monitoring the use of CCR and CM. Provide structured collaboration time for business teachers to collaborate over pacing guide, strategies, CCRS focus area, and common assessments.	Title I Release time / Subs \$1,000 Allocated

Agriculture

LEA GOAL:

LCAP Priority: #2 Implementation of the CCSS

LCAP Priority: #4 Student Achievement

WASC VC Report March 2013:

Critical Area of Need #1: Develop further methods of data gathering so that teachers and staff use all means of data analysis to enhance learning and to inform instruction.

SCHOOL GOAL Agriculture: By the end of the school year, 100% of the Ag staff will be trained on CCR implementation in their focus area and will utilize CCRS and CM daily in the classroom.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
August 2014 CCRS focus area 8/1-15/ongoing p.d.	Administration ELA, Math and Ag Dept. Instructional Coach IT Dept.	Receive additional training and materials in CM and common core to help meet the rigor of CCRS. Work with ELA and Math Depts. to create and implement reading, writing, listening and speaking tasks that promote and support the ELA and Math SBAC exams. Receive professional development in STEM and CCRS. Participate in Aeries and USA Test Prep training to utilize the program to house student assessment data, study student levels of performance by subgroup, create formative assessments and extrapolate student data to drive instruction. Collaborate with teachers from KCHS Ag. Dept. over curriculum and instruction. Ag Science teachers collaborate with Science Dept.	Title I Release time / Subs \$1,000 Allocated

Physical Education

LEA GOAL:

LCAP Priority: #2 Implementation of the CCSS

LCAP Priority: #4 Student Achievement

WASC VC Report March 2013:

Critical Area of Need #1: Develop further methods of data gathering so that teachers and staff use all means of data analysis to enhance learning and to inform instruction.

SCHOOL GOAL Physical Education: By June 2015, Physical Fitness test results in Aerobic Capacity, Abdominal Strength and Upper Body Strength will yield a 10% improvement over the 2012-13 results.

What data did you use to form this goal?

California Physical Fitness Test Results
Training has not been provided to PE teachers

in CM

What were the findings from the analysis of this data? 2012-13 Physical Fitness Test results, found below, indicate that GHS students are performing below the state's recommendations in each of the 6 assessed physical fitness areas.

Physical Fitness Area	% Grade 9 Students in HFZ ²	% Grade 9 Students in HFZ ²
	GREENFIELD HIGH SCHOOL	STATE OF CALIFORNIA
Aerobic Capacity	41.3	63.0
Body Composition	46.6	58.9
Abdominal Strength	80.7	86.5
Trunk Extension Strength	89.2	91.3
Upper Body Strength	54.7	75.7
Flexibility	64.1	84.7

How will the school evaluate the progress of this goal?

California Physical Fitness Test Results
Lesson plans
Sign in sheets from CM training
Performance task creation and implementation

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
PD/Ongoing 2014-15	Administration PE Department Instructional Coach IT Dept.	<p>Continue training and implementation of CCR focus area Listening Speaking, Reading and Writing skills</p> <p>Incorporate physical fitness activities towards improvement in the critical areas of Aerobic Capacity, Abdominal Strength and Upper Body Strength abdominal strength,</p> <p>Receive CM training and materials, and implement CM strategies as appropriate to the discipline</p> <p>Observe PE instruction in schools, including Vista Verde, that utilize writing, listening and speaking components in their lessons, and lessons/activities that focus on the critical areas of physical fitness measured in the state physical fitness exam.</p> <p>Participate in Aeries Analytics and USA test prep training to analyze and evaluate student levels of proficiency by subgroup.</p>	<p>Title I</p> <p>Release time /</p> <p>Subs, materials</p> <p>\$2,000 Allocated</p>

Fine Arts

LEA GOAL:

LCAP Priority: #2 Implementation of the CCSS

LCAP Priority: #4 Student Achievement

WASC VC Report March 2013:

Critical Area of Need #1: Develop further methods of data gathering so that teachers and staff use all means of data analysis to enhance learning and to inform instruction.

SCHOOL GOAL Fine Arts: during the 2014-15 school year, 100% of the fine Arts Dept. will demonstrate use of CCRS in the classroom daily.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
August 2014 CCRS focus area 2014-15/ongoing pd Quarterly SMART goals	Administration Department Chair Teachers Instructional Coach IT Dept.	Revise pacing guides to include CCRS Adapt curriculum to meet the CCRS Continue training and implementation of CCR focus areas Listening, Speaking, Reading and Writing skills. Incorporate measurable performance tasks that utilize cross-curricular components including math and ELA to promote success of the SBACs. Observe and collaborate with teachers of core subjects and like subjects on site and at other school locations Receive additional training and materials in CM and common core to help meet the rigor of CCRS. Participate in Aeries Analytics and USA test prep training to analyze student data and evaluate student levels of proficiency by subgroup. Create quarterly pre- and post-formative CCSS assessments through Aeries and USA Test Prep and analyze the results by subgroup to determine strategies for reteaching or advancement of curriculum.	Title I Release time / Subs \$1,000 Allocated

English Learners

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

LCAP Priority #1 Basic Services

LCAP Priority #2 Implementation of the CCSS

LCAP Priority #3 Parent Involvement

LCAP Priority #4 Student Achievement

WASC VC Report March 2013

Critical Area of Need #1: Develop further methods of data gathering so that teachers and staff use all means of data analysis to enhance learning and to inform instruction.

Critical Area of Need #2: Develop additional means to redesignate ELL students so that they can engage in traditional learning.

SCHOOL GOAL English Learners: By May 2015 50% of the ELs will increase by one performance level on the CELDT.

SCHOOL GOAL English Learners: By May 2015 50% of the ELs will be redesignated as FEP.

SCHOOL GOAL English Learners: By May 2015 40% of the 10th grade ELs will pass the ELA CAHSEE.

SCHOOL GOAL English Learners: By May 2015 48% of the 10th grade ELs will pass the Math CAHSEE.

What data did you use to form this goal?

Analysis of 2013-14 GHS SPSA
ELSSA and AMAOs
EL performance on the 2012-13 ELA and Math CSTs
CAHSEE results
WASC Three-Year-Term Report March 2013
Teacher survey
EL student placement

What were the findings from the analysis of this data?

In 2012-13:

- 5% of the English learners scored at proficient or above on the ELA CST as compared to 33% of all students.
- 7% of the English learners scored at proficient or above on the Math CST as compared to 9% of all students.
- 33% of the 10th grade English learners passed the ELA CAHSEE as compared to 63% of all 10th graders.
- 41% of the 10th grade English learners passed the Math CAHSEE as compared to 60% of all 10th graders.
- 36.5% of EL students met the state's AMAO1 target of advancing one CELDT level from the previous year.
- 4.9% of EL students who were classified as ELs for less than 5 years met the state's

How will the school evaluate the progress of this goal?

ELSSA and AMAOs
Percent of ELs who increase at least one CELDT level from their prior year's assessment
CAHSEE passing rate disaggregated by subgroups
Percent of ELs that become English proficient
EL reclassification rate
Implementation of Next Generation ELD Standards for ELs
Documented efforts to seek input of EL parents and students
Promotion of EL parent participation
DELAC agendas, sign in sheets, minutes
SSC agendas, minutes, sign in sheets
Master Schedule

	<p>reclassification status and received reclassification status to Fluent English Proficient (RFEP) in AMAO2, Cohort 1.</p> <ul style="list-style-type: none"> • 22.2% of EL students who were classified as EL for 5 years or more met the state's reclassification status and were reclassified to Fluent English Proficient (RFEP) in AMAO2, Cohort 2. • 20 students were reclassified FEP in 2012-13. <p>In 2013-14,</p> <ul style="list-style-type: none"> • 45 students were reclassified FEP, more than doubling the prior year's rate. 	
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STRATEGY 2.1: Hire an EL Specialist to insure that the EL Master Plan is fully implemented.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<div style="display: flex; align-items: center;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg); margin-right: 5px;">-410-</div> <div>2 Maintain the half time EL Specialist position</div> </div>	State Administrator HR Admin. EL Specialist	<p>By August 2014, in conjunction with district personnel, evaluate the position of the EL Specialist in terms of the responsibilities outlined in the EL Master Plan and revise the position description if necessary.</p> <p>By May 2015 the EL Specialist will have completed the annual evaluation of the EL Program as outlined in the EL Master Plan and implemented all activities for ELs in the GHS SPSA.</p> <p>EL Specialist to provide ongoing strategic training in SDAIE and ELD strategies for classroom teachers</p> <p>ELD Specialist to train ELD teachers to administer CELDT reading and writing in the classroom by Sept. 2014</p> <p>EL Specialist to administer CELDT listening and speaking to EL students by Oct. 2014</p> <p>EL Specialist to provide CELDT workshops to parents and teachers, including analysis of CELDT strand requirements and performance.</p> <p>EL Specialist to track ELD student's progress and R-FEP students' progress for two</p>	<p>Title 3 \$27,262 Part time EL Specialist Salary</p>

		years after redesignation.	
2.1.2 By May 2015, apply the new redesignation criteria to all ELs and redesignate all who qualify to Fluent English Proficient.	EL Specialist	Effective immediately, utilize new redesignation criteria of SRI level and CELDT level to reclassify students as determined by DELAC and EL Master Plan. Distribute, collect and maintain appropriate reclassification documents.	
2.1.3 Hold a reclassification ceremony by May 2015	EL Specialist Teachers Admin	By May 2015, provide reclassification assembly for qualifying students and their parents to celebrate their reclassification to RFEP.	EIA \$1,000 for materials and supplies

STRATEGY 2.2: Place all English Learners in appropriate ELA/ELD and core content classes.

-411- Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2.2.1 August 2014 Continue to appropriately place all ELs, including ELs who are also students with disabilities, in ELD and SDAIE classes.	Admin Student Support Services EL Specialist ELD teachers	<p>Establish a calendar of quarterly meetings between the EL Specialist and the SPED teachers to coordinate services to and monitor the progress of ELs with IEPs.</p> <p><i>For 2014-15 offer ELD 1 and ELD 2 as separate classes.</i></p> <p>By August 2014, develop a pacing guide and benchmarks for ELD 1-4 and meet with ELD Dept. for input and feedback.</p> <p>By August 2014, place long term English learners with CELDT levels 3, 4 and 5 in mainstream English class to meet UC requirements, and a separate class for ELD according to CELDT level.</p> <p>By August 2014, develop pacing guides for each SDAIE class based on the pacing guide of the parallel class for general education students. The pacing guide should describe how the SDAIE class will be different in terms of pedagogy, teaching strategies and curriculum delivery, or curriculum. The benchmark exams should be the same as those of the parallel general education class.</p>	<p>\$0</p> <p>\$0</p> <p>\$0</p> <p>EIA \$25,000 materials</p>

		Purchase ancillary EDGE materials to supplement the EL core curriculum.	
		Articulation with middle school and the elementary school district in the area of ELD and shared EL data.	
2.2.2 Develop a plan for the transition to the Next Generation ELD Standards by 2015-16	DO Personnel Admin EL Specialist ELD teachers Instructional Coach	Coordinate and facilitate meetings with admin, DO personnel, ELD teachers and Instructional coach to draft the transition plan. Present transition plan to SMCJUHSD Board of Ed. Provide training and professional development for teachers of ELD	

STRATEGY 2.3: During 2014-15, all English Learners in need of additional ELD will be attending an extended learning day opportunity.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2.3.1 Enroll all ELs in need of additional ELD in after school ELD tutoring class.	EL Specialist Admin Student Support Services	By August 30, 2014, <ul style="list-style-type: none"> Develop the plan for 2014-15 ELD tutorials that will occur outside of the regular school day. Schedule the tutorials and invite students, contact parents. Evaluate the effectiveness of the ELD tutorials: how many ELs needed tutoring, attended tutoring, and what evidence is there that attending tutoring classes affected the level of achievement. 	EIA:LEP - 2 ELD tutorial teachers \$20,000 Allocated Supplementary materials for ELD \$15,000
2.3.2 Enroll 9 th and 10 th grade ELs in summer READ 180 class and summer math common core support class.	GEAR Up Admin. EL Specialist Teacher Counselor	Before the summer READ 180 and common core math support class begin, develop a written document which identifies the purpose of the classes and how the program's success will be measured. Schedule a presentation on the success of the summer READ 180 and math support classes to the SSC for the beginning of the school year. Re-evaluate quantity materials for READ 180, if data supports READ 180 instruction.	EIA \$4000 salaries and materials

STRATEGY 2.4: Meet all Title III parent involvement requirements.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2.4.1 The GHS SSC will continue to assume the responsibilities of ELAC for the 2014-15 school year.	EL Specialist SSC Secretary	By September 2014, the agendas and minutes of the SSC must include evidence that they have: <ul style="list-style-type: none"> Reviewed their commitment to assume the duties of the ELAC Received training in the exercise of these responsibilities Created a calendar showing when it will exercise these responsibilities 	

2.4.2. Develop and implement a plan to increase all EL parents' understanding of CELDT, reclassification, high school graduation, A-G requirements and other areas identified as critical to student achievement.	EL Specialist	<p>Address May 2013 Parent Survey results which indicate that parents:</p> <ul style="list-style-type: none"> • don't know how ELs are identified and placed • don't know about the CELDT • don't understand the link between their child's attendance and adequate funds to run the schools <p>Parent Needs Assessment survey will be redone May 22, 2014 in a special Single Plan for Student Achievement Input meeting</p> <p>Meet all FPM parent notification compliance requirements; see the EL Master Plan.</p>	<p>EIA PIQE and Supplies \$10,500 Allocated \$5,838.85 Expenditures</p> <p>CABE EIA \$1,000</p>
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Highly Qualified Teachers

LEA GOAL: Performance Goal 3: By 2014-15, all students will be taught by highly qualified teachers.

LCAP Priority #1 Basic Services

WASC VC Report March 2013:

Critical Area of Need #1: Develop further methods of data gathering so that teachers and staff use all means of data analysis to enhance learning and to inform instruction.

SCHOOL GOAL Constructing Meaning: 100% of teachers will be certified in Constructing Meaning.

SCHOOL GOAL Constructing Meaning: By June of 2015, 100% of teachers will have their Content and Language Goals posted in their room.

SCHOOL GOAL Constructing Meaning: By June of 2015, teachers will increase their implementation of CM reading strategies from 65% to 90%.

SCHOOL GOAL Constructing Meaning: By June of 2015, teachers will increase their implementation of CM oral language strategies from 25% to 50%.

SCHOOL GOAL Constructing Meaning: By June of 2015, teachers will increase their implementation of CM writing strategies from 51% to 70%.

SCHOOL GOAL Constructing Meaning: By June of 2015, 100% teachers will participate in walkthroughs to collect observational data on CM strategies being implemented.

SCHOOL GOALS: Professional Learning Communities: 100% of teachers will belong to, and operate in, an effective Professional Learning Community in order to analyze student data on common formative and summative assessments to inform their teaching practices and improve student learning. The effectiveness of the Professional Learning Communities (PLCs) will be based on the analysis of student achievement data and the sharing of best teaching practices to increase student learning.

SCHOOL GOALS: Professional Learning Communities: By August of 2014, 60% of teachers will have received training in the area of Professional Learning Communities and data analysis, PLC leads will be chosen.

SCHOOL GOALS: Professional Learning Communities: By August of 2014, a comprehensive calendar of PLC meeting dates and members will be established and widely communicated.

SCHOOL GOALS: Professional Learning Communities: By August of 2014, GHS PLC leads will have been selected and work in collaboration with the administration to create common PLC protocols, forms and reporting procedures.

SCHOOL GOALS: Professional Learning Communities: By fall of 2014, members of PLCs will have been trained on the common PLC protocols, forms and reporting procedures.

SCHOOL GOALS: Professional Learning Communities: By June 2015, administration will have conducted two observations for each PLC's operation and provided feedback to the successful implementation of the PLCs goals.

<p>What data did you use to form this goal?</p> <p>SARC January 2014 Admin walk-through data sheets 2012-13 and 2013-14 CM in the Classroom sheets 2013-14 Spring 2014 analysis of CM implementation WASC Three-Year-Term Report March 2013 Collegial walk-through sheets 2012-13</p>	<p>What were the findings from the analysis of this data?</p> <p>CM implementation was analyzed during 2012-13 and 2013-14.</p> <p>In 2014, teachers turned in CM in the classroom sheets weekly, indicating their content and language goal and identifying a second Constructing Meaning strategy they were implementing. The CM sheets were analyzed for accuracy and walk-throughs were conducted by the instructional coach and admin.</p> <ul style="list-style-type: none"> • 84% showed use of content and language goals • 65% use writing and note taking strategies • 51% used writing strategies • 25% use oral language and vocabulary strategies 	<p>How will the school evaluate the progress of this goal?</p> <p>Rate of teacher miss-assignment Ongoing monitoring of CM implementation through walk-throughs, CM in the Classroom sheets, evidence on walls. Ongoing monitoring of the use of PLC time through Sign in sheets indicating agenda, items discussed, next steps and artifacts Data gathered and documented from focused walk-throughs.</p>
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-414-

STRATEGY 3.1 Provide training and ongoing support for DOK and school wide implementation of CM.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
3.1.1 Increase the school wide implementation of Constructing Meaning.	Administration Instructional coach Literacy Team	<p>Provide CM Training for new teachers and new or untrained administrators</p> <p>Provide brief CM training for RSP IAs.</p> <p>Choose and implement three strategies (from each domain) for annual focus</p> <p>Collect and analyze observational data</p> <p>Calibrate observations with administration</p>	<p>Title I</p> <p>.5 Instructional Coach</p> <p>\$50,000 Allocated</p> <p>\$34,857.13 Expenditures</p> <p>EIA:LEP</p> <p>CM training</p>

		Facilitate Learning Walks and debriefs with teams of teachers Link strategies to CCSS transition and local CCSS benchmarks aligned to CCR standards Provide additional training for teachers on DOK (Depth of Knowledge) and include use of DOK in observational data.	summer: \$5000 Allocated Subs/extra time during school \$5000 Allocated
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STRATEGY 3.2: Provide training and support to ensure that all staff have the knowledge and skills to effectively use the Professional Learning Community release time.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
3.2.1 By June 2015 improve the level of implementation of PLCs -415-	Administration Instructional Coach Teachers	Provide additional training to staff in the skills needed to effectively participate in a PLC, including but not limited to the creation and enforcement of norms, the development of formative assessments, how to analyze and respond to the results of these assessments. Identify PLC leads, agree on outline protocols and duties. Implement the PLC Calendar and protocol	Title 1: PLC training/materials \$1,000 Allocated

Safe, Drug-free, Conducive to Learning Environment

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

LCAP Priority #1 Basic Services

LCAP Priority #6 School Climate

WASC VC Report March 2013:

Critical Area of Need #1: Develop further methods of data gathering so that teachers and staff use all means of data analysis to enhance learning and to inform instruction.

Critical Area of Need #5: The students and staff reported to the committee the possibility of an underlying gang problem in

the community. Students were concerned about their personal property.

School Goal: By May 2015, create a safe campus and build a culture of acceptance, measured by student participation, attendance and behavior statistics.

What data did you use to form this goal?

California
Healthy Kids
Survey 2012-13
(CHKS)
SARC January
2014
Facility survey
April 2012
Williams
Settlement
Report October
2012
Faculty survey
August 2012
Faculty survey
May 2013
Faculty survey
May 2014
Suspension,
expulsion and
attendance rates
Aeries database

What were the findings from the analysis of this data?

Discipline Data

- Suspensions

GHS Suspensions	2012-13	2013-14
	297	93

School Month

	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12	12/13	13/14
1	4	10	11	24	20	9	8	12	17	10
2	6	22	17	20	16	19	10	28	24	11
3	12	25	15	24	15	26	35	17	23	19
4	1	30	11	3	12	23	28	21	54	18
5	1	19	9	7	2	10	27	13	53	13
6	3	17	13	15	12	26	36	11	13	0
7	22	47	10	8	22	24	37	19	39	9
8	13	35	4	7	4	3	25	20	38	7
9	17	16	19	14	18	17	27	17	18	2
10	17	19	7	4	12		24	21	18	4
11										

Average

9.6	24	11.6	12.6	13.3	17.44444	25.7	17.9	29.7	9.3
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Most Common Reasons for Suspension	2012-13	2013-14
Fighting	85	6
Disruption of Activities	99	1
Defiance Disruptive Behavior	52	18
Disruptive Behavior	63	18
Possession of Drugs	28	9

How will the school evaluate the progress of this goal?

Student suspension rates*
Student expulsion rates
Student attendance rates
Student and teacher surveys
photographs
Club charters, agendas, attendance and minutes
Student participation rate in school activities such as rallies, assemblies, Spirit Weeks, Homecoming, FFA
CHKS 2014-15 Survey

*Rates by student subgroup: Low SES, EL, Foster Child, Students with Disabilities

- Referrals

School Month	Office referrals by year and month									
	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12	12/13	13/14
1	33	27	35	193	166	181	34	21	14	16
2	22	90	90	230	231	235	79	69	134	15
3	30	82	73	138	132	226	120	90	133	31
4	11	38	48	54	178	82	89	50	78	31
5	16	31	25	123	61	72	53	89	14	10
6	12	16	42	155	251	180	72	39	2	12
7	72	62	91	109	234	104	57	75	50	7
8	30	47	34	139	141	0	60	52	58	28
9	34	66	59	142	188	2	59	11	24	28
10	20	25	6	54	17		48	29	34	4
11										0
Average	28	48.4	50.3	133.7	159.9	120.2222	67.1	52.5	54.1	16.54545

Greenfield High School utilized alternative options to suspension in 2013-14, including parent supervision in school, contracting, conflict-resolution, alternative programming and conferences. Additionally, students may have adjusted to campus rules, policies, and new administration. Administration is consistent in rule enforcement. This could be why the data shows fewer suspensions, expulsions and office referrals.

- Expulsions

GHS Expulsions	2012-13	2013-14
	12	0

The SMCJUHSD utilized alternative options to expulsion, such as suspended expulsion and transfers to Alt Ed programs. This could be why there are fewer expulsions.

Attendance data

- Enrollment

Month	Enrollment by month and year									
	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12	12/13	13/14
1	904	913	922	980	959	919	902	882	880	929
2	903	894	926	981	967	914	898	862	900	937
3	913	886	922	987	930	909	900	866	910	938
4	901	881	832	958	915	884	878	853	895	932

5	897	870	913	935	919	887	881	852	889	913
6	890	869	917	944	937	888	867	867	887	924
7	887	855	914	928	914	869	870	863	883	928
8	881	852	873	942	919	867	868	859	873	928
9	875	851	876	920	914	863	863	854	877	924
10	947	853	884	929	911		860	844	856	926
11										

Average	899.8	872.4	897.9	950.4	928.5	888.889	878.7	860.2	885	927.9
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Student enrollment increased in 2013-14 and is projected to be about the same in 2014-15. The attendance rate was higher only in 2007-08, about the same in 2008-09, and all other years was lower.

- Attendance Rates

		Attendance rates by month and year									
Month		04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12	12/13	13/14
1		95.52	94.91	98.36	96.49	96.03	95.92	95.82	95.51	96.17	96.28
2		94.92	92.17	96.17	95.21	95.31	95	95.16	95.70	95.54	96.77
3		94.55	92.98	94.86	94.31	95.21	91.37	93.21	95.85	92.63	94.99
4		89.47	92.18	92.83	93.02	95.72	91.17	92.55	95.41	93.4	94.9
5		92.06	93.8	93.89	94.40	93.95	95.06	93.34	94.72	94.99	93.45
6		94.23	91.71	99.87	94.89	95.06	94.55	93.95	94.42	94.63	93.76
7		93.69	92.39	95.75	95.38	94.28	94.86	94.47	95.36	94.51	93.78
8		93.77	94.04	94.88	95.38	93.67	93.82	94.13	94.69	95.19	93.98
9		89.82	92.95	94.20	94.26	93.95	93.56	93.57	94.18	89.52	93.18
10		93.35	93.88	94.85	94.92	92.97		94.3	95.13	89.89	92.00
11											
Average		93.14	93.10	95.57	94.83	94.62	93.92	94.05	95.10	93.65	94.31

The attendance rate, although increased from the prior year, appears to be average in 2013-14 when compared over ten years.

Overall facility rating is "good," per Williams Settlement report.

The main findings of the 2012-13 CHKS pertaining to school environment by participants from gr. 9 and 11 were, on a scale of high, moderate and low:

- The majority of students indicated a moderate level of caring adult relationships
- The majority of students indicated a moderate level of high expectations
- The majority of students indicated low opportunities for meaningful participation

STRATEGY 4.2: Continue to hold Club Rush and Electives Fairs.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
4.2.1 By Sept.2014 hold Club Rush	Admin Club Advisers Students	Hold Club Rush in Sept. in the quad during lunch to increase student awareness of opportunities to join a variety of different clubs and to create new clubs, in order to build a culture of belonging and promote school connections to student interests.	?
4.2.2 By February 2015 hold Electives Fair	Electives Teachers Students	During second semester, hold the electives fair in the student union during the day for current students and during the evening during gr. 8 Information Night and Gr. 8 Registration Night.	

Graduation from High School

LEA GOAL: Performance Goal 5: *All students will graduate from high school.*

LCAP Priority #5 Student Engagement

LCAP Priority #7 Course Access

LCAP Priority #4 Student Achievement

LCAP Priority #3 Parent Involvement

WASC VC Report March 2013:

Critical Area of Need #1: Develop further methods of data gathering so that teachers and staff use all means of data analysis to enhance learning and to inform instruction.

SCHOOL GOAL: By May 2015 the total school graduation rate will increase to 90% and the EL subgroup graduation rate will increase to 80%.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?	What are the measures of success?
SARC January 2014 WASC Three-Year-Term Report March 2013 Graduation Rates from CDE Attendance rates Master Schedule	Greenfield High School's graduation rate increased from 82.5% in 2009 to 83.96% in 2010, to 86.57% in 2011, dropped to 83.4 in 2012, then rose to 85% in 2012-13. The state of California's rate was 80.2% in 2012-13. A difference of 13% is noted between the graduation rate of GHS overall and the graduation rate of the EL subgroup. The EL cohort subgroup graduation rate dropped 3% from 2012 to 2013. The drop-out rate between GHS students overall and the EL subgroup is approximately a 7% difference.	School attendance rates* Absenteeism rates* High school dropout rates* High school graduation rates* Share of students that are career/college ready* Share of students that pass Advanced Placement exams with a 3 or higher* Share of students determined prepared for college by the Early Assessment Program*	What are the measures of success?

Year	GHS Over-all Graduation Rate	EL Cohort Graduation Rate	GHS Over-all Drop-out Rate	EL Cohort Drop-out Rate
2007 - 08	91.90%			
2008 - 09	82.52%			
2009 - 10	83.96%			
2010 - 11	88.38%			
2011 - 12	83.4%	74.7 %	13.7%	21.5%
2012 - 13	85%	71.8 %	11.6%	21.8%

3% of the students completed a CTE program and earned a high school diploma.

In 2011-12, 30.1% of the graduates had completed courses required for UC/CSU admission

In 2012-13, 63.1% of the students were enrolled in courses required for UC/CSU admission.

In 2012-13

In 2012-13 8 Advanced Placement courses were offered:

- 2 AP English Literature and Composition
- 1 AP English Language and Composition
- 1 AP Calculus
- 1 AP Biology (2 period block)
- 1 AP Spanish Language and Composition
- 1 AP U.S. History
- 1 AP Economics

In 2013-2014, 10 Advanced Placement courses were offered:

- 1 AP English Literature and Composition
- 2 AP English Language and Composition
- 2 AP U.S. History
- 1 AP Economics
- 1 AP Civics
- 1 AP Biology (double block three days a week)
- 1 AP Spanish Literature and Composition
- 1 AP Calculus

In 2014-15, 11 Advanced Placement courses will be

Student access and enrollment in all required areas of study

*A-G completion rate**

Parent participation rate

**Rates by student subgroup: Low SES, EL, Foster Child, Students with Disabilities*

	<p>offered:</p> <p>An Advanced Placement class, entitled AP Human Geography, will be an addition to the Advanced Placement class offerings.</p> <p>(AP Spanish language will change to AP Spanish Language and Culture)</p> <p>The AP Biology course will be given two periods: 1 for lab and one for classwork, therefore changing from a double block three days a week to double block 5 days a week, in order to better prepare students for the AP Biology exam.</p>		
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STRATEGY 5.1: Insure that all students have a graduation plan and the study skills to earn a diploma.			
5.1.1. By the end of Quarter 3 all 9 th and 10 th graders will meet with the student support services to review their 4 year plans.	Student Support Services Gear Up Ed Talent Search	Create a 4 yr. plan for every freshman during registration, which includes a list of the courses needed to graduate. By the end of the third quarter, review the four year plans for freshmen and sophomores.	Title I Software \$3,500 Allocated \$3,317.23 Expenditures
5.1.2 By the end of Quarter 2 all seniors will have had their 4 year plans reviewed and revised as necessary	Student Support Services	Review/create a 4 yr. plan for every student by the end of the third quarter which includes the list of courses needed to graduate. Conduct individual classroom presentations and individual meetings with students.	Title 1 Conference \$750 Allocated \$502.51 Expenditures
5.1.3 By close of quarter 1, all seniors will have had their 4 year plans reviewed		Review seniors' 4-yr. plans during their registration while in 11 th grade. Review 4 year plans in August and September of their senior year.	
5.1.4 By August 2014 provide a planner to every student.	Teachers Admin Student Support Services	Create a plan to monitor and evaluate the use of the student planners. Calendar a presentation to the SSC at the end of each semester with evidence of the success of the planners.	Title 1 \$6,000
5.1.5 Ongoing: Teachers maintain current grades and assignments in Aeries gradebook and website.	Teachers Admin Student Support Services IT Dept.	By Aug. 2014, provide gradebook training and website training to new teachers and refresher training to returning teachers. Develop and implement a plan for monitoring the Aeries gradebook and EdLio website and accuracy and usage.	Title 1 5,000

STRATEGY 5.3 Insure that every student at risk of not meeting the graduation requirements is enrolled in a support class or extended learning day opportunity.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
5.3.1. By August 30, 2014, implement a comprehensive plan for students who need credit recovery.	IT Dept. Admin. Student Support Services	<p>Schedule a presentation to SSC by September 2014 of the results of the 2013-14 credit recovery opportunities including OdysseyWare credit recovery during the school day, after school and Saturdays.</p> <p>Based on the results of the 2013-14 credit recovery opportunities, develop the plan for credit recovery for students in grades 9-12 with goals, target students, recruitment procedures, curriculum, a description of how the different types will be monitored and evaluated (attendance, walk-throughs, etc.).</p>	<p>\$4,300 Gear Up to assist with summer 2014 Credit Recovery interventions</p> <p>Title 1 \$8,000 salaries</p>
5.3.2. By August 30, 2014, implement a comprehensive plan for all 11 th and 12 th grade students who have not passed CAHSEE.	IT Dept. Admin. Student Support Services District personnel	<p>Develop the plan for serving students who have not passed CAHSEE with goals, target students, recruitment procedures, curriculum, a description of how the different types will be monitored and evaluated (attendance, walk-throughs, etc.). The master schedule will include CAHSEE prep for ELA and Math for students performing below grade level in 9th grade.</p> <p>CAHSEE prep tutoring will be provided during the school day, after school and on Saturdays for both math and English content areas.</p> <p>Include gr. 10 – 12 students in SES to prepare for CAHSEE.</p>	<p>Title 1</p> <p>\$30,000 salaries</p> <p>\$10,000 after school and Sat. salaries.</p> <p>Total SES allocation from Title 1 \$32,580</p>

STRATEGY 5.4 Insure that every student is graduating college and career ready.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
5.4.1. By October 2014 develop a plan to increase the A-G completion rate.(LCAP)	Admin Student support services teachers	2014-15 master schedule will show an increase in A-G enrollments: ELA Core Elimination of Life Science Increase in Ag science courses Three years of math: Math I, II, and III Enrollment in Pre-Calc, AP Calc., Honors Math 1, and Honors Math 2 Add academic peer tutor sections in classrooms to the master schedule, peer tutors qualify through application process with established criteria Continue GEAR-Up college tutors in classrooms Explore additional counselor/part time counselor, or augment student support services with title 1 coordinator. Explore additional EL student support personal to augment student support services.	?
5.4.2. By October 2014 develop a plan to increase the number of AP offerings and the number of students earning a score of 3 or higher on AP exams. (LCAP)	Teachers Admin District personnel Instructional Coach	Teachers assigned to teach AP courses will participate in training. Planned additional AP courses for the 2014-15 school year are: <ul style="list-style-type: none">• AP Human Geography• AP Spanish Language and Culture• AP Biology (double period daily)	?
5.4.3. Increase the Career and technical education (LCAP) course offerings	Admin District personnel Teachers	Work with the consortium.	?

STRATEGY 5.5 Develop a plan for the implementation of AVID in 2015-16.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
5.5.1. By January 2015 develop a plan for the implementation of AVID in 2015-16.	District Personnel Admin Student Support Services AVID Adviser AVID Teachers	Work with district personnel to develop the plan. Ascertain who is interested in teaching AVID and form the site team. Provide training, curriculum and support for AVID teachers and site team. Consider a stipend for an AVID site coordinator position.	Title 1 \$10,000 training, release time, curriculum

STRATEGY 5.6: 10th grade students are members of a 'house' who share a group of core teachers with common goals for school and student improvement.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
5.6.1. By August 2014 develop a plan for the implementation of a 10th grade House.	Teachers within the house from ELA, Math, History & Sp. Ed. Depts. Counselor Admin.	Create a master schedule in which teachers who share the grade 10 students have the same prep period for sharing data, focusing on specific student behaviors, RtI strategies, methods of content delivery and lesson-planning. Improve student performance, culture of belonging, and build relationships with students through a team approach. Set meeting dates and agendas Establish shared norms and goals for students in the house that include improvement in attendance, achievement and behavior with tools that measure the improvement in each area. Measure the CAHSEE passing rate of this cohort and compare it to previous year's passing rates for gr. 10. Measure the attendance rate of this cohort and compare it with last year's grade 9 and previous year's gr. 10 cohorts. Monitor graduation rate of this cohort and compare to that of prior years. Share goals, agendas and progress with DSLT and SSC	Title 1 Stipend for house leader \$1,000 Title I Release Days and/or Summer Work Days / Subs \$1,000
5.6.2 during the 2014-15 school year, report to committees on the progress of the House.	Admin Student Support Services Site DSLT Members House Teachers	1. Complete the DSLT protocol for proposals to clarify the purpose of the House, the goals for 2014-15, and how they will be measured. 2. Schedule presentations on the implementation of the House for SSC at the end of each semester. 3. By May 2015 revisit the proposal for this year and revise as necessary for 2015-16.	Release time or summer collaboration \$3,000

STRATEGY 5.7 Continue to implement a plan for the school wide focus on academics and higher education.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
5.7.1. By September 2014 develop a calendar for the school wide focus on academics and higher education.	Gear-Up Ed Talent Search Admin Link Crew	Coordinate all the groups focused on academic achievement and higher education including Migrant Education, GEAR Up, Talent Search, Link Crew through the creation of a year-long calendar with events such as the following: Academic and test rallies CAHSEE dance	

	Leadership FFA Student Support Services	College Night Honor Roll and Principal's Honor Roll recognition Guest/motivational speakers Spirit weeks FAFSA Workshops Extended school day support Scholarship and Awards Night Attendance certificates Reclassification ceremony Purchase materials such as technology needed to provide CCSS readiness and support curriculum in all core areas.	Title 1 20,000 materials and supplies
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STRATEGY 5.8: Coordinate parent involvement activities.			
Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
By September 30, 2014, create a plan for the coordination of all parent involvement activities.	Admin EL Specialist Migrant Education SRO Counselor Gear Up PIQE 4C4P Ed Talent Search Parents	<ol style="list-style-type: none"> 1. Create a document which summarizes the purpose and responsibilities of all groups involving parents including PIQE, GEAR Up, Educational Talent Search, Parent Information Night and the calendar for the delivery of their services. 2. <i>Continue working with GEAR Up Community Liaison</i> 3. <i>Establish a site parent/teacher/student association</i> 4. Establish a quarterly meeting for school staff with parent involvement responsibilities and with representatives from all supplemental programs. 5. Continue Parent Information Nights and Workshops on such topics as Title 1, Healthy Students, Community Resources, Common Core, Gangs, Drugs and Violence, College-Going Culture and FAFSA completion, 4C4P 6. Utilize student planner as school to home communication 7. Technology training for parents in Aeries to monitor their student's grades, attendance and behavior; continue to provide parent computer kiosk. 8. Provide translation of documents from English to Spanish for Spanish-speaking parents 	Title 1 \$14,662 child care, materials, presenters, supplies EIA 3,000 translations, PIQE child care

STRATEGY 5.9: Maintain a functioning School Site Council as a tool for shared staff-parent decision making.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
5.9.1. By August 30, 2014, continue to maintain a functioning SSC.	Principal SSC Chair & Secretary EL Specialist	Continue to implement a process of forming/maintaining a strong SSC: <ul style="list-style-type: none">• Hold staff, parent, and student elections as necessary.• Provide required training.• Maintain ELAC responsibilities through end of two-year term.• Develop a calendar of 2014-15 meetings with draft topics which will enable the SSC to perform all of its responsibilities including monitoring the implementation of the SPSA and the WASC Three-Year Action Plan.	Materials for parent events and SSC meetings Title 1 \$500

STRATEGY 5.10: Continue to implement Freshmen Seminar.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
427-1 Continue to implement Freshmen Seminar 2014-15 Evaluate program January 2015	Teacher Student Support Services Admin	Freshmen Seminar is designed to help 9 th graders successfully transition to high school. Topics to be covered include: Tutorials Personal (Identity, Habit Forming, Self-Improvement) Intellectual (Learning HOW to learn, Study Skills) Social and Interpersonal (Building Relationships, Teamwork, Leadership) Emotional (Stress Management, Self-Esteem) Physical (Wellness) Self-Reflection (How can I improve?) Your Future (Goal Setting) Anti-bullying Tolerance Drug awareness Guest Speakers Career Day Conference(s) for prof. development and curriculum development Collaborate with KCHS Freshman Seminar teacher(s) By January 30, 2015 analyze the implementation of Freshmen Seminar and its results. Based on the analysis, develop a plan to improve Freshmen Seminar in 2014-15.	Title 1/Salary, conference(s), materials and supplies/\$25,000

Form B: Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in Form B must be aligned with the Consolidated Application.

Title I SES

Title III EL Specialist

Title I Instructional Coach

Actions to be Taken to Reach This Goal ¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date ² Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
Provide GHS with an instructional coach to provide training and ongoing support to teachers in the implementation of PLCs, CCSS, CM and EL strategies.	Aug. – May 2014-15	Hire instructional coach	\$25,000	Title I Gear Up

Actions to be Taken to Reach This Goal ³ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date ⁴ Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
1. Provide GHS with an EL Specialist to insure that every EL is identified and served as described in the EL Master Plan and to provide ongoing training and support teachers of EL students.	Aug. – May 2014-15	Hire EL Specialist	\$25,000	Title 3 \$24,536.16
2. Provide GHS with the ELSSA	Aug. 2014	Contract with MMARS	\$250.00	EIA: \$250.00
3. Provide annual TOT to EL Specialist	June 2015	MCOE TOT CELDT registration	\$50.00	EIA: \$50.00

¹ See Appendix A: Chart of Legal Specifics for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

² List the date an action will be taken, or will begin, and the date it will be completed.

³ See Appendix A: Chart of Legal Specifics for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

⁴ List the date an action will be taken, or will begin, and the date it will be completed.

Note: Centralized services may include the following direct services:

- Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff
- District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches
- After-School and Summer School programs funded by categorical programs
- Data analysis services, software, and training for assessment of student progress

Centralized services do not include administrative costs.

Please duplicate this form as necessary.

Form C: Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: for many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility), which are described at: <http://www.cde.ca.gov/fq/aa/co/ca12sguiappcatprog.asp>

State Programs	Allocation
<input type="checkbox"/> California School Age Families Education Purpose: Assist expectant and parenting students to succeed in school	\$
<input type="checkbox"/> Economic Impact Aid/State Compensatory Education (EIA-SCE) Purpose: Help educationally disadvantaged students succeed in the regular program	\$
<input checked="" type="checkbox"/> Economic Impact Aid/Limited English Proficient (EIA-LEP) Purpose: Develop fluency in English and academic proficiency of English learners	\$ 327,585.55
<input type="checkbox"/> Peer Assistance and Review Purpose: Assist teachers through coaching and mentoring	\$
<input type="checkbox"/> Professional Development Block Grant Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$
<input type="checkbox"/> Pupil Retention Block Grant Purpose: Prevent students from dropping out of school	\$
<input type="checkbox"/> Quality Education Investment Act (QEIA) Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$
<input type="checkbox"/> School and Library Improvement Program Block Grant Purpose: Improve library and other school programs	\$
<input type="checkbox"/> School Safety and Violence Prevention Act Purpose: Increase school safety	\$
<input type="checkbox"/> Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$
<input type="checkbox"/> List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], Gifted and Talented Education [GATE])	\$
Total amount of state categorical funds allocated to this school	\$327,585.55

Federal Programs		Allocation
Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs) <input checked="" type="checkbox"/> Includes \$32,580 SES allocation of 20% of Title 1 allocation (required reservation based on PI status. Available Title I allocation for SES: \$35,580		\$162,903
<input checked="" type="checkbox"/> Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$1,629	
<input checked="" type="checkbox"/> For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$16,290	
<input type="checkbox"/> Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals		\$
<input checked="" type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards		\$ 27,262.40
<input type="checkbox"/> Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs		\$
<input type="checkbox"/> For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement		\$
<input type="checkbox"/> Other federal funds (SES funding 20% of District Total Title I)		\$
<input type="checkbox"/> Other federal funds (list and describe)		\$
<input type="checkbox"/> Other federal funds (list and describe)		\$
Total amount of federal categorical funds allocated to this school		\$
Total amount of state and federal categorical funds allocated to this school		\$517,750.95

Form D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.⁵ The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Lisa Mazza	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clara Evans	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Daniel Villasenor, Chairperson	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sandra Wilson-Brusch, Vice-chairperson	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Allison Steinmann, Secretary	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jessica Mendoza	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gail White	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Abigay Romero	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pilar Mendoza	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mrs. Uribe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Freddy Jose	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Juan Pacheco	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Numbers of members in each category	1 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	4 <input type="checkbox"/>	2 <input type="checkbox"/>

⁵ EC Section 52852

Form E: Recommendations and Assurances

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

☐ State Compensatory Education Advisory Committee _____ Signature

☐ English Learner Advisory Committee _____ Signature

☐ Special Education Advisory Committee _____ Signature

☐ Gifted and Talented Education Advisory Committee _____ Signature

☒ District/School Liaison Team for schools in Program Improvement _____ Signature

☐ Compensatory Education Advisory Committee _____ Signature

☐ Departmental Advisory Committee (secondary) _____ Signature

☒ Other committees established by the school or district (list) DELAC, LCAP _____ Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This SPSA was adopted by the SSC at a public meeting on: May 28, 2014

Attested:

Lisa Mazza
Lisa Mazza, Greenfield High School Principal

Lisa Mazza 5/28/14
Signature of School Principal Date

Sandra Wilson Bruschi
Sandra Wilson Bruschi, SSC Vice Chairperson

Sandra Wilson Bruschi 5/28/14
Signature of SSC Vice Chairperson Date

Daniel Villaseñor
Daniel Villaseñor, SSC Chairperson

D Villaseñor 5/28/14
-433- Signature of SSC Chairperson Date

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
GOVERNING BOARD

SUBJECT: Approval of Single Plan for Student Achievement for
King City High School

MEETING: June 11, 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 Single Plan for Student Achievement is a requirement that each school develop goals, objectives and a plan to use categorical funds for student improvement. This plan is based on data and written with input from the School Site Council.

Recommendation:

The recommendation is being made for the State Administrator to approve the King City High Single Plan for Student Achievement

Fiscal Impact:

This is required to approve expenditures of State and Federal program funds.

Submitted By:



Wendy Pospichal, Ed.D.
Assistant Superintendent Administrative Services

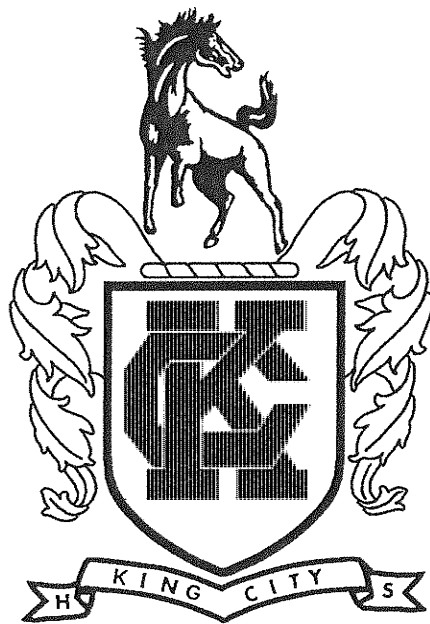
Approved:



Daniel R. Moirao, Ed.D.
State Administrator

2014-15 Single Plan for Student Achievement

King City High School



Part II: The Single Plan for Student Achievement Template

School: King City High School

District: South Monterey County Joint Union High School District

County-District School (CDS) Code: 27-66068

Principal: Janet Sanchez-Matos

Date of this revision: May 29, 2014

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Janet Sanchez-Matos

Position: Principal

Telephone Number: 831-385-0606

Address: 720 Broadway St
King City CA 93930

E-mail Address: jmatos@kingcity.k12.ca.us

The District Governing Board approved this revision of the SPSA on June 11, 2014.

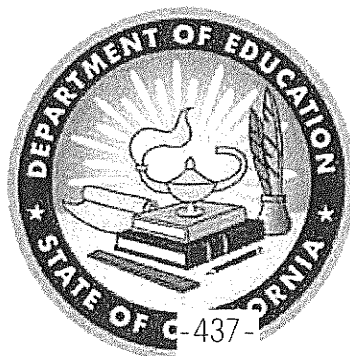


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Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

All LCAP 2014-17 goals and performance measures are in italics:

English Language Arts (ELA)

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

LCAP Priority #4 Student Achievement

LCAP Priority: #2 Implementation of the CCSS

WASC VC Report March 2014: The school needs to insure that all students, including English learners and students with disabilities, are able to successfully demonstrate mastery of critical academic skills on state mandated assessments.

SCHOOL GOAL ELA1A: By May 2015 ____% of the 10th graders will pass the ELA CAHSEE.

SCHOOL GOAL ELA1B: By May 2015 ____% of the ____graders will score proficient or advanced on the ____.

What data did you use to form this goal?

ELA CST data 2009-10 to 2012-13
CAHSEE 2013
SARC January 2014
Analysis of 2013-14 SPSA
WASC Three-Year-Term Report March 2014

What were the findings from the analysis of this data?

As measured by the ELA CST from 2010-2013, the percent of students scoring proficient or above by grade level has dropped from 41% to 38%. On the 2013 ELA CST the following subgroups scored proficient or advanced:

- 34% of the Latino students
- 33% of the low SES
- 8% of the ELs
- 19% of the students with disabilities
- 67% of the white students

As measured by the ELA CAHSEE from 2010-2013, the percent of 10th graders scoring proficient or advanced has increased from 45% to 49%.

The percentage of 10th graders passing the ELA CAHSEE in 2013 was..... and in 2014 was

How will the school evaluate the progress of this goal?

*LCAP: Performance on standardized tests**

- 10th grade ELA CAHSEE passing rates
- % of ____graders who score proficient or advanced on the ____

****Rates by student subgroup: Low SES, EL, Foster Child, Students with Disabilities***

STRATEGY 1A.1: During 2013-14 KCHS will create and/or modify pacing guides and benchmark and common formative assessments. The pacing guides and results of the benchmark and common formative assessments will be the focus of PLC work.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>1A.1.1 By September 1, 2014, pacing guides and PBA-type writing benchmarks will be modified as needed to align with the ELA CCSS for ELA grades 9 and 10.</p> <p>By September 1, 2014, pacing guides and PBA-type writing benchmarks will be developed to align with the ELA CCSS for ELA grade 11.</p>	Site Administration Department Chair Instructional Coach	<p>ELA teachers will attend June 2 and 3, 2014, training to write/modify ELA pacing guides with benchmarks.</p> <ul style="list-style-type: none"> Review results of 2013-14 teacher-made assessments, CELDT, and CAHSEE to revise pacing guides as necessary. Provide necessary training to ELA Department in the development and analysis of PBA-type writing benchmarks. <p>Before August, 2014, train any new ELA teachers in the pacing guides.</p>	<p>Title I Release Days / Subs \$4,000 Allocated</p> <p>Title I Release Days / Subs \$1,000 Allocated</p>

STRATEGY 1A.2: During 2014-15 all 9th and 10th grade students scoring _____ on the _____ and meeting the criteria of the ELA intervention program screening test will be placed in an ELA intervention program as the intensive intervention.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1A.2.1 By May, 2014, identify potential ELA intensive intervention students for placement in summer intervention program, READ 180.	Site Administration Department Chair Instructional Coach	<p>Use SRI Reading results to create a list of students who are potential candidates for ELA intervention program.</p> <p>Order any additional Intervention program instructional materials.</p> <p>Assist the READ 180 teacher in creating a report which will summarize the results of the summer program.</p> <p>Schedule the READ 180 teacher to present the report on the summer school program to SSC by September 30, 2014.</p>	\$0
1A.2.3. On a quarterly basis analyze the progress of students enrolled in Saturday ELA intervention program		Establish a calendar for end of the quarter reports to the SSC on the progress of students enrolled in the Saturday READ 180 classes.	\$0

STRATEGY 1A.3: During 2013-14, all 11th and 12th grade students who have not passed the ELA CAHSEE, and/or are in need of tutoring will be attending an extended learning day opportunity.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>1.A.4.1 By the end of quarter one enroll target students in extended learning opportunities:</p> <ul style="list-style-type: none"> Tutoring before/after school, on Saturdays, and during summer CAHSEE prep. 	Administration Student Support Services	<p>The CAHSEE tutoring is an extended learning opportunity (beyond the school day). Coordinate the CAHSEE tutoring with all extended learning day services through the creation of documents which identify the purpose, the eligible students, delivery system, schedule, and delineate the plan for program monitoring.</p> <p>Use the same system for monthly monitoring of student attendance as in other extended learning day opportunity.</p> <p>Use the same evaluation template used by every extended learning day teacher/provider which includes attendance and data-based results to evaluate program effectiveness.</p> <p>Before the tutorial starts, CAHSEE prep teachers will analyze subgroup performance on the ELA CAHSEE by strand and create a pacing guide to insure that students are receive remediation in the highest areas of need.</p> <p>Purchase necessary materials and technology.</p> <p>Contact the parents of the target students, making sure they understand the purpose, schedule, and contact information.</p> <p>Establish a calendar for end of the semester reports to the SSC on the progress of students enrolled in all extended learning opportunities including CAHSEE and SES.</p>	<p>Title I ELA CAHSEE teacher \$5,000 Allocated</p> <p>Title I ELA tutorial teachers \$5,000 Allocated</p> <p>Title I Hourly Salaries and Benefits \$22,473 Allocated \$16,501.26 Expenditures</p> <p>Title I SES \$40,000 Allocated \$ 29,034 Expenditures</p>
1A.4.2 Implement a summer program for entering 9 th grade. Read 180	Principal GEAR Up	<p>By May 30, 2014, create a written document all the summer programs which:</p> <ul style="list-style-type: none"> clarifies the purpose, goals, placement procedures, identifies the needed professional development, other instructional support, and materials, describes how the success of each summer program will be evaluated quantitatively and qualitatively. If possible, use the same evaluation template that all other extended learning day programs are using. <p>Schedule the summer program staff to present its report on the summer school program to SSC by September 30, 2014.</p>	\$20,000 Title 1

Mathematics

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

LCAP Priority #4 Student Achievement

LCAP Priority: #2 Implementation of the CCSS

WASC VC Report March 2014: The school needs to insure that all students, including English learners and students with disabilities, are able to successfully demonstrate mastery of critical academic skills on state mandated assessments.

SCHOOL GOAL MATH 1B: By May 2015 _____% of the 10th graders will pass the Math CAHSEE.

SCHOOL GOAL MATH 1B: By May 2015 _____% of the _____ will score proficient or advanced on the _____

What data did you use to form this goal?

Math CST data 2000-10 to 2012-13
CAHSEE (AYP)
SARC January 2014
Analysis of 2013-14 SPSA
VVC Three-Year-Term Report March 2014

What were the findings from the analysis of this data?

As measured by the Math CST from 2010-2013, the percent of students scoring proficient or above by grade level has dropped from 34% to 11%. On the 2013 Math CST, the following subgroups scored proficient or advanced:

- 10% of the Latino students
- 10% of the low SES
- 5% of the ELs
- 8% of the students with disabilities
- 20% of the white students

As measured by the Math CAHSEE from 2010-2013, the percent of 10th graders scoring proficient or advanced has dropped from 52% to 46%. On the 2013 Math CAHSEE, the following subgroups scored proficient or advanced:

- 43% of the Latino students
- 42% of the low SES
- 14% of the ELs
- 5% of the students with disabilities
- 89% of the white students

The WASC VC noted that "The most dramatic decline in performance occurred with Students with Disabilities with a significant decline in API, graduation rate, widening achievement gap, and significant decrease in CAHSEE proficiency and passing rates."

How will the school evaluate the progress of this goal?

LCAP: Performance on standardized tests*

- % of 10th graders passing the math CAHSEE
- % of _____ scoring proficient or advanced on the _____

**Rates by student subgroup: Low SES, EL, Foster Child, Students with Disabilities*

STRATEGY 1B.1: Develop and implement a plan for the continued implementation of Math I.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1B.1.1 By August 2014 Develop and implement a plan for the continued implementation of Math I.	Site Administration Math Department Chair	The plan for Math I will include: <ul style="list-style-type: none">• Revision of the 8 common modules' assessments.• A calendar for the administration and scoring of the common benchmark tasks.• Needed professional development and other support• A description of how and when the Math Visions Project modules will be duplicated and distributed.• The dates on which the SSC and the DSLT will receive progress reports on Math I A and B.	Title I Release time / Subs \$1,000 Allocated Title I USA Test Prep \$10,000

STRATEGY 1B.2 Develop and implement a plan for the implementation of Math II.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1B.1.2 By August 2014 develop a comprehensive plan for the implementation of <u>Math II</u>.	Math Department Chair Counselor	The plan for Math II will include: <ul style="list-style-type: none">• Development of the 8 common modules' assessments.• A calendar for the administration and scoring of the common benchmark tasks.• Needed professional development and other support• A description of how and when the Math Visions Project modules will be duplicated and distributed.• A placement chart identifying which students will continue to Math II and which will be enrolled in Math I A/B.• The dates on which the SSC and the DSLT will receive progress reports on Math I A and B.	Title I Release Days / subs \$1,000 Allocated

STRATEGY 1B.3 Develop and implement a plan for the implementation of Math I A and B.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1B.1.3 By August 2014 develop a comprehensive plan for the implementation of <u>Math I A and B.</u>	Administration Math Department Chair	The plan for Math I A and B will include: <ul style="list-style-type: none"> • The pacing guide and module assessments with their administration and scoring dates • Needed professional development and other support • A description of how and when the Math Visions Project modules will be duplicated and distributed. • A placement chart identifying which students will continue to Math II and which will be enrolled in Math I A/B. • The dates on which the SSC and the DSLT will receive progress reports on Math I A and B. 	Title I MCOE Trainings /Subs \$1,000 Allocated

Science

LEA GOAL:

LCAP Priority: #2 Implementation of the CCSS

LCAP Priority: #4 Student Achievement

WASC VC Report March 2014 Critical Area of Need # 3: The administration and all teachers need to prioritize the implementation of curriculum and instructional strategies based on the CCSS and the NGSS in English, math, and science, and the implementation in every class of the College and Career Readiness Anchor Standards for reading, writing, listening-speaking, and language.

SCHOOL GOAL Science: By _____ % of the _____ will score _____.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
By August 2014 develop a comprehensive plan for the implementation of the Next Generation Science Standards by 2015-16.	Administration Science Department Chair	1. Develop pacing guides and benchmarks 2. Develop a calendar for administering and scoring the benchmarks. 3. Receive professional development: <ul style="list-style-type: none">On the Vernier equipment and other technology needed to support engineering.For all AP science teachers.Visitation to engineering programs and high schools that are implementing NGSS.Attendance at the California Science Symposium, the NSTA Conference, Project Lead the Way Intro to Engineering.On Aeries Analytics.	?

Social Science

LEA GOAL:

LCAP Priority: #2 Implementation of the CCSS

LCAP Priority: #4 Student Achievement

WASC VC Report March 2014 Critical Area of Need # 3: The administration and all teachers need to prioritize the implementation of curriculum and instructional strategies based on the CCSS and the NGSS in English, math, and science, and the implementation in every class of the College and Career Readiness Anchor Standards for reading, writing, listening-speaking, and language.

SCHOOL GOAL Social Science: By _____ % of the _____ will _____.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Continue the transition to the College and Career Readiness Standards. 446-	Administration Social Science Department Chair	-AP professional development -Implement two new AP classes -Develop pacing guide of historical thinking skills for 10 th grade World History	?

Special Education

LEA GOAL:

LCAP Priority: #2 Implementation of the CCSS

LCAP Priority: #4 Student Achievement

WASC VC Report March 2014 Critical Area of Need # 3:

The administration and all teachers need to prioritize the implementation of curriculum and instructional strategies based on the CCSS and the NGSS in English, math, and science, and the implementation in every class of the College and Career Readiness Anchor Standards for reading, writing, listening-speaking, and language.

The school needs to insure that all students, including English learners and students with disabilities, are able to successfully demonstrate mastery of critical academic skills on state mandated assessments.

Add other WASC statements/data

SCHOOL GOAL Special Education: By _____ % of the _____ will _____.

-447- Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
	Administration Special Education Department Chair	-SBAC training in SBAC for SPED -Develop a plan for a continuum of services to aide students with demands of new standards. -Visit other programs	?

Business

LEA GOAL:

LCAP Priority: #2 Implementation of the CCSS

LCAP Priority: #4 Student Achievement

WASC VC Report March 2014 Critical Area of Need # 3: The administration and all teachers need to prioritize the implementation of curriculum and instructional strategies based on the CCSS and the NGSS in English, math, and science, and the implementation in every class of the College and Career Readiness Anchor Standards for reading, writing, listening-speaking, and language.

SCHOOL GOAL Business: By _____ % of the _____ will _____.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
-448-	Administration Department Chair	-Develop a pacing guide of technology skills needed to succeed on SBAC	?

Agriculture

LEA GOAL:

LCAP Priority: #2 Implementation of the CCSS

LCAP Priority: #4 Student Achievement

WASC VC Report March 2014 Critical Area of Need # 3: The administration and all teachers need to prioritize the implementation of curriculum and instructional strategies based on the CCSS and the NGSS in English, math, and science, and the implementation in every class of the College and Career Readiness Anchor Standards for reading, writing, listening-speaking, and language.

SCHOOL GOAL Agriculture: By _____ % of the _____ will _____.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
	Administration Department Chair	-Begin to develop pacing guides and benchmarks. -Attend CATA Ag Conference and other training opportunities	?

Physical Education

LEA GOAL:

LCAP Priority: #2 Implementation of the CCSS

LCAP Priority: #4 Student Achievement

WASC VC Report March 2014 Critical Area of Need # 3: The administration and all teachers need to prioritize the implementation of curriculum and instructional strategies based on the CCSS and the NGSS in English, math, and science, and the implementation in every class of the College and Career Readiness Anchor Standards for reading, writing, listening-speaking, and language.

SCHOOL GOAL Physical Education: By _____ % of the _____ will _____.

What data did you use to form this goal? California Physical Fitness Test Results		What were the findings from the analysis of this data? We need some data statements from the PE Department based on the state results.	How will the school evaluate the progress of this goal? Performance on the California Physical Fitness Test Results
-450- Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
	Administration Department Chair	-Visit other PE programs implementing CCRs - Develop research paper presentation aligned to CCRs.	?

Fine Arts

LEA GOAL:

LCAP Priority: #2 Implementation of the CCSS

LCAP Priority: #4 Student Achievement

WASC VC Report March 2014 Critical Area of Need # 3: The administration and all teachers need to prioritize the implementation of curriculum and instructional strategies based on the CCSS and the NGSS in English, math, and science, and the implementation in every class of the College and Career Readiness Anchor Standards for reading, writing, listening-speaking, and language.

SCHOOL GOAL Fine Arts: By _____ % of the _____ will _____.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
	Administration Department Chair	- Attend training on the implementation of the CCRs -Visit one area high school to observe CCR implementation.	?

English Learners

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

LCAP Priority #1 Basic Services

LCAP Priority #2 Implementation of the CCSS

LCAP Priority #3 Parent Involvement

LCAP Priority #4 Student Achievement

WASC VC Report March 2014: The school needs to insure that all students, including English learners and students with disabilities, are able to successfully demonstrate mastery of critical academic skills on state mandated assessments.

SCHOOL GOAL English Learners: By May 2015 _____% of the ELs will increase their level on the CELDT.

SCHOOL GOAL English Learners: By May 2015 _____% of the ELs will be redesignated.

SCHOOL GOAL English Learners: By May 2015 _____% of the 10th grade ELs will pass the ELA CAHSEE.

SCHOOL GOAL English Learners: By May 2015 _____% of the 10th grade ELs will pass the Math CAHSEE.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
<p>Analysis of 2013-14 KCHS SPSA</p> <p>Performance on the ELA CST</p> <p>CAHSEE results</p> <p>WASC Three-Year-Term Report March 2014</p>	<p>In 2012-13:</p> <ul style="list-style-type: none"> 8% of the English learners scored at proficient or above on the ELA CST as compared to 38% of all students. 5% of the English learners scored at proficient or above on the Math CST as compared to 11% of all students. 6% of the 10th grade English learners scored at proficient or above on the ELA CAHSEE as compared to 48% of all 10th graders. 14% of the 10th grade English learners scored at proficient or above on the ELA CAHSEE as compared to 45% of all 10th graders. <p>The redesignation rate for ELs ELs have consistently not met their AMAOs. WASC</p>	<p>Percent of ELs who increase at least one CELDT level</p> <p>Percent of ELs that become English proficient</p> <p>EL reclassification rate</p> <p>Implementation of Next Generation ELD Standards for ELs</p> <p>Efforts to seek input of EL parents</p> <p>Promotion of EL parent participation</p> <p>ELAC agendas, sign in sheets, minutes</p> <p>DELAC agendas, sign in sheets, minutes</p>

STRATEGY 2.1: Hire an EL Specialist to insure that the EL Master Plan is fully implemented.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2.1.1 Continue to have an EL Specialist	State Administrator HR Administrator Principal	By August 2014 evaluate the position of the EL Specialist in terms of the responsibilities outlined in the EL Master Plan and revise it if necessary. By May 2015 the EL Specialist will have completed the annual evaluation of the EL Program as outlined in the EL Master Plan and implemented all activities for ELs in the KCHS SPSA.	Title III EL Specialist \$19,827.20 Allocated \$29,888.64 Expenditures EIA EL Specialist \$35,000 Allocated

STRATEGY 2.2: Place all English Learners in appropriate ELA/ELD and core content classes.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2.2.1 Continue to appropriately place all ELs, including ELs who are also students with disabilities, in ELD and SDAIE classes.	Principal Student Support Services EL Specialist	For 2014-15 offer ELD 1 and ELD 2 as separate classes. Reduce class sizes for English Learners to 25:1. Develop a pacing guide and benchmarks for ELD 1-3. Develop pacing guides for each SDAIE class.	\$0 \$0
2.2.2 Develop a plan for the transition to the Next Generation ELD Standards by 2015-16	Principal EL Specialist ELD teacher		?

STRATEGY 2.3: During 2013-14, all English Learners in need of additional ELD will be attending an extended learning day opportunity.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2.3.1 Enroll all ELs in need of additional ELD in after school ELD tutoring class.	EL Specialist	By August 30, 2014, <ul style="list-style-type: none"> Evaluate the effectiveness of the 2013-14 ELD tutorials: how many ELs needed tutoring, attended tutoring, and what evidence is there that attending tutoring affected the level of achievement. Develop the plan for 2014-15 ELD tutorials 	EIA:LEP - 2 ELD tutorial teachers \$20,000 Allocated Supplementary materials for ELD \$15,000

STRATEGY 2.4: Meet all Title III parent involvement requirements.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2.4.1 Establish a functioning EL advisory committee (ELAC). If ELAC is delegated to and accepted by SSC, SSC will assume all responsibilities.	EL Specialist	See EL Master Plan for steps and calendar.	EIA:LEP Refreshments, mailing, child care \$ 2,000 Allocated
2.4.2. Develop and implement a plan to increase all EL parents' understanding of CELDT, reclassification, high school graduation, A-G requirements and other areas they identify.	EL Specialist El Specialist	Address May 2013 Parent Survey results which indicate that parents: <ul style="list-style-type: none"> • don't know how ELs are identified and placed • don't know about the CELDT • don't understand the link between their child's attendance and adequate funds to run the schools Parent Needs Assessment survey will be redone May 22, 2014 in a special Single Plan for Student Achievement Input meeting Meet all FPM parent notification compliance requirements; see the EL Master Plan.	Title I PIQE and Supplies \$6,000 Allocated \$5,838.85 Expenditures

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Highly Qualified Teachers**LEA GOAL: Performance Goal 3: *By 2014-15, all students will be taught by highly qualified teachers.*****LCAP Priority #1 Basic Services****WASC VC Report March 2014 Critical Areas of Need:**

1. The administration needs to continue to support the work of the Instructional Coach as she supports the broad and deep implementation of all CM strategies.
2. The administration and department heads need to prioritize the implementation of PLCs in every department and to

provide professional development, support, and monitoring so that teachers are able to use all the tools that the PLC format requires.

3. The administration and all teachers need to prioritize the implementation of curriculum and instructional strategies based on the CCSS and the NGSS in English, math, and science, and the implementation in every class of the College and Career Readiness Anchor Standards for reading, writing, listening-speaking, and language.

SCHOOL GOALS: Constructing Meaning

GOAL 1.1.: 100% of teachers will be certified in Constructing Meaning.

GOAL 1.2: By June of 2015, teachers will increase their implementation of CM reading strategies from 64% to 90%.

GOAL 1.3: By June of 2015, teachers will increase their implementation of CM oral language strategies from 28% to 50%.

GOAL 1.3.b: By June of 2016, teachers will increase their implementation of CM oral language strategies from 48% to 70%.

GOAL 1.3.c: By June of 2017, teachers will increase their implementation of CM oral language strategies from 70% to 90%.

GOAL 1.4: By June of 2015, teachers will increase their implementation of CM writing strategies from 58% to 70%.

GOAL 1.4.b: By June of 2016, teachers will increase their implementation of CM writing strategies from 70% to 90%.

GOAL 1.5.: By June of 2015, 75% teachers will participate in voluntary walkthroughs to collect observational data on CM strategies being implemented.

GOAL 1.5.b: By June of 2016, 90% of teachers will participate in voluntary walk throughs to collect observational data on CM strategies being implemented.

SCHOOL GOALS: Professional Learning Communities

GOAL 2.1.: 100% of teachers will belong to, and operate in, an effective Professional Learning Community in order to analyze student data on common formative and summative assessments to inform their teaching practices and improve student learning. The effectiveness of the Professional Learning Communities (PLCs) will be based on the analysis of student achievement data and the sharing of best teaching practices to increase student learning.

GOAL 2.2: By August of 2014, 60% of teachers will have received training in the area of Professional Learning Communities and data analysis, PLC leads will be chosen.

GOAL 2.2.a.: By June of 2014, a comprehensive calendar of PLC meeting dates and members will be established and widely communicated.

GOAL 2.3: By August of 2014, KCHS PLC leads will have been selected and work in collaboration with the administration to create common PLC protocols, forms and reporting procedures.

GOAL 2.3.a: By fall of 2014, members of PLCS will have been trained on the common PLC protocols, forms and reporting procedures.

GOAL 2.3.b: By June 2015, administration will have conducted two observations for each PLCs operation and provided feedback to the successful implementation of the PLCs goals.

What data did you use to form this goal?

SARC January 2014
Spring 2014 analysis of CM implementation
WASC Three-Year-Term Report March 2014

What were the findings from the analysis of this data?

In 2013-14 there were no teacher misassignments.
Teachers' self-assessment of their progress towards implementing Constructing Meaning:

- 25/37 (68%) use writing and note taking strategies (The WASC VT confirmed this by reviewing the CM in the Classroom Binder.)
- 14/37 (38%) use oral language and vocabulary strategies

WASC VC noted that:

- Not all departments function equally effectively as PLCs
- Strategies/resources needed to be identified, assessments developed, used, and analyzed, and lesson plans tested and made available to others.
- All staff members need to learn sets of sophisticated skills that many staff members do not now have.
- The school needs to be clear about how it will accomplish the above.

How will the school evaluate the progress of this goal?

Rate of teacher misassignment
Ongoing monitoring of CM implementation through:.....
Ongoing monitoring of the use of PLC time through:.....

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STRATEGY 3.1 Provide training and ongoing support for the school wide implementation of CM. and teacher collaboration (PLCs).

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
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3.1.1 Increase the school wide implementation of Constructing Meaning.	Administration Instructional coach Literacy Team	Provide CM Training for new teachers and new or untrained administrators Choose three strategies (from each domain) for annual focus Implement three strategies for annual focus , collect observational data Implement of scholastic seminar Calibrate observations with administration Facilitate Learning Walks and debriefs with teams of teachers Link strategies to CCSS transition and local CCSS benchmarks aligned to CCR standards	Title I .5 Instructional Coach \$50,000 Allocated \$34,857.13 Expenditures EIA:LEP CM training summer: \$5000 Allocated Subs/extra time during school \$5000 Allocated
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STRATEGY 3.2: Provide training and support to ensure that all staff have the knowledge and skills to effectively use the Professional Learning Community release time.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
3.2.1 By June 2015 improve level of implementation of PLCs	Administration Instructional Coach	Provide additional training to staff in the “sophisticated skills” needed to effectively participate in a PLC including the creation and enforcement of norms, the development of formative assessments, how to analyze and respond to the results of these assessments. Identify PLC leads, agree on outline protocols and duties. Implement the PLC Calendar and protocol	Title 1 PLC training/materials \$1,000 Allocated

Safe, Drug-free, Conducive to Learning Environment

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

LCAP Priority #1 Basic Services

LCAP Priority #3 Parent Involvement

LCAP Priority #6 School Climate

School Goal: (Goals should be prioritized, measurable, and focused on identified student learning needs.)

What data did you use to form this goal?

California Healthy Kids Survey spring 2013
SARC January 2014
Facility survey April 2012

What were the findings from the analysis of this data?

The rate of suspensions dropped from 51 in 2010-11 to 20 in 2012-13.
The rate of expulsions dropped from 11 in 2010 to .53 in 2012-13.
Overall facility rating is "Good".
The main findings of the CHKS were:

How will the school evaluate the progress of this goal?

*Student suspension rates**
Student expulsion rates
Other local measures?

**Rates by student subgroup: Low SES, EL, Foster Child, Students with Disabilities*

After the analysis of the CHKS is complete, please add a strategy related to those findings. The strategy will be 4.2.

STRATEGY 4.1:

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
4.1.1. Continue to implement Link Crew.	Site Admin Link Crew Staff	As a comprehensive transition program Link Crew can provide support for freshmen throughout their first year of high school. It can: <ul style="list-style-type: none"> increase attendance reduce disciplinary referrals reduce hazing and harassment of freshmen (CHKS) provide leadership development in upperclassmen increase involvement in co-curricular activities improve school climate (CHKS) provide leadership development in staff members allow for positive interaction between staff and students (CHKS) decrease chemical dependency(CHKS) By August 2014, analyze the extent to which the initial year of implementation of Link Crew contributed to any of the above outcomes. Develop a plan to improve Link Crew in 2014-15.	Gear Up Title 1
4.1.2 Continue to implement a summer program for entering 9 th graders.	GEAR Up Administration	Step Up to College is designed to: <ul style="list-style-type: none"> Assist entering 9th graders with the transition to high school Build college awareness More than 90% of the participating students in summer 2014 said they would advise	

		another 8 th grader to participate in the program and that they would participate in the program again.	
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<u>LEA GOAL:</u> Performance Goal 5: <i>All students will graduate from high school.</i>		<u>Graduation from High School</u>
<p><u>LCAP Priority #4</u> Student Achievement</p> <p><u>LCAP Priority #5</u> Student Engagement</p> <p><u>LCAP Priority #7</u> Course Access</p>		
<p><u>WASC VC Report March 2014:</u> The WASC VC Report recommended that KCHS address the issue of credit-deficient 9th graders through prevention strategies which it further defined as early identification and responsive intervention and remediation to keep students from becoming credit deficient. Action steps should include:</p> <ul style="list-style-type: none"> • Good first time instruction • Continuing to expand and evaluate the effectiveness of interventions • Examining grading policies • Further engaging parents • Examining whether current belief systems are conducive to developing a culture of high expectations for all students 		
SCHOOL GOAL: (Goals should be prioritized, measurable, and focused on identified student learning needs.)		

<p>What data did you use to form this goal?</p> <p>SARC January 2014 WASC Three-Year-Term Report March 2014</p>	<p>What were the findings from the analysis of this data?</p> <p>The dropout rate has declined for all students from 16.4% in 2009-10 to 8.9 in 2011-12. The dropout rate for ELs in 2011-12 was 15.1% The graduation rate for all students has increased from 77.57 in 2009-10 to 87.29 in 2011-12. The graduation rate for ELs in 2011-12 was 79.3% 54 students participated in career technical education in 2012-13. 54% of these students completed a CTE program and earned a high school diploma. No courses were sequenced/articulated between the school and institutions of postsecondary education. In fall 2013 almost 50% of 9th graders were 5-35 (out of 30 attempted) credits behind at the end of the first semester. In 2012-13 55.7% of the students were enrolled in courses required for UC/CSU admission. In 2011-12 11.9% of the graduates had completed courses required for UC/CSU admission. In 2012-13 8 Advanced Placement courses were offered: 2 in English 3 in Math 1 in Science 2 in Social Science</p>	<p>How will the school evaluate the progress of this goal?</p> <p><i>School attendance rates*</i> <i>Chronic absenteeism rates*</i> <i>High school dropout rates*</i> <i>High school graduation rates*</i> <i>Share of students that are career/college ready*</i> <i>Share of students that pass Advanced Placement exams with a 3 or higher*</i> <i>Share of students determined prepared for college by the Early Assessment Program*</i> <i>Student access and enrollment in all required areas of study</i> <i>A-g completion rate*</i></p> <p><i>*Rates by student subgroup: Low SES, EL, Foster Child, Students with Disabilities</i></p>	<p>What</p>
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STRATEGY 5.1: Insure that all students have a graduation plan.			
<p>1.By the end of Quarter 1 fall 2014 all 9th graders will have a 4-year plan</p>	<p>Student Support Services</p>	<p>Create a 4 yr. plan for every freshman by the end of the first quarter which includes a list of the courses needed to graduate.</p>	<p>Title I Software \$3,500 Allocated \$3,317.23 Expenditures</p>

2.By the end of Quarter 3 all students will have had their 4 year plans reviewed and revised as necessary	Student Support Services	Review/create a 4 yr. plan for every student by the end of the third quarter which includes the list of courses needed to graduate.	Title 1 Conference \$750 Allocated \$502.51 Expenditures

STRATEGY 5.2 WASC VC Report March 2014: Involve teachers and site and district administration in a comprehensive review of research and best practices in curriculum and instruction for Students with Disabilities to determine the most appropriate model moving forward.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
5.2.1. By August 1, 2014, develop and implement a plan to improve the educational outcomes for all SWDs	Sped Director Site Admin Department Chair Sped Teachers	1. Review the research and best practices in curriculum and instruction for SWDs. 2. Develop the plan for serving all SWDs which includes how progress will be monitored.	?

STRATEGY 5.3 Insure that every student in danger of not meeting the graduation requirements is enrolled in a support class or extended learning day opportunity.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
5.3.1. By August 1, 2014, implement a comprehensive plan for all credit-recovery.	Site Admin Counselor	Develop the plan for credit recovery for students in grades 9-12 with goals, target students, recruitment procedures, curriculum, a description of how the different types will be monitored (attendance, walk throughs, etc.) and evaluated.	\$4,300 Gear Up to assist with summer 2014 Credit Recovery interventions
5.3.2. By August 1, 2014, implement a comprehensive plan for all 11 th and 12 th grade students who have not passed CAHSEE.	Site Admin Counselor	Develop the plan for serving students who have not passed CAHSEE with goals, target students, recruitment procedures, curriculum, a description of how the different types will be monitored (attendance, walk throughs, etc.) and evaluated.	?

STRATEGY 5.4 Insure that every student is graduating college and career ready.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
5.3.1. By October 2014 develop a plan to increase the A-G completion rate.(LCAP)	Site Admin Counselor Curriculum Council		?
5.3.2.By October 2014 develop a plan to increase the number of AP offerings and the number of students earning a score of 3 or higher on AP exams. (LCAP)	Site Admin Counselor Curriculum Council	Teachers assigned to teach AP courses will participate in training.	?
5.3.3. Increase the Career and technical education (LCAP) course offerings	Site Admin Counselor Curriculum Council	Work with the consortium.	?

STRATEGY 5.5: Coordinate all parent involvement activities.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
5.5.1. By September 30, 2014, create a plan for the coordination of all parent involvement activities.	Principal EL Specialist Migrant Education Gear Up Talent Search	<ol style="list-style-type: none">1. Create a document which summarizes the purpose and responsibilities of all groups involving parents including PIQE, GEAR Up, Educational Talent Search, and the calendar for the delivery of their services.2. Hire a Community Liaison3. Establish a site parent/teacher/student association4. Establish a quarterly meeting for school staff with parent involvement responsibilities and with representatives from all supplemental programs.	?

STRATEGY 5.6: Maintain a functioning School Site Council as a tool for shared staff-parent decision making.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
5.6.1. By August 30, 2014, continue to maintain a functioning SSC.	Principal	Continue to implement a process of forming/maintaining a strong SSC: <ul style="list-style-type: none">• Hold staff, parent, and student elections as necessary.• Provide required training.• Develop a calendar of 2014-15 meetings with draft topics which will enable the SSC to perform all of its responsibilities including monitoring the implementation of the SPSA and the WASC Three-Year Action Plan.	Materials for parent events and SSC meetings

STRATEGY 5.7: Continue to implement Freshmen Seminar.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
5.7.1 Continue to implement Freshmen Seminar. -463-	Teachers teacher class Admin	Freshmen Seminar is designed to help 9 th graders successfully transition to high school. Topics to be covered include: Personal (Identity, Habit Forming, Self-Improvement) Intellectual (Learning HOW to learn, Study Skills) Social and Interpersonal (Building Relationships, Teamwork, Leadership) Emotional (Stress Management, Self-Esteem) Physical (Wellness) Self-Reflection (How can I improve?) Your Future (Goal Setting) By August 2014 analyze the implementation of Freshmen Seminar and its results. Based on the analysis, develop a plan to improve Freshmen Seminar in 2014-15.	Title 1

STRATEGY 5.8: Implement Scholastic Seminar			
Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
5.8.1 Implement Scholastic Seminar.			

Form B: Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in Form B must be aligned with the Consolidated Application.

Title I SES

USA Test Prep License

School Goal #: :

SCHOOL GOALS: Constructing Meaning

GOAL 1.1.: 100% of teachers will be certified in Constructing Meaning.

GOAL 1.2.: By June of 2015, teachers will increase their implementation of CM reading strategies from 64% to 90%.

GOAL 1.3.: By June of 2015, teachers will increase their implementation of CM oral language strategies from 28% to 50%.

GOAL 1.3.b: By June of 2016, teachers will increase their implementation of CM oral language strategies from 48% to 70%.

GOAL 1.3.c: By June of 2017, teachers will increase their implementation of CM oral language strategies from 70% to 90%.

GOAL 1.4.: By June of 2015, teachers will increase their implementation of CM writing strategies from 58% to 70%.

GOAL 1.4.b: By June of 2016, teachers will increase their implementation of CM writing strategies from 70% to 90%.

GOAL 1.5.: By June of 2015, 75% teachers will participate in voluntary walkthroughs to collect observational data on CM strategies being implemented.

GOAL 1.5.b: By June of 2016, 90% of teachers will participate in voluntary walk throughs to collect observational data on CM strategies being implemented.

SCHOOL GOALS: Professional Learning Communities

GOAL 2.1.: 100% of teachers will belong to, and operate in, an effective Professional Learning Community in order to analyze student data on common formative and summative assessments to inform their teaching practices and improve student learning. The effectiveness of the Professional Learning Communities (PLCs) will be based on the analysis of student achievement data and the sharing of best teaching practices to increase student learning.

GOAL 2.2.: By August of 2014, 60% of teachers will have received training in the area of Professional Learning Communities and data analysis, PLC leads will be chosen.

GOAL 2.2.a.: By June of 2014, a comprehensive calendar of PLC meeting dates and members will be established and widely communicated.

GOAL 2.3: By August of 2014, KCHS PLC leads will have been selected and work in collaboration with the administration to create common PLC protocols, forms and reporting procedures.

GOAL 2.3.a: By fall of 2014, members of PLCS will have been trained on the common PLC protocols, forms and reporting procedures.

GOAL 2.3.b: By June 2015, administration will have conducted two observations for each PLCs operation and provided feedback to the successful implementation of the PLCs goals.

Actions to be Taken to Reach This Goal ¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date ² Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
Provide KCHS with an instructional coach to provide training and ongoing support to teachers in the implementation of PLCs, CCSS, CM and EL strategies.	2014-15	Hire instructional coach	\$50,000	Title I Title III Gear Up

School Goal #:

SCHOOL GOAL English Learners: By May 2015 ____% of the ELs will increase their level on the CELDT.

SCHOOL GOAL English Learners: By May 2015 ____% of the ELs will be redesignated.

SCHOOL GOAL English Learners: By May 2015 ____% of the 10th grade ELs will pass the ELA CAHSEE.

SCHOOL GOAL English Learners: By May 2015 ____% of the 10th grade ELs will pass the Math CAHSEE.

Actions to be Taken to Reach This Goal ³ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date ⁴ Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
1. Provide KCHS with an EL Specialist to insure that every EL is identified and served as described in the EL Master Plan and to provide ongoing training and support to ELD teachers.	Aug – May 2014-15	Hire EL Specialist	\$50,000	EIA:LEP

¹ See Appendix A: Chart of Legal Specifics for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

² List the date an action will be taken, or will begin, and the date it will be completed.

³ See Appendix A: Chart of Legal Specifics for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

⁴ List the date an action will be taken, or will begin, and the date it will be completed.

2. Provide KCHS with the ELSSA	Aug. 2014	Contract with MMARS	\$250.00	EIA:LEP
3. Provide annual TOT to EL Specialist	June 2015	MCOE TOT CELDT registration	\$50.00	EIA:LEP

Note: Centralized services may include the following direct services:

- Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff
- District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches
- After-School and Summer School programs funded by categorical programs
- Data analysis services, software, and training for assessment of student progress

Centralized services do not include administrative costs.

Please duplicate this form as necessary.

Form C: Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: for many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility), which are described at:

<http://www.cde.ca.gov/fq/aa/co/ca12sguiappcatprog.asp>

State Programs	Allocation
<input type="checkbox"/> California School Age Families Education Purpose: Assist expectant and parenting students to succeed in school	\$
<input type="checkbox"/> Economic Impact Aid/State Compensatory Education (EIA-SCE) Purpose: Help educationally disadvantaged students succeed in the regular program	\$
<input checked="" type="checkbox"/> Economic Impact Aid/Limited English Proficient (EIA-LEP) Purpose: Develop fluency in English and academic proficiency of English learners	\$ 215,261.76
<input type="checkbox"/> Peer Assistance and Review Purpose: Assist teachers through coaching and mentoring	\$
<input type="checkbox"/> Professional Development Block Grant Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$
<input type="checkbox"/> Pupil Retention Block Grant Purpose: Prevent students from dropping out of school	\$
<input type="checkbox"/> Quality Education Investment Act (QEIA) Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$
<input type="checkbox"/> School and Library Improvement Program Block Grant Purpose: Improve library and other school programs	\$
<input type="checkbox"/> School Safety and Violence Prevention Act Purpose: Increase school safety	\$
<input type="checkbox"/> Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$
<input type="checkbox"/> List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], Gifted and Talented Education [GATE])	\$

Total amount of state categorical funds allocated to this school		\$
Federal Programs		Allocation
<input checked="" type="checkbox"/> Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)		\$138,849
<input type="checkbox"/> Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$	
<input type="checkbox"/> For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$	
<input type="checkbox"/> Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals		\$
<input checked="" type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards		\$ 17,844.48
<input type="checkbox"/> Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs		\$
<input type="checkbox"/> For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement		\$
<input type="checkbox"/> Other federal funds (SES funding 20% of District Total Title I)		\$
<input type="checkbox"/> Other federal funds (list and describe)		\$
<input type="checkbox"/> Other federal funds (list and describe)		\$
Total amount of federal categorical funds allocated to this school		\$
Total amount of state and federal categorical funds allocated to this school		\$371,955.24

Form D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.⁵ The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Janet Sanchez Matos	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Elizabeth Hernandez (2 years 12-14)	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J.C Tamayo (2 years 13-15)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>
Terry Umbarger (2 years 13-15)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>
Carla Nullanix-Acherman (2 years 12-14)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>
Chris Houston (2 years 13-15)	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
James Schierer (2 years 13-15)	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bruce Graham (2 years 13-15)	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pam Grant (2 years 13-15)	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alejandro Hernandez 12 th grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>
Brianna Apodaca 12 th grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>
Ian Espino 9 th grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>
Numbers of members in each category	1 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	3 <input type="checkbox"/>	3 <input type="checkbox"/>

⁵ EC Section 52852

Form E: Recommendations and Assurances

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

☐ State Compensatory Education Advisory Committee _____ Signature

X English Learner Advisory Committee _____ Signature

☐ Special Education Advisory Committee _____ Signature

☐ Gifted and Talented Education Advisory Committee _____ Signature

☐ District/School Liaison Team for schools in Program Improvement _____ Signature

☐ Compensatory Education Advisory Committee _____ Signature

☐ Departmental Advisory Committee (secondary) _____ Signature

X Other committees established by the school or district (list) _____ Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This SPSA was adopted by the SSC at a public meeting on: March 17, 2014

Attested:

Janet Sanchez Matos

Typed name of School Principal

Signature of School Principal

Date

Carla Mullanix-Ackerman

Typed name of SSC Chairperson

Signature of SSC Chairperson

Date

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Approval of Single Plan for Student Achievement for
Portola-Butler Continuation High School

MEETING: June 11, 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 Single Plan for Student Achievement is a requirement that each school develop goals, objectives and a plan to use categorical funds for student improvement. This plan is based on data and written with input from the School Site Council.


Recommendation:

The recommendation is being made for the State Administrator to approve the Portola Butler Continuation High Single Plan for Student Achievement.


Fiscal Impact:

This is required to approve expenditures of State and Federal program funds.

Submitted By:


Wendy Pospichal, Ed.D.
Assistant Superintendent Administrative Services

Approved:


Daniel R. Moirao, Ed.D.
State Administrator

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
PORTOLA-BUTLER CONTINUATION HIGH SCHOOL

Single Plan for Student Achievement



The Single Plan for Student Achievement

School: Portola-Butler Continuation High School

District: South Monterey County Joint Union High School District

County-District School (CDS) Code: _____

Principal: Michael Onderko

Date of this revision: May 2014

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Michael Onderko

Position: Principal

Telephone Number: 831-385-4661

Address: 760 Broadway Street, King City, CA 93930-3311

E-mail Address: monderko@smcjuhsd.k12.ca.us

The District Governing Board approved this revision of the SPSA on _____



Table of Contents

School Site Planned Improvements in Student Performance

Centralized Services for Planned Improvements in Student Performance

Form C: Programs Included in This Plan

Form D: School Site Council Membership

Form E: Recommendations and Assurances

Form A: Planned Improvements in Student Performance

The School Site Council and staff have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, the following school goals, related actions, and expenditures have been adopted to raise the academic performance of students not yet meeting state standards:

LEA GOAL: English language arts (ELA). All students will attain proficient or better in ELA by 2014-15.

SCHOOL GOAL 1A:

By June 2015 improve school wide student achievement in English language arts from 4% proficient or advanced in 2012-13 to 20% proficient or advanced in 2014-15. (Target is 100% proficient or advanced by 2014-15.)

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
<p>ELA CST data 2006-07 to 2011-12 ELSSA</p>	<ul style="list-style-type: none"> The percent of students achieving at the Proficient or Advanced level on the ELA CST remained the same (4%) from 2009-10 to 2011-12. The Portola-Butler API decreased from 148 in 2010-11 to -182 in 2011-12. About 50% of the students are English Learners. 	<p>Collegial learning walks CM walkthroughs with instructional coach Results on local writing benchmarks Results on common formative assessments disaggregated per proficiency level per significant subgroup . ELA CST results</p>

STRATEGY 1A.1 During 2014-15, Portola-Butler will create and/or modify ELA instructional pacing guides and a series of benchmark and common formative assessments. The pacing guides and the results of the formative and benchmark assessments will be the focus of PLC work.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
By September 1, 2014, pacing guides and writing benchmarks will be revised/modified as needed for ELA grades 10, 11, and 12.	Principal Instructional Coach	<p>Provide all staff the opportunity to review results of 2013 CSTs, CELDT, and CAHSEE and released items from these state assessments and create/revise pacing guides and ELA benchmark exams as necessary.</p> <p>Train any new ELA teachers in the pacing guides.</p>	?

STRATEGY 1A.2 Implement collaboration time for vertical and horizontal articulation.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1. By June 2015 improve the level of implementation of the PLCs	Principal	<p>By September 30, 2014, analyze level of implementation of the PLCs</p> <p>Use data from analysis of level of implementation of the PLCs to set 1-2 PLC goals for 2014-15 and a support plan including any needed materials or professional development.</p> <p>Train all teachers to fully use Aeries for the development of benchmark exams and the creation and analysis of reports of individual and subgroup performance.</p> <p>Train all teachers in the implementation of SMART goal cycles.</p> <p>Monitor quality use of PLC time through PLC sign-ins, agendas, minutes and next steps.</p> <p>By May, 2015, repeat analysis of level of implementation of PLCs activity completed in the fall and set goals for 2015-16.</p>	\$0
2. Selected staff will participate in district-organized horizontal collaboration opportunities with KCHS and GHS.	Director of Ed. Services Principal	<p>By September 30, 2014, establish a purpose, goals and publish a calendar for quarterly district wide horizontal collaboration.</p> <p>Monitor quality of district wide collaboration through meeting sign-ins, agendas, minutes and next steps disseminated to all staff.</p> <p>By May, 2015, analyze quality of district-wide collaboration and develop plan for 2015-16.</p>	Release days and/or extra hours \$1200 Title I
3. Selected staff will participate in district-organized vertical collaboration opportunities with the feeder district's staff.	Director of Ed. Services Principal	<p>By September 30, 2014, establish a purpose, goals and publish a calendar for collaboration with the feeder district.</p> <p>Monitor quality of the vertical collaboration through meeting sign-ins, agendas, minutes and next steps disseminated to all staff.</p> <p>By May, 2015, analyze quality of vertical collaboration and develop plan for 2015-16.</p>	Release days and/or extra hours \$1200 Title I

STRATEGY 1A.3: During 2014-15, all students will receive a tiered set of timely and appropriate academic interventions to insure ongoing achievement in ELA, math, and ELD.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
By September 30, 2014, implement an intervention plan for students in danger of failing and/or dropping out will be in place.	Principal	<p>Create a written plan for timely and appropriate intervention for students in danger of failing and/or dropping out as identified in the Aeries Early Warning System.</p> <ul style="list-style-type: none"> • Include a system for systematic monitoring of the interventions and follow up. • Establish a calendar for proactive reviewing of the progress of individual students. 	\$0

STRATEGY 1A.4: During the 2014-15, all students will be on the diploma track by passing the ELA CAHSEE.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
By September 30, 2014, create and implement an intervention plan for students in danger of not passing the ELA CAHSEE.	Principal	<p>Analyze the individual student CAHSEE reports for areas of strength and weakness.</p> <p>Revise pacing guides, benchmarks, and common formative assessments as necessary.</p> <p>Provide professional development as needed.</p> <p>Purchase necessary materials and technology.</p> <p>Establish a calendar for proactive reviewing of the progress of individual students towards mastery of the CAHSEE standards.</p>	?

LEA GOAL: Performance Goal 1: Mathematics: *All students will attain proficient or better in mathematics by 2014-15.*

SCHOOL GOAL 1B: By June 2015 improve school wide student achievement in math from 0% proficient or advanced in 2011-12 to 10% proficient or advanced in 2013-14. (Target is 100% proficient or advanced by 2014-15.)

What data did you use to form this goal? Math CST data 2006-07 to 2011-12 ELSSA	What were the findings from the analysis of this data? <ul style="list-style-type: none"> The percent of students achieving at the Proficient or Advanced level on the math CSTs remained the same (0%) from 2009-10 to 2011-12. 	How will the school evaluate the progress of this goal? Collegial learning walks CM walkthroughs with instructional coach Administrative CM walkthroughs Local quarterly benchmark results Common formative assessment results Math CST/Summative Assessment results
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STRATEGY 1B.1 During the 2014-15, Portola-Butler will modify math instructional pacing guides as needed and a series of benchmark and formative assessments. The pacing guides and the results of the formative and benchmark assessments will be the focus of PLC work.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
By September 1, 2014, pacing guides and writing benchmarks will be revised/modified as needed for math.	Principal Instructional Coach	Provide all staff the opportunity to review results of 2013 CSTs, CELDT, and CAHSEE and released items from these state assessments and create/revise pacing guides and math benchmark exams as necessary. Train any new teachers in the pacing guides.	?

STRATEGY 1B.2: During the 2014-15, all students will be on the diploma track by passing the math CAHSEE.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1. By September 30, 2014, create and implement an intervention plan for students in danger of not passing the math CAHSEE.	Principal	<p>Analyze the individual student CAHSEE reports for areas of strength and weakness.</p> <p>Revise pacing guides, benchmarks, and common formative assessments as necessary.</p> <p>Provide professional development as needed.</p> <p>Purchase necessary materials and technology.</p> <p>Establish a calendar for proactive reviewing of the progress of individual students towards mastery of the CAHSEE standards.</p>	?

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

SCHOOL GOAL 2: By June 2015, EL students will reach the targets for AMAO 1, 2, and make progress towards meeting the target for AMAO 3 ELA.

- The percentage of ELs meeting AMAO 1 (increasing one CELDT level per year) will increase from 59.6%% to 70%.
- The percentage of ELs meeting AMAO 2 (achieving levels 4/5 on the CELDT) will increase from 44.9% to 55%.
- The percentage of ELs meeting AMAO 3 (at the proficient or advanced level on the ELA CST) will increase from 4% to 20%. (The target for 2014-15 is 100%.)
- The percentage of ELs meeting AMAO 3 (at the proficient or advanced level on the Math CSTs) will increase from 0% to 10%. The target for 2014-15 is 100%.)

<p>What data did you use to form this goal?</p> <p>ELSSA EL performance on the ELA CST EL performance on the Math CST EL performance on the CAHSEE EL Parent Survey results</p>	<p>What were the findings from the analysis of this data?</p> <p>About 50% of the ELs are meeting AMAO 1 and 2. No ELs are meeting AMAO 3. Of 55 ELs enrolled, 14 were scoring at the beginning/early intermediate level on the CELDT.</p>	<p>How will the school evaluate the progress of this goal?</p> <p>ELSSA ELA/math CST results by EL subgroup ELA/math CAHSEE results by EL subgroup Benchmark results by EL subgroup Evaluation of ELD instruction</p>
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STRATEGY 2.1: Hire an EL Specialist to insure that the EL Master Plan is fully implemented.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Hire an EL Specialist by September 1, 2014	Director of Ed. Services	Train the EL Specialist in the requirements found in the EL Master Plan. Establish an accountability system for monitoring that the tasks and responsibilities found in the EL Master Plan are being accomplished. By May 2015 the EL Specialist will have completed the annual evaluation of the EL Program as outlined in the EL Master Plan. Use the evaluation results to modify the EL Master Plan as necessary.	\$10,000 EIA:LEP \$250 ELSSA EIA/LEP

STRATEGY 2.2: Provide ELD to all English Learners.

-482-	Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
	1. Create a plan to provide ELD to all English Learners.	Principal EL Specialist Teachers	Analyze the language proficiency levels and academic needs of all English Learners. Provide necessary professional development in the Next Generation ELD standards. By September 30, 2014, create a plan to provide ELD to all English Learners which includes: <ul style="list-style-type: none">• Necessary purchase of materials• Professional development• Description of how the ELD instruction will be monitored and evaluated. By May, 2015, evaluate the plan to provide ELD to all English Learners and modify as necessary.	?

LEA GOAL: Performance Goal 3: *By 2014-15 all students will be taught by highly qualified teachers.*

SCHOOL GOAL 3 Increase the school wide implementation of research-based instructional strategies including Constructing Meaning and the transition to the CCSS.

<p>What data did you use to form this goal?</p> <p>Analysis of spring 2014 agendas from collaboration</p> <p>Are there minutes from the collaboration to show how the time was used? Who attended? etc</p>	<p>What were the findings from the analysis of this data?</p> <p>Agendas included directives to use collaboration time to discuss how to deal with disruptive students, how to complete a course expectations form, and references to Intervention Tiers and special groupings. The course expectations form asks teachers to identify strategies for English Learners but it doesn't reference Constructing Meaning.</p>	<p>How will the school evaluate the progress of this goal?</p> <p>Ongoing monitoring of CM implementation</p> <p>Implementation of a plan to transition to CCSS.</p>
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STRATEGY 3.1 Provide training and ongoing support for CM implementation, transition to the CCSS and teacher collaboration (PLCs).

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>483 Increase the school wide implementation of Constructing Meaning.</p>	<p>Director of Ed. Services Instructional coach</p>	<p>By September 1, 2014, analyze the current level of CM implementation and develop and publish a plan to increase the level through training and ongoing support. The plan includes:</p> <ul style="list-style-type: none"> • Training of administrator coaches • PLC Learning Walks' timesheets and peer support sheets • CM Learning Walks and observation sheets • analysis of lesson plans • sign-ins, agendas, evaluations of professional development <p>By May 1, 2015 develop an evaluation of the level of CM implementation and create a plan for 2015-16.</p>	<p>.10 Instructional Coach \$10,000 EIA:LEP</p> <p>\$1000 Subs/extra time during school year EIA:LEP</p> <p>\$1000 CM materials EIA:LEP</p>

2. Continue to assist staff in the transition to the CCSS	Instructional coach	By September 30, 2014, develop and publish the 2014-15 plan for transition to the CCSS by content area including training and ongoing support across the curriculum.	Subs/extra time/registration fees during school year Title I: \$2000
3. By June 2015 improve the level of implementation of PLCs	Principal	<p>By September 30, 2014, analyze level of implementation of PLCs and develop 1-2 PLC goals for 2014-15 with a support plan including any needed materials or professional development.</p> <p>Monitor use of PLC time through PLC sign-ins, agendas, minutes and next steps.</p> <p>By May 30, 2015, repeat analysis of level of implementation of PLCs and develop PLC goals and plan for 2015-16.</p> <p>Continue to incorporate CM strategy monitoring and CM data results into PLCs</p>	PLC training/materials Title I \$3000

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

SCHOOL GOAL:

What data did you use to form this goal? Portola-Butler 2012-13 SARC California Healthy Kids Survey Results	What were the findings from the analysis of this data? <ul style="list-style-type: none"> • The number of suspensions increased from 4 in 2009-10 to 15 in 2010-11. • The dropout rate declined from 16.9% in 2008-09 to 13.9% in 2010-11. 	How will the school evaluate the progress of this goal? The number of suspensions, expulsions, and dropouts.
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STRATEGY 4.1: Utilize existing technology to improve communication with all parents and to increase their knowledge of school events and programs.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1. Increase parent/staff communication by June 2015	Principal	<p>By August 30, 2014, analyze staff use of email and Aries parent portal and develop a plan of training and ongoing support to increase its use.</p> <p>Continue to mail progress reports with letter grades every five weeks.</p> <p>Continue to promote Cal Grip Grant: 4 Cities for Peace grant activities.</p> <p>Develop and maintain school website which includes a newsletter from the Principal and a calendar of events.</p> <p>Continue to use school website as a communication tool</p>	\$0

STRATEGY 4.2: Maintain a functioning School Site Council as a tool for shared staff-parent decision making.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1. Maintain a functioning SSC.	Principal	<p>By August 1, 2014, begin the process of forming/maintaining a strong SSC:</p> <ul style="list-style-type: none"> • Hold staff, parent, and student elections as necessary. • Provide required training. • Develop a calendar of 2014-15 meetings with draft topics which will enable the SSC to perform all of its responsibilities. 	Materials for parent events and SSC meetings

LEA GOAL: Performance Goal 5: *All students will graduate from high school.*

SCHOOL GOAL: The graduation rate will improve from 77.42% in 2010-11 to 95% by the end of the 2014-15 school year.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
Portola-Butler Graduation rate	<ul style="list-style-type: none">• The number of suspensions increased from 4 in 2009-10 to 15 in 2010-11.• The dropout rate declined from 16.9% in 2008-09 to 13.9% in 2010-11.• The graduation rate increased from 60.7% in 2008-09 to 77.42% in 2010-11.	The annual graduation rate

STRATEGY 5.1: During 2013-14, all students will receive a tiered set of timely and appropriate academic interventions to insure ongoing achievement in ELA, math, and ELD.

(See STRATEGIES 1 A.3 and 1 B.2)			
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Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in Form B must be aligned with the Consolidated Application.

School Goals

#1A By June 2015 improve school wide student achievement in English language arts from 4% proficient or advanced in 2011-12 to 20% proficient or advanced in 2013-14. (Target is 100% proficient or advanced by 2014-15.)

#1B: By June 2015 improve school wide student achievement in math from 0% proficient or advanced in 2011-12 to 10% proficient or advanced in 2013-14. (Target is 100% proficient or advanced by 2014-15.)

Actions to be Taken to Reach This Goal ¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date ² Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
Provide Portola-Butler with an instructional coach to provide training and ongoing support to teachers in the implementation of PLCs, CCSS, CM and EL strategies.	2014-15	Hire instructional coach	\$10,000	Title I Gear Up

¹ See Appendix A: Chart of Legal Specifics for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

² List the date an action will be taken, or will begin, and the date it will be completed.

School Goal # 2: By June 2015, EL students will reach the targets for AMAO 1, 2, and make progress towards meeting the target for AMAO 3 ELA.

- The percentage of ELs meeting AMAO 1 (increasing one CELDT level per year) will increase from 59.6%% to 70%.
- The percentage of ELs meeting AMAO 2 (achieving levels 4/5 on the CELDT) will increase from 44.9% to 55%.
- The percentage of ELs meeting AMAO 3 (at the proficient or advanced level on the ELA CST) will increase from 4% to 20%. (The target for 2014-15 is 100%.)
- The percentage of ELs meeting AMAO 3 (at the proficient or advanced level on the Math CSTs) will increase from 0% to 10%. The target for 2014-15 is 100%.)

Actions to be Taken to Reach This Goal ³ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date ⁴ Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
1. Provide Portola-Butler with a part-time EL Specialist to insure that every EL is identified and served as described in the EL Master Plan and to provide ongoing training and support to teachers.	Aug – May 2014-15	Hire EL Specialist	\$10,000	EIA:LEP
2. Provide Portola-Butler with the ELSSA	Aug. 2014	Contract with MMARS	0	EIA:LEP

³ See Appendix A: Chart of Legal Specifics for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

⁴ List the date an action will be taken, or will begin, and the date it will be completed.

School Goal #3 Increase the school wide implementation of research-based instructional strategies including Constructing Meaning and the transition to the CCSS.

Actions to be Taken to Reach This Goal ⁵ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date ⁶ Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
1. Create and implement a plan for horizontal collaboration among GHS, KCHS and Portola-Butler ELA, and math teachers.	Sept. 2014 – May 2015	Teacher extra hours @ \$40/hour X 6 teachers X 5 hours	\$1,200	Title I
2. Create and implement a plan for vertical collaboration with district feeder districts focused on alignment of ELA and math	Sept. 2014 – May 2015	Teacher extra hours @\$40/hour X 6 teachers X 5 hours	\$1,200	Title I

Note: Centralized services may include the following direct services:

- Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff
- District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches
- After-School and Summer School programs funded by categorical programs
- Data analysis services, software, and training for assessment of student progress

Centralized services do not include administrative costs.

⁵ See Appendix A: Chart of Legal Specifics for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

⁶ List the date an action will be taken, or will begin, and the date it will be completed.

Form C: Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: for many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility), which are described at:
<http://www.cde.ca.gov/fq/aa/co/ca12sqiappcatprog.asp>

State Programs	Allocation
<input type="checkbox"/> California School Age Families Education Purpose: Assist expectant and parenting students to succeed in school	\$
<input type="checkbox"/> Economic Impact Aid/State Compensatory Education (EIA-SCE) Purpose: Help educationally disadvantaged students succeed in the regular program	\$
<input checked="" type="checkbox"/> Economic Impact Aid/Limited English Proficient (EIA-LEP) Purpose: Develop fluency in English and academic proficiency of English learners	\$31,838
<input type="checkbox"/> Peer Assistance and Review Purpose: Assist teachers through coaching and mentoring	\$
<input type="checkbox"/> Professional Development Block Grant Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$
<input type="checkbox"/> Pupil Retention Block Grant Purpose: Prevent students from dropping out of school	\$
<input type="checkbox"/> Quality Education Investment Act (QEIA) Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$
<input type="checkbox"/> School and Library Improvement Program Block Grant Purpose: Improve library and other school programs	\$
<input type="checkbox"/> School Safety and Violence Prevention Act Purpose: Increase school safety	\$
<input type="checkbox"/> Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$
<input type="checkbox"/> List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], Gifted and Talented Education [GATE])	\$
Total amount of state categorical funds allocated to this school	\$

Federal Programs		Allocation
<input checked="" type="checkbox"/>	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$14,598
<input checked="" type="checkbox"/>	Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	
<input checked="" type="checkbox"/>	For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	
<input type="checkbox"/>	Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$
X <input type="checkbox"/>	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$2,278.40
<input type="checkbox"/>	Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$
<input type="checkbox"/>	For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$
<input type="checkbox"/>	Other federal funds (list and describe)	\$
<input type="checkbox"/>	Other federal funds (list and describe)	\$
<input type="checkbox"/>	Other federal funds (list and describe)	\$
Total amount of federal categorical funds allocated to this school		\$
Total amount of state and federal categorical funds allocated to this school		\$48,914.40

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

Form D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.⁷ The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Michael Onderko	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hortencia Lopez	<input type="checkbox"/>		x <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mrs. Gustavo Ochoa	<input type="checkbox"/>		<input type="checkbox"/>	x <input type="checkbox"/>	<input type="checkbox"/>
Mrs. Maria Montoya	<input type="checkbox"/>		<input type="checkbox"/>	x <input type="checkbox"/>	<input type="checkbox"/>
Rhonda Chambers	<input type="checkbox"/>	x <input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Randy Rigdon	<input type="checkbox"/>	x <input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
Alan Diaz	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		x <input type="checkbox"/>
Manuel Negrete	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		x <input type="checkbox"/>
Ms. Stephanie Sonnier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x <input type="checkbox"/>	
Ms. Anette Mooneyham	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x <input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category					

⁷ EC Section 52852

Form E: Recommendations and Assurances


The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):
 - ☐ State Compensatory Education Advisory Committee _____ Signature
 - ☐ English Learner Advisory Committee _____ Signature
 - ☐ Special Education Advisory Committee _____ Signature
 - ☐ Gifted and Talented Education Advisory Committee _____ Signature
 - ☒ District/School Liaison Team for schools in Program Improvement _____ Signature
 - ☐ Compensatory Education Advisory Committee _____ Signature
 - ☐ Departmental Advisory Committee (secondary) _____ Signature
 - ☐ Other committees established by the school or district (list) _____ Signature
4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: 5/28/14.

Attested:

Michael Onderko

Typed name of School Principal



Signature of School Principal

5-28-14

Date

Rhonda Chambers

Typed name of SSC Chairperson



Signature of SSC Chairperson

5/28/14

Date