

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

Tuesday, February 17, 2015

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

BOARD OF EDUCATION

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

STATE ADMINISTRATOR

Daniel Moirao, Ed.D.

STUDENT BOARD MEMBER

Aaron Arellano - KCHS ASB President

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 asi 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 Secretaria 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. STUDENT BOARD MEMBER REPORT
- E. BOARD MEMBER COMMENT

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. APPROVAL OF AGENDA

H. EMPLOYEE ORGANIZATIONS

I. CONSENT AGENDA

1. Approval of Minutes: January 20, 2015 and February 2, 2015 (Pages 1-11)
2. Approval of Personnel Report Dated February 17, 2015 (*Claudia Arellano, Senior. Director Human Resources*)
3. Approval of Accounts Payable Warrants (*Duane Wolgamott, Chief Business Official*) (Pages 12-18)
4. Approval of Purchase Order – January 2015 (*Duane Wolgamott, Chief Business Official*) (Pages 19-21)
5. Approval to Surplus Books from King City High School (*Diane Miller, Director of MOTF*) (Pages 22-28)
6. Approval to Surplus Books from King City High School (*Diana Jimenez, Director of Educational Services*) (Pages 29-30)
7. Approval to Surplus Books from Greenfield High School (*Frank Lynch, Principal*) (Pages 31-32)
8. Approval of Food Service Civil Rights and Complaint Procedures (*Duane Wolgamott, Chief Business Official*) (Pages 33-41)

J. CONSENT ITEMS REMOVED FOR COMMENT/QUESTIONS

K. INFORMATION ITEMS

1. Common Core Update (*Diana Jimenez, Director of Educational Services*)
2. School Enrollment, Attendance, and Referrals Statistics (*Duane Wolgamott, Chief Business Official*) (Pages 42-62)
3. Cash Flow Report (*Duane Wolgamott, Chief Business Official*) (Pages 63-91)
4. Revenue and Expenditure Report (*Duane Wolgamott, Chief Business Official*) (Pages 92-98)
5. Unification/Charter/Pathways to Progress (*Daniel Moirao, Ed.D., State Administrator*) (Page 99)
6. Board Policies – First Reading (Pages 100-183)
 - BP 1312.3 Uniform Complaint Procedures (revised)
 - AR 1312.3 Uniform Complaint Procedures (revised)
 - BP 5131.2 Students Bullying (revised)
 - BP 5145.3 Nondiscrimination Harassment (revised)
 - AR 5145.3 Non Discrimination Harassment (revised)
 - BP 5145.7 Student Sexual Harassment (current version)
 - BP 5145.7 Student Sexual Harassment (revised)
 - AR 5145.7 Student Sexual Harassment (current version)
 - AR 5145.8 Student Sexual Harassment (revised)

L. ACTION ITEMS

1. Approval of Resolution #06:14/15 Developer Fees Approval of Annual and Five Year Report on Developer Fees (*Duane Wolgamott, Chief Business Official*) (Pages 184-187)
2. Approval of Contract with Pinnacles Educators for School Psychologist Support Services (*Duane Wolgamott, Chief Business Official*) (Pages 188-190)

3. Approval of MOU with the Soledad Unified School District on Transportation to Rancho Cielo Educational Facility (*Duane Wolgamott, Chief Business Official*) (Pages 191-194)
4. Approval of Contract with County of Monterey Health Department, Behavioral Health Bureau (*Duane Wolgamott, Chief Business Official*) (Pages 195-210)
5. Approval of Amended Contract with Joe Rice, Consultant for Completion of the Portola-Butler Continuation High School WASC Report (*Duane Wolgamott, Chief Business Official*) (Pages 211-214)
6. Approval of Amended Contract with Pinnacle Educators, Consultant for Technical Assistance and Coaching Support (*Duane Wolgamott, Chief Business Official*) (Pages 215-217)
7. Approval of Safety Plans for Greenfield High School, (*Diana Jimenez, Director of Educational Services*) Available upon request (Pages 218)
8. Approval of Safety Plans for King City High School (*Diana Jimenez, Director of Educational Services*) Available upon request (Pages 219)
9. Approval of SARC Report for Greenfield High School (*Diana Jimenez, Director of Educational Services*) (Pages 220-248)
10. Approval of SARC Report for King City High School (*Diana Jimenez, Director of Educational Services*) (Pages 249-273)
11. Approval of SARC Report for Portola-Butler Continuation High School (*Diana Jimenez, Director of Educational Services*) (Pages 274-295)
12. Approval of Donation to Greenfield High School FFA (*Frank Lynch, Principal*) (Pages 296-298)
13. Approval of Out of State Travel for Migrant Students to Visit Seattle, Washington (*Summer Prather-Smith, Coordinator/Administrator, Migrant Education Region XVI*) (Pages 299-302)
14. Board Policies – Second Reading (Pages 303-348)
 - E 1330 Use of Facilities
 - AR 3554 Other Food Sales (revised to reflect 7 CFR 210.11)
 - AR 4112.42 Drug and Alcohol Testing for School Bus Drivers (revised to reflect 49 CFR 392.303)
 - BP 4131.1 Teacher Support and Guidance (new)
 - AR 4131.1 Teacher Support and Guidance (new)
 - BP 4315 Evaluation, Supervision (revised)
 - E 4319.21 Personnel Professional Standards (revised)
 - BP 5147 Dropout Policy (new)
 - BP 6142.94 History Social Science Instruction (new)
 - AR 6146.2 Certificate of Proficiency High School Equivalency (revised)
 - AR 6159.4 Behavioral Interventions for Special Education Students (new)
 - BB 9223 Filling Vacancies (revised, updated bond practice is outdated)
 - BB 9230 Orientation (revised to align Superintendent’s responsibility with district authority)
 - BB 9323.2 Actions by the Board (revised)

M. FUTURE AGENDA ITEMS/MEETING DATES

January 20, 2015 (Tuesday) Board Meeting	Greenfield
February 2, 2015 (Monday) Board Study Session	King City
February 17, 2015 (Tuesday) Board Meeting	King City
March 2, 2015 (Monday) Board Study Session	King City
March 17, 2015 (Tuesday) Board Meeting	Greenfield
April 6, 2015 (Monday) Board Study Session	King City
April 21, 2015 (Tuesday) Board Meeting	King City
May 4, 2015 (Monday) Board Study Session	King City
May 19, 2015 (Tuesday) Board Meeting	Greenfield
June. 1, 2015 (Monday) Board Study Session	King City
June 16, 2015 (Tuesday) Board Meeting	King City
July 21, 2015 (Tuesday) Board Meeting if needed	Greenfield
August 3, 2015 (Monday) Board Study Session	King City
August 18, 2015 (Tuesday) Board Meeting	King City
September 15, 2015 (Tuesday) Board Meeting	Greenfield
October 5, 2015 (Monday) Board Study Session	King City

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October 20, 2015 (Tuesday) Board Meeting	King City
November 2, 2015 (Monday) Board Study Session	King City
November 17, 2015 (Tuesday) Board Meeting	Greenfield
December 15, 2015 (Tuesday) Board Meeting	King City

N. SIGNING OF PAPERS

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

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

Tuesday, January 20, 2015

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

Fernanda Sanchez – GHS ASB President

OPEN SESSION:

Call to Order

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

Public Comment

There was not any comment 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 in the flag salute.

Report of Closed Session Actions

Mike Foster said the only thing to report from closed session was the approval of the Personnel Report.

Student Board Member Report

Fernanda Sanchez indicated that the Greenfield students are preparing for the prom which includes fundraisers. The theme for the prom is The Stars Unite at Fahrenheit, A Red Carpet Affair. They are planning for a Sadie Hawkins dance in February, as well as the spring rally.

Board Member Comments

Mike LeBarre said his holidays were enjoyable. He had nothing else to report.

Paulette Bumbalough said Dr. Moirao gave a presentation last week at the King City Rotary. The topic was an update on unification and a charter school. It was very well defined. He also reviewed the impact it would have for King City as well as the high school. She felt there were good questions from Rotary. She thanked Dr. Moirao for his presentation.

Bob White said he did not have anything to report, he hoped everyone's holidays were enjoyable.

Raul Rodriguez said he is aware Dr. Moirao and a marketing firm will be conducting a meeting. He said he would like the Greenfield community to have an opportunity to share their vision of their high school. He felt if phone calls were made or the meeting was publicized there would be a good response. There are discussion taking place in the community regarding unification and a charter school. Mr. Rodriguez said he hoped the community would attend to get the correct information.

Mr. Rodriguez said he will be attending his last ~~minutes~~ minutes in Governance training on February 7.

Mr. Rodriguez encouraged the community to attend the soccer and basketball games.

Mike Foster said he has noticed there are a lot of items on the agenda this evening. He feels there will be a lot of good things happening with LCAP in preparation for local control.

Public Comment

There were not any comments from the public.

Report from State Administrator

Dr. Moirao reminded the Board they will be starting the advisory voting process at this meeting.

Dr. Moirao said last week the FCMAT Finance Team reviewed the district. He said he and Duane Wolgamott met with team for an exit interview; they did not have any startling information. He said several suggestions were made involving more Board involvement in the budget process. They also talked a lot about additional training for staff. It was felt we count our money too much. It is currently counted twice at the site and then it is counted again at the district level. They felt the district did not need to count again. They talked about the need for the teachers to be on top of attendance. There was also mention of making sure there are controls on fixed assets. Dr. Moirao said a few years ago the district did hire a firm to inventory fixed assets. We need to develop a schedule for replacement.

The FCMAT Governance/Community Relations Team will be reviewing the district in two weeks.

The district and the Greenfield Union School District will be doing a feasibility study together. Due to the implementation of LCAP the Department of Finance is changing regulations, this is holding up the process for the feasibility study. We are hoping to hear by the end of the month when the study will begin. Greenfield Union School District would like to hire the firm Capital Associates to conduct the study rather than their staff.

Raul Rodriguez pointed out, the community meeting we will be having should help. There are some misunderstandings as well as members of the community who are not aware of what we are doing. Raul Rodriguez pointed out the community meeting should go along with our marketing to promote the district.

Dr. Moirao distributed a report to the Board from Portola-Butler indicating the student success rate in achieving the units needed for transferring back to one of the comprehensive sites or reaching their goal to graduate. Their exit exams have all been completed. There are 31 students attending in the morning, they have the capacity for 40 students. In the afternoon they currently have 49 students and they have the capacity to serve 60 students.

Mike LeBarre asked, for those students returning to their comprehensive school, is there a system in place to make sure they do not fall back into their own pattern. Dr. Moirao said now with LCAP there will be a system put in place to follow these students.

Dr. Moirao said he would like to request the audit report, which is listed as an Information item, be moved up to the next item followed by action item #1 due to Mr. Currier needing to catch a flight home.

Motion made by Mike LeBarre and seconded by Bob White to move the audit report listed under information and the acceptance of the report which is action item #1 to be the next item on the agenda. All Board members said aye. Dr. Moirao approved the motion.

INFORMATION ITEMS

2013-2014 Audit Report

Mr. Steve Currier, CPA from Christy White, gave an in depth report of the audit covering, the audit summary, financial statement, supplementary information, recommendations for internal controls, comparing last year's findings and any going concerns, ASB, and student attendance reports. Mr. Currier said the audit reports are better each year.

After the presentation Mike Foster asked if ASB is the most difficult area for most districts to monitor. Mr. Currier responded yes, because it goes through a lot of hands.

Raul Rodriguez asked if this report went to the state and the county. Mr. Currier responded it has already gone to the state.

ACTION ITEMS

Acceptance of 2013-2014 Audit Report

Motion made by Bob White and seconded by Paulette Bumbalough to accept the audit report. All Board members said aye. Dr. Moirao approved the motion.

Approval of Agenda

Motion made by Mike LeBarre and seconded by Paulette Bumbalough to approve the agenda. All Board member said aye. Dr. Moirao approved the motion.

Employee Organizations

There were not any comments from the employee organizations.

CONSENT AGENDA

1. Approval of Minutes: December 9, 2014 and December 22, 2014
2. Approval of Personnel Report Dated January 20, 2015
3. Approval of Accounts Payable Warrants
4. Approval of Purchase Orders – December 2014
5. Approval of GHS 2015 Prom
6. Approval for the KCHS Bon Voyage Club to Travel to Ireland, Wales, Scotland, England and France During June 2016
7. Approval of Agreement Between the SMCJUHSD and FCMAT

Motion made by Mike LeBarre and seconded by Raul Rodriguez to approve consent items #1, 2, and 5. All Board members said Aye to the motion. Dr. Moirao approved the motion.

Items 3, 4, 7, and 6 were pulled for further discussion.

PUBLIC HEARING

AB 1200 CSEA Contract

Mike Foster opened the public hearing at 7:15 PM. There were not any comments. Mike Foster closed the public hearing at 7:15 PM.

AB 1200 KCJUHS DTA Contract

Mike Foster opened the public hearing at 7:16 PM. There were not any comments from the public. Mike Foster closed the public hearing at 7:16 PM.

Consent Items Removed for Comment/Questions

Paulette Bumbalough said she would like to have clarification of item #3, excess sick leave listed on page 10. Duane Wolgamott said this is related to a retirement incentive the district offered 10 years ago. It was extra service credit. This is the final payment. It was a negotiated agreement before the state take over. Employee received additional days. We now have to pay the fine for this agreement. Employees may also have to pay back to STRS.

Motion made by Mike LeBarre and seconded by Raul Rodriguez to approve consent item #3. All Board members said aye. Dr. Moirao approved the motion.

Mike Foster said he had a question on item #4, the line for Special Ed. He asked if this was part of the outsourcing. Mr. Wolgamott responded yes. This was a grant we had to match.

Motion made by Raul Rodriguez and seconded by Paulette Bumbalough to approve consent item #4. All Board members said aye. Dr. Moirao approved the motion.

Mike LeBarre referenced consent item #6. He was glad to see this type of program taking place. Dr. Moirao said we are getting documentation, if there are any safety issues in traveling to these countries the itinerary will be changed.

Raul Rodriguez asked if this is part of the class. Dr. Moirao said one of our teachers is organizing the trip and fundraisers through the Bon Voyage Club. By approving this item we are giving the club the permission to organize the trip and to have fundraisers. The group organizing the trip, EF Educational Tour, is well known, the district has used them many times in the past.

Motion made by Paulette Bumbalough and seconded by Raul Rodriguez to approve item 6 on the consent agenda. All Board members said aye. Dr. Moirao approved the motion.

Mike Foster inquired about the dollar amount for item #7. He asked if this is a basic rate. Dr. Moirao said the cost is \$800 a day, per consultant, plus expenses. He added he had contacted them and modifications were made to the original contract.

Paulette Bumbalough said it is her understanding members of the FCMAT team do not stay in town during the time their reviews are done, she felt there is adequate lodging in town and they should stay here. Dr. Moirao said he could ask that at a future visit.

Raul Rodriguez asked when FCMAT will stop coming. Dr. Moirao said currently there are 3 areas if we sustain and maintain a score of 6 they will not come back next year. Those areas are Governance/Community Relations, Facilities, and Personnel. Because of the loan the FCMAT Finance team will visit the district until the loan is paid and we demonstrate we are financially stable.

Motion made by Paulette Bumbalough and seconded by Mike LeBarre to approve consent item 7. All Board members said aye. Dr. Moirao approved consent item 7.

INFORMATION ITEMS

Revenue and Expense Report

Bob White inquired on page 125 how long will it take to be reimbursed for the food service program. Mr. Wolgamott said we will get paid 30 days after it has been posted in the ledger.

Monthly Cash Flow

There were not any questions regarding the cash flow.

School Enrollment, Attendance, and Referrals Statistics

Raul Rodriguez asked if we have lost students during the summer. Dr. Moirao said some, but not as many as in the past.

Mike Foster said he attributes it to the auto dialer reminder from the school to parents advising them when school starts. According to the chart on page 161 it shows the increase of students.

Mike LeBarre asked why the attendance report on page 54 is so low. Duane Wolgamott said this is the information on students who are in Independent Study; their grades are still being processed. He goes back several months to do the catch up.

Bob White said he is pleased to see we are a growing district.

Common Core Update

Diana Jimenez distributed a PLC cycle listing showing protocol, note taking, PLC needs and focus.

Teachers get together to monitor and develop assessments, strategies, and review data. Teachers discuss best practices and go back to the classroom to see how students engage.

Update on Student Odysseyware Usage

Diana Jimenez said teachers had training last week. Some students are taking multiple courses.

Raul Rodriguez asked if a student does not pass a course in class, can they take the course through Odysseyware. Ms. Jimenez responded yes. They will receive a letter grade if they pass.

Raul Rodriguez asked if the Odysseyware class qualifies as AG for college. Ms. Jimenez responded most do. Mr. Rodriguez inquired if the counselors inform students of this option if students do not pass a course. The response was yes. This program is for students who need to recover credits.

Mike Foster asked what the biggest challenge is. Where can we improve? Ms. Jimenez responded time lines need to be set up with teachers. She added last week teachers were trained in Oddyseyware. The principals will be talking to the teachers to make sure students stay on task.

Mike LeBarre asked if the handout showed every student who is participating in the course. The response was yes. Paulette Bumbalough added, students may be participating but not passing.

Mike Foster said the students who may not have passed their course and have signed up for Odysseyware may have challenges. He suggested having a target of increasing the passing rate next year 50% from the current year; this does affect our graduation rate.

Paulette Bumbalough asked if the student failed their course and sign up for Odysseyware is there a screening process. Ms. Jimenez responded students are pretested.

Facility Report – King City High School

Diane Miller said this is an update for King City High School since the Williams team visited only Greenfield High School this year. King City High School is in better shape. Half of the items listed Ron Allred has already been working on. The items remaining will be requiring general contractor assistance. We are currently in the process of getting quotes from 3 different contractors. Benson Plumbing is working on issues and King City Glass will be replacing some windows. The biggest challenge was the kitchen in the cafeteria. The necessary repairs were completed by Benson Plumbing and Harbin Construction.

Paulette Bumbalough said she appreciated the information in Dr. Moirao's Friday Update that Ms. Miller is accomplishing a lot of tasks and holding contractors accountable for their work. She said she also appreciated Ms. Miller using local businesses to do the repairs.

Board Policies – First Reading

E 1330 Use of Facilities

AR 3554 Other Food Sales (revised to reflect 7 CFR 210.11)

AR 4112.42 Drug and Alcohol Testing for School Bus Drivers (revised to reflect 49 392. 303)

BP 4131.1 Teacher Support and Guidance (new)

AR 4131.1 Teacher Support and Guidance (new)

BP 4139 Peer Assistance and Review (deleted now in BP 4131.1 to reflect new law AB 97)

AR 4139 Peer Assistance and Review (deleted now in AR 4131.1 to reflect new law AB 97)

BP 4315 Evaluation, Supervision (revised)

E 4319.21 Personnel Professional Standards (revised)

BP 5147 Dropout Policy (new)

BP 6142.94 History Social Science Instruction (new)

AR 6146.2 Certificate of Proficiency High School Equivalency (revised)

AR 6159.4 Behavioral Interventions for Special Education Students (new)

BB 9230 Orientation (revised to align Superintendent's responsibility with district authority)

BB 9223 Filling Vacancies (revised, updated bond practice is outdated)

E 9323.2 Actions by the Board (revised)

Mike LeBarre said he noticed on page 181, use of school facilities, there is a new structure fee. He said he wanted to make sure our costs are being covered. Since there is a reduction of fees to use school facilities he would like to know if there is an increase in community participation. Dr. Moirao said the purpose of the change is to be more user friendly.

Mike LeBarre said on page 204, paragraph 4, it states the employee shall be evaluated annually for the first and second years of employment and the every two year. Dr. Moirao said this refers to administrators or supervisors.

Mike LeBarre said he felt E 4319.21 should be very useful.

Mike LeBarre said BP 5147, page 214, references identifying factor which impede students success in school. He inquired if this would include student's transition from 8th grade to 9th grade.

Raul Rodriguez asked what a community day school is. Dr. Moirao said the program is designed for students who have more difficult behavior problems.

Paulette Bumbalough said she appreciated the reduction of the use of facilities rates.

There was mention of the teacher support and guidance policy. Dr. Moirao said we have been following this procedure, it is now a policy. He added, because of the new state funding this is now in the LCFF funding. The teachers still need to go through this process and we need to provide the service.

Raul Rodriguez said on page 231 it indicates all board members must complete the Masters in Governance training. He asked if there is a time limit. Dr. Moirao responded, as long as it takes. Mr. Rodriguez asked if a new board member was elected would they be required to complete the training. The response was yes, if it had not been previously completed.

ACTION ITEMS

Acceptance of 2013-2014 Audit Report (Duane Wolgamott, Chief Business Official)

Approval of Revised Emergency Preparedness Plan

Mike Foster said this is a very comprehensive plan.

Mike Foster asked how the teachers are receiving the training which is discussed in the plan. Dr. Moirao responded the sites are providing training in these areas. Everyone has to be in the same plan district wide.

Raul Rodriguez asked if this document is at each site. Dr. Moirao responded yes, they are in colored binders..

Paulette Bumbalough asked if there is a copy in each classroom. The response was yes. The site administrator confirmed there is a packet in each room.

Motion made by Raul Rodriguez and seconded by Bob White to approve the plan. All Board members said aye. Dr. Moirao approved the motion.

Approval of New Course: Introduction to Engineering Design (Project Lead the Way)

Diana Jimenez said this is partnered with the Chevron STEM grant. The district portion should not exceed \$4,000.

Mike Foster asked if we know who the teachers will be teaching the class. Diana Jimenez said not yet. Mr. Foster asked, when the teachers are chosen, will they receive training. The response was yes.

Motion made by Paulette Bumbalough and seconded by Mike LeBarre to approve the Introduction to Engineering Design. All Board members said aye. Dr. Moirao approved the motion.

Approval of New Course: Common Core Math Review

Mike Foster asked if this is an in between course. Ms. Jimenez responded yes. It is intended for the 11th graders.

Ms. Jimenez acknowledged Jennifer Beech for creating the math pathway chart listed on page 386.

Motion made by Paulette Bumbalough and seconded by Raul Rodriguez to approve the new course. All Board members said aye. Dr. Moirao approved the motion.

Approval of New Course: Math 3

Diana Jimenez said this is the next integrated pathway course.

Motion made by Paulette Bumbalough and seconded by Raul Rodriguez to approve the new course. All Board members said aye. Dr. Moirao approved the motion.

Approval of New Course Textbook: Adoption of Math Visions Project's Integrated Pathway Secondary Mathematics 3 Curriculum for the Math 3 Course (textbook)

Diana Jimenez said this is the textbook for the module.

Motion made by Raul Rodriguez and seconded by Bob white to approve the textbook. All Board members said aye. Dr. Moirao approved the motion.

Approval of Updating Course: Agricultural Engineering/Ag Mechanics I

Diana Jimenez said this is a change in course, is AG approved.

Motion made by Mike LeBarre and seconded by Bob White to approve the updating course. All Board members said aye. Dr. Moirao approved the motion.

The question was asked if this course would be offered at each school. The response was yes, depending on the number of students who signed up for the course would determine if it actually was implemented.

Approval of New Course: Agricultural Mechanics 3

Diana Jimenez said currently we have Ag 1 and Ag 2, this will be an additional course. It is intended for 11th and 12th grade students.

Motion made by Paulette Bumbalough and seconded by Raul to Rodriguez to approve the new course. All Board members said aye. Dr. Moirao approved the motion.

Approval of New Course: Honors Agricultural Biology

Diana Jimenez said we currently have an Ag biology course, this is a more rigorous course.

Raul Rodriguez asked if this was taking the place of another course. Mr. Jimenez responded no.

Motion made by Raul Rodriguez and seconded by Mike LeBarre to approve the new course. All Board members said aye. Dr. Moirao approved the motion.

Approval of New Course: Advanced Placement Seminar and Advanced Placement Research – AP Capstone Program

Diana Jimenez said this is a new program made up of two courses. King City High School will be using this course. Megan Munoz has applied for a grant; we are waiting to find out if it will be approved.

Raul Rodriguez said, since these are AP courses, does a staff member need to recommend the students. Ms. Jimenez said no, the student has to want to take the course. He asked if all students will know this. Ms. Jimenez responded yes.

Paulette Bumbalough asked who will be teaching the course. Ms. Jimenez responded it will be one of our teachers. They will receive training.

Motion made by Raul Rodriguez and seconded by Paulette Bumbalough to approve the new course. All Board members said aye. Dr. Moirao approved the motion.

Approval of New Course: Advanced Placement European History

Diana Jimenez said this course meets the A-G requirement. This will replace 10th grade honors world history.

Motion made by Paulette Bumbalough and seconded by Mike LeBarre to approve the new course. All Board members said aye. Dr. Moirao approved the motion.

Paulette Bumbalough said we are approving high level courses. This is good for the students who are working at a higher level, but we need to make sure we are taking care of students who are struggling. They need to have the opportunity to receive the basics.

Mike Foster said a lot of this addressed in LCAP.

Approval of Agreement with Cal Poly Student Teaching Assignment and the SMCJUHSD

Dr. Moirao said this is an agreement that we will accept a student. Cal Poly has a student they want to place at King City High School.

Motion made by Raul Rodriguez and seconded by Mike LeBarre to approve the agreement with Cal Poly. All Board members said aye. Dr. Moirao approved the motion.

Approval of AB 1200 – CSEA

Duane Wolgamott said the district has settled negotiation with CSEA. We need to provide evidence we can afford to pay the employees.

Mike Foster pointed out the district's multiyear revenue projections was conservative.

Mr. Foster said we are looking for long term stability. As a Board, we want to make sure our finances will support this. Mr. Wolgamott said they will.

Mike Foster said it is good employees are being rewarded.

Motion made by Mike LeBarre and seconded by Bob White to approve AB1200 – CSEA. All Board members said aye. Dr. Moirao approved the motion.

Mike Foster thanked everyone for all of their hard work.

Approval of AB 1200 – KCJUHS DTA

Motion made by Mike LeBarre and seconded by Bob White to approve AB1200 – KCJUHS DTA. All Board members said aye. Dr. Moirao approved the motion.

Approval of CSEA Chapter #529, Collective Bargaining Agreement from 2014/15 through 2016/2017

Motion made by Bob White and seconded by Mike LeBarre to approve the CSEA agreement. All Board members said aye. Dr. Moirao approved the motion.

Approval of KCJUHS DTA Collective Bargaining Agreement from 2014/2015 through 2015/2016

Motion made by Bob White and seconded by Mike LeBarre to approve the KCJUHS DTA agreement. All Board members said aye. Dr. Moirao approved the motion.

Approval of the 2015-2016 School Calendar

Dr. Moirao said we have consulted with the elementary districts. They are still negotiating, we need to move forward. We do not anticipate many changes. The only area of difference may be Thanksgiving week.

Motion made by Mike LeBarre and seconded by Raul Rodriguez to approve the calendar. All Board members said aye. Dr. Moirao approved the motion.

Approval of Resolution #05:14:15 Approval of District Representative to Joint Powers Authority

Dr. Moirao said this resolution is authorizing another district representative to have voting authority.

Motion made by Paulette Bumbalough and seconded by Raul Rodriguez to approve the resolution. All Board members said aye. Dr. Moirao approved the motion.

Approval of the \$9,090.00 Donation of Money from the Salinas Valley High School Ag Inc. to the KCHS Ag Program

Bob White said he was happy to see the donation, but to keep in mind we have two high schools. Duane Wolgamott said this is the final donation from this organization.

Paulette Bumbalough said we need to make sure we get good media coverage on these items. She suggested contacting South County Newspapers as well as the Californian.

The question was asked if the name of the donor will be added to the vehicle. Dr. Moirao said the Ag teachers are looking into this.

Mike LeBarre said the Young Farmers also support the schools by giving scholarships.

Motion made by Bob White and seconded by Mike LeBarre to approve actions items 19, 20, and 21. All Board members said aye. Dr. Moirao approved the motion.

Approval of the \$31,000 Donation from Young Farmers for the Purchase of a Pick Up for the KCHS Ag Department

Motion made by Bob White and seconded by Mike LeBarre to approve action item 20. All Board members said aye. Dr. Moirao approved the motion.

Approval to Purchase of a 2015 GMC Sierra C2500 Pick Up for the KCHS Ag Department

Motion made by Bob White and seconded by Mike LeBarre to approve action items 21. All Board members said aye. Dr. Moirao approved the motion.

Approval of the \$5,000 Donation from Wells Fargo Bank to King City High School

Dr. Moirao said Greenfield High School received a donation from Well Fargo Bank during the summer. They are now making a donation to King City High School.

Motion made by Mike LeBarre and seconded by Raul Rodriguez to approve the donation from Wells Fargo Bank. All Board members said aye. Dr. Moirao approved the motion.

Approval of PI ADA Report

Duane Wolgamott said this report is done each year at this time. He said we are expecting an increase in enrollment. This is estimation from the state for the year.

Raul Rodriguez said he noticed Soledad has an enrollment 1400. The community population in Greenfield is more than Soledad. Why would this be higher? Dr. Moirao said Soledad has only one high school and there are 2 comprehensive sites in our district. It is really not an easy question to answer without further investigation.

Mike LeBarre said the difference could be the number of children in a household. Mr. Rodriguez said he understands we are losing fewer students; it does not seem to make sense to him.

Dr. Moirao said there are a number of factors which can be looked at.

Motion made by Paulette Bumbalough and seconded by Raul Rodriguez to approve the PI ADA Report. All Board members said aye. Dr. Moirao approved the motion.

Approval of the Contract with Dolinka Group LLC for the Developer Fee Use Report

Dr. Moirao said this needs to be done on a regular basis.

Mike LeBarre asked if this is from King City or Greenfield. Dr. Moirao said this is a requirement since the district receives money from any construction done in either city. This company would do the necessary report.

Mike LeBarre asked, since he is a member of the City Council of King City would he need to abstain. The response was no. Dr. Moirao said this is only a study.

Motion made by Paulette Bumbalough and seconded by Mike LeBarre to approve the contract. All Board members said aye. Dr. Moirao approved the motion.

Approval of Impact Fees (Developer Fees – Fund 25) Annual and 5 Year Report

Paulette Bumbalough said she had a question on page 538. The total amount spent was \$109,000. There is a listing of \$104,000 for relocatable classrooms. The response was this is participation for the relocatables and energy. It is like a bond, the General Fund has to pay. Ms. Bumbalough asked if there is a deadline to spend the money.

Mr. Wolgamott responded it will be used.

Motion made by Mike LeBarre and seconded by Paulette Bumbalough to approve the report. All Board members said aye. Dr. Moirao approved the motion.

Approval of Board Policies – Second Reading

AR1312.4 Williams Uniform Complaint Procedures (new & revised)
E 1312.4 Williams Uniform Complaint Procedures (new & revised)
BP 1330 Use of School Facilities (revised)
BP 4112.2 Certification (revised)
AR 4112.2 Certification (revised)
BP 4112.21 Interns (new)
AR 4112.21 Interns (new)
BP 4115 Evaluation Supervision (formally in BP 4315.1 new)
AR 4115 Evaluation Supervision (new)
BP 4117.3 Personnel Reduction (new)
BB 9320 Meetings and Notices (revised)

Motion made by Bob White and seconded by Raul Rodriguez to approve the board policies second reading. Dr. Moirao approved the motion.

Future Agenda Items/Meeting Dates

January 20, 2015 (Tuesday) Board Meeting	Greenfield
February 17, 2015 (Tuesday) Board Meeting	King City
March 17, 2015 (Tuesday) Board Meeting	Greenfield
April 21, 2015 (Tuesday) Board Meeting	King City
May 19, 2015 (Tuesday) Board Meeting	Greenfield
June 16, 2015 (Tuesday) Board Meeting	King City
July 21, 2015 (Tuesday) Board Meeting if needed	Greenfield
August 18, 2015 (Tuesday) Board Meeting	King City
September 15, 2015 (Tuesday) Board Meeting	Greenfield
October 20, 2015 (Tuesday) Board Meeting	King City
November 17, 2015 (Tuesday) Board Meeting	Greenfield
December 15, 2015 (Tuesday) Board Meeting	King City

Signing of Papers

Dr. Moirao approved appropriate papers.

Adjournment

Mike Foster adjourned the meeting at 8:30 PM.

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

Date

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

Monday, February 2, 2015

Minutes

BOARD OF EDUCATION

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

STATE ADMINISTRATOR

Daniel Moirao, Ed.D.

OPEN SESSION:

Call to Order

Raul Rodriguez called the meeting to order at 5:30 PM.

Flag Salute

Raul Rodriguez led in the flag salute.

Approval of Agenda

Motion made by Mike LeBarre and seconded by Bob White to approve the agenda. All Board members said aye. Dr. Moirao approved the motion.

Public Comment

There were not any comments from the public.

INFORMATION ITEM

Board Study Session

Kevin Totosian provided training on the new student expulsion regulations/process.

Future Agenda/Items/Meeting Dates

January 20, 2015 (Tuesday) Board Meeting	Greenfield
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October 20, 2015 (Tuesday) Board Meeting	King City
November 17, 2015 (Tuesday) Board Meeting	Greenfield
December 15, 2015 (Tuesday) Board Meeting	King City

Adjournment

Raul Rodriguez adjourned the meeting at 6:58 PM.

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: February 17, 2015

AGENDA SECTION:

ACTION

INFORMATION

ACTION/CONSENT

Board Goals:

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

Summary:

Attached is the listing of the Accounts Payable warrants for the month of January 2015.


Recommendation:

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

Fiscal Impact:


The accounts payable are within the budgeted amounts.

Submitted By:



Duane Wolgamott
Chief Business Official

Approved:



Daniel R. Moirao, Ed.D.
State Administrator

Checks Dated 01/01/2015 through 01/31/2015

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
12127203	01/06/2015	Borjon Auto Center	01-6400	Ag Van 1GT21YEG3FZ138288		41,863.26
12127204	01/06/2015	Linda Benway	01-5800	Days of Administrator		17,600.00
12127205	01/06/2015	Linda Grundhoffer	01-5800	Consultant Grundhoffer		1,512.00
12127813	01/08/2015	Diane L. Miller	01-5800	JAP Meetings at MCOE		25.32
12127814	01/08/2015	Atascadero High School	01-5300	Wrestling Tournament-Atascadero		450.00
12127815	01/08/2015	CA Water Service Company	01-5530	Water Fees		29.85
12127816	01/08/2015	Kitchell	35-5620	Contracted services-gym remodel		253,873.00
12127817	01/08/2015	MCOE	01-5200	Tech Training	175.00	
			01-5800	ELD Trainings	6,500.00	
				ISA's for SPED students	25,618.98	32,293.98
12127818	01/08/2015	PACIFIC GAS AND ELECTRIC CO	01-5510	PGE	85.87	
			01-5520	PGE	8,140.34	8,226.21
12127819	01/08/2015	Valley Athletic	01-4300	Marking Paint for fields. See attached sales order		865.93
12128340	01/13/2015	A T & T CALNET 2	01-5910	CALNET		1,710.60
12128341	01/13/2015	AUS-Hayward-San Jose Lockbox	01-5800	Open PO for shop supplies		27.79
12128342	01/13/2015	BENSON PLUMBING INC	01-5620	Plumbing Repairs		714.65
12128343	01/13/2015	Budget Blinds	01-5620	Window Blinds		1,441.24
12128344	01/13/2015	CA State Board of Equalization	01-5800	Bus Fuel tax		16.26
12128345	01/13/2015	Cannon Sports, Inc	01-4300	Phys. Ed Equipment		92.75
12128346	01/13/2015	CENTRAL COAST SYSTMS INC	01-5620	Fire Alarm Quarterly Testing		1,330.00
12128347	01/13/2015	Commercial Truck CO.	01-5620	Supplies		1,065.58
12128348	01/13/2015	Comodo Group, Inc	01-5800	Certificate for smcjuhsd.org	920.09	
				Unpaid Sales Tax	64.19-	855.90
12128349	01/13/2015	First Alarm Security Svcs Inc	01-5800	Fire inspection		948.48
12128350	01/13/2015	Foster Farms Dairy	13-4700	Dairy / Cafeteria		1,212.59
12128351	01/13/2015	GRAINGER INC,W W	01-4300	Maintenance supplies		22.19
12128352	01/13/2015	GREENFIELD TRUE VALUE	01-4300	Parts		29.02
12128353	01/13/2015	HOME DEPOT CREDIT SERVICES Dept. 32-2501271344	01-4300	supplies		45.68
12128354	01/13/2015	Internatnl Academy of Science	01-5800	International Academy of Science Grant		6,250.00
12128355	01/13/2015	JB Jordan & Associates	01-5620	GHS Carpeting - Pleasanton Piggyback		11,621.75
12128356	01/13/2015	KING CITY TRUE VALUE HARDWARE	01-4300	supplies		24.94
12128357	01/13/2015	Mail Finance	01-5630	Postage Machine		942.84
12128358	01/13/2015	Nicks Garage & Towing	01-5620	Repairs		219.28
12128359	01/13/2015	O'Reilly Automotive Stores,Inc	01-4300	Parts		4.50
12128360	01/13/2015	OFFICE DEPOT BUSINESS SERVICES	01-4100	Math Modules	27.47	
			01-4300	Common Core Training supplies	29.67	

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

Checks Dated 01/01/2015 through 01/31/2015

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
12128360	01/13/2015	OFFICE DEPOT BUSINESS SERVICES	01-4300	Supplies	34.47	
			01-5800	Math Modules	2,886.51	
				Math Modules - Teachers	36.45	3,014.57
12128361	01/13/2015	PACIFIC GAS AND ELECTRIC CO	01-5510	PGE	924.94	
			01-5520	PGE	11,473.79	12,398.73
12128362	01/13/2015	PARTS & SERVICE CENTER-NAPA	01-4300	Supplies		473.14
12128363	01/13/2015	RG Fabrication, Inc	01-5620	Repairs		112.50
12128364	01/13/2015	Roy Morris Construction	01-5620	Carpet		175.00
12128365	01/13/2015	SCHOLASTIC INC	01-4200	Library Books		281.42
12128366	01/13/2015	School Outfitters	01-4400	Tables		743.24
12128367	01/13/2015	Servico Lighting & Electric	01-4300	Lighting		558.08
12128368	01/13/2015	Sysco San Francisco	13-4300	Food Service	2,742.03	
			13-4700	Food Service	19,584.51	22,326.54
12128369	01/13/2015	Tiger Direct	01-4300	SUPPLIES	952.22	
				Unpaid Sales Tax	60.79-	891.43
12128370	01/13/2015	TORO PETROLEUM CORP	01-4310	Fuel		264.29
12128371	01/13/2015	Trusco Manufacturing Company	01-4300	Parts	391.30	
				Unpaid Sales Tax	27.30-	364.00
129531	01/20/2015	Roianne T. Benjamin	01-5200	NSTA Training		1,001.48
12129532	01/20/2015	Paul W. Cavanagh	01-5200	Wrestling Tournament reimbursement		610.68
12129533	01/20/2015	Diane L. Miller	01-4300	Luncheon training		106.53
12129534	01/20/2015	CA State Board of Equalization	01-5800	Bus Fuel Tax		28.14
12129535	01/20/2015	Juan J Pulido	01-4300	Athletics gear. Soccer warm ups.		3,507.00
12129536	01/20/2015	Stephanie Hart	01-5200	Wrestling Tournament Mileage		228.83
				Reimbursement		
12129873	01/22/2015	Lorena R. Caulk	01-5200	Excel Training in MOnterey		75.00
12129874	01/22/2015	AMERICAN SUPPLY COMPANY	01-4300	Custodial		326.89
12129875	01/22/2015	AUS-Hayward-San Jose Lockbox	01-5800	Open PO for shop supplies	27.79	
			13-5800	Services	87.05	114.84
12129876	01/22/2015	BENSON PLUMBING INC	01-5620	Kitchen Repairs		4,500.00
12129877	01/22/2015	CA Department of Justice	01-5860	Fingerprinting		128.00
12129878	01/22/2015	CA Water Service Company	01-5530	Water Fees		750.69
12129879	01/22/2015	CAL POLY	01-5200	Ag Teacher Conference		150.00
12129880	01/22/2015	CalChamber	01-4300	HR Posters		242.77
12129881	01/22/2015	CARMEL MARINA CORPORATION	01-5550	KCHS Water & Garbage		2,143.37
12129882	01/22/2015	CITY OF GREENFIELD	01-5530	Water, Garbage, Sewer	212.95	
			01-5540	Water, Garbage, Sewer	890.73	

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ESCAPE ONLINE

Checks Dated 01/01/2015 through 01/31/2015

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
12129882	01/22/2015	CITY OF GREENFIELD	01-5550	Water, Garbage, Sewer	2,868.90	3,972.58
12129883	01/22/2015	COASTAL TRACTOR	01-5620	Parts		83.96
12129884	01/22/2015	Envision Mechanical Inc	01-5620	energy management system		1,306.15
12129885	01/22/2015	Fastenal Company	01-4300	Maintenance Supplies		352.44
12129886	01/22/2015	GREENFIELD TRUE VALUE	01-4300	Supplies		4.20
12129887	01/22/2015	Houghton Mifflin Harcourt Publishing Co.	01-4300	English Teacher Reference Books		1,438.20
12129888	01/22/2015	Interquest Detection Canines	01-5800	Canine Services		500.00
12129889	01/22/2015	JK Architects, Inc.	01-5800	Portola Conceptual Design	16,750.00	
			25-5800	Portola Conceptual Design	4,080.00	20,830.00
12129890	01/22/2015	Kelly Moore Paint Company	01-4300	Materials and Supplies		238.85
12129891	01/22/2015	KING CITY GLASS	01-5620	open end windows		277.20
12129892	01/22/2015	KING CITY TRUE VALUE HARDWARE	01-4300	OPEN PO FOR SUPPLIES	101.40	
				supplies	115.96	217.36
12129893	01/22/2015	Lakeshore Learning	01-4300	RSP \$		670.25
12129894	01/22/2015	MATRANGA WHOLESALE FLORISTS	01-4300	Open PO for Floral Classes		87.61
12129895	01/22/2015	MCOE	01-5200	Retirement system training		225.00
12129896	01/22/2015	MEDCO Supply-Sports Medicine	01-4300	Tape and Medical supplies for athletics		28.69
12129897	01/22/2015	Nicks Garage & Towing	01-5620	Repairs		340.06
12129898	01/22/2015	Nuno Iron & Mfg Inc	01-5800	Fencing		1,825.00
12129899	01/22/2015	O'Reilly Automotive Stores, Inc	01-4300	Parts		26.41
12129900	01/22/2015	OFFICE DEPOT BUSINESS SERVICES	01-4100	Math Modules	7,576.66	
			01-4300	Classroom Supplies For Ag Department	705.02	
				Office Supplies	253.05	
			01-5800	Math Modules	913.41	9,448.14
12129901	01/22/2015	PACIFIC GAS AND ELECTRIC CO	01-5510	PGE	1,649.74	
			01-5520	PGE	17,320.82	18,970.56
12129902	01/22/2015	PARTS & SERVICE CENTER-NAPA	01-4300	Supplies		176.95
12129903	01/22/2015	Polar Service Co, Inc.	13-5600	Food service refrigeration repairs		437.27
12129904	01/22/2015	Progress Adviser	01-5200	District Support Package- contract		2,399.00
12129905	01/22/2015	RG Fabrication, Inc	01-5620	Repairs		187.50
12129906	01/22/2015	Salinas Valley Fair, Inc	01-5630	Basketball Expo Rental Open PO		300.00
12129907	01/22/2015	SCHOLASTIC-INC	01-4200	Library Books		8.77
12129908	01/22/2015	Shred-It San Francisco	01-5800	Shredding Fees		121.97
12129909	01/22/2015	Sysco San Francisco	13-4300	Food Service	1,225.00	
			13-4700	Food Service	10,026.48	11,251.48
12129910	01/22/2015	Tag, Inc.	01-4300	Possession/Timeout Indicator & Goggles		321.60
12129911	01/22/2015	TRI-COUNTY FIRE PRTCTN, INC	01-5800	Fire Extinguishers		125.00

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ESCAPE ONLINE

Checks Dated 01/01/2015 through 01/31/2015

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
12129912	01/22/2015	TUCCI LEARNING SOLUTIONS, INC	01-5100	SPED Services		57,754.55
12129913	01/22/2015	UNITED PARCEL SERVICE	01-5930	UPS Services		147.51
12129914	01/22/2015	Uretsky Security	01-5800	Security Contract		7,114.76
12129915	01/22/2015	Fred Pryor Seminars	01-5200	Excel Training		79.00
12131814	01/29/2015	Salvador Garibay	01-5800	Drivers Physical		80.00
12131815	01/29/2015	Allison M. Steinmann	01-4300	Classroom Supplies & furniture	239.85	
			01-4400	Classroom Supplies & furniture	382.38	622.23
12131816	01/29/2015	Miguel Flores	01-5800	DMV Fingerprints and CHP fees		147.00
12131817	01/29/2015	Herman V. Arroyo	01-5800	CHP Cert Renewal		12.00
12131818	01/29/2015	A & G PUMPING, INC	01-5630	Portable RR Rental		538.75
12131819	01/29/2015	ACSA'S Foundation For Ed Admin	01-5200	Superintendent Symposium		545.00
12131820	01/29/2015	BARRACUDA NETWORKS, INC	01-5300	Backup Cloud Storage		100.00
12131821	01/29/2015	BENSON PLUMBING INC	01-5620	Plumbing Repairs		11,899.31
12131822	01/29/2015	BFS Landscape Architects	01-5800	Landscape Maintenance		1,464.09
12131823	01/29/2015	CA ASSOCIATION FFA	01-5200	Advisor Fee for MFE/ALA Conference		200.00
12131824	01/29/2015	CA DEPT OF EDUCATION	13-4700	food		202.80
12131825	01/29/2015	California's Valued Trust	01-9514	Health insurance		67,813.35
12131826	01/29/2015	Candace A. McCarthy	01-5800	Contracted services for Program Improvement		4,550.00
12131827	01/29/2015	Cascio Music Co., Inc	01-4300	Classroom Supplies for Music Program	384.92	
				Unpaid Sales Tax	29.80-	355.12
12131828	01/29/2015	CDW-G	01-4300	Copier/Printer for Library	214.99	
				Copier/Printer for Phys Ed Dept	366.10	
				TECHNOLOGY SUPPLIES	446.90	
			01-4400	accidentally closed po15-00339	2,993.91	
				closed PO15-00339:accidentally	12,299.45	16,321.35
12131829	01/29/2015	Central Coast Section/CIF	01-4300	Rule Book order for 2015-16		387.50
12131830	01/29/2015	CENTRAL COAST SYSTMS INC	01-5620	KCHS Fire Alarm Repairs	1,852.50	
			01-5800	Alarm	114.00	1,966.50
12131831	01/29/2015	Christy White Associates	01-5800	External Audit		13,290.00
12131832	01/29/2015	CITY OF KING	01-5540	School Sewer annual per student	11,598.40	
				School Sewre annual per student	1,107.12	12,705.52
12131833	01/29/2015	Codework, Inc	01-5850	Vision Pro Licenses for Library and Room 204		1,960.00
12131834	01/29/2015	Commercial Truck CO.	01-5620	Supplies		563.57
12131835	01/29/2015	Creative Designs, dba	01-4300	Soccer Jersey Screening		504.00
12131836	01/29/2015	CSM CONSULTING INC	01-5800	E-Rate Consulting		925.00
12131837	01/29/2015	Culligan Water Conditioning	13-5800	Water Conditioning		82.74

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 01/01/2015 through 01/31/2015

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
12131838	01/29/2015	Cyberguys / E-Filliate Inc	01-4300	Supplies		280.54
12131839	01/29/2015	Dannis Woliver Kelley / DWK	01-5810	R. Tavernetti		2,464.21
12131840	01/29/2015	DICK BLICK COMPANY	01-4300	Art Supplies		222.49
12131841	01/29/2015	EAGLE SOFTWARE	01-5850	Aeries AIR		2,500.00
12131842	01/29/2015	First Alarm Security Srvs Inc	01-5800	Fire inspection		85.00
12131843	01/29/2015	Foster Farms Dairy	13-4700	Dairy / Cafeteria		732.23
12131844	01/29/2015	Gilroy High School	01-5300	2015 Mid Cals Wrestling Tournament fees		150.00
12131845	01/29/2015	GRAINGER INC,W-W	01-4300	Maintenance supplies	103.41	
				Technology Supplies	400.98	504.39
12131846	01/29/2015	INGRAHAM JEWELERS, INC	01-4300	Trophies for Sports, school year 2014-2015.		222.37
12131847	01/29/2015	Interquest Detection Canines	01-5800	Canine Services		1,500.00
12131848	01/29/2015	KING CITY TRUE VALUE HARDWARE	01-4300	OPEN PO FOR SUPPLIES	81.66	
				supplies	46.66	128.32
12131849	01/29/2015	Mail Finance	01-5630	Postage Machine		158.06
12131850	01/29/2015	MATRANGA WHOLESALE FLORISTS	01-4300	Open PO for Floral Classes		64.50
12131851	01/29/2015	Monterey Bay Systems, dba	01-6400	Konica Minolta Color Copier Scanner, ROP Funded		6,687.59
12131852	01/29/2015	OFFICE DEPOT BUSINESS SERVICES	01-4300	Classroom Supplies For Ag Department	25.77	
				Office supplies	92.96	
				Open PO for Office Supplies	435.74	
				SUPPLIES	75.24	
				Toner Supplies	3,015.66	
			01-5800	Benchmark supplies	441.78	4,087.15
12131853	01/29/2015	PACIFIC TRUCK PARTS INC	01-4300	bus parts		97.47
12131854	01/29/2015	PARTS & SERVICE CENTER-NAPA	01-4300	Supplies		93.51
12131855	01/29/2015	PRESTWICK HOUSE INC	01-4200	Books	10,290.41	
				Unpaid Sales Tax	809.91-	9,480.50
12131856	01/29/2015	Worth Publishers	01-4100	AP Econ Textbooks		534.29
12131857	01/29/2015	Claudia Martinez	01-5800	Transporting son to school and back		55.20
Total Number of Checks					135	749,384.42

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Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	127	456,090.71

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 01/01/2015 through 01/31/2015

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
13	Cafeteria Fund	8	36,332.70
25	Capital Facilities Fund	1	4,080.00
35	School Facility Program (Regul	1	253,873.00
Total Number of Checks		135	750,376.41
Less Unpaid Sales Tax Liability			991.99
Net (Check Amount)			749,384.42

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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.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Approval of Purchase Orders – January 2015

MEETING: February 17, 2015

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 the Purchase Orders issued in January 2015.


Recommendation:

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

Fiscal Impact:


Per the 2014-15 fiscal budget.

Submitted By:



Duane Wolgamott
Chief Business Official

Approved:



Daniel R. Moirao, Ed.D.
State Administrator

Description

Includes Purchase Orders dated 01/01/2015 - 01/31/2015

PO Number	Vendor Name	Requisition Information	Ord Loc	Req Fund	Resource Description	Req Fund Order Amt
B15-00120	Social Vocational S	Contract for services through SVS	009	01	Special Educati	42,500.00
B15-00171	JK Architects, Inc.	Portola Conceptual Design	029	01	Ongoing & Major	73,700.00
B15-00172	Thomas K. DeLapp	Contracted services	009	01	State Lottery	22,500.00
B15-00173	OFFICE DEPOT BUSINE	Benchmark supplies	029	01	Supplemental	300.00
B15-00174	Dolinka Group, LLC	Contracted consulting services	029	25	UNRESTRICTED R	3,300.00
B15-00175	SAFEWAY INC	CM Training and Meeting Supplies	029	01	NCLB Title II,	200.00
B15-00176	CalChamber	HR Posters	029	01	UNRESTRICTED R	242.77
B15-00177	My T Print	PE Clothes	029	01	UNRESTRICTED R	714.98
B15-00178	TRI-COUNTY FIRE PRT	Fire Extinguishers	009	01	Ongoing & Major	500.00
B15-00179	PACIFIC GAS AND ELE	PGE	011	01	UNRESTRICTED R	153,650.00
B15-00180	BENSON PLUMBING INC	Plumbing Repairs	009	01	Ongoing & Major	5,000.00
B15-00181	RG Fabrication, Inc	repairs	009	01	Ongoing & Major	1,000.00
B15-00182	KING CITY GLASS	Repairs	10	01	Ongoing & Major	1,500.00
B15-00183	OFFICE DEPOT BUSINE	Open PO for Office Supplies	023	01	State Lottery	2,000.00
B15-00184	OFFICE DEPOT BUSINE	OPEN PO FOR SUPPLIES	029	01	State Lottery	750.00
B15-00185	CENTRAL COAST SYSTM	Alarm System Maintenance	009	01	Ongoing & Major	7,000.00
B15-00186	Andrews Blueprint,	Digitizing Blueprints	009	01	Ongoing & Major	300.00
PO15-00200	Hartnell College	Enrollment Fee	021	01	Other Local	395.00
PO15-00237	OFFICE DEPOT BUSINE	LAPTOP CART	029	01	State Lottery	816.99
PO15-00279	Comodo Group, Inc	SSL Certificate	029			920.09
PO15-00378	Borjon Auto Center	KCHS Ag program vehicle from donations	021	01	Other Local	39,863.26
PO15-00379	CSBA	Governance Training for Raul Rodriguez	029	01	UNRESTRICTED R	249.00
PO15-00381	Interquest Detectio	Canine Services	029	01	School Safety &	6,000.00
PO15-00383	Cengage Learning	Computer training software	029	01	State Lottery	3,554.38
PO15-00384	DELL MARKETING LP	Portola Computers	029	01	IASA-Title I Ba	10,700.20
PO15-00385	Aeries Software Inc	Aeries Conference	029	01	UNRESTRICTED R	525.00
PO15-00386	Nicks Garage & Towi	Repairs	800	01	UNRESTRICTED R	559.34
PO15-00387	Scofield Graphics	Signs	009	01	Ongoing & Major	64.50
PO15-00388	Fields Roofing	Roof Repairs	009	01	Ongoing & Major	870.75
PO15-00389	SOUTH COUNTY NEWSP/	Public Notice Ad	029	25	UNRESTRICTED R	192.00
PO15-00390	Atascadero High Sch	Wrestling Tournament Atascadero	021	01	UNRESTRICTED R	450.00
PO15-00391	DEMCO, INC	Library Labels	021	01	State Lottery	65.99
PO15-00392	Creative Designs, d	Soccer Jersey Screening	021	01	UNRESTRICTED R	504.00
PO15-00393	SV Solid Waste Auth	HazMat Disposal	009	01	UNRESTRICTED R	500.00
PO15-00394	Candace A. McCarthy	Contracted services for Program Improvement	029	01	Supplemental	27,300.00
PO15-00395	CDW-G	CDW-G Printer	021	01	State Lottery	86.23
PO15-00396	CAL POLY	Ag Teacher Conference	021	01	Vocational Prog	150.00
PO15-00397	Nuno Iron & Mfg Inc	Fencing	009	01	State Lottery	1,825.00
PO15-00398	CDW-G	Headphones and Printer for PBHS	029	01	State Lottery	638.44

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

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Page 1 of 2

Includes Purchase Orders dated 01/01/2015 - 01/31/2015

PO Number	Vendor Name	Requisition Information	Ordr Loc	Req Fund	Resource Description	Req Fund Order Amt
PO15-00399	San Diego SU Resear	Parent Liaison training	029	01	Supplemental	598.00
PO15-00400	San Diego SU Resear	Training for Parment Liaisons	029	01	Supplemental	750.00
PO15-00401	BENSON PLUMBING INC	Plumbing Repairs	009	01	Ongoing & Major	15,000.00
PO15-00402	Barcodes, Inc.	supplies	029	01	State Lottery	158.18
PO15-00403	National Business F	Office Chairs	029	01	State Lottery	3,151.35
PO15-00404	VERIZON WIRELESS SV	Tech Phones	029	01	UNRESTRICTED R	152.39
PO15-00405	American Star Trail	Bus Rental	021	01	Other Local	1,490.00
PO15-00406	American Star Trail	Bus Rental	021	01	Other Local	1,481.00
PO15-00407	School Admin Publis	Book Supplies	021	01	State Lottery	42.95
PO15-00408	Channing Bete Comp	English/Spanish Truancy Publications	021	01	State Lottery	295.63
PO15-00409	Terra Nova High Sch	Wrestling Tournament	023	01	UNRESTRICTED R	200.00
PO15-00410	OFFICE DEPOT BUSINE	Referral Forms	021	01	State Lottery	161.25
PO15-00411	OFFICE DEPOT BUSINE	Imprinted Envelopes	021	01	State Lottery	402.05
PO15-00412	Image Sales	ID Card Ink Supplies	021	01	State Lottery	336.92
PO15-00413	Broken Arrow Wear	STEM Club T-Shirts	021	01	Other Local	579.92
PO15-00414	PENINSULA SPORTS, I	Winter Games Fees	023	01	UNRESTRICTED R	633.88
PO15-00415	Central Coast Secti	CCS Girls Wrestling Tournament fee	021	01	UNRESTRICTED R	25.00
PO15-00416	Gilroy High School	2015 Mid Cals Wrestling Tournament fees	021	01	UNRESTRICTED R	150.00
PO15-00417	J. W. Pepper	Music Supplies	021	01	Other Local	293.38
PO15-00418	BARRACUDA NETWORKS	Backup Cloud Storage	029	01	UNRESTRICTED R	200.00
PO15-00419	OFFICE DEPOT BUSINE	Computer Desk	029	01	UNRESTRICTED R	690.14
PO15-00420	OFFICE DEPOT BUSINE	Technology Supplies	029	01	State Lottery	944.60
PO15-00421	Central Coast Secti	Rule Book order for 2015-16	021	01	UNRESTRICTED R	387.50
PO15-00422	Sysco San Francisco	Kitchen supplies- pizza bags	029	13	Child Nutrition	190.49
PO15-00423	CA ASSOCIATION FFA	FFA Students dues	023	01	Agricultural Vo	3,306.00
PO15-00424	Aeries Software Inc	Aeries Conference	029	01	Supplemental	1,800.00
					Total	444,808.55

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

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Approval to Surplus Books at King City High School MEETING: February 17, 2015

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:

Attached is a listing of outdated and damaged books that can no longer be used. These books were discovered in a storage container filled with items left in storage after the 2006 Modernization Project was completed. The King City High School library staff does not wish to retain the books and is requesting permission to have the books determined as surplus. After the books have been determined as surplus the site will attempt to donate the books, any leftover would be destroyed.

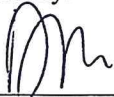
Recommendation:

The recommendation is being made for the State Administrator to approve the request to have the books considered as surplus.

Fiscal Impact:


None.

Submitted By:



Diane Miller
Director of MOTF

Approved:



Daniel R. Moirao, Ed.D.
State Administrator

Title	Author	Publisher	Copyright	# of	
				Copies	Reason
Interactive reader		McDougal	1983	3	No longer in use
Coping		Perfection Form	1982	17	No longer in use
New in New York	Mary Larson	Tui Book	1978	7	No longer in use
Academic Ward Power	Barbara Jones	Houghton Mifflin	2004	3	No longer in use
Diagnostic and Mastery Test	Purple Level	McDougal	1986	3	No longer in use
All American	C.G. Draper	Pearson	2006	3	No longer in use
What a World	Milada Broukal	Pearson	2004	1	No longer in use
Great Essays	Keith S. Folse	Houghton	2004	2	No longer in use
Great Paragraphs	Keith S. Folse	Houghton	2004	2	No longer in use
Pronics	Kaye Wiley	Pearson	2002	1	No longer in use
Alternate Review Test	Harold Levine	Amsco	1984	1	No longer in use
Expressive Writing	Siegfried Engelmann	Science Research	1985	1	No longer in use
Writing A Research Paper	Phyllis Goldenberg	Sodier Oxford	1997	1	No longer in use
Get Ready to Read	Karen Blanchard	Pearson	2005	1	No longer in use
American Ways	Maryanne Kearney Datesman	Pearson	2005	1	No longer in use
Teaching English Language Learners	Teresa Walter	Pearson	2004	1	No longer in use
Elements of Literature		Holt	1997	2	No longer in use
Vocabulary for the College Band		Prestwick	1987	14	No longer in use
Reading test		Riverside		178	No longer in use
Rappaccinis Daughter	Nathaniel Hawthorne	Perfection Form	1980	71	No longer in use
The Outcast of Poker Flat and the Luck of Roaring Camp	Bret Harte	Perfection Form	1969	18	No longer in use
The Man that Corrupted Hadleyburg	Mark Twain	Perfection Form	1968	18	No longer in use
The Lady or the Tiger	Frank Stockton	Perfection Form	1969	38	No longer in use
The Shooting of the Don McGraw	Robert Service	Perfection Form	1970	83	No longer in use
The Cremation of Sam McGee	Ambrose Bierce	Perfection Form	1968	29	No longer in use
The Open Boat	Stephen Crane	Perfection Form	1968	71	No longer in use
Ethan Brand	Nathaniel Hawthorne	Perfection Form	1971	21	No longer in use
The call of the Wild	Jack London	Perfection Form	1969	11	No longer in use
Tales and Poems of Edgar Allan Poe	Edgar Allan Poe	Perfection Form	1973	75	No longer in use
Silver Blaze	Sir Arthur Conana Doyle	Perfection Form	1972	75	No longer in use
In Time- Tiger Tales		Glencoe/McGraw-Hill	2003	17	No longer in use
In time- Lifting the Veils		Glencoe/McGraw-Hill	2003	24	No longer in use
New & Selected Poems	Gary Soto	Chronicle Books	1995	29	No longer in use

Scarlett Pimpenel	Baroness Orczy	Airmont Pub. Co. Inc.	1963	9	No longer in use
Julie of the wolves	Jean Craigheed George	Trophy Newberg	1972	17	No longer in use
Anne Frank's Tales from the Secret Annex	Anne Frank	Doubleday	1983	23	No longer in use
Anne Frank: Diary of a Young Girl	Anne Frank	Doubleday	1967	54	No longer in use
Hitchhiker's Guide to the Galaxy	Douglas Adams	Simon & Schuster	1979	9	No longer in use
Childhood's End	Arthur C. Clark	Ballantine	1953	36	No longer in use
Black Elk Speaks	John G. Neihardt	Simon & Schuster	1959	13	No longer in use
The Jewel in the Crown	Paul Scott	Wm. Morrow	1966	29	No longer in use
TEX	S.E. Hinton	Dell	1979	8	No longer in use
The Contender	Robert Lipsyte	Harper Collins	1967	121	No longer in use
The Pigman	Paul Zindel	Harper Collins	1968	45	No longer in use
ACT Yankee in the King Arthurs Court	Mark Twain	Washington Square Press	1889/1917	11	No longer in use
Great Tales of Action and Adventure	George Bennett	Dell	1959	12	No longer in use
Rebecca	Daphne DuMaurier	Doubleday	1938	33	No longer in use
Cool Salsa	Lori M. Carlson	Ballantine	1994	4	No longer in use
Diary of Anne Frank & related Readings (play)	Frances Goodrich	McDougal Litell	1997	1	No longer in use
Hondo	Louis L'Armour	Bantam	1953	130	No longer in use
Myne's U.S. Authors Series	Sylvia E. Bowman	United Printing	1962	37	No longer in use
Tracker	Jean	Harper Collins	1994	30	No longer in use
Tracker	Gary Paulsen	Aladin Paperback	1984	15	No longer in use
The Green Pastures	Marc Connelle	Holt, Rinehart, & Winston	1957	13	No longer in use
Shoeless Joe	W.P. Sella	Ballantine	1982	16	No longer in use
A Wrinkle in Time	Madeline L. Engle	Dell	1962	26	No longer in use
The Andromeda Strain	Michael Crichton	Dell	1969	22	No longer in use
Alone at Ninety Foot	Katherine Holubitsky	Canadian Catabuguing	1999	15	No longer in use
Crow Killer	Raymond W Thorp & Robert Bank	Fitzhenry & Whiteside	1958	22	No longer in use
The Adventures of Tom Sawyer	Mark Twain	Perfection Form	1979	14	No longer in use
Sink or Swim	William Pasnak	James Lorimer	1995	64	No longer in use
Runner	Peter McPhee	James Lorimer	1999	12	No longer in use
Trick or Treat	Richie Tankersly Cusick	Scholastic	1989	6	No longer in use
The Good Earth	Pearl S. Buck	Pocker Books	1958	10	No longer in use
Nightmares	Bruce Coville	Scholastic	1995	11	No longer in use
Shane	Jack Schaefer	Houghton Mifflin	1947	66	No longer in use
The Virginian	Owens Wister	Mac Millian CO	1964	16	No longer in use
The Illustrated Man	Ray Bradbury	Doubleday	1951	13	No longer in use

A Christmas Carol	Charles Dickens	Perfection Form	1979	115	No longer in use
Basic Skills in English		Mcdougal Litell	1980	28	No longer in use
Educational Code	Thompson West	West	2004	2	No longer in use
Stories out Loud	Jim Trelease	Penguin Books	1992	30	No longer in use
Great American Stories	C.G Draper	Prentice Hall Inc.	1985	66	No longer in use
Captain Courageous	Rudyard Kipling	Doubleday	1964	94	No longer in use
The call of the Wild	Jack London	S.S. McClure	1960	162	No longer in use
A tale of Two Cities	Charles Dickens	Pendon	1974	95	No longer in use
The night Thoreu Spent in Jail	Jerome Laurence & Robert Lee	Lawrence & lee Inc	1970	27	No longer in use
The Scarlett Pimpernel	Baroness Orczy	Penguin Books	1982	44	No longer in use
Six Great Modern Shaft Novels		Dell	1947	23	No longer in use
American Streamline	Bernard Hartley & Peter Viney	Oxford Press	1985	133	No longer in use
Writing Sentences and Paragraphs	Margaret Martin	Voluntad Publishers	1984	159	No longer in use
Grammar & Writing	Loban	Macmillan	1982	24	No longer in use
Word Pak		Perfection Form	1985	33	No longer in use
World View	Michael Post	British English	2002	5	No longer in use
English Workshop	John E. Warriner	Harcourt Brace	1973	11	No longer in use
... Cay	The Odore Taylor	Avon Books	1969	80	No longer in use
.....morphs	KA Applegates	Scholastic	1999	17	No longer in use
The Climb	Anatoli Boukreev & G. Weston D.	St. Martins Paperback	1998	58	No longer in use
Tuck Everlasting	Natalie Babbitt	Related Readings	1974	37	No longer in use
Where the Red Fern Grows	Wilson Rawls	McGraw-Hill	2000	5	No longer in use
Flight # 116 is Down	Caroline B. Cooney	McGraw-Hill	2002	4	No longer in use
Effects of Gamma Rays on the Man in the Moon Marigolds	Paul Zindel	Harper and Row	1970	14	No longer in use
Return to Skoki Lake	Niki Tate	Sono Nis Ress	1999	9	No longer in use
Hyperion	Stranded	Ben Mihaelsen	1995	24	No longer in use
O. Henry's Short Stories	O. Henry	Lancer Books	1968	16	No longer in use
The Hobbit	J.RR Tolkien	Ballantine	1973	8	No longer in use
Bridge to Communication	Santillana	Santillana	1992	21	No longer in use
North Star	Sherry Press	Pearson	2004	33	No longer in use
Adventures in English Literature	Heritage Revised	Harcourt Brace J. Inc.	1985	61	No longer in use
Content Connection	Mona Sheraga	Santillana	1992	16	No longer in use
Bridge to Communication	Kathy Clo	Santillana	1992	91	No longer in use
Studying Vocabulary One		Prestwick	1987	42	No longer in use
The White Stang	Kate Seredy	Puffin Newbery	1965	43	No longer in use

Hispanic Magazine		Chevrolet	2007	20	No longer in use
The Hound of the Baskervilles	Sherlock Homes	Signet	2001	72	No longer in use
Sounder	William H. Armstrong	McGraw-Hill	1969	69	No longer in use
On the Beach	Nevil Shute	Ballantine	1988	16	No longer in use
The Ox-Bow Incident	Walter Van Tilbug Clark	Signet	1960	7	No longer in use
The Black Tulip	Alexandre Dumas	MacMilan	1965	21	No longer in use
Old Yeller	Fred Gipson	Harper Collins	1956	5	No longer in use
The Outsiders	S.F. Hinton	Dell	1967	5	No longer in use
A Canticle for Leibowitz	Walter M. Miller, Jr.	Bantam	1959	6	No longer in use
The Best of A. Henry	William Sidney Porter	Pendulum	1977	5	No longer in use
The Mutiny on Board H.M.S Banty	William Bligh	Pendulum	1979	10	No longer in use
Great Expectations	Charles Dickens	Pendulum	1979	12	No longer in use
Save-it-yourself Mysterious	Conrad & Rob Peterson	Scholastic	1979	17	No longer in use
Drums Along the Nohawk	Walter D. Edmonds	Bantam	1936	6	No longer in use
The Easy Way	Harriet Diamond	Barrons	1988	8	No longer in use
American Holidays	Donna Anthony Drews	Voluntad	1988	62	No longer in use
Holes	Louis Sachar	Dell	2000	4	No longer in use
WordPak	Lexicon Edition	Perfection Form	1985	34	No longer in use
Working Words In Spelling	G. Willard Woodruff	Curriculum	1981	10	No longer in use
McDougal	Practice Book	McDougal		11	No longer in use
Joseph Kesseling	On Speaking Terms	Macmillian	1975	18	No longer in use
Arsenic And Old Lace	Jimmy G. Harris	Dramatists	1942	14	No longer in use
Lifeguards	Todd Strasser	Scholastic	1993	3	No longer in use
Haunted	Emily Herman	Wright Group	2000	4	No longer in use
Brave New World	Aldous Hoxley	Harper & Row	1946	3	No longer in use
Soul Force	Lucysane Bledsae	Quercus	1986	6	No longer in use
Cleopatra	Amy Wachspres	Quercus	1986	4	No longer in use
Galileo: Ivan Against the World	Maria A. Owens	Quercus	1986	6	No longer in use
Globe Writing Program		Globe Book	1989	6	No longer in use
Foul Play	Dick O'Connor	Sportellers	1981	1	No longer in use
The Indian Hase Mystery	Mary Adrian	Hastings Heuse	1966	1	No longer in use
Vocabulary Workshop	Jerome Shostak	Oxford Book	1988	1	No longer in use
One more River to Cross	Jim Haskins	Scholastic	1992	1	No longer in use
Stories with a Twist	Globe Pearson	Globe R.C.	1996	1	No longer in use
Barrio Boy	Ernesto Galarza	Norte Dame Press	1971	1	No longer in use

Hitting the Rood	Paul Kropp	Dominie Press	2004	1	No longer in use
Russia	Gus Gedatus	Pearson	1993	1	No longer in use
The Tragedy of Macbeth	William Shakespeare	Prestige	1968	1	No longer in use
English County House Murders	Thomas Godtren	Warner	1989	1	No longer in use
The Canterbury Tales	Geoffrey Chaucer	Globe	1999	2	No longer in use
High Escape	Eve Caven	Spateller	1981	2	No longer in use
The Human Comedy	William Saroyan	Easy Reader	1975	1	No longer in use
Spring Break	Barbara Steiner	Scholastic	1996	1	No longer in use
To Kill a Mockingbird	Harper Lee	Warner	1960	1	No longer in use
The Taming of the Shrew	Shakespeare	Foresman	1980	1	No longer in use
Wild over Stonehenge	Pamela Dorre	Pearson	1977	1	No longer in use
I never Promised you a Rose Garden	Hannan Green	Signet	1964	1	No longer in use
The Ghost Comes Calling	Betty Ren Wright	Scholastic	1994	1	No longer in use
More Alex and the Cat	Helen V. Griffith	Greenwillow	1983	1	No longer in use
Kidnapped	Robert Louis Stevenson	Airmant	1963	1	No longer in use
On the Beach	Nevil Shute	Scholastic	1957	1	No longer in use
Tortilla Flat	John Steinbeck	Bantom	1962	3	No longer in use
... Pastures	John Steinbeck	Bantam	1960	1	No longer in use
... Chocolate War	Robert Cormier	Dell	1974	1	No longer in use
October Moon	Michael Scott	Scholastic	1992	1	No longer in use
Two Kinds of Patriots	Lucy Jane Bledsoe	Pearson	1989	1	No longer in use
The Return of the Native	Thomas Hardy	Scholastic	1962	1	No longer in use
Night of Fire and Blood	Leo P. Kelley	Pearson	1979	1	No longer in use
The Hitchhikers Guide to Galaxy	Douglas Adams	Pocker Books	1985	1	No longer in use
The Scarlett Pimpernel	Baroness Orczy	Scholastic	1985	1	No longer in use
Stargirl	Jerry Spinelli	Scholastic	2000	1	No longer in use
Three Mile House	Jim McAuliffe	Pearson	1977	1	No longer in use
Mollie's Year	Tana Reiff	Lifetimes	1979	1	No longer in use
Frankenstein	Gerald Dackerman	Pendulum	1975	1	No longer in use
The Scarlett Letter	Gerald Dackerman	Pendulum	1976	2	No longer in use
The Good Earth	Pearl S. Buck	Enriched	1994	1	No longer in use
Ivan Hoe	Sir Walter Scott	American Library	1983	1	No longer in use
A Day No Pigs Would Die	Robert Newton Peck	Random House	1972	1	No longer in use
The Road South	Globe Pearson	Pearson	1995	1	No longer in use
The time Machine	HG Wells	Bantam	1968	1	No longer in use

The old man and the sea	Ernest Hemingway	Macmillian	1980	1	No longer in use
Grammar & Camposition	Gary Forlim	Soimon Schuster	1983	1	No longer in use
Thrust	Leo B. Kneer	Foresman	1969	3	No longer in use
More Reading Power	Beatrice S. Mikulecky	Longman	2004	2	No longer in use
Lkeys to Learning	Anna Uni Chamot	Pearson	2005	4	No longer in use
Composition Practice	Linda Lonana Blanten	Leaning Inc.	2001	4	No longer in use
Getting Started in Public Speaking	Jaymes Payne	NTC	1990	14	No longer in use
Walk two Moons	Sharon Creech	McGraw-Hill	2001	5	No longer in use
Caught Reading		Globe	2000	11	No longer in use
Great American Stories	Tony Napoli	Lake Classics	1994	29	No longer in use
A Desert Year	Carol Lerner	William Narrow	1991	1	No longer in use
Amazing Stories	Berish & Thibaudean	houghton	1999	2	No longer in use
Skill Sharpeners	Judy Depilippo	Pearson	2005	1	No longer in use
Spelling Improvement	Patricia M. Fergus	McGraw-Hill	1973	1	No longer in use
Basic English Grammar	Bonnie L. Walker	American Guidance	1990	2	No longer in use
Literature: The English Tradition		Prentice Hall Inc.	1989	5	No longer in use
Bridges to Literature		McDougal	2002	2	No longer in use
85 for School Success	Anita Archer	Curriculum	1989	2	No longer in use
Language Exercise	Steck- Vaughn	Gold Book	1984	2	No longer in use

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

SUBJECT: Approval to Surplus Books: King City High School **MEETING:** February 17, 2015

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:

Attached is a listing of outdated and damaged books that can no longer be used. King City High School is requesting approval to surplus them. Sites will attempt to donate the books; left over books will be destroyed.

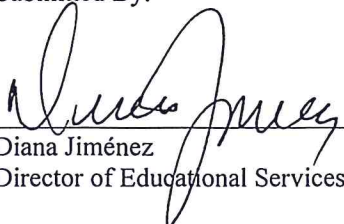
Recommendation:

The recommendation is being made for the State Administrator to approve the lists of surplus books from KCHS.

Fiscal Impact:


None

Submitted By:



Diana Jiménez
Director of Educational Services

Approved:



Daniel R. Moirao, Ed.D.
State Administrator

Textbooks/Novels to be Surplused-KCHS

Title	Edition	Publisher	Copyright	# of copies	Reason
California Algebra 1 All-In-One Student Workbook	Version B	Pearson	2008	290	No longer in use
Magruder's American Government	Student	Prentice Hall	1995	60	No longer in use
Magruder's American Government	Student	Prentice Hall	1996	40	No longer in use
Perspectives on Health	Student	D.C. Health	1996	150	No longer in use
Nosotros y Nuestro Mundo	Student	Glencoe	1997	1	Damaged
Modern World History	Student	McDougal Littell	2006	1	Damaged

Title	Author	Publisher	ISBN	Copies	Reason
To Kill a Mockingbird	Harper Lee	Warner Books	446310786	19	Damaged
Night	Elie Wiesel	Bantam Books	553272535	58	Damaged
Oliver Twist	Charles Dickens	Bantam Books	7678300250	4	Damaged
Of Mice and Men	John Steinbeck	Penguin Books	140177396	4	Damaged

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Approval to Surplus Books: Greenfield High School **MEETING:** February 17, 2015

AGENDA SECTION:

ACTION

INFORMATION

ACTION/CONSENT

Board Goals:

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

Summary:

Attached is a listing of outdated and damaged books that can no longer be used. Greenfield High School is requesting approval to surplus them. The site will attempt to donate the books; left over books will be destroyed.

Recommendation:

The recommendation is being made for the State Administrator to approve the lists of surplus books from Greenfield High School.

Fiscal Impact:


None

Submitted By:



Diana Jiménez
Director of Educational Services

Approved:



Daniel R. Moirao, Ed.D.
State Administrator

Textbooks/Novels to be Surplused-GRHS 2014-15

Title	Edition	Publisher	Copyright	# of copies	Reason
Chemistry	5th Edition	Zumdahl	2000	3	No longer in use
Perspective on Health	Student	D.C.Heath	1994	77	No longer in use
General Science	Student	Merrill	1986	38	No longer in use
Physical Science	Student	Holt	2004	24	No longer in use
Physical Science-Challenge of Discovery	Student	D.C. Heath	1991	66	No longer in use
Biology-Dynamics of Life	Student	Merrill	1991	102	Surp./Damage
Introduction to Chemistry	Student	Zumdahl	2000	9	No longer in use
Physical Science	Student	Silver Budget & Ginn	1988	4	No longer in use
Life Science-Challenge of Discovery	Student	D.C. Heath	1991	5	No longer in use
Cal. Algebra 1	Student	Prentice Hall	2009	10	Damaged
Life Science	Student	Glencoe	1997	3	Damaged
Modern World History	Student	McDougal	2006	6	Damaged
Biology	Student	Holt,Rhinehart	2004	5	Damaged
Geometry	Student	McDougal	2007	1	Damaged
Title	Author	Publisher	ISBN	Copies	Reason
To Kill a Mockingbird	Harper Lee	Warner Books	446310786	19	Damaged

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Approval of Food Service Civil Rights and
Complaint Procedures

MEETING: February 17, 2015

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:

This is to update our Food Service procedures to be in compliance with the National School Lunch Program Requirements.

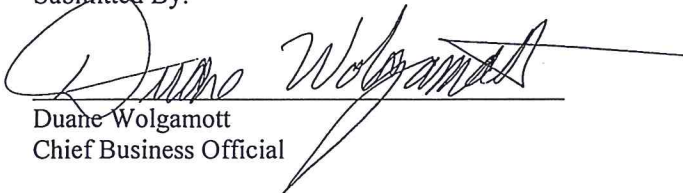
Recommendation:

The recommendation is being made for the State Administrator to approve the Food Service Civil Rights and Complaint Procedures.


Fiscal Impact:

None

Submitted By:


Duane Wolgamott
Chief Business Official

Approved:


Daniel R. Moirao, Ed.D.
State Administrator

**SOUTH MONTEREY COUNTY
JOINT UNION HIGH
SCHOOL DISTRICT'S
NUTRITION SERVICES DIVISION'S**

**Civil Rights
and
Complaint Procedures
for Child Nutrition Programs**

March 2010

This document is intended to relay the requirements for Federal Civil Rights compliance in the nutrition programs as provided in the Food and Nutrition Services (FNS) Instruction 113-1, issued by the United States Department of Agriculture (USDA).

APPLICABILITY

The requirements contained in this document are applicable to all programs and activities of a recipient of Federal financial assistance for the Child Nutrition Programs, whether those programs and activities are federally funded in whole or in part (FNS Instruction 113-1, page 3).

ASSURANCE

A contractual agreement (i.e., Federal/State Agency Agreement or a State Agency/Local Agency Agreement) in which a State agency, local agency, or other sub-recipient legally agrees to administer FNS program services and benefits in accordance with all laws, regulations, instructions, policies, and guidance related to nondiscrimination in program delivery (FNS Instruction 113-1, page 4(C)).

POLICY

Sponsors shall administer the Child Nutrition Programs in accordance with Civil Rights laws. The USDA prohibits discrimination in all its programs and activities on the basis of race, color, national origin, age, disability, and where applicable, sex, marital status, familial status, parental status, religion, sexual orientation, genetic information, political beliefs, reprisal, or because of or because all or part of an individual's income is derived from any public assistance program. Information on how to file a complaint is on page seven of this document.
(Not all prohibited basis apply to all programs.) FNS Instruction 113-1, page 2.

What constitutes Civil Rights compliance in the child nutrition programs?

I. Appointment of a Civil Rights Coordinator whose duties include:

- Providing training and implementing procedures to determine and process Civil Rights complaints. FNS Instruction 113-1, page 16(XI).
- Notifying the public, participants, and potential participants, upon request, of information about program requirements and the procedures for filing a complaint in English and/or in the appropriate language of non-English speaking persons. FNS Instruction 113-1, page 13(IX).
- Developing a method to collect racial and ethnic data. It may be permissible to use visual identification, personal knowledge, or voluntary self-identification by an applicant to obtain racial and ethnic data. However, self-identification or self-reporting is the preferred method of obtaining characteristic data. FNS Instruction 113-1, page 17(XII)(A).

- Ensuring that special meals are made available to participants with disabilities who have a medical statement on file documenting that their disability restricts their diet. *Accommodating Children With Special Dietary Needs in the School Nutrition Programs* page 5(II)(A).
- Ensuring that the most current version of the federal nondiscrimination statement is placed in a prominent location on all informational releases, publications, and posters concerning nutrition program activities. FNS Instruction 113-1, page 14(d). The current nondiscrimination statement is:

In accordance with Federal law and U.S. Department of Agriculture (USDA) policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, or disability.

To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410 or call 800-795-3272 or 202-720-6382 (TTY). USDA is an equal opportunity provider and employer. FNS Instruction 113-1, page 15(1).

If the document is no more than one page and there is no room to print the full nondiscrimination statement, agencies may use the following short version that must be the same print size as the rest of the text: **"This institution is an equal opportunity provider."** FNS Instruction 113-1, page 15(IX)(d)(2).

II. Ensuring that the Civil Rights Coordinator has documentation that the following steps have been implemented:

- Nutrition Programs Civil Rights posters are displayed in areas visible to program recipients such as the food service area and sponsor's office (except in family day care homes). FNS Instruction 113-1, page 15(B)(1).
- The federal nondiscrimination statement described above is included on all program materials that are made available to the public. Menus are excluded from this requirement. FNS Instruction 113-1, page 13(IX)(A)(3) and page 15(IX)(B)(4).
- A public release announcing the availability of the nutrition programs and/or changes in the programs is sent to public media and community/grass roots organizations. FNS Instruction 113-1, page 15(IX)(B)(2).
- An appropriate language translation is available when a significant number of persons in the population speak only a non-English language. FNS Instruction 113-1, pages 9 and 10(VII).
- A system is in place to handle and process complaints alleging discrimination. FNS Instruction 113-1, page 32(XVII)(B).
- Admission [enrollment] procedures do not restrict enrollment of minority persons or persons with disabilities. FNS Instruction 113-1, page 1(II)(B) and (D), Americans with Disabilities Act 28 *CFR* Part 35, Title II, Subtitle A, and FNS Instruction 113-1, page 1(II)(A).

- A system is in place that prevents staff from incorrectly denying applications of minority and persons with disabilities. FNS Instruction 113-1, page 1(II)(B) and (D), Americans with Disabilities Act 28 *CFR* Part 35, Title II, Subtitle D, and FNS Instruction 113-1, page 1(I)(A)
- Participants with disabilities have equal access to all programs. FNS Instruction 113-1, page 1(II)(B) and (D), Americans with Disabilities Act 28 *CFR* Part 35, Title II, Subtitle A.

PUBLIC NOTIFICATION

All FNS assistance programs must include a public notification system. The purpose of this system is to inform applicants, participants, and potentially eligible persons of the program's availability, program rights and responsibilities, the policy of nondiscrimination, and the procedure for filing a complaint. FNS Instruction 113-1, page 13(IX).

What is a grass roots effort and/or public notification?

Sponsors are required to notify their local community that they offer a nutrition program. This form of promotion is known as a "grass roots effort." The grass roots effort is accomplished by implementing a **public notification system** that encourages participation by potentially eligible sponsors and sites and informs potential beneficiaries (particularly those in underserved populations), of the availability of the child nutrition programs. The **public notification system** can be a system that involves Internet, newspaper articles, radio/TV announcements, flyers, or any other vehicle of communication deemed necessary to reach the intended recipients. FNS Instruction 113-1, page 15(IX)(B)(2).

What is a Grass Roots Organization?

A grass roots organization is any organization at the local level that interacts directly with eligible or potentially eligible participants or beneficiaries, such as an advocacy organization, community action program, civic organization, migrant group, religious organization, neighborhood council, or other similar group. FNS Instruction 113-1, page 5(V)(P).

What racial and ethnic categories are protected in child and adult nutrition programs?

Under the 2009-2010 Civil Rights policy for child nutrition programs, there is now a Two-Question format for collecting racial and ethnic data from all program applicants and participants. Separate categories shall be used when collecting and reporting ethnicity and race. Ethnicity shall be collected first, and then respondents shall be offered the option of selecting one or more racial designations. Recommended instructions accompanying the multiple responses for race should specify "Mark one or more" or "Select one or more." FNS Instruction 113-1, page 18 (XII)(A)(4).

The minimum designations for ethnic and racial data collection are as follows:

Ethnicity: FNS Instruction 113-1, page 18(XII)(A)(4)(a)

- **Hispanic or Latino** - A person of Cuban, Mexican, Puerto Rican, South or Central America, or other Spanish culture or origin, regardless of race. The term, "Spanish origin" can be used in addition to "Hispanic or Latino."
- **Not Hispanic or Latino.**

Race: FNS Instruction 113-1, page 18(XII)(A)(4)(b)

- **American Indian or Alaskan Native** - A person having origins in any of the original peoples of North and South America (including Central America) and who maintains tribal affiliation or community attachment.
- **Asian** - A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, The Philippine Islands, Thailand, and Vietnam.
- **Black or African American** - A person having origins in any of the black racial groups of Africa. Terms such as "Haitian" or "Negro" can be used in addition to "Black or African American."
- **Native Hawaiian or Other Pacific Islander** - A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- **White** - A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

What constitutes discriminatory behavior?

The following are general examples of prohibited discriminatory behavior: FNS Instruction 113-1, page 24(XIV)(A)(1-4):

- Denying an individual or household the opportunity to apply for FNS program benefits or services on the basis of race, color, national origin, sex, or disability. The Supplemental Nutrition Assistance Program (SNAP) and Food Distribution Program on Indian Reservations (FDPIR) also prohibit discrimination on the basis of religion and political beliefs.
- Providing FNS program services or benefits in a different manner on the basis of race, color, national origin, age, sex, or disability, unless the difference is necessary to comply with nondiscrimination requirements, such as disability accommodations. The SNAP and FDPIR also prohibit discrimination on the basis of religion and political beliefs.
- Selecting members for planning and advisory bodies in such a way as to exclude persons from membership on the basis of race, color, national origin, age, sex, or disability. The SNAP and FDPIR also prohibit discrimination on the basis of religion and political beliefs.
- Selecting FNS program sites or facilities in a manner that denies an individual access to FNS program benefits, assistance, or services on the basis of race, color, national origin, age, sex, or disability. The SNAP and FDPIR also prohibit discrimination on the basis of religion and political beliefs.

In order to meet federal civil rights requirements for child nutrition programs, the Nutrition Services Division recommends that the Civil Rights Coordinator maintain a Complaint Log and work with the appropriate people to resolve the complaint.

The complaint log should include (at a minimum) the following information:

- The name, address, and telephone number or other means of contacting the complainant
- The specific location and name of the entity delivering benefits
- The nature of the complaint or action that led to the charges being filed

If the nature of the complaint appears discriminatory, the NSD recommends that the Civil Rights Coordinator collect the following information:

- The basis on which the complainant feels that discrimination occurred. In order to be considered a discrimination complaint, the complainant must feel discriminated against based on one or more of the protected classes
- The names, titles, and if known, addresses of persons who may have knowledge of the discriminatory action or situation
- The date(s) that the alleged discrimination occurred, or the duration of such action

WHERE TO FILE A COMPLAINT

To file a program or civil rights complaint, contact one of the following agencies listed below:

South Monterey County Joint Union High School District
Civil Rights Coordinator
800 Broadway Street
King City, CA 93930
1-831-385-0606 ext. 4305

Child Nutrition Program
Civil Rights and Program Complaint Coordinator
California Department of Education
Nutrition Services Division
1430 N Street, Room 1500
Sacramento, CA 95814-2342
916-445-0850 or 800-952-5609

Or

Office of Civil Rights
USDA, Western Region
90 Seventh Street, STE. 10-100
San Francisco, CA 94103
415-705-1336 or FAX 415-705-1364
or *Joe.Torres@fns.usda.gov*

Or

USDA, Director, Office of Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410
800-795-3272 or 202-720-6382 (TTY)

Note: All complaints of discrimination will be investigated and processed by the USDA. All program complaints filed with the NSD will be resolved at the State level. The NSD Complaint Coordinator will log your complaint, refer it to the appropriate program or Field Services Unit, and track it through resolution. The NSD reserves the right to conduct unannounced site visits to determine the validity of all allegations.

KEY OF COMPLAINT TERMINOLOGY

<i>Complainant</i>	Any individual, including a person's duly authorized representative or an interested third party, public agency, or organization who files a complaint.
<i>Complaint</i>	A written or verbal statement alleging a violation of a federal or state law or regulation, which may include an allegation of unlawful discrimination.
<i>Complaint Coordinator</i>	A staff member who is responsible for tracking all program complaints until resolution. The NSD Complaint Coordinator can be reached at 916-323-8521 or toll free at 800-952-5609.
<i>Discrimination</i>	The act of making a distinction in favor or against a person intentionally or unintentionally with policies, procedures, attitudes, and practices that denies equal access, or limits services and benefits to those who are eligible.
<i>Discrimination Complaint</i>	A complaint alleging discrimination based on race, color, national origin, sex, age, or disability.
<i>Program Complaint</i>	A complaint alleging violation of federal or state laws or regulations concerning the programs.

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

SUBJECT: Site Enrollment, Attendance and Referral Statistics

MEETING: February 17, 2015

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 the January 2015 reports for each site indicating enrollment, attendance and discipline.

Note: Some of the programs in the report such as Home and Hospital may not have students enrolled during a reporting period

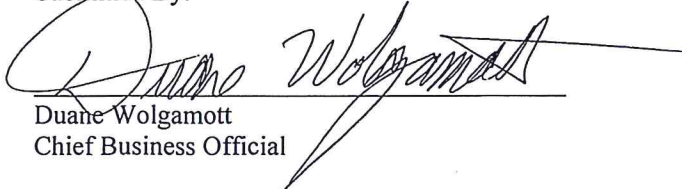
Recommendation:

This is an information item only.


Fiscal Impact:

None

Submitted By:


Duane Wolgamott
Chief Business Official

Approved:


Daniel R. Moirao, Ed.D.
State Administrator

Greenfield High School

02/06/2015

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2014-2015

MONTHLY ATTENDANCE SUMMARY

Page 1

Month 6 - From 12/29/2014 Through 01/23/2015

Regular Program

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	9	247	7	254	3	251	44	115	2286	2127	236.33	94.87%	0	23422	97	241.46
10	TOTAL	9	254	3	257	0	257	7	129	2313	2177	241.89	94.41%	0	23817	97	245.54
11	TOTAL	9	219	5	224	5	219	11	108	2016	1897	210.78	94.61%	5	20525	97	211.60
12	TOTAL	9	182	14	196	4	192	22	101	1764	1641	182.33	94.20%	2	17687	97	182.34
TOTAL 9-12		9	902	29	931	12	919	84	453	8379	7842	871.33	94.54%	7	85451	97	880.94
PROGRAM		9	902	29	931	12	919	84	453	8379	7842	871.33	94.54%	7	85451	97	880.94

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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

02/06/2015

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2014-2015

MONTHLY ATTENDANCE SUMMARY

Page 2

Month 6 - From 12/29/2014 Through 01/23/2015

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)
9	TOTAL	9	0	0	0	0	0	0	0	0	0	0.00	0.00%	0	67	97	0.69
12	TOTAL	9	0	0	0	0	0	0	0	0	0	0.00	0.00%	0	39	97	0.40
	TOTAL 9-12	9	0	0	0	0	0	0	0	0	0	0.00	0.00%	0	106	97	1.09
	PROGRAM	9	0	0	0	0	0	0	0	0	0	0.00	0.00%	0	106	97	1.09

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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

02/06/2015

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2014-2015

MONTHLY ATTENDANCE SUMMARY

Page 3

Month 6 - From 12/29/2014 Through 01/23/2015

Program I Independent Study

Grade Tchr Level No.	A Tchg Days	B Enroll- ment Carried Fwd	C Gains	D Total Enroll- ment (B+C)	E Losses	F Ending Enroll- ment (D-E)	G Days Not Enroll	H Days Non- Apport Attend	I Actual Days (A*D)	J Total Apport Attend (A*D)-G-H	K Total A.D.A. (J/A)	L Percent Attend J/(A*D)-G	M Loss at End of Last School Day	N O P		
														YEAR TO DATE		
														Total Apport Attend	Days Taught	Total ADA (N/O)
9 TOTAL	9	1	2	3	0	3	2	15	27	10	1.11	40.00%	0	81	97	0.84
10 TOTAL	9	2	0	2	0	2	0	10	18	8	0.89	44.44%	0	261	97	2.69
11 TOTAL	9	7	0	7	0	7	0	9	63	54	6.00	85.71%	0	584	97	6.02
12 TOTAL	9	4	2	6	1	5	15	12	54	27	3.00	69.23%	0	511	97	5.27
TOTAL 9-12	9	14	4	18	1	17	17	46	162	99	11.00	68.28%	0	1437	97	14.81
PROGRAM	9	14	4	18	1	17	17	46	162	99	11.00	68.28%	0	1437	97	14.81

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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

02/06/2015

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2014-2015

MONTHLY ATTENDANCE SUMMARY

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Month 6 - From 12/29/2014 Through 01/23/2015

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	N O P		
														YEAR TO DATE		
														Total Apport Attend	Days Taught	Total ADA (N/O)
9 TOTAL	9	3	0	3	0	3	0	0	27	27	3.00	100.00%	0	289	97	2.98
10 TOTAL	9	1	0	1	0	1	0	2	9	7	0.78	77.78%	0	93	97	0.96
11 TOTAL	9	7	0	7	0	7	0	9	63	54	6.00	85.71%	0	575	97	5.93
12 TOTAL	9	5	0	5	0	5	0	6	45	39	4.33	86.67%	0	423	97	4.36
TOTAL 9-12	9	16	0	16	0	16	0	17	144	127	14.11	88.19%	0	1380	97	14.23
PROGRAM	9	16	0	16	0	16	0	17	144	127	14.11	88.19%	0	1380	97	14.23

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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

02/06/2015

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2014-2015

MONTHLY ATTENDANCE SUMMARY

Page 5

Month 6 - From 12/29/2014 Through 01/23/2015

Program T SDC Transitional 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	9	8	0	8	0	8	0	15	72	57	6.33	79.17%	0	704	97	7.26
10 TOTAL	9	4	0	4	0	4	0	2	36	34	3.78	94.44%	0	365	97	3.76
11 TOTAL	9	4	0	4	0	4	0	0	36	36	4.00	100.00%	0	344	97	3.55
12 TOTAL	9	5	0	5	0	5	0	6	45	39	4.33	86.67%	0	386	97	3.98
TOTAL 9-12	9	21	0	21	0	21	0	23	189	166	18.44	87.83%	0	1799	97	18.55
PROGRAM	9	21	0	21	0	21	0	23	189	166	18.44	87.83%	0	1799	97	18.55

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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

02/06/2015

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2014-2015

MONTHLY ATTENDANCE SUMMARY

Page 6

Month 6 - From 12/29/2014 Through 01/23/2015

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	9	1
TOTAL 9-12	9	1	0	1	0	1	0	0	9	9	1.00	100.00%	0	24	39	0.62
PROGRAM	9	1	0	1	0	1	0	0	9	9	1.00	100.00%	0	24	39	0.62

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Principal Signature

Date

Greenfield High School

2/6/2015

2014-2015

Discipline Distribution Report from 1/1/2015 to 1/31/2015

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	
04 *Assault (E) 48900 (a)(2)	1	1	-	-	-	1	-	1	-	-	-	-	-	-	-
36 Behavior, Defiance (E) 489	1	-	-	1	-	-	1	1	-	-	-	-	-	-	-
37 Behavior, Disobedience (E)	2	1	-	1	-	1	1	2	-	-	-	-	-	-	-
38 Behavior, Disruptive (E) 48	4	2	2	-	-	-	4	4	-	-	-	-	-	-	-
39 Behavior, Inappropriate (E)	2	1	-	1	-	1	1	2	-	-	-	-	-	-	-
41 Class Rules, Violation of	1	1	-	-	-	1	-	1	-	-	-	-	-	-	-
48 Dress, Code Violation	1	-	-	1	-	-	1	1	-	-	-	-	-	-	-
52 Fighting (E) 48900 (a)(1)	6	3	3	-	-	2	4	6	-	-	-	-	-	-	-
71 Off Limits	1	1	-	-	-	1	-	1	-	-	-	-	-	-	-
Totals:	19	10	5	4	-	7	12	19	-	-	-	-	-	-	-

Portola-Butler Contin. High School

2/6/2015

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2014-2015

MONTHLY ATTENDANCE SUMMARY/CONTINUATION

Page 1

Month 6 - From 12/29/2014 Through 01/23/2015

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	9	0	3	3	0	3	2	75.00	75.00	0.00	75.00	2.78
11 TOTAL	9	20	10	30	2	28	15	765.00	682.00	0.00	682.00	25.26
12 TOTAL	9	40	6	46	1	45	2	1236.00	1024.00	2.00	1026.00	38.00
PROGRAM TOTAL	9	60	19	79	3	76	19	2076.00	1781.00	2.00	1783.00	66.04

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	9	0	1	1	0	1	2	21.00	12.00	0.00	12.00	0.44
12 TOTAL	9	5	1	6	2	4	5	147.00	78.00	8.00	86.00	3.19
PROGRAM TOTAL	9	5	2	7	2	5	7	168.00	90.00	8.00	98.00	3.63

Program X Fifth year senior - Independent Study(I)												
	A	B	C	D	E	F	G	H	I	J	K	L
Grade Level	Days Taught	Enrollment Carried Forward	Gains	Total Enrollment (B+C)	Losses	Ending Enrollment (D-E)	Days Not Enrolld	Maximum Hours	Apportnd Hours	Credited Hours	Total Apportnd Hours (I+J)	TOTAL ADA (K / 3 / A)
12 TOTAL	9	2	0	2	0	2	0	54.00	27.00	0.00	27.00	1.00
PROGRAM TOTAL	9	2	0	2	0	2	0	54.00	27.00	0.00	27.00	1.00

Portola-Butler Contin. High School

2/6/2015
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2014-2015

MONTHLY ATTENDANCE SUMMARY/CONTINUATION

Page 2

Month 6 - From 12/29/2014 Through 01/23/2015

Preparer's Signature

Date

Principal's Signature

Date

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King City High School

02/06/2015

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2014-2015

MONTHLY ATTENDANCE SUMMARY

Page 1

Month 6 - From 12/29/2014 Through 01/23/2015

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	YEAR TO DATE		
														N Total Apport Attend	O Days Taught	P Total ADA (N/O)
														9 TOTAL	9	257
10 TOTAL	9	236	3	239	2	237	22	94	2151	2035	226.11	95.58%	0	22506	97	232.02
11 TOTAL	9	207	3	210	5	205	37	87	1890	1766	196.22	95.30%	0	19927	97	205.43
12 TOTAL	9	169	7	176	0	176	3	62	1584	1519	168.78	96.08%	0	16188	97	166.89
TOTAL 9-12	9	869	14	883	8	875	72	329	7947	7546	838.44	95.82%	0	83299	97	858.75
PROGRAM	9	869	14	883	8	875	72	329	7947	7546	838.44	95.82%	0	83299	97	858.75

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Principal Signature

Date

King City High School

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2014-2015

MONTHLY ATTENDANCE SUMMARY

Page 2

Month 6 - From 12/29/2014 Through 01/23/2015

Program I Independent Study

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	9	1	1	2	0	2	2	6	18	10	1.11	62.50%	0	65	78	0.83
10 TOTAL	9	6	0	6	0	6	5	3	54	46	5.11	93.88%	0	445	97	4.59
11 TOTAL	9	13	3	16	0	16	6	45	144	93	10.33	67.39%	0	1056	97	10.89
12 TOTAL	9	4	0	4	0	4	0	9	36	27	3.00	75.00%	0	357	97	3.68
TOTAL 9-12	9	24	4	28	0	28	13	63	252	176	19.56	73.64%	0	1923	97	19.82
PROGRAM	9	24	4	28	0	28	13	63	252	176	19.56	73.64%	0	1923	97	19.82

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Principal Signature

Date

King City High School

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2014-2015

MONTHLY ATTENDANCE SUMMARY

Page 3

Month 6 - From 12/29/2014 Through 01/23/2015

Program S SPED

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	9	16	0	16	0	16	0	7	144	137	15.22	95.14%	0	1087	97	11.21
10 TOTAL	9	3	0	3	0	3	0	2	27	25	2.78	92.59%	0	155	97	1.60
11 TOTAL	9	2	0	2	0	2	0	1	18	17	1.89	94.44%	0	411	97	4.24
12 TOTAL	9	5	0	5	0	5	0	11	45	34	3.78	75.56%	0	391	97	4.03
TOTAL 9-12	9	26	0	26	0	26	0	21	234	213	23.67	91.03%	0	2044	97	21.07
PROGRAM	9	26	0	26	0	26	0	21	234	213	23.67	91.03%	0	2044	97	21.07

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Principal Signature

Date

King City High School

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2014-2015

MONTHLY ATTENDANCE SUMMARY

Page 4

Month 6 - From 12/29/2014 Through 01/23/2015

Program X Fifth year senior

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)
12 TOTAL	9	1	0	1	0	1	0	1	9	8	0.89	88.89%	0	87	97	0.90
TOTAL 9-12	9	1	0	1	0	1	0	1	9	8	0.89	88.89%	0	87	97	0.90
PROGRAM	9	1	0	1	0	1	0	1	9	8	0.89	88.89%	0	87	97	0.90

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Principal Signature

Date

King City High School

2/6/2015

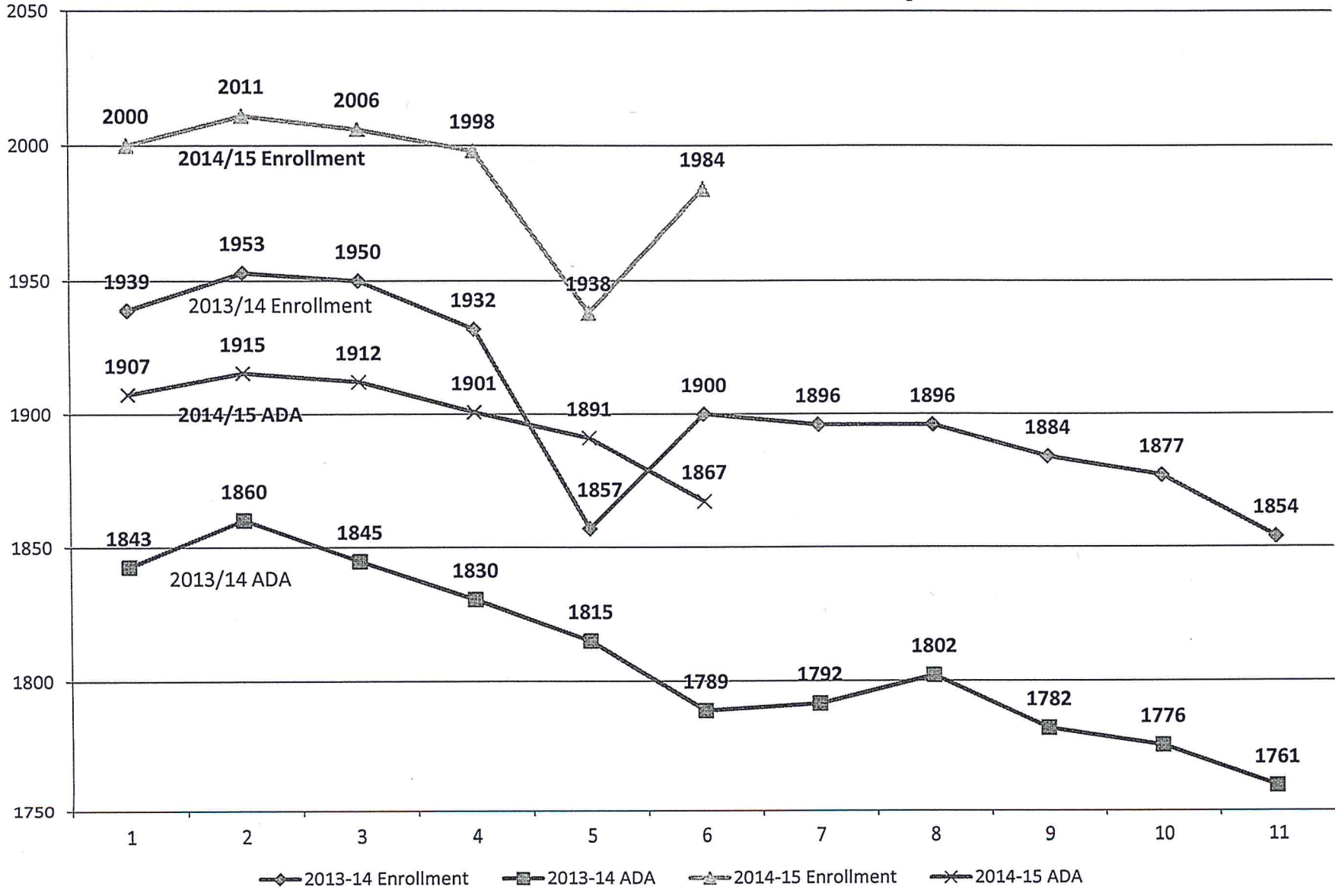
2014-2015

Discipline Distribution Report from 1/1/2015 to 1/31/2015

Page 1

Code # and Name	Total	Grade				Sex		Hispanic/Latino?	Race (Not Hispanic)					
		9	10	11	12	F	M	Y	100	200	300	400	600	700
07 *Drugs, Paraphernalia (E)	4	1	2	-	1	-	4	4	-	-	-	-	-	-
25 *Weapon, Possession of (1	-	-	-	1	-	1	-	-	-	-	-	-	1
52 Fighting (E) 48900 (a)(1)	7	1	5	1	-	-	7	6	-	-	-	-	-	1
67 Materials, Inappropriate	1	-	-	1	-	-	1	1	-	-	-	-	-	-
Totals:	13	2	7	2	2	-	13	11	-	-	-	-	-	2

District Enrollment & ADA comparisons



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Totals

KCHS 2013-14	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11
Ending Enrollment	942.00	935.00	925.00	916.00	893.00	909.00	897.00	895.00	890.00	886.00	885.00
Total ADA	910.21	895.94	883.89	871.74	873.13	860.40	861.26	860.77	856.20	850.73	834.09
Percentage Attendance	96.63%	95.82%	95.56%	95.17%	97.77%	94.65%	96.02%	96.18%	96.20%	96.02%	94.25%

KCHS 2014-15	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11
Ending Enrollment	938.00	946.00	941.00	937.00	919.00	929.00	0.00	0.00	0.00	0.00	0.00
Total ADA	896.68	905.70	907.20	910.05	892.87	881.67	0.00	0.00	0.00	0.00	0.00
Percentage Attendance	95.59%	95.74%	96.41%	97.12%	97.16%	94.91%					

Totals

GHS 2013-14	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11
Ending Enrollment	929.00	938.00	939.00	934.00	910.00	924.00	927.00	928.00	924.00	924.00	916.00
Total ADA	872.90	891.55	884.06	882.73	873.06	865.60	866.73	872.11	860.60	866.53	871.58
Percentage Attendance	93.96%	95.05%	94.15%	94.51%	95.94%	93.68%	93.50%	93.98%	93.14%	93.78%	95.15%

GHS 2014-15	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11
Ending Enrollment	983.00	984.00	978.00	975.00	954.00	974.00	0.00	0.00	0.00	0.00	0.00
Total ADA	942.95	937.20	931.90	913.07	926.07	915.88	0.00	0.00	0.00	0.00	0.00
Percentage Attendance	95.93%	95.24%	95.29%	93.65%	97.07%	94.03%					

Totals

PBHS 2013-14	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11
Ending Enrollment	68.00	80.00	86.00	82.00	54.00	67.00	72.00	73.00	70.00	67.00	53.00
Total ADA	59.49	72.73	76.80	75.99	68.76	63.00	63.58	69.22	65.53	58.65	54.86
Percentage Attendance	87.49%	90.91%	89.30%	92.67%	127.33%	94.03%	88.31%	94.82%	93.61%	87.54%	103.51%

PBHS 2013-14	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11
Ending Enrollment	79.00	81.00	87.00	86.00	65.00	81.00	0.00	0.00	0.00	0.00	0.00
Total ADA	67.81	72.59	73.13	77.66	72.04	69.67	0.00	0.00	0.00	0.00	0.00
Percentage Attendance	85.84%	89.62%	84.06%	90.30%	110.83%	86.01%					

District

2013-14	1939	1953	1950	1932	1857	1900	1896	1896	1884	1877	1854
ADA	1843	1860	1845	1830	1815	1789	1792	1802	1782	1776	1761
2014-15	2000	2011	2006	1998	1938	1984	0	0	0	0	0
ADA	1907	1915	1912	1901	1891	1867	0	0	0	0	0
	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11
Enroll Diff	61.00	58.00	56.00	66.00	81.00	84.00					
ADA Diff	64.84	55.27	67.48	70.32	76.03	78.22					

Regular Program

KCHS 2013-14	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11
Ending Enrollment	916.00	907.00	891.00	874.00	858.00	866.00	854.00	849.00	844.00	838.00	838.00
Total ADA	890.32	872.39	859.58	840.11	839.13	837.00	825.26	821.44	818.27	808.53	798.08
Percentage Attendance	96.67%	95.59%	95.41%	95.31%	96.08%	96.34%	96.07%	96.34%	96.54%	96.16%	95.24%

KCHS 2014-15	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11
Ending Enrollment	892.00	895.00	890.00	882.00	869.00	875.00					
Total ADA	868.79	863.35	864.26	862.92	851.13	838.44					
Percentage Attendance	96.87%	96.94%	96.81%	96.71%	96.68%	95.82%					

Regular Program

GHS 2013-14	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11
Ending Enrollment	887.00	891.00	887.00	877.00	862.00	871.00	872.00	872.00	872.00	864.00	854.00
Total ADA	845.05	855.89	845.32	838.26	827.93	833.60	825.26	827.94	817.67	822.32	832.25
Percentage Attendance	96.21%	95.99%	95.09%	94.99%	94.30%	94.99%	94.46%	94.91%	93.74%	94.74%	96.16%

GHS 2014-15	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11
Ending Enrollment	931.00	925.00	919.00	913.00	902.00	919.00					
Total ADA	899.84	887.05	881.37	862.73	872.27	871.33					
Percentage Attendance	96.40%	95.57%	95.35%	93.99%	95.34%	94.54%					

Regular Program

PBHS 2013-14	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11
Ending Enrollment	65.00	78.00	84.00	79.00	53.00	67.00	72.00	73.00	69.00	64.00	50.00
Total ADA	57.58	71.30	74.12	74.25	66.47	63.00	63.58	69.22	65.20	57.26	53.11
Percentage Attendance	94.51%	94.00%	92.48%	89.41%	86.60%	89.90%	89.57%	90.17%	88.85%	85.34%	83.84%

PBHS 2014-15	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11
Ending Enrollment	78.00	78.00	79.00	79.00	60.00	76.00					
Total ADA	67.02	71.27	69.32	71.62	67.60	66.04					
Percentage Attendance	90.96%	88.80%	64.51%	91.67%	85.79%	85.89%					

Independent Study Program

KCHS 2013-14	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11
Ending Enrollment	11.00	12.00	17.00	24.00	17.00	25.00	25.00	28.00	27.00	29.00	29.00
Total ADA	5.42	8.83	9.26	15.16	17.27	9.20	20.16	23.06	21.20	24.26	18.92
Percentage Attendance	61.31%	79.10%	68.75%	71.64%	71.94%	38.66%	80.63%	86.82%	76.63%	86.65%	65.23%

KCHS 2014-15	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11
Ending Enrollment	27	32	30	30	24	28					
Total ADA	10.21	23.85	23.47	24.53	17.47	19.56					
Percentage Attendance	57.23%	77.81%	75.59%	81.78%	59.82%	73.64%					

Independent Study Program

GHS 2013-14	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11
Ending Enrollment	16.00	18.00	23.00	28.00	20.00	24.00	26.00	27.00	24.00	32.00	33.00
Total ADA	6.95	12.61	12.74	20.00	20.00	8.60	15.84	17.67	17.00	19.21	13.25
Percentage Attendance	43.00%	71.61%	62.69%	79.66%	67.77%	37.07%	63.50%	66.11%	67.82%	66.48%	40.36%

GHS 2014-15	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11
Ending Enrollment	16	20	20	22	14	17					
Total ADA	10.63	15.50	15.74	17.27	17.87	11.00					
Percentage Attendance	77.39%	79.08%	78.68%	80.19%	81.21%	68.28%					

Independent Study Program

PBHS 2013-14	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11
Ending Enrollment	3.00	2.00	2.00	3.00	1.00	0.00	0.00	0.00	1.00	3.00	3.00
Total ADA	1.91	1.43	2.68	1.74	2.29	0.00	0.00	0.00	0.33	1.39	1.75
Percentage Attendance	78.86%	48.89%	99.12%	53.97%	65.19%	0.00%	0.00%	0.00%	55.56%	73.15%	58.33%

PBHS 2013-14	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11
Ending Enrollment	1.00	3.00	8.00	7.00	5.00	5.00					
Total ADA	0.79	1.32	3.81	6.04	4.44	3.63					
Percentage Attendance	91.11%	94.05%	75.18%	76.83%	63.49%	58.33%					

Special Education Program

KCHS 2013-14	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11
Ending Enrollment	15.00	16.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00	17.00
Total ADA	14.47	14.72	15.05	16.05	16.53	14.20	15.84	15.94	15.93	16.05	15.92
Percentage Attendance	96.49%	93.64%	92.56%	94.43%	97.25%	83.53%	93.19%	93.79%	93.73%	94.43%	93.63%

KCHS 2014-15	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11
Ending Enrollment	19	19	21	25	26	26					
Total ADA	17.68	18.5	19.47	22.6	24.27	23.67					
Percentage Attendance	96.28%	97.37%	95.12%	90.40%	94.79%	91.03%					

Special Education Program

GHS 2013-14	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11
Ending Enrollment	8.00	8.00	8.00	8.00	8.00	8.00	8.00	8.00	8.00	8.00	8.00
Total ADA	7.11	7.00	7.58	7.11	7.60	7.40	7.63	7.72	7.53	7.63	7.50
Percentage Attendance	88.82%	87.50%	94.74%	88.82%	95.00%	92.50%	95.39%	96.53%	94.17%	95.39%	93.75%

GHS 2014-15	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11
Ending Enrollment	16	16	16	16	16	16					
Total ADA	14.95	14.55	14.21	13.07	14.13	14.11					
Percentage Attendance	93.42%	90.94%	88.82%	81.67%	88.33%	88.19%					

Transitional Special Education Program

KCHS 2013-14	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11
Ending Enrollment											
Total ADA											
Percentage											
Attendance											

KCHS 2014-15	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11
Ending Enrollment											
Total ADA											
Percentage											
Attendance											

Transitional Special Education Program

GHS 2013-14	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11
Ending Enrollment	15.00	15.00	15.00	15.00	16.00	16.00	17.00	17.00	17.00	17.00	17.00
Total ADA	12.79	13.72	13.63	13.47	12.93	13.80	14.89	15.50	15.60	15.42	15.58
Percentage											
Attendance	95.87%	91.48%	90.88%	89.82%	83.98%	86.25%	88.99%	91.18%	91.76%	90.71%	91.67%

GHS 2014-15	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11
Ending Enrollment	20	22	21	21	21	21					
Total ADA	17.53	19.1	19	18	19.07	18.44					
Percentage											
Attendance	90.74%	90.99%	90.48%	85.71%	90.79%	87.33%					

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Cash Flow Report for 2014-15

MEETING: February 17, 2015

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:

Cash flow Projection Report - 2014/15 Fiscal Year

- Fund 01 – General Fund
- Fund 09 – Charter School Fund
- Fund 13 – Cafeteria Fund (Fund 13 usually runs a negative balance as there are no advance apportionments)
- Fund 14 – Deferred Maintenance
- Fund 17 – Special Reserve Fund
- Fund 25 – Capital Facilities Program
- Fund 35 – School Facility Program
- Fund 56 – Debt Service


Recommendation:

This is an information item only.


Fiscal Impact:

None

Submitted By:


Duane Wolgamott
Chief Business Official

Approved:


Daniel R. Moirao, Ed.D.
State Administrator

Fund 01 - Actuals through June

Fiscal Year 2014/15

	Object	Beginning Balance	July	August	September	October	November	December	
A. BEGINNING CASH	9110		2,684,984.67	3,773,017.44	3,664,176.60	4,005,466.43	4,207,942.26	3,326,385.24	
B. RECEIPTS									
Revenue Limit									
Principal Apportionment	8010-8019		1,379,129.00	1,421,971.00	2,037,097.00	1,421,971.00			
Property Taxes	8020-8079			10,130.73	18,226.14		35,534.52	3,100,396.52	
Miscellaneous Funds	8080-8099								
Federal Revenues	8100-8299				298,201.61	16,831.00	60,000.00		
Other State Revenues	8300-8599				5,425.46	63,942.00	212,685.00		
Other Local Revenues	8600-8799			5,550.00	72,465.38	113,386.03	149,979.82	269,238.81	
Interfund Transfers In	8910-8929					13,515.09	13,515.09		
All Other Financing Sources	8930-8979								
Undefined Objects									
TOTAL RECEIPTS		.00	1,379,129.00	1,406,290.27	2,431,415.59	1,629,645.12	444,684.25	3,369,635.33	
C. DISBURSEMENTS									
Certificated Salaries	1000-1999		105,614.54	586,447.00	601,570.81	641,806.53	624,278.59	64,802.24	
Classified Salaries	2000-2999		97,455.69	180,399.08	207,250.89	182,150.72	193,589.96	225,506.14	
Employee Benefits	3000-3999		72,804.77	246,449.11	248,356.14	238,044.23	251,366.55	121,090.93	
Books and Supplies	4000-4999		47,882.63	107,666.77	382,449.32	230,431.88	98,356.82	44,397.38	
Services	5000-5999		253,470.64	190,396.69	158,180.03	156,043.37	137,428.53	112,878.66	
Capital Outlays	6000-6599			3,500.00		19,967.22	19,608.76		
Other Outgo	7000-7499		9,383.08	19,704.46	19,704.46	19,704.46	19,704.46	1,267,613.76	
Interfund Transfers Out	7600-7629								
All Other Financing Uses	7630-7699								
Undefined Objects									
TOTAL DISBURSEMENTS		.00	586,611.35	1,334,563.11	1,617,511.65	1,448,213.97	1,344,333.67	1,836,289.11	
D. BALANCE SHEET TRANSACTIONS									
Assets									
Cash Not In Treasury	9111-9199	1,073,471.13	183,782.25	311,485.94	311,485.94	112,278.13		1,067,205.95	
Accounts Receivable	9200-9299	5,775,496.92	6,195,925.42	229,150.87	18,065.65	79,297.27	433.00	78,298.99	
Due From Other Funds	9310								
Stores	9320								
Prepaid Expenditures	9330								
Other Current Assets	9340								
Undefined Objects									
SUBTOTAL ASSETS		6,848,968.05	6,012,143.17	82,335.07	293,420.29	32,980.86	433.00	1,145,504.94	
(continued)									

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

ESCAPE ONLINE

Fund 01 - Actuals through June		Fiscal Year 2014/15							
	Object	Beginning Balance	July	August	September	October	November	December	
Liabilities									
Accounts Payable	9500-9599	5,690,077.78	5,716,628.05-	98,005.43-	27,624.86	54,026.90	17,423.39	79,752.54-	
Due To Other Funds	9610								
Current Loans	9640								
Deferred Revenues	9650	206,818.07			206,818.07-				
Undefined Objects									
SUBTOTAL LIABILITIES		5,896,895.85	5,716,628.05-	98,232.93-	179,193.82-	54,025.54	17,659.40	79,756.29-	
Nonoperating									
Suspense Clearing	9910			227.50-	.61-	1.36-	236.01	3.75-	
TOTAL BALANCE SHEET TRANSACTIONS		952,072.20-	295,515.12	180,568.00-	472,614.11-	21,044.68	18,092.40	1,065,748.65	
E. NET INCREASE/DECREASE B - C + D			1,088,032.77	108,840.84-	341,289.83	202,475.83	881,557.02-	2,599,094.87	
F. ENDING CASH (A + E)			3,773,017.44	3,664,176.60	4,005,466.43	4,207,942.26	3,326,385.24	5,925,480.11	
G. Ending Cash, Plus Cash Accruals and Adjustments									

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Fund 01 - Actuals through June

Fiscal Year 2014/15

	Object	January	February	March	April	May	June	Total	Budget
A. BEGINNING CASH	9110	5,925,480.11	5,184,840.73	4,909,748.43	4,909,748.43	4,909,748.43	4,909,748.43		
B. RECEIPTS									
Revenue Limit									
Principal Apportionment	8010-8019	1,183,913.00						7,444,081.00	11,701,685.00
Property Taxes	8020-8079	61,203.43	48,630.00					3,156,599.88	4,880,368.00
Miscellaneous Funds	8080-8099								
Federal Revenues	8100-8299	14,333.00						389,365.61	1,204,199.00
Other State Revenues	8300-8599	92,217.96						374,270.42	767,260.19
Other Local Revenues	8600-8799	96,703.03						696,223.07	1,227,045.81
Interfund Transfers In	8910-8929								
All Other Financing Sources	8930-8979								
Undefined Objects									
TOTAL RECEIPTS		1,448,370.42	48,630.00	.00	.00	.00	.00	12,060,539.98	19,780,558.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	1,200,937.71	30,774.49					3,856,231.91	7,536,008.00
Classified Salaries	2000-2999	186,245.92	11,859.90					1,284,458.30	2,474,436.00
Employee Benefits	3000-3999	401,154.61	5,644.23					1,584,910.57	3,148,275.00
Books and Supplies	4000-4999	56,248.82	27,224.22					994,657.84	1,792,247.67
Services	5000-5999	288,198.86	123,404.12					1,420,000.90	3,907,964.33
Capital Outlays	6000-6599	48,550.85	28,367.03					80,059.42	130,297.00
Other Outgo	7000-7499	42,850.72						1,398,665.40	1,517,057.00
Interfund Transfers Out	7600-7629								
All Other Financing Uses	7630-7699								
Undefined Objects									
TOTAL DISBURSEMENTS		2,224,187.49	227,273.99	.00	.00	.00	.00	10,618,984.34	20,506,285.00
D. BALANCE SHEET TRANSACTIONS									
Assets									
Cash Not In Treasury	9111-9199							148,173.69	
Accounts Receivable	9200-9299	866.00						6,602,037.20	
Due From Other Funds	9310								
Stores	9320								
Prepaid Expenditures	9330								
Other Current Assets	9340								
Undefined Objects									
SUBTOTAL ASSETS		866.00	.00	.00	.00	.00	.00	6,750,210.89	
(continued)									

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

ESCAPE ONLINE

Fund 01 - Actuals through June		Fiscal Year 2014/15							
	Object	January	February	March	April	May	June	Total	Budget
Liabilities									
Accounts Payable	9500-9599	34,311.69	811.69					5,760,187.49-	
Due To Other Funds	9610								
Current Loans	9640								
Deferred Revenues	9650							206,818.07-	
Undefined Objects									
SUBTOTAL LIABILITIES		34,311.69	811.69	.00	.00	.00	.00	5,967,002.77-	
Nonoperating									
Suspense Clearing	9910							2.79	
TOTAL BALANCE SHEET TRANSACTIONS		35,177.69	811.69	.00	.00	.00	.00	783,208.12	
E. NET INCREASE/DECREASE B - C + D		740,639.38-	275,092.30-	.00	.00	.00	.00	2,224,763.76	725,727.00-
F. ENDING CASH (A + E)		5,184,840.73	4,909,748.43	4,909,748.43	4,909,748.43	4,909,748.43	4,909,748.43		
G. Ending Cash, Plus Cash Accruals and Adjustments									

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Fund 09 - Actuals through June

Fiscal Year 2014/15

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

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

ESCAPE ONLINE

Fund 09 - Actuals through June		Fiscal Year 2014/15							
	Object	Beginning Balance	July	August	September	October	November	December	
Liabilities									
Accounts Payable	9500-9599								
Due To Other Funds	9610								
Current Loans	9640								
Deferred Revenues	9650								
Undefined Objects									
SUBTOTAL LIABILITIES		.00	.00	.00	.00	.00	.00	.00	
Nonoperating									
Suspense Clearing	9910								
TOTAL BALANCE SHEET TRANSACTIONS		.00	.00	.00	.00	.00	.00	.00	
E. NET INCREASE/DECREASE									
B - C + D			.00	.00	.00	.00	.00	.00	
F. ENDING CASH (A + E)			.00	.00	.00	.00	.00	.00	
G. Ending Cash, Plus Cash Accruals and Adjustments									

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Fund 09 - Actuals through June

Fiscal Year 2014/15

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

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

ESCAPE ONLINE

Fund 09 - Actuals through June		Fiscal Year 2014/15							
	Object	January	February	March	April	May	June	Total	Budget
Liabilities									
Accounts Payable	9500-9599								
Due To Other Funds	9610								
Current Loans	9640								
Deferred Revenues	9650								
Undefined Objects									
SUBTOTAL LIABILITIES		.00	.00	.00	.00	.00	.00	.00	
Nonoperating									
Suspense Clearing	9910								
TOTAL BALANCE SHEET TRANSACTIONS		.00	.00	.00	.00	.00	.00	.00	
E. NET INCREASE/DECREASE B - C + D		.00	.00	.00	.00	.00	.00	.00	.00
F. ENDING CASH (A + E)		.00	.00	.00	.00	.00	.00		
G. Ending Cash, Plus Cash Accruals and Adjustments									

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Fund 13 - Actuals through June

Fiscal Year 2014/15

	Object	Beginning Balance	July	August	September	October	November	December	
A. BEGINNING CASH	9110		65,409.58-	31,723.70	12,163.81-	72,659.62-	56,503.34-	94,002.64-	
B. RECEIPTS									
Revenue Limit									
Principal Apportionment	8010-8019								
Property Taxes	8020-8079								
Miscellaneous Funds	8080-8099								
Federal Revenues	8100-8299					35,496.19			
Other State Revenues	8300-8599					3,682.98			
Other Local Revenues	8600-8799				464.52	53,286.87	5.18		
Interfund Transfers In	8910-8929					13,515.09-	13,515.09		
All Other Financing Sources	8930-8979								
Undefined Objects									
TOTAL RECEIPTS		.00	.00	.00	464.52	78,950.95	13,520.27	.00	
C. DISBURSEMENTS									
Certificated Salaries	1000-1999								
Classified Salaries	2000-2999			9,360.36	9,999.51	9,936.25	8,751.35	8,677.32	
Employee Benefits	3000-3999			5,242.30	5,337.66	5,317.12	5,108.61	5,085.26	
Books and Supplies	4000-4999			29,200.51	44,329.50	47,023.78	35,713.41	24,912.63	
Services	5000-5999		84.34	84.34	654.45	517.52	1,446.20	3,283.36	
Capital Outlays	6000-6599								
Other Outgo	7000-7499								
Interfund Transfers Out	7600-7629								
All Other Financing Uses	7630-7699								
Undefined Objects									
TOTAL DISBURSEMENTS		.00	84.34	43,887.51	60,321.12	62,794.67	51,019.57	41,958.57	
D. BALANCE SHEET TRANSACTIONS									
Assets									
Cash Not In Treasury	9111-9199	97,383.18-	97,331.69						
Accounts Receivable	9200-9299	639.21			639.21-				
Due From Other Funds	9310								
Stores	9320								
Prepaid Expenditures	9330								
Other Current Assets	9340								
Undefined Objects									
SUBTOTAL ASSETS		96,743.97-	97,331.69	.00	639.21-	.00	.00	.00	
(continued)									

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

ESCAPE ONLINE

Fund 13 - Actuals through June

Fiscal Year 2014/15

	Object	Beginning Balance	July	August	September	October	November	December	
Liabilities									
Accounts Payable	9500-9599	114.07	114.07-						
Due To Other Funds	9610								
Current Loans	9640								
Deferred Revenues	9650								
Undefined Objects									
SUBTOTAL LIABILITIES		114.07	114.07-	.00	.00	.00	.00	.00	
Nonoperating									
Suspense Clearing	9910								
TOTAL BALANCE SHEET TRANSACTIONS		96,629.90-	97,217.62	.00	639.21-	.00	.00	.00	
E. NET INCREASE/DECREASE B - C + D			97,133.28	43,887.51-	60,495.81-	16,156.28	37,499.30-	41,958.57-	
F. ENDING CASH (A + E)			31,723.70	12,163.81-	72,659.62-	56,503.34-	94,002.64-	135,961.21-	
G. Ending Cash, Plus Cash Accruals and Adjustments									

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Fund 13 - Actuals through June

Fiscal Year 2014/15

	Object	January	February	March	April	May	June	Total	Budget
A. BEGINNING CASH	9110	135,961.21-	188,609.31-	198,281.88-	198,281.88-	198,281.88-	198,281.88-		
B. RECEIPTS									
Revenue Limit									
Principal Apportionment	8010-8019								
Property Taxes	8020-8079								
Miscellaneous Funds	8080-8099								
Federal Revenues	8100-8299							35,496.19	400,000.00
Other State Revenues	8300-8599							3,682.98	35,000.00
Other Local Revenues	8600-8799							53,756.57	114,429.00
Interfund Transfers In	8910-8929								
All Other Financing Sources	8930-8979								
Undefined Objects									
TOTAL RECEIPTS		.00	.00	.00	.00	.00	.00	92,935.74	549,429.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999								
Classified Salaries	2000-2999	10,822.62	75.79					57,623.20	96,491.00
Employee Benefits	3000-3999	5,492.78	16.41					31,600.14	52,827.00
Books and Supplies	4000-4999	35,725.64	9,406.27					226,311.74	381,254.00
Services	5000-5999	607.06	174.10					6,851.37	5,341.00
Capital Outlays	6000-6599								
Other Outgo	7000-7499								
Interfund Transfers Out	7600-7629								
All Other Financing Uses	7630-7699								
Undefined Objects									
TOTAL DISBURSEMENTS		52,648.10	9,672.57	.00	.00	.00	.00	322,386.45	535,913.00
D. BALANCE SHEET TRANSACTIONS									
Assets									
Cash Not In Treasury	9111-9199							97,331.69	
Accounts Receivable	9200-9299							639.21-	
Due From Other Funds	9310								
Stores	9320								
Prepaid Expenditures	9330								
Other Current Assets	9340								
Undefined Objects									
SUBTOTAL ASSETS		.00	.00	.00	.00	.00	.00	96,692.48	
(continued)									

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

ESCAPE [ONLINE](#)

Fund 13 - Actuals through June		Fiscal Year 2014/15							
	Object	January	February	March	April	May	June	Total	Budget
Liabilities									
Accounts Payable	9500-9599							114.07-	
Due To Other Funds	9610								
Current Loans	9640								
Deferred Revenues	9650								
Undefined Objects									
SUBTOTAL LIABILITIES		.00	.00	.00	.00	.00	.00	114.07-	
Nonoperating									
Suspense Clearing	9910								
TOTAL BALANCE SHEET TRANSACTIONS		.00	.00	.00	.00	.00	.00	96,578.41	
E. NET INCREASE/DECREASE B - C + D		52,648.10-	9,672.57-	.00	.00	.00	.00	132,872.30-	13,516.00
F. ENDING CASH (A + E)		188,609.31-	198,281.88-	198,281.88-	198,281.88-	198,281.88-	198,281.88-		
G. Ending Cash, Plus Cash Accruals and Adjustments									

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Fund 17 - Actuals through June

Fiscal Year 2014/15

	Object	Beginning Balance	July	August	September	October	November	December	
A. BEGINNING CASH	9110		2,983,822.86	2,983,822.86	2,983,822.86	2,987,342.99	2,987,342.99	2,990,503.96	
B. RECEIPTS									
Revenue Limit									
Principal Apportionment	8010-8019								
Property Taxes	8020-8079								
Miscellaneous Funds	8080-8099								
Federal Revenues	8100-8299								
Other State Revenues	8300-8599								
Other Local Revenues	8600-8799				525.29		3,160.97		
Interfund Transfers In	8910-8929								
All Other Financing Sources	8930-8979								
Undefined Objects									
TOTAL RECEIPTS		.00	.00	.00	525.29	.00	3,160.97	.00	
C. DISBURSEMENTS									
Certificated Salaries	1000-1999								
Classified Salaries	2000-2999								
Employee Benefits	3000-3999								
Jobs and Supplies	4000-4999								
Services	5000-5999								
Capital Outlays	6000-6599								
Other Outgo	7000-7499								
Interfund Transfers Out	7600-7629								
All Other Financing Uses	7630-7699								
Undefined Objects									
TOTAL DISBURSEMENTS		.00	.00	.00	.00	.00	.00	.00	
D. BALANCE SHEET TRANSACTIONS									
Assets									
Cash Not In Treasury	9111-9199								
Accounts Receivable	9200-9299	2,994.84			2,994.84				
Due From Other Funds	9310								
Stores	9320								
Prepaid Expenditures	9330								
Other Current Assets	9340								
Undefined Objects									
SUBTOTAL ASSETS		2,994.84	.00	.00	2,994.84	.00	.00	.00	
(continued)									

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

ESCAPE ONLINE

Fund 17 - Actuals through June		Fiscal Year 2014/15						
	Object	Beginning Balance	July	August	September	October	November	December
Liabilities								
Accounts Payable	9500-9599							
Due To Other Funds	9610							
Current Loans	9640							
Deferred Revenues	9650							
Undefined Objects								
SUBTOTAL LIABILITIES		.00	.00	.00	.00	.00	.00	.00
Nonoperating								
Suspense Clearing	9910							
TOTAL BALANCE SHEET TRANSACTIONS		2,994.84	.00	.00	2,994.84	.00	.00	.00
E. NET INCREASE/DECREASE B - C + D			.00	.00	3,520.13	.00	3,160.97	.00
F. ENDING CASH (A + E)			2,983,822.86	2,983,822.86	2,987,342.99	2,987,342.99	2,990,503.96	2,990,503.96
G. Ending Cash, Plus Cash Accruals and Adjustments								

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Fund 17 - Actuals through June								Fiscal Year 2014/15	
	Object	January	February	March	April	May	June	Total	Budget
A. BEGINNING CASH		9110	2,990,503.96	2,990,503.96	2,990,503.96	2,990,503.96	2,990,503.96		
B. RECEIPTS									
Revenue Limit									
Principal Apportionment		8010-8019							
Property Taxes		8020-8079							
Miscellaneous Funds		8080-8099							
Federal Revenues		8100-8299							
Other State Revenues		8300-8599							
Other Local Revenues		8600-8799						3,686.26	526.00
Interfund Transfers In		8910-8929							
All Other Financing Sources		8930-8979							
Undefined Objects									
TOTAL RECEIPTS			.00	.00	.00	.00	.00	3,686.26	526.00
C. DISBURSEMENTS									
Certificated Salaries		1000-1999							
Classified Salaries		2000-2999							
Employee Benefits		3000-3999							
Books and Supplies		4000-4999							
Services		5000-5999							
Capital Outlays		6000-6599							
Other Outgo		7000-7499							
Interfund Transfers Out		7600-7629							
All Other Financing Uses		7630-7699							
Undefined Objects									
TOTAL DISBURSEMENTS			.00	.00	.00	.00	.00	.00	.00
D. BALANCE SHEET TRANSACTIONS									
Assets									
Cash Not In Treasury		9111-9199							
Accounts Receivable		9200-9299						2,994.84	
Due From Other Funds		9310							
Stores		9320							
Prepaid Expenditures		9330							
Other Current Assets		9340							
Undefined Objects									
SUBTOTAL ASSETS			.00	.00	.00	.00	.00	2,994.84	
(continued)									

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

ESCAPE ONLINE

Fund 17 - Actuals through June		Fiscal Year 2014/15							
	Object	January	February	March	April	May	June	Total	Budget
Liabilities									
Accounts Payable	9500-9599								
Due To Other Funds	9610								
Current Loans	9640								
Deferred Revenues	9650								
Undefined Objects									
SUBTOTAL LIABILITIES		.00	.00	.00	.00	.00	.00	.00	
Nonoperating									
Suspense Clearing	9910								
TOTAL BALANCE SHEET TRANSACTIONS		.00	.00	.00	.00	.00	.00	2,994.84	
E. NET INCREASE/DECREASE B - C + D		.00	.00	.00	.00	.00	.00	6,681.10	526.00
F. ENDING CASH (A + E)		2,990,503.96	2,990,503.96	2,990,503.96	2,990,503.96	2,990,503.96	2,990,503.96		
G. Ending Cash, Plus Cash Accruals and Adjustments									

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Fund 25 - Actuals through June

Fiscal Year 2014/15

	Object	Beginning Balance	July	August	September	October	November	December	
A. BEGINNING CASH	9110		383,608.61	383,608.61	383,608.61	384,071.70	411,484.67	411,891.05	
B. RECEIPTS									
Revenue Limit									
Principal Apportionment	8010-8019								
Property Taxes	8020-8079								
Miscellaneous Funds	8080-8099								
Federal Revenues	8100-8299								
Other State Revenues	8300-8599								
Other Local Revenues	8600-8799				69.94	27,412.97	406.38		
Interfund Transfers In	8910-8929								
All Other Financing Sources	8930-8979								
Undefined Objects									
TOTAL RECEIPTS		.00	.00	.00	69.94	27,412.97	406.38	.00	
C. DISBURSEMENTS									
Certificated Salaries	1000-1999								
Classified Salaries	2000-2999								
Employee Benefits	3000-3999								
Jobs and Supplies	4000-4999								
Services	5000-5999							408.50	
Capital Outlays	6000-6599								
Other Outgo	7000-7499							104,672.76	
Interfund Transfers Out	7600-7629								
All Other Financing Uses	7630-7699								
Undefined Objects									
TOTAL DISBURSEMENTS		.00	.00	.00	.00	.00	.00	105,081.26	
D. BALANCE SHEET TRANSACTIONS									
Assets									
Cash Not In Treasury	9111-9199								
Accounts Receivable	9200-9299	393.15			393.15				
Due From Other Funds	9310								
Stores	9320								
Prepaid Expenditures	9330								
Other Current Assets	9340								
Undefined Objects									
SUBTOTAL ASSETS		393.15	.00	.00	393.15	.00	.00	.00	
(continued)									

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

ESCAPE ONLINE

Fund 25 - Actuals through June		Fiscal Year 2014/15						
	Object	Beginning Balance	July	August	September	October	November	December
Liabilities								
Accounts Payable	9500-9599							
Due To Other Funds	9610							
Current Loans	9640							
Deferred Revenues	9650							
Undefined Objects								
SUBTOTAL LIABILITIES		.00	.00	.00	.00	.00	.00	.00
Nonoperating								
Suspense Clearing	9910							
TOTAL BALANCE SHEET TRANSACTIONS		393.15-	.00	.00	393.15	.00	.00	.00
E. NET INCREASE/DECREASE B - C + D			.00	.00	463.09	27,412.97	406.38	105,081.26-
F. ENDING CASH (A + E)			383,608.61	383,608.61	384,071.70	411,484.67	411,891.05	306,809.79
G. Ending Cash, Plus Cash Accruals and Adjustments								

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Fund 25 - Actuals through June

Fiscal Year 2014/15

	Object	January	February	March	April	May	June	Total	Budget
A. BEGINNING CASH	9110	306,809.79	302,729.79	302,553.79	302,553.79	302,553.79	302,553.79		
B. RECEIPTS									
Revenue Limit									
Principal Apportionment	8010-8019								
Property Taxes	8020-8079								
Miscellaneous Funds	8080-8099								
Federal Revenues	8100-8299								
Other State Revenues	8300-8599								
Other Local Revenues	8600-8799							27,889.29	50,070.00
Interfund Transfers In	8910-8929								
All Other Financing Sources	8930-8979								
Undefined Objects									
TOTAL RECEIPTS		.00	.00	.00	.00	.00	.00	27,889.29	50,070.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999								
Classified Salaries	2000-2999								
Employee Benefits	3000-3999								
Books and Supplies	4000-4999								
Services	5000-5999	4,080.00	176.00					4,664.50	35,000.00
Capital Outlays	6000-6599								
Other Outgo	7000-7499							104,672.76	108,253.00
Interfund Transfers Out	7600-7629								
All Other Financing Uses	7630-7699								
Undefined Objects									
TOTAL DISBURSEMENTS		4,080.00	176.00	.00	.00	.00	.00	109,337.26	143,253.00
D. BALANCE SHEET TRANSACTIONS									
Assets									
Cash Not In Treasury	9111-9199								
Accounts Receivable	9200-9299							393.15	
Due From Other Funds	9310								
Stores	9320								
Prepaid Expenditures	9330								
Other Current Assets	9340								
Undefined Objects									
SUBTOTAL ASSETS		.00	.00	.00	.00	.00	.00	393.15	
(continued)									

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

ESCAPE ONLINE

Fund 25 - Actuals through June		Fiscal Year 2014/15							
	Object	January	February	March	April	May	June	Total	Budget
Liabilities									
Accounts Payable	9500-9599								
Due To Other Funds	9610								
Current Loans	9640								
Deferred Revenues	9650								
Undefined Objects									
SUBTOTAL LIABILITIES		.00	.00	.00	.00	.00	.00	.00	
Nonoperating									
Suspense Clearing	9910								
TOTAL BALANCE SHEET TRANSACTIONS		.00	.00	.00	.00	.00	.00	393.15	
E. NET INCREASE/DECREASE B - C + D		4,080.00-	176.00-	.00	.00	.00	.00	81,054.82-	93,183.00-
F. ENDING CASH (A + E)		302,729.79	302,553.79	302,553.79	302,553.79	302,553.79	302,553.79		
G. Ending Cash, Plus Cash Accruals and Adjustments									

Fund 35 - Actuals through June

Fiscal Year 2014/15

	Object	Beginning Balance	July	August	September	October	November	December	
A. BEGINNING CASH	9110		266,987.82	266,987.82	266,987.82	267,302.75	258,802.75	259,085.59	
B. RECEIPTS									
Revenue Limit									
Principal Apportionment	8010-8019								
Property Taxes	8020-8079								
Miscellaneous Funds	8080-8099								
Federal Revenues	8100-8299								
Other State Revenues	8300-8599								
Other Local Revenues	8600-8799				45.54-		282.84		
Interfund Transfers In	8910-8929								
All Other Financing Sources	8930-8979								
Undefined Objects									
TOTAL RECEIPTS		.00	.00	.00	45.54-	.00	282.84	.00	
C. DISBURSEMENTS									
Certificated Salaries	1000-1999								
Classified Salaries	2000-2999								
Employee Benefits	3000-3999								
Books and Supplies	4000-4999								
Services	5000-5999								
Capital Outlays	6000-6599								
Other Outgo	7000-7499								
Interfund Transfers Out	7600-7629								
All Other Financing Uses	7630-7699								
Undefined Objects									
TOTAL DISBURSEMENTS		.00	.00	.00	.00	.00	.00	.00	
D. BALANCE SHEET TRANSACTIONS									
Assets									
Cash Not In Treasury	9111-9199								
Accounts Receivable	9200-9299	360.47-			360.47				
Due From Other Funds	9310								
Stores	9320								
Prepaid Expenditures	9330								
Other Current Assets	9340								
Undefined Objects									
SUBTOTAL ASSETS		360.47-	.00	.00	360.47	.00	.00	.00	
(continued)									

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

ESCAPE ONLINE

Fund 35 - Actuals through June		Fiscal Year 2014/15							
	Object	Beginning Balance	July	August	September	October	November	December	
Liabilities									
Accounts Payable	9500-9599	8,500.00				8,500.00-			
Due To Other Funds	9610								
Current Loans	9640								
Deferred Revenues	9650								
Undefined Objects									
SUBTOTAL LIABILITIES		8,500.00	.00	.00	.00	8,500.00-	.00	.00	
Nonoperating									
Suspense Clearing	9910								
TOTAL BALANCE SHEET TRANSACTIONS		8,139.53	.00	.00	360.47	8,500.00-	.00	.00	
E. NET INCREASE/DECREASE B - C + D			.00	.00	314.93	8,500.00-	282.84	.00	
F. ENDING CASH (A + E)			266,987.82	266,987.82	267,302.75	258,802.75	259,085.59	259,085.59	
G. Ending Cash, Plus Cash Accruals and Adjustments									

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Fund 35 - Actuals through June

Fiscal Year 2014/15

	Object	January	February	March	April	May	June	Total	Budget
A. BEGINNING CASH	9110	259,085.59	5,212.59	5,212.59	5,212.59	5,212.59	5,212.59		
B. RECEIPTS									
Revenue Limit									
Principal Apportionment	8010-8019								
Property Taxes	8020-8079								
Miscellaneous Funds	8080-8099								
Federal Revenues	8100-8299								
Other State Revenues	8300-8599								
Other Local Revenues	8600-8799							237.30	3,300.00
Interfund Transfers In	8910-8929								
All Other Financing Sources	8930-8979								
Undefined Objects									
TOTAL RECEIPTS		.00	.00	.00	.00	.00	.00	237.30	3,300.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999								
Classified Salaries	2000-2999								
Employee Benefits	3000-3999								
Books and Supplies	4000-4999								
Services	5000-5999	253,873.00						253,873.00	
Capital Outlays	6000-6599								
Other Outgo	7000-7499								
Interfund Transfers Out	7600-7629								
All Other Financing Uses	7630-7699								
Undefined Objects									
TOTAL DISBURSEMENTS		253,873.00	.00	.00	.00	.00	.00	253,873.00	
D. BALANCE SHEET TRANSACTIONS									
Assets									
Cash Not In Treasury	9111-9199								
Accounts Receivable	9200-9299							360.47	
Due From Other Funds	9310								
Stores	9320								
Prepaid Expenditures	9330								
Other Current Assets	9340								
Undefined Objects									
SUBTOTAL ASSETS		.00	.00	.00	.00	.00	.00	360.47	
(continued)									

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

ESCAPE ONLINE

Fund 35 - Actuals through June		Fiscal Year 2014/15							
	Object	January	February	March	April	May	June	Total	Budget
Liabilities									
Accounts Payable	9500-9599							8,500.00-	
Due To Other Funds	9610								
Current Loans	9640								
Deferred Revenues	9650								
Undefined Objects									
SUBTOTAL LIABILITIES		.00	.00	.00	.00	.00	.00	8,500.00-	
Nonoperating									
Suspense Clearing	9910								
TOTAL BALANCE SHEET TRANSACTIONS		.00	.00	.00	.00	.00	.00	8,139.53-	
E. NET INCREASE/DECREASE B - C + D		253,873.00-	.00	.00	.00	.00	.00	261,775.23-	3,300.00
F. ENDING CASH (A + E)		5,212.59	5,212.59	5,212.59	5,212.59	5,212.59	5,212.59		
G. Ending Cash, Plus Cash Accruals and Adjustments									

Fund 56 - Actuals through June

Fiscal Year 2014/15

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

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

ESCAPE ONLINE

Fund 56 - Actuals through June

Fiscal Year 2014/15

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

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Fund 56 - Actuals through June

Fiscal Year 2014/15

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

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

ESCAPE ONLINE

Fund 56 - Actuals through June		Fiscal Year 2014/15							
	Object	January	February	March	April	May	June	Total	Budget
Liabilities									
Accounts Payable	9500-9599								
Due To Other Funds	9610								
Current Loans	9640								
Deferred Revenues	9650								
Undefined Objects									
SUBTOTAL LIABILITIES		.00	.00	.00	.00	.00	.00	.00	
Nonoperating									
Suspense Clearing	9910								
TOTAL BALANCE SHEET TRANSACTIONS		.00	.00	.00	.00	.00	.00	.00	
E. NET INCREASE/DECREASE B - C + D		.00	.00	.00	.00	.00	.00	.00	.00
F. ENDING CASH (A + E)		.00	.00	.00	.00	.00	.00		
G. Ending Cash, Plus Cash Accruals and Adjustments									

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SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Revenue and Expenditures Report for 2014-15

MEETING: February 17, 2015

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 2014/15 Fiscal Year to date (January 31, 2015) Revenues and Expenditures Report for each fund.


Recommendation:

This is an information item only.

Fiscal Impact:


Per the 2014-15 approved budget.

Submitted By:



Duane Wolgamott
Chief Business Official

Approved:



Daniel R. Moirao, Ed.D.
State Administrator

Fund 01 - General Fund		Fiscal Year 2015 through 01/31/2015				
		Budget	Actual	Encumbrance	Balance	Avail
REVENUE						
Revenue Limit	(8010-8099)	16,582,053.00	10,649,310.88		5,932,742.12	36%
Federal Revenue	(8100-8299)	1,204,199.00	389,365.61		814,833.39	68%
Other State Revenue	(8300-8599)	767,260.19	374,270.42		392,989.77	51%
Other Local Revenue	(8600-8799)	1,227,045.81	696,223.07		530,822.74	43%
Total Revenue		19,780,558.00	12,109,169.98		7,671,388.02	39%
EXPENSES						
Certified Salaries	(1000-1999)	7,536,008.00	3,825,457.42	.00	3,710,550.58	49%
Classified Salaries	(2000-2999)	2,474,436.00	1,272,598.40	.00	1,201,837.60	49%
Employee Benefits	(3000-3999)	3,148,275.00	1,579,266.34	.00	1,569,008.66	50%
Supplies and Services	(4000-4999)	1,792,247.67	967,433.62	239,322.54	585,491.51	33%
Services & Operating Expenses	(5000-5999)	3,907,964.33	1,296,596.78	699,353.06	1,912,014.49	49%
Capital Outlays	(6000-6999)	130,297.00	51,692.39	96,624.87	(18,020.26)	(14)%
Other Outgo	(7100-7299, 7400-7499)	1,517,057.00	1,398,665.40	.00	118,391.60	8%
Total Expenses		20,506,285.00	10,391,710.35	1,035,300.47	9,079,274.18	44%
Operating Surplus/(Deficit)		(725,727.00)	1,717,459.63	682,159.16		
Net Surplus/(Deficit)		(725,727.00)	1,717,459.63	682,159.16		
Beginning Fund Balance		3,637,065.00	3,637,056.87	3,637,056.87		
Net Ending Fund Balance		\$2,911,338.00	\$5,354,516.50	\$4,319,216.03		
		<i>*** calculated ***</i>				
Components of Ending Fund Balance						
Undesignated/Unappropriated - 9790		2,911,338.00	.00			
Ending Fund Balance		2,911,338.00	.00			

Fund 13 - Cafeteria Fund		Fiscal Year 2015 through 01/31/2015				
		Budget	Actual	Encumbrance	Balance	Avail
REVENUE						
Federal Revenue	(8100-8299)	400,000.00	35,496.19		364,503.81	91%
Other State Revenue	(8300-8599)	35,000.00	3,682.98		31,317.02	89%
Other Local Revenue	(8600-8799)	114,429.00	53,756.57		60,672.43	53%
Total Revenue		549,429.00	92,935.74		456,493.26	83%
EXPENSES						
Classified Salaries	(2000-2999)	96,491.00	57,547.41	.00	38,943.59	40%
Employee Benefits	(3000-3999)	52,827.00	31,583.73	.00	21,243.27	40%
Supplies and Services	(4000-4999)	381,254.00	216,905.47	16,077.46	148,271.07	39%
Services & Operating Expenses	(5000-5999)	5,341.00	6,677.27	4,000.73	(5,337.00)	(100)%
Total Expenses		535,913.00	312,713.88	20,078.19	203,120.93	38%
Operating Surplus/(Deficit)		13,516.00	(219,778.14)	(239,856.33)		
Net Surplus/(Deficit)		13,516.00	(219,778.14)	(239,856.33)		
Beginning Fund Balance		31,221.00	31,220.32	31,220.32		
Net Ending Fund Balance		\$44,737.00	(\$188,557.82)	(\$208,636.01)		
	<i>*** calculated ***</i>					
Components of Ending Fund Balance						
Undesignated/Unappropriated - 9790		44,737.00	.00			
Ending Fund Balance		44,737.00	.00			

Fund 17 - Special Reserve Fund for Other		Fiscal Year 2015 through 01/31/2015			
		Budget	Actual	Encumbrance	Balance Avail
REVENUE					
Other Local Revenue	(8600-8799)	526.00	3,686.26		(3,160.26) (601)%
Total Revenue		526.00	3,686.26		(3,160.26) (601)%
Operating Surplus/(Deficit)		526.00	3,686.26	3,686.26	
Net Surplus/(Deficit)		526.00	3,686.26	3,686.26	
Beginning Fund Balance		2,986,818.00	2,986,817.70	2,986,817.70	
Net Ending Fund Balance		\$2,987,344.00	\$2,990,503.96	\$2,990,503.96	
	*** calculated ***				
Components of Ending Fund Balance					
	Undesignated/Unappropriated - 9790	2,987,344.00	.00		
	Ending Fund Balance	2,987,344.00	.00		

Fund 25 - Capital Facilities Fund		Fiscal Year 2015 through 01/31/2015				
		Budget	Actual	Encumbrance	Balance	Avail
REVENUE						
Other Local Revenue	(8600-8799)	50,070.00	27,889.29		22,180.71	44%
Total Revenue		50,070.00	27,889.29		22,180.71	44%
EXPENSES						
Services & Operating Expenses	(5000-5999)	35,000.00	4,488.50	26,992.00	3,519.50	10%
Other Outgo	(7100-7299, 7400-7499)	108,253.00	104,672.76	.00	3,580.24	3%
Total Expenses		143,253.00	109,161.26	26,992.00	7,099.74	5%
Operating Surplus/(Deficit)		(93,183.00)	(81,271.97)	(108,263.97)		
Net Surplus/(Deficit)		(93,183.00)	(81,271.97)	(108,263.97)		
Beginning Fund Balance		384,002.00	384,001.76	384,001.76		
Net Ending Fund Balance		\$290,819.00	\$302,729.79	\$275,737.79		
<i>*** calculated ***</i>						
Components of Ending Fund Balance						
Undesignated/Unappropriated - 9790		290,819.00	.00			
Ending Fund Balance		290,819.00	.00			

Fund 35 - School Facility Program (Regul		Fiscal Year 2015 through 01/31/2015				
		Budget	Actual	Encumbrance	Balance	Avail
REVENUE						
Other Local Revenue	(8600-8799)	3,300.00	237.30		3,062.70	93%
Total Revenue		3,300.00	237.30		3,062.70	93%
EXPENSES						
Services & Operating Expenses	(5000-5999)	.00	253,873.00	.00	(253,873.00)	0%
Total Expenses		.00	253,873.00	.00	(253,873.00)	0%
Operating Surplus/(Deficit)		3,300.00	(253,635.70)	(253,635.70)		
Net Surplus/(Deficit)		3,300.00	(253,635.70)	(253,635.70)		
Beginning Fund Balance		258,849.00	258,848.29	258,848.29		
Net Ending Fund Balance		\$262,149.00	\$5,212.59	\$5,212.59		
	<i>*** calculated ***</i>					
Components of Ending Fund Balance						
Undesignated/Unappropriated - 9790		262,149.00	.00			
Ending Fund Balance		262,149.00	.00			

Fund 56 - Debt Service Fund		Fiscal Year 2015 through 01/31/2015			
	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**

SUBJECT: Unification / Charter / Pathways to Progress

MEETING: February 17, 2015

AGENDA SECTION:

ACTION

INFORMATION

ACTION/CONSENT

GOVERNING BOARD

Board Goals:

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

Summary:

There has been considerable conversation from the Greenfield community regarding unification or charter schools. There is a third option: Keep the current structure with an emphasis on Pathways to Progress. This is an information item so that the Board will better understand the difference among the options.

Recommendation:

This is information only

Fiscal Impact:

None at this time

Submitted By:



Daniel R. Moirao, Ed.D.
State Administrator

Approved:



Daniel R. Moirao, Ed.D.
State Administrator

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

SUBJECT: First Reading Board Policies

MEETING: February 17, 2015

AGENDA SECTION:

ACTION

INFORMATION

ACTION/CONSENT

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

Summary:

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

BP 1312.3 Uniform Complaint Procedures (revised)
AR 1312.3 Uniform Complaint Procedures (revised)

BP 5131.2 Students Bullying (revised)

BP 5145.3 Nondiscrimination Harassment (revised)
AR 5145.3 Non Discrimination Harassment (revised)

BP 5145.7 Student Sexual Harassment (current version)
BP 5145.7 Student Sexual Harassment (revised)
AR 5145.7 Student Sexual Harassment (current version)
AR 5145.8 Student Sexual Harassment (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

BP 1312.3 Community Relations

Uniform Complaint Procedures

The Governing Board recognizes the district's primary responsibility to comply with applicable state and federal laws and regulations governing educational programs. The district shall investigate any complaints alleging failure to comply with such laws and/or alleging unlawful discrimination, harassment, intimidation, or bullying and shall seek to resolve those complaints in accordance with the district's uniform complaint procedures.

The district shall use the uniform complaint procedures to resolve any complaint alleging unlawful discrimination, harassment, intimidation or bullying in district programs and activities based on actual or perceived race, color, ancestry, national origin, nationality, ethnic group identification, ethnicity, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

(cf. 0410—Nondiscrimination in District Programs and Activities)
(cf. 4031—Complaints Concerning Discrimination in Employment)

Uniform complaint procedures shall also be used to address any complaint alleging the district's failure to comply with the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities, the requirements for the development and adoption of a school safety plan, and state and/or federal laws in adult education programs, consolidated categorical aid programs, migrant education, career technical and technical education and training programs, child care and development programs, child nutrition programs, and special education programs.

(cf. 0450—Comprehensive Safety Plan)
(cf. 1312.1—Complaints Concerning District Employees)
(cf. 1312.2—Complaints Concerning Instructional Materials)
(cf. 3260—Fees and Charges)
(cf. 3320—Claims and Actions Against the District)
(cf. 3553—Free and Reduced Price Meals)
(cf. 3555—Nutrition Program Compliance)
(cf. 5141.4—Child Abuse Prevention and Reporting)
(cf. 5148—Child Care and Development)
(cf. 6159—Individualized Education Program)
(cf. 6171—Title I Programs)
(cf. 6174—Education for English Language Learners)
(cf. 6175—Migrant Education Program)
(cf. 6178—Career Technical Education)
(cf. 6178.1—Work Based Learning)
(cf. 6178.2—Regional Occupational Center/Program)

~~(cf. 6200—Adult Education)~~

~~The Board prohibits any form of retaliation against any complainant in the complaint process. The identity of a complainant alleging discrimination, harassment, intimidation, or bullying will remain confidential as appropriate. Participation in the complaint process shall not in any way affect the status, grades, or work assignments of the complainant.~~

~~The Board encourages the early, informal resolution of complaints at the site level whenever possible.~~

~~The Board recognizes that a neutral mediator can often suggest a compromise that is agreeable to all parties in a dispute. In accordance with uniform complaint procedures, whenever all parties to a complaint agree to try resolving the problem through mediation, the State Administrator/Superintendent or designee shall initiate that process. The State Administrator/Superintendent or designee shall ensure that the results are consistent with state and federal laws and regulations.~~

~~In investigating complaints, the confidentiality of the parties involved and the integrity of the process shall be protected. As appropriate, the State Administrator/Superintendent or designee may keep the identity of a complainant confidential to the extent that the investigation of the complaint is not obstructed.~~

~~(cf. 4119.23/4219.23/4319.23—Unauthorized Release of Confidential/Privileged Information)
(cf. 5125—Student Records)
(cf. 9011—Disclosure of Confidential/Privileged Information)~~

~~The district's Williams uniform complaint procedures, AR 1312.4, shall be used to investigate and resolve any complaint related to the following:~~

- ~~1. Sufficiency of textbooks or instructional materials~~
- ~~2. Emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff~~
- ~~3. Teacher vacancies and misassignments~~
- ~~4. Deficiency in the district's provision of instruction and/or services to any student who, by the completion of grade 12, has not passed one or both parts of the high school exit examination~~

~~(cf. 1312.4—Williams Uniform Complaint Procedures)
(cf. 6162.52—High School Exit Examination)
(cf. 6179—Supplemental Instruction)~~

Legal Reference:

~~EDUCATION CODE~~

~~200-262.4 Prohibition of discrimination
8200-8498 Child care and development programs
8500-8538 Adult basic education
18100-18203 School libraries
32289 School safety plan, uniform complaint procedures
35186 Williams uniform complaint procedures
37254 Intensive instruction and services for students who have not passed exit exam
41500-41513 Categorical education block grants
48985 Notices in language other than English
49010-49013 Student fees
49060-49079 Student records
49490-49590 Child nutrition programs
52160-52178 Bilingual education programs
52300-52490 Career technical education
52500-52616.24 Adult schools
52800-52870 School-based program coordination
54000-54028 Economic impact aid programs
54100-54145 Miller Unruh Basic Reading Act
54400-54425 Compensatory education programs
54440-54445 Migrant education
54460-54529 Compensatory education programs
56000-56867 Special education programs
59000-59300 Special schools and centers
64000-64001 Consolidated application process~~

~~GOVERNMENT CODE~~

~~11135 Nondiscrimination in programs or activities funded by state
12900-12996 Fair Employment and Housing Act~~

~~PENAL CODE~~

~~422.55 Hate crime; definition
422.6 Interference with constitutional right or privilege~~

~~CODE OF REGULATIONS, TITLE 5~~

~~3080 Application of section
4600-4687 Uniform complaint procedures
4900-4965 Nondiscrimination in elementary and secondary education programs~~

~~UNITED STATES CODE, TITLE 20~~

~~6301-6577 Title I basic programs
6601-6777 Title II preparing and recruiting high quality teachers and principals
6801-6871 Title III language instruction for limited English proficient and immigrant students
7101-7184 Safe and Drug-Free Schools and Communities Act
7201-7283g Title V promoting informed parental choice and innovative programs
7301-7372 Title V rural and low income school programs~~

Management Resources:

WEB SITES

CSBA: <http://www.csba.org>California Department of Education: <http://www.cde.ca.gov>U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

BP 1312.3

Community Relations

~~***Note: To address prohibited discrimination and violations of state and federal laws governing educational programs, 5 CCR 4621 mandates districts to adopt uniform complaint procedures (UCP) consistent with the state's complaint procedures specified in 5 CCR 4600-4670. Pursuant to 5 CCR 4610, as amended by Register 2013, No. 38, districts are required to adopt a uniform system of procedures that meets specified requirements for receiving, investigating, and resolving complaints alleging (1) unlawful discrimination, including discriminatory harassment and intimidation; (2) bullying; (3) a violation of state and federal laws and regulations governing educational programs; or (4) noncompliance with state law prohibiting the charging of student fees. Although some bullying incidents may not fall within the provisions of 5 CCR 4610, CSBA's sample policy BP/AR 5131.2—Bullying strongly recommends that districts use the UCP to investigate and resolve all bullying incidents, regardless of whether there is an allegation of discriminatory bullying, to ensure consistent implementation by district staff. Additionally, it is not always easy or possible for staff to know at the time of the incident whether a student was bullied because of his/her actual or perceived membership in a legally protected class. Districts that are concerned about the capacity of a single district compliance officer to handle a possible increase in the number of UCP complaints, or that prefer to handle certain incidents at the school site level whenever possible, may designate multiple compliance officers in accordance with this policy.***~~

~~***Note: In addition, Education Code 52075, as added by AB 97 (Ch. 47, Statutes of 2013), mandates districts, by June 30, 2014, to adopt policies and procedures implementing the use of the UCP to resolve complaints alleging noncompliance with requirements related to the local control and accountability plan. For plan requirements, see BP/AR 0460—Local Control and Accountability Plan. Finally, a district should adopt policies and procedures implementing the use of the UCP to resolve complaints alleging retaliation in response to a complaint.***~~

~~***Note: The California Department of Education (CDE) monitors district programs and operations for compliance with these procedures through its Federal Program Monitoring (FPM) process. The FPM consists of a review of written district policies and procedures for required language, including prohibition of discrimination, including discriminatory harassment, intimidation, and bullying, against students pursuant to Education Code 234.1, and of records of required activities, such as annual notification provided to students, parents/guardians,~~

employees, and other school community members. ***

~~***Note: In addition, the U.S. Department of Education's Office for Civil Rights (OCR) enforces Title II of the Americans with Disabilities Act (20 USC 12101-12213), Title VI of the Civil Rights Act of 1964 (42 USC 2000d-2000e-17), Title IX of the Education Amendments Act of 1972 (20 USC 1681-1688), Section 504 of the Rehabilitation Act of 1973 (29 USC 794), and the Age Discrimination Act of 1975 (42 USC 6101-6107). OCR has issued guidance describing federal requirements for discrimination complaint procedures. OCR requires such procedures to be "prompt and equitable." The factors OCR examines to evaluate each district's procedures are specified in AR 1312.3, including whether and how the procedures (1) provide notice of the procedures to the district's students, parents/guardians, and employees; (2) ensure adequate, reliable, and impartial investigation of complaints; (3) contain reasonably prompt timeframes for major stages of the complaint process; (4) provide notice to the complainant of the outcome of the investigation; and (5) provide an assurance that action will be taken to prevent recurrence of any discrimination found and to correct its effects. ***~~

~~***Note: CSBA staff met with representatives from CDE and OCR to discuss this policy and the accompanying regulation. As a result, the sample policy and regulation have been drafted to go beyond the minimal requirements under California's UCP laws and regulations in an attempt to address issues and concerns raised by CDE and OCR. While CDE and OCR have not approved or signed off on them, CSBA believes that the additional details provided herein may help school districts and county offices of education during any compliance check by CDE or in the event that a CDE or OCR investigation occurs. ***~~

The Governing Board recognizes that the district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The Board encourages the early, informal resolution of complaints whenever possible and appropriate. To resolve complaints which cannot be resolved through such informal process, the Board shall adopt a uniform system of complaint processes specified in 5 CCR 4600-4670 and the accompanying administrative regulation.

The district's uniform complaint procedures (UCP) shall be used to investigate and resolve the following complaints:

1. Any complaint alleging district violation of applicable state or federal law or regulations governing adult education programs, consolidated categorical aid programs, migrant education, career technical and technical education and training programs, child care and development programs, child nutrition programs, and special education programs (5 CCR 4610)

(cf. 3553 - Free and Reduced Price Meals)

(cf. 3555 - Nutrition Program Compliance)

(cf. 5141.4 - Child Abuse Prevention and Reporting)

(cf. 5148 - Child Care and Development)

- (cf. 6159 - Individualized Education Program)
- (cf. 6171 - Title I Programs)
- (cf. 6174 - Education for English Language Learners)
- (cf. 6175 - Migrant Education Program)
- (cf. 6178 - Career Technical Education)
- (cf. 6178.1 - Work-Based Learning)
- (cf. 6178.2 - Regional Occupational Center/Program)
- (cf. 6200 - Adult Education)

2. Any complaint alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying, in district programs and activities against any person based on his/her actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55, or based on his/her association with a person or group with one or more of these actual or perceived characteristics (5 CCR 4610)

- (cf. 0410 - Nondiscrimination in District Programs and Activities)
- (cf. 4030 - Nondiscrimination in Employment)
- (cf. 4031 - Complaints Concerning Discrimination in Employment)
- (cf. 5145.3 - Nondiscrimination/Harassment)
- (cf. 5145.7 - Sexual Harassment)

3. Any complaint alleging bullying in district programs and activities, regardless of whether the bullying is based on a person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55, or based on his/her association with a person or group with one or more of these actual or perceived characteristics

- (cf. 5131.2 - Bullying)

4. Any complaint alleging district violation of the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities (5 CCR 4610)

- (cf. 3260 - Fees and Charges)
- (cf. 3320 - Claims and Actions Against the District)

***Note: Item #5 below is mandated pursuant to Education Code 52075, as added by AB

97 (Ch. 47, Statutes of 2013). ***

5. Any complaint alleging that the district has not complied with legal requirements related to the implementation of the local control and accountability plan (Education Code 52075)

(cf. 0460 - Local Control and Accountability Plan)

~~***Note: 5 CCR 4621 mandates that district policy ensure that complainants are protected from retaliation as specified in item #6 below. ***~~

6. Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy

~~***Note: Pursuant to 5 CCR 4610, a district may, at its discretion, use the UCP to resolve other complaints. ***~~

7. Any other complaint as specified in a district policy

~~***Note: 5 CCR 4631 authorizes the district to utilize alternative dispute resolution (ADR) methods, including mediation, to resolve complaints before initiating a formal investigation. However, the district should ensure that any ADR it uses, particularly in person ADR, is appropriate for the particular situation. For example, in some instances (e.g., sexual assault) face-to-face mediation should not be used even if all parties voluntarily agree given the risk that a student might feel pressured to "voluntarily" agree to it. The following optional paragraph provides for a neutral mediator and should be revised to reflect district practice. ***~~

The Board recognizes that alternative dispute resolution (ADR) can, depending on the nature of the allegations, offer a process to reach a resolution to the complaint that is agreeable to all parties. One type of ADR is mediation, which shall be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. The State Administrator/Superintendent or designee shall ensure that the use of ADR is consistent with state and federal laws and regulations.

~~***Note: The following paragraph is mandated pursuant to 5 CCR 4621. Appropriate disclosure will vary in each case depending on the facts and circumstances. ***~~

In filing and investigating complaints, the confidentiality of the parties involved shall be protected as required by law. As appropriate for any complaint alleging retaliation, unlawful discrimination, or bullying, the State Administrator/Superintendent or designee

shall keep confidential the identity of the complainant and/or the subject of the complaint, if he/she is different from the complainant, as long as the integrity of the complaint process is maintained.

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)

(cf. 5125 - Student Records)

(cf. 9011 - Disclosure of Confidential/Privileged Information)

When an allegation that is not subject to the UCP is included in a UCP complaint, the district shall refer the non-UCP allegation to the appropriate staff or agency and shall resolve the UCP-related allegation(s) through the district's UCP.

The State Administrator/Superintendent or designee shall provide training to district staff to ensure awareness and knowledge of current law and related requirements, including the steps and timelines specified in this policy and the accompanying administrative regulation.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

~~***Note: It is important to maintain records of all UCP complaints and the investigations of those complaints. If the district is ever investigated by OCR or CDE, these are important documents in demonstrating that the district has complied with federal law, state law, and its own policies and regulations. ***~~

The State Administrator/Superintendent or designee shall maintain records of all UCP complaints and the investigations of those complaints. All such records shall be destroyed in accordance with applicable state law and district policy.

(cf. 3580 - District Records)

Non-UCP Complaints

~~***Note: 5 CCR 4611 details complaint issues that are not subject to the UCP. Such issues include, but are not limited to, allegations of child abuse, health and safety complaints regarding a child development program, allegations of fraud, and employment discrimination complaints. For procedures related to complaints of discrimination in employment, see AR 4031—Complaints Concerning Discrimination in Employment. ***~~

The following complaints shall not be subject to the district's UCP but shall be referred to the specified agency: (5 CCR 4611)

1. Any complaint alleging child abuse or neglect shall be referred to the County

Department of Social Services, the County Protective Services Division, and the appropriate law enforcement agency.

2. Any complaint alleging health and safety violations by a child development program shall, for licensed facilities, be referred to Department of Social Services and shall, for licensing-exempt facilities, be referred to the appropriate Child Development regional administrator.

3. Any complaint alleging employment discrimination shall be sent to the California Department of Fair Employment and Housing and the compliance officer shall notify the complainant by first class mail of the transfer.

4. Any complaint alleging fraud shall be referred to the California Department of Education.

~~***Note: Education Code 35186 requires the district to use the UCP, with modifications, to investigate and resolve complaints related to items #1-3 below (i.e., "Williams complaints"). Because Education Code 35186 sets forth different timelines for investigation and resolution of these kinds of complaints than the timelines specified in law for other uniform complaints, the CDE has created a separate uniform complaint process for the Williams complaints. See AR 1312.4 Williams Uniform Complaint Procedures for the separate procedure.***~~

In addition, the district's Williams Uniform Complaint Procedures, AR 1312.4, shall be used to investigate and resolve any complaint related to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, or teacher vacancies and misassignments. (Education Code 35186)

(cf. 1312.4 - Williams Uniform Complaint Procedures)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

8200-8498 Child care and development programs

8500-8538 Adult basic education

18100-18203 School libraries

32289 School safety plan, uniform complaint procedures

35186 Williams uniform complaint procedures

48985 Notices in language other than English

49010-49013 Student fees

49060-49079 Student records

49490-49590 Child nutrition programs

52060-52077 Local control and accountability plan, especially

52075 Complaint for lack of compliance with local control and accountability plan requirements
52160-52178 Bilingual education programs
52300-52490 Career technical education
52500-52616.24 Adult schools
52800-52870 School-based program coordination
54400-54425 Compensatory education programs
54440-54445 Migrant education
54460-54529 Compensatory education programs
56000-56867 Special education programs
59000-59300 Special schools and centers
64000-64001 Consolidated application process
GOVERNMENT CODE
11135 Nondiscrimination in programs or activities funded by state
12900-12996 Fair Employment and Housing Act
PENAL CODE
422.55 Hate crime; definition
422.6 Interference with constitutional right or privilege
CODE OF REGULATIONS, TITLE 5
3080 Application of section
4600-4687 Uniform complaint procedures
4900-4965 Nondiscrimination in elementary and secondary education programs
UNITED STATES CODE, TITLE 20
1221 Application of laws
1232g Family Educational Rights and Privacy Act
1681-1688 Title IX of the Education Amendments of 1972
6301-6577 Title I basic programs
6801-6871 Title III language instruction for limited English proficient and immigrant students
7101-7184 Safe and Drug-Free Schools and Communities Act
7201-7283g Title V promoting informed parental choice and innovative programs
7301-7372 Title V rural and low-income school programs
12101-12213 Title II equal opportunity for individuals with disabilities
UNITED STATES CODE, TITLE 29
794 Section 504 of Rehabilitation Act of 1973
UNITED STATES CODE, TITLE 42
2000d-2000e-17 Title VI and Title VII Civil Rights Act of 1964, as amended
2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964
6101-6107 Age Discrimination Act of 1975
CODE OF FEDERAL REGULATIONS, TITLE 28
35.107 Nondiscrimination on basis of disability; complaints
CODE OF FEDERAL REGULATIONS, TITLE 34
99.1-99.67 Family Educational Rights and Privacy
100.3 Prohibition of discrimination on basis of race, color or national origin

- 104.7 Designation of responsible employee for Section 504
- 106.8 Designation of responsible employee for Title IX
- 106.9 Notification of nondiscrimination on basis of sex
- 110.25 Notification of nondiscrimination on the basis of age

Management Resources:

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Questions and Answers on Title IX and Sexual Violence, April 2014

Dear Colleague Letter: Bullying of Students with Disabilities, August 2013

Dear Colleague Letter: Sexual Violence, April 2011

Dear Colleague Letter: Harassment and Bullying, October 2010

Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, January 2001

WEB SITES

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

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

U.S. Department of Education, Office for Civil Rights:

<http://www.ed.gov/about/offices/list/ocr>

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Policy SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

First Reading: February 17, 2015

Adopted:

King City, California

AR 1312.3 Community Relations

Uniform Complaint Procedures

~~***Note: 5 CCR 4621, as amended by Register 2013, No. 38, mandates that the district's uniform complaint procedures (UCP) be consistent with the procedures of 5 CCR 4600-4687. Additionally, Education Code 52075, as added by AB 97 (Ch. 47, Statutes of 2013), mandates districts, by June 30, 2014, to adopt policies and procedures implementing the use of the UCP to resolve complaints alleging noncompliance with requirements related to the local control and accountability plan (LCAP); see the accompanying Board policy. ***~~

~~***Note: Furthermore, 34 CFR 106.8 mandates that districts that receive federal financial assistance adopt procedures for the "prompt and equitable" resolution of complaints of discrimination based on sex. However, the U.S. Department of Education's Office for Civil Rights (OCR) expects districts to adopt similar procedures in regards to the resolution of any complaint of unlawful discrimination based on any protected status, not just sex. Factors considered by OCR when determining whether a district's procedures are "prompt and equitable" are addressed throughout the following administrative regulation. ***~~

~~Except as the Governing Board may otherwise specifically provide in other Board policies, the uniform complaint procedures shall be used only to investigate and resolve complaints alleging violations of federal or state laws or regulations governing specific educational programs, the prohibition against requiring students to pay fees, deposits, or other charges for participating in educational activities, and unlawful discrimination, harassment, intimidation, or bullying, as specified in accompanying Board policy.~~

~~(cf. 1312.1 - Complaints Concerning District Employees)~~

~~(cf. 1312.2 - Complaints Concerning Instructional Materials)~~

~~(cf. 1312.4 - Williams Uniform Complaint Procedures)~~

~~(cf. 4031 - Complaints Concerning Discrimination in Employment)~~

Except as the Governing Board may otherwise specifically provide in other district policies, these general uniform complaint procedures (UCP) shall be used to investigate and resolve only the complaints specified in BP 1312.3.

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 1312.2 - Complaints Concerning Instructional Materials)

(cf. 1312.4 - Williams Uniform Complaint Procedures)

(cf. 4031 - Complaints Concerning Discrimination in Employment)

Compliance Officers

~~***Note: 5 CCR 4621 mandates the district to identify in its policies and procedures the person(s), position(s), or unit(s) responsible for ensuring compliance with applicable state and federal laws and regulations governing educational programs, including the receiving and investigating of complaints alleging unlawful discrimination, including discriminatory harassment, intimidation,~~

retaliation, or bullying. During its Federal Program Monitoring (FPM) process, California Department of Education (CDE) staff will check to ensure that the district's procedures list the specific title(s) of the employee(s) responsible for investigating complaints. Districts should identify the specific title(s) of the compliance officer(s) in the space provided below. If a district identifies multiple compliance officers, it is recommended that one be designated the "lead compliance officer." ***

The district designates the individual(s) identified below as the employee(s) responsible for coordinating the district's response to complaints and for complying with state and federal civil rights laws. The individual(s) also serve as the compliance officer(s) specified in AR 5145.3 - Nondiscrimination/Harassment as the responsible employee to handle complaints regarding sex discrimination. The individual(s) shall receive and coordinate the investigation of complaints and shall ensure district compliance with law.

**(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)**

Claudia Arellano
Senior Director of Human Resources
800 Broadway
King City, Ca 93930
831 385 0606
carellano@dmcjuhsd.org

The compliance officer who receives a complaint may assign another compliance officer to investigate the complaint. The compliance officer shall promptly notify the complainant if another compliance officer is designated to investigate the complaint.

In no instance shall a compliance officer be designated to investigate a complaint if he/she is mentioned in the complaint or has a conflict of interest that would prohibit him/her from fairly investigating the complaint. Any complaint filed against or implicating a compliance officer may be filed with the State Administrator/Superintendent or designee.

~~***Note: 5 CCR 4621 mandates that the district's policy provide that employees responsible for compliance and/or investigation of complaints are knowledgeable about the laws and programs they are assigned to investigate. OCR requires that the compliance officer(s) involved in implementing discrimination complaint procedures be knowledgeable about the procedures and be able to explain them to parents/guardians and students. They must also have training or experience in handling discrimination complaints, including appropriate investigative techniques and understanding of the applicable legal standards.***~~

The State Administrator/Superintendent or designee shall ensure that employees designated to investigate complaints receive training and are knowledgeable about the laws and programs which they are assigned to investigate. Training provided to such designated employees shall include current state and federal laws and regulations governing the program, applicable processes for

investigating complaints, including those involving alleged discrimination, applicable standards for reaching decisions on complaints, and appropriate corrective measures. Designated employees may have access to legal counsel as determined by the State Administrator/Superintendent or designee.

(cf. 4331 - Staff Development)
(cf. 9124 - Attorney)

The compliance officer or, if necessary, any appropriate administrator shall determine whether interim measures are necessary during and pending the results of an investigation. If interim measures are determined to be necessary, the compliance officer or the administrator shall consult with the State Administrator/Superintendent, the State Administrator/Superintendent's designee, or, if appropriate, the site principal to implement, if possible, one or more of the interim measures. The interim measures may remain in place until the compliance officer determines that they are no longer necessary or until the district issues its final written decision, whichever occurs first.

The district's uniform complaint procedures policy and administrative regulation shall be posted in all district schools and offices, including staff lounges and student government meeting rooms. If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's policy, regulation, forms, and notices concerning uniform complaint procedures shall be translated into that language. (Education Code 234.1, 48985)

(cf. 5145.6 - Parental Notifications)

Compliance Officers

The following compliance officer(s) shall receive and investigate complaints and shall ensure district compliance with law:

Director of Curriculum & Instruction
800 Broadway Street
King City, CA 93930
831-385-0606, extension 4315

The State Administrator/Superintendent or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the State Administrator/Superintendent or designee.

(cf. 9124 - Attorney)

Notifications

The district's UCP policy and administrative regulation shall be posted in all district schools and offices, including staff lounges and student government meeting rooms. (Education Code 234.1)

The State Administrator/Superintendent or designee shall annually provide written notification of the district's uniform complaint procedures to students, employees, parents/guardians, the district advisory committee, school advisory committees, appropriate private school officials or representatives, and other interested parties. (5 CCR 4622)

(cf. 0420 - School Plans/Site Councils)
(cf. 1220 - Citizen Advisory Committees)
(cf. 4112.9/4212.9/4312.9 - Employee Notifications)
(cf. 5145.6 - Parental Notifications)

~~***Note: Both federal and state laws contain requirements for translation of certain information and documents. Title VI of the Civil Rights Act of 1964 requires school districts to ensure meaningful access to their programs and activities by persons with limited English proficiency. OCR has interpreted this to require that, whenever information is provided to parents/guardians, districts must notify limited English proficient (LEP) parents/guardians in a language other than English in order to be adequate. OCR enforces this requirement consistent with the Department of Justice's 2002 Guidance to Federal Financial Assistance Recipients Regarding Title VI Prohibition Against National Origin Discrimination Affecting Limited English Proficient Persons. Under the Guidance, a recipient of federal funds has an obligation to provide language assistance to LEP individuals based on balancing four factors: (1) the number or proportion of LEP individuals likely to encounter the program, (2) the frequency with which LEP individuals come in contact with the program, (3) the nature and importance of the services provided by the program, and (4) the resources available to the recipient. State law is more specific than federal law: Education Code 48985 requires translation of certain information and documents if 15 percent or more of students enrolled in the school speak a single primary language other than English. ***~~

The State Administrator/Superintendent or designee shall ensure that all students and parents/guardians, including students and parents/guardians with limited English proficiency, have access to the relevant information provided in the district's policy, regulation, forms, and notices concerning the UCP.

If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's policy, regulation, forms, and notices concerning the UCP shall be translated into that language, in accordance with Education Code 234.1 and 48985. In all other instances, the district shall ensure meaningful access to all relevant UCP information for parents/guardians with limited English proficiency.

The notice shall:

1. Identify the person(s), position(s), or unit(s) responsible for receiving complaints
2. Advise the complainant of any civil law remedies that may be available to him/her under state or federal discrimination laws, if applicable

3. Advise the complainant of the appeal process pursuant to Education Code 262.3, including the complainant's right to take a complaint directly to the California Department of Education (CDE) or to pursue remedies before civil courts or other public agencies
4. Include statements that:
 - a. ~~The district is primarily responsible for compliance with state and federal laws and regulations~~
 - a. The district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs.**
 - b. The complaint review shall be completed within 60 calendar days from the date of receipt of the complaint unless the complainant agrees in writing to an extension of the timeline
 - ~~c. An unlawful discrimination complaint must be filed not later than six months from the date the alleged discrimination occurs, or six months from the date the complainant first obtains knowledge of the facts of the alleged discrimination~~
 - c. A complaint alleging retaliation, unlawful discrimination, or bullying must be filed not later than six months from the date it occurred, or six months from the date the complainant first obtained knowledge of the facts of the alleged discrimination. The time for filing may be extended for up to 90 days by the State Administrator/Superintendent or designee for good cause upon written request by the complainant setting forth the reasons for the extension.**

~~***Note: 5 CCR 4622, as amended by Register 2013, No. 38, requires that the following item be included in the district's annual notification.***~~

- d. A student enrolled in a public school shall not be required to pay a fee for his/her participation in an educational activity that constitutes an integral fundamental part of the district's educational program, including curricular and extracurricular activities.**

~~***Note: Education Code 52075, as added by AB 97 (Ch. 47, Statutes of 2013), requires that information regarding LCAP requirements be included in the district's annual notification. See BP/AR 0460 Local Control and Accountability Plan for details of the LCAP and specific requirements for its adoption and implementation.***~~

- e. The Board is required to adopt and annually update a local control and accountability plan (LCAP), in a manner that includes meaningful engagement of parents/guardians, students, and other stakeholders in the development and/or review of the LCAP.**

(cf. 0460 - Local Control and Accountability Plan)

- d. The complainant has a right to appeal the district's decision to the CDE by filing a written appeal within 15 days of receiving the district's decision
- e. The appeal to the CDE must include a copy of the complaint filed with the district and a copy of the district's decision

(cf. 5145.6 - Parental Notifications)

- f. Copies of the district's uniform complaint procedures are available free of charge.

Procedures

The following procedures shall be used to address all complaints which allege that the district has violated federal or state laws or regulations governing educational programs or has committed unlawful discrimination.

All **UCP-related** complaints shall be investigated and resolved within 60 days of the receipt of the complaint. Compliance officers shall maintain a record of each complaint and subsequent related actions, including all information required for compliance with 5 CCR 4631 and 4633.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Filing of Complaint

~~Any individual, public agency or organization may file a written complaint of the district's alleged noncompliance with federal or state laws or regulations governing educational programs. (5 CCR 4630)~~

~~A complaint concerning unlawful discrimination, harassment, intimidation or bullying may be filed only by a person who alleges that he/she personally suffered unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination, harassment, and intimidation or bullying. The complaint alleging unlawful discrimination, harassment, intimidation or bullying shall be initiated no later than six months from the date when the alleged discrimination occurred, or six months from the date when the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying. However, upon written request by the complainant, the State Administrator/Superintendent or designee may extend the filing period for up to 90 days. (5 CCR 4630)~~

~~A complaint alleging noncompliance with the law regarding the prohibition against requiring students to pay student fees, deposits, and charges may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance. (Education Code 49013)~~

~~The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and a date stamp.~~

~~If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, district staff shall assist him/her in the filing of the complaint. (5 CCR 4600)~~

~~***Note: Complaints filed under the UCP may be filed directly with a compliance officer or with any site administrator not designated as a compliance officer. If a site administrator not designated as a compliance officer receives a UCP complaint, he/she must notify a compliance officer. A district may also establish a site level process for receiving informal reports about incidents for which a UCP complaint may be filed and notifying students and parents/guardians of their right to file a UCP complaint. For example, acts of unlawful discrimination may initially be reported to a principal. See AR 5145.3—Nondiscrimination/Harassment and AR 5145.7—Sexual Harassment.***~~

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and a date stamp.

All complaints shall be filed in accordance with the following:

1. A written complaint alleging district violation of applicable state or federal law or regulations governing adult education programs, consolidated categorical aid programs, migrant education, career technical and technical education and training programs, child care and development programs, child nutrition programs, and special education programs may be filed by any individual, public agency, or organization. (5 CCR 4630)

~~***Note: Education Code 49013 mandates districts to adopt procedures that allow for anonymous complaints to be filed when a district allegedly violates the prohibition against the charging of student fees. Pursuant to Education Code 52075, as added by AB 97 (Ch. 47, Statutes of 2013), anonymous complaints are permitted with regards to the LCAP, as long as evidence, or information leading to evidence, to support the allegation of noncompliance is provided in the complaint.***~~

2. Any complaint alleging noncompliance with law regarding the prohibition against requiring students to pay student fees, deposits, and charges or any requirement related to the LCAP may be filed anonymously if the complaint provides evidence, or information leading to evidence, to support an allegation of noncompliance. (Education Code 49013, 52075)

3. A complaint alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying, may be filed only by a person who alleges that he/she personally suffered unlawful discrimination or by a person who believes that an individual or any

specific class of individuals has been subjected to it. The complaint shall be initiated no later than six months from the date when the alleged discrimination occurred, or six months from the date when the complainant first obtained knowledge of the facts of the alleged discrimination. The time for filing may be extended for up to 90 days by the State Administrator/Superintendent or designee for good cause upon written request by the complainant setting forth the reasons for the extension. (5 CCR 4630)

4. When a complaint alleging unlawful discrimination or bullying is filed anonymously, the compliance officer shall pursue an investigation or other response as appropriate, depending on the specificity and reliability of the information provided and the seriousness of the allegation.

~~***Note: OCR's Revised Sexual Harassment Guidance and 2011 Dear Colleague Letter: Sexual Violence, as well the FAQs issued in April 2014, indicate that if a complainant in a sexual harassment case requests that his/her name or that of the victim not be revealed to the alleged perpetrator or asks that the complaint not be pursued, the district should first inform the complainant that honoring the request may limit its ability to respond and pursue disciplinary action against the alleged perpetrator. However, in all instances, the district must still continue to ensure that it provides a safe and nondiscriminatory environment for all students. This principle would also apply to harassment on other bases, such as race, gender, or disability.***~~

5. When the complainant or alleged victim of unlawful discrimination or bullying requests confidentiality, the compliance officer shall inform him/her that the request may limit the district's ability to investigate the conduct or take other necessary action. When honoring a request for confidentiality, the district will nevertheless take all reasonable steps to investigate and respond to the complaint consistent with the request.

6. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, district staff shall assist him/her in the filing of the complaint. (5 CCR 4600)

Investigation of Complaint

~~***Note: 5 CCR 4631, which requires the district to provide the complainant with the opportunity to present relevant information, does not provide any timeline. Thus, the timeline specified below may be modified to reflect district practice.***~~

Within 10 business days after the compliance officer receives the complaint, the compliance officer shall begin an investigation into the complaint.

Within one business day of initiating the investigation, the compliance officer shall provide the complainant and/or his/her representative with the opportunity to present the information contained in complaint to the compliance officer and shall notify the complainant and/or his/her representative of the opportunity to present the compliance officer with any evidence, or information leading to evidence, to support the allegations in the complaint. Such evidence

or information may be presented at any time during the investigation.

~~***Note: In his/her investigation, the compliance officer should consider all relevant circumstances, such as how the misconduct affected one or more students' education; the type, frequency, and duration of the misconduct; the identity, age, and sex of the individuals involved in and impacted by the conduct and the relationship between them; the number of persons engaged in the conduct and at whom the conduct was directed; the size of the school, location of the incidents, and context in which they occurred; and other incidents at the school involving different individuals.***~~

In conducting the investigation, the compliance officer shall collect all available documents and review all available records, notes, or statements related to the complaint, including any additional evidence or information received from the parties during the course of the investigation, shall individually interview all available witnesses with information pertinent to the complaint, and may visit any reasonably accessible location where the relevant actions are alleged to have taken place. To resolve a complaint alleging retaliation, unlawful discrimination, or bullying, the compliance officer shall interview the alleged victim(s), any alleged offenders, and other relevant witnesses privately, separately, and in a confidential manner. As necessary, additional staff or legal counsel may conduct or support the investigation.

~~***Note: 5 CCR 4631 allows the district to dismiss a complaint when the complainant refuses to provide the investigator with relevant documents or otherwise obstructs the investigation. 5 CCR 4631 also provides that, if the district refuses to provide the investigator with access to records or other documents, the investigator may issue a finding in favor of the complainant. During the FPM process, CDE staff will check to ensure that both of these statements regarding the provision of access to information are included in the district's policy or procedures, as specified below.***~~

A complainant's refusal to provide the district's investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or engagement in any other obstruction of the investigation may result in the dismissal of the complaint because of a lack of evidence to support the allegation. (5 CCR 4631)

In accordance with law, the district shall provide the investigator with access to records and other information related to the allegation in the complaint and shall not in any way obstruct the investigation. Failure or refusal of the district to cooperate in the investigation may result in a finding based on evidence collected that a violation has occurred and in the imposition of a remedy in favor of the complainant. (5 CCR 4631)

~~***Note: In determining the truth of any allegation, the district should apply the correct standard of proof to the situation. For example, with allegations of discrimination, including discriminatory harassment, intimidation, or retaliation, OCR requires use of the "preponderance of the evidence" (more likely than not) standard. Any standard of proof that is more rigorous than required by law could subject a district to liability.***~~

The compliance officer shall apply a "preponderance of the evidence" standard in determining the veracity of the factual allegations in a complaint. This standard is met if the allegation is more likely to be true than not.

Report of Findings

~~***Note: Pursuant to 5 CCR 4631, the district's written decision must be sent to the complainant within 60 calendar days of receiving the complaint. Option 1 below is for districts that do not allow complainants to appeal the compliance officer's decision to the Governing Board. Option 2 is for districts that allow appeals to the Board, and it requires the compliance officer's decision within 30 calendar days so that the Board's decision can still be given within the 60 day time limit.***~~

OPTION 1:

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of the district's investigation and decision, as described in the section "Final Written Decision" below, within 60 calendar days of the district's receipt of the complaint. (5 CCR 4631)

OPTION 2:

Unless extended by written agreement with the complainant, a final decision shall be sent to the complainant within 60 calendar days of the district's receipt of the complaint. Within 30 calendar days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report of the district's investigation and decision, as described in the section "Final Written Decision" below. If the complainant is dissatisfied with the compliance officer's decision, he/she may, within five business days, file his/her complaint in writing with the Board.

The Board may consider the matter at its next regular Board meeting or at a special Board meeting convened in order to meet the 60-day time limit within which the complaint must be answered. The Board may decide not to hear the complaint, in which case the compliance officer's decision shall be final.

If the Board hears the complaint, the compliance officer shall send the Board's decision to the complainant within 60 calendar days of the district's initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant. (5 CCR 4631)

Mediation

~~***Note: The following section should be used only by those districts that have decided to establish procedures for attempting to resolve complaints through alternative dispute resolution procedures such as mediation; see the accompanying Board policy. The following section may be modified to specify the alternative dispute resolution method and timelines used within the district.~~

~~Within three business days after the compliance officer receives the complaint, he/she may informally discuss with all the parties the possibility of using mediation. Mediation shall be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving an allegation of sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. If the parties agree to mediation, the compliance officer shall make all arrangements for this process.~~

~~Before initiating the mediation of a complaint alleging retaliation, unlawful discrimination, or bullying, the compliance officer shall ensure that all parties agree to make the mediator a party to relevant confidential information. The compliance officer shall also notify all parties of the right to end the informal process at any time.~~

~~If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.~~

~~The use of mediation shall not extend the district's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time. If mediation is successful and the complaint is withdrawn, then the district shall take only the actions agreed to through the mediation. If mediation is unsuccessful, the district shall then continue with subsequent steps specified in this administrative regulation.~~

Step 2: Mediation

~~Within three days of receiving the complaint, the compliance officer may informally discuss with all the parties the possibility of using mediation. If the parties agree to mediation, the compliance officer shall make all arrangements for this process.~~

~~Before initiating the mediation of discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.~~

~~If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.~~

~~The use of mediation shall not extend the district's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time. (5 CCR 4631)~~

Step 3: Investigation of Complaint

~~Within 10 days of receiving the complaint, the compliance officer shall provide *the complainant and/or his/her representative* an opportunity to present the complaint and any evidence, or information leading to evidence, to support the allegations in the complaint. The compliance officer~~

~~also shall collect all documents and interview all witnesses with information pertinent to the complaint.~~

AR 1312.3 (1)

~~A complainant's refusal to provide the district's investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or engagement in any other obstruction of the investigation may result in the dismissal of the complaint because of a lack of evidence to support the allegation. (5 CCR 4631)~~

~~In accordance with law, the district shall provide the investigator with access to records and other information related to the allegation in the complaint and shall not in any way obstruct the investigation. Failure or refusal of the district to cooperate in the investigation may result in a finding based on evidence collected that a violation has occurred and in the imposition of a remedy in favor of the complainant. (5 CCR 4631)~~

~~Step 4: Response~~

~~Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of the district's investigation and decision, as described in Step #5 below, within 60 days of the district's receipt of the complaint. (5 CCR 4631)~~

~~The Board may consider the matter at its next regular Board meeting or at a special Board meeting convened in order to meet the 60-day time limit within which the complaint must be answered. The~~

~~Board may decide not to hear the complaint, in which case the compliance officer's decision shall be final.~~

~~If the Board hears the complaint, the compliance officer shall send the Board's decision to the complainant within 60 days of the district's initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant. (5 CCR 4631)~~

~~Step 5: Final Written Decision~~

~~The district's decision shall be in writing and sent to the complainant. (5 CCR 4631)~~

~~The district's decision shall be written in English and, when required by Education Code 48985, in the complainant's primary language.~~

~~For all complaints, the decision shall include: (5 CCR 4631)~~

- ~~1. The findings of fact based on the evidence gathered~~
- ~~2. The conclusion(s) of law~~
- ~~3. Disposition of the complaint~~

~~4. Rationale for such disposition~~

~~5. Corrective actions, if any are warranted~~

AR 1312.3 (m)

~~6. Notice of the complainant's right to appeal the district's decision within 15 days to the CDE and procedures to be followed for initiating such an appeal. In addition, any decision concerning discrimination, harassment, intimidation or bullying complaint based on state law shall include a notice that the complainant must wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. (Education Code 262.3)~~

~~If investigation of a complaint results in discipline to a student or an employee, the decision shall simply state that effective action was taken and that the student or employee was informed of district expectations. The report shall not give any further information as to the nature of the disciplinary action.~~

~~If a complaint alleging noncompliance with the laws regarding student fees, deposits, and other charges is found to have merit, the district shall provide a remedy to all affected students and parents/guardians, which, where applicable, shall include reasonable efforts to ensure full reimbursement to them. (Education Code 49013)~~

~~Appeals to the California Department of Education~~

~~If dissatisfied with the district's decision, the complainant may appeal in writing to the CDE within 15 days of receiving the district's decision. When appealing to the CDE, the complainant shall specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the district's decision. (5 CCR 4632)~~

~~Upon notification by the CDE that the complainant has appealed the district's decision, the State Administrator/Superintendent or designee shall forward the following documents to the CDE: (5 CCR 4633)~~

- ~~1. A copy of the original complaint~~
- ~~2. A copy of the decision~~
- ~~3. A summary of the nature and extent of the investigation conducted by the district, if not covered by the decision~~
- ~~4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by the parties and gathered by the investigator~~
- ~~5. A report of any action taken to resolve the complaint~~

~~6.—A copy of the district's complaint procedures~~

~~7.—Other relevant information requested by the CDE~~

AR 1312.3 (n)

~~The CDE may directly intervene in a complaint without waiting for action by the district when one of the conditions listed in 5 CCR 4650 exists, including cases in which the district has not taken action within 60 days of the date the complaint was filed with the district.~~

~~Civil Law Remedies~~

~~A complainant may pursue available civil law remedies outside of the district's complaint procedures under State or Federal discrimination, harassment, intimidation or bullying laws. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders.~~

~~For complaints alleging discrimination, harassment, intimidation and bullying based on state law, a complainant shall wait until 60 calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies, provided the district has appropriately and in a timely manner apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622. The moratorium does not apply to injunctive relief and to discrimination, harassment, intimidation and bullying complaints based on federal law. (Education Code 262.3)~~

~~(1/06 3/12) 1/13~~

~~Regulation _____ SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT~~

~~Adopted: April 30, 2014 _____ King City, California _____~~

Final Written Decision

The district's decision shall be in writing and shall be sent to the complainant. (5 CCR 4631)

In consultation with district legal counsel, information about the relevant part of a decision may be communicated to a victim who is not the complainant and to other parties that may be involved in implementing the decision or affected by the complaint, as long as the privacy of the parties is protected.

~~***Note: Education Code 48985 requires that reports sent to parents/guardians be written in their primary language when 15 percent or more of a school's enrolled students speak a single primary language other than English. During the FPM process, CDE staff will check to ensure compliance with this requirement. Based on Title VI of the Civil Rights Act of 1964, OCR requires districts to ensure meaningful access to all relevant UCP information for parents/guardians with limited English proficiency. ***~~

If the complaint involves a limited-English-proficient student or parent/guardian and the student involved attends a school at which 15 percent or more of the students speak a single primary language other than English, then the decision shall also be translated into that language. In other all other instances, the district shall ensure meaningful access to all

AR 1312.3 (o)

relevant information for parents/guardians with limited English proficiency.

~~***Note: 5 CCR 4631 and guidance provided by OCR specify components that should be part of the district's decision. Inclusion of these items will help protect the district's position in case of an appeal to the CDE, a complaint submitted to OCR, or if litigation is filed.***~~

For all complaints, the decision shall include: (5 CCR 4631)

1. The findings of fact based on the evidence gathered. In reaching a factual determination, the following factors may be taken into account:
 - a. Statements made by any witnesses
 - b. The relative credibility of the individuals involved
 - c. How the complaining individual reacted to the incident
 - d. Any documentary or other evidence relating to the alleged conduct
 - e. Past instances of similar conduct by any alleged offenders
 - f. Past false allegations made by the complainant
2. The conclusion(s) of law
3. Disposition of the complaint
4. Rationale for such disposition

For complaints of retaliation or unlawful discrimination, including discriminatory harassment, intimidation, or bullying, the disposition of the complaint shall include a determination for each allegation as to whether retaliation or unlawful discrimination has occurred.

The determination of whether a hostile environment exists may involve consideration of the following:

- a. How the misconduct affected one or more students' education
- b. The type, frequency, and duration of the misconduct

- c. **The relationship between the alleged victim(s) and offender(s)**
- d. **The number of persons engaged in the conduct and at whom the conduct was directed**

AR 1312.3 (p)

- e. **The size of the school, location of the incidents, and context in which they occurred**
- f. **Other incidents at the school involving different individuals**

~~***Note: The Family Educational Rights and Privacy Act (FERPA) (20 USC 1232g; 34 CFR 99.1-99.67) protects student privacy, including student records such as the description of the corrective actions taken in response to a UCP complaint. Thus, districts are advised to consult legal counsel in determining what information must be included in the final written decision sent to the complainant and what information must not be included.***~~

~~***Note: In determining what information to include and not include in the final written decision for complaints regarding unlawful discrimination, including discriminatory harassment, intimidation, or bullying, districts should be aware that 20 USC 1221 states that nothing in FERPA is to "be construed to affect the applicability of Title VI of the Civil Rights Act of 1964, Title IX of Education Amendments of 1972, Title V of the Rehabilitation Act of 1973, the Age Discrimination Act, or other statutes prohibiting discrimination, to any applicable program." OCR has interpreted these provisions to mean that FERPA permits a district to disclose to a student, who was subjected to unlawful discrimination, certain information about the sanctions imposed upon the offender when the sanctions directly relate to that student. For instance, if properly remedying the impact of discrimination would require disclosing to the alleged victim certain information on how the district disciplined the alleged student offender (e.g., a stay away order), OCR would require the district to disclose that information.***~~

5. Corrective action(s), including any actions that have been taken or will be taken to address the allegations in the complaint and including, with respect to a student fees complaint, a remedy that comports with Education Code 49013 and 5 CCR 4600

For complaints of unlawful discrimination, including remedies offered or provided to the subject of the complaint

- c. **Systemic measures the school has taken to eliminate a hostile environment and prevent recurrence**

6. Notice of the complainant's right to appeal the district's decision within 15 calendar days to the CDE and procedures to be followed for initiating such an appeal

The decision may also include follow-up procedures to prevent recurrence or retaliation and for reporting any subsequent problems.

~~***Note: During the FPM process, CDE staff will expect to see a statement detailing a complainant's right to pursue civil law remedies (i.e., action in a court of law) in addition to or in conjunction with the right to pursue administrative remedies from the CDE. ***~~

For complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, and bullying, based on state law, the decision shall also include a notice to the

AR 1312.3 (q)

complainant that:

- 1. He/she may pursue available civil law remedies outside of the district's complaint procedures, including seeking assistance from mediation centers or public/private interest attorneys, 60 calendar days after the filing of an appeal with the CDE. (Education Code 262.3)**
- 2. The 60 days moratorium does not apply to complaints seeking injunctive relief in state courts or to discrimination complaints based on federal law. (Education Code 262.3)**
- 3. Complaints alleging discrimination based on race, color, national origin, sex, gender, disability, or age may also be filed with the U.S. Department of Education, Office for Civil Rights at www.ed.gov/ocr within 180 days of the alleged discrimination.**

Corrective Actions

When a complaint is found to have merit, the compliance officer shall adopt any appropriate corrective action permitted by law. Appropriate corrective actions that focus on the larger school or district environment may include, but are not limited to, actions to reinforce district policies, training for faculty, staff, and students, updates to school policies, or school climate surveys.

For complaints involving retaliation, unlawful discrimination, or bullying, appropriate corrective actions that focus on the victim may include, but are not limited to, the following:

- 1. Counseling**
- 2. Academic support**
- 3. Health services**
- 4. Assignment of an escort to allow the victim to move safely about campus**
- 5. Information regarding available resources and how to report similar incidents or retaliation**
- 6. Separation of the victim from any other individuals involved, provided the separation does not penalize the victim**

7. Restorative justice
8. Follow-up inquiries to ensure that the conduct has stopped and there has been no retaliation
9. Determination of whether any past actions of the victim that resulted in discipline were related to the treatment the victim received and described in the complaint

AR 1312.3 (r)

For complaints involving retaliation, unlawful discrimination, or bullying, appropriate corrective actions that focus on a student offender may include, but are not limited to, the following:

1. Transfer from a class or school as permitted by law
2. Parent/guardian conference
3. Education regarding the impact of the conduct on others
4. Positive behavior support
5. Referral to a student success team
6. Denial of participation in extracurricular or co-curricular activities or other privileges as permitted by law
7. Disciplinary action, such as suspension or expulsion, as permitted by law

~~***Note: In its Dear Colleague Letter: Sexual Violence from April 2011 and its Questions and Answers on Title IX and Sexual Violence from April 2014, OCR provides a detailed discussion of remedies for the broader campus community. ***~~

The district may also consider training and other interventions for the larger school community to ensure that students, staff, and parents/guardians understand the types of behavior that constitute unlawful discrimination, including discriminatory harassment, intimidation, or bullying, that the district does not tolerate it, and how to report and respond to it.

~~***Note: Pursuant to Education Code 49013 and 5 CCR 4600, if the district, or the CDE on appeal, finds merit in the complaint alleging noncompliance with the law regarding student fees and charges, the district is required to provide a remedy as specified below. Education Code 52075, as added by AB 97 (Ch. 47, Statutes of 2013), contains similar provisions with regard to noncompliance with the requirements for the LCAP. ***~~

If a complaint alleging noncompliance with the laws regarding student fees, deposits, and

other charges or any requirement related to the LCAP is found to have merit, the district shall provide a remedy to all affected students and parents/guardians. (Education Code 49013, 52075)

For complaints alleging noncompliance with the laws regarding student fees, such remedies, where applicable, shall include reasonable efforts to ensure full reimbursement to affected students and parents/guardians. (Education Code 49013; 5 CCR 4600)

AR 1312.3 (s)

Appeals to the California Department of Education

~~***Note: 5 CCR 4632-4633 provide that any complainant may appeal the district's decision to the CDE, as provided below. Pursuant to Education Code 49013, the district is mandated to adopt procedures that include the right to appeal to the CDE, in accordance with 5 CCR 4632, when a complainant is dissatisfied with the district's decision on his/her complaint alleging noncompliance with the law that prohibits districts from requiring students to pay fees, deposits, or charges for their participation in educational activities. Such procedures are also mandated by Education Code 52075, as added by AB 97 (Ch. 47, Statutes of 2013), with regards to complaints alleging noncompliance with requirements related to the LCAP. ***~~

Any complainant who is dissatisfied with the district's final written decision may file an appeal in writing with the CDE within 15 calendar days of receiving the district's decision. (Education Code 49013, 52075; 5 CCR 4632)

The complainant shall specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the district's decision. (5 CCR 4632)

Upon notification by the CDE that the complainant has appealed the district's decision, the State Administrator/Superintendent or designee shall forward the following documents to the CDE: (5 CCR 4633)

- 1. A copy of the original complaint**
- 2. A copy of the decision**
- 3. A summary of the nature and extent of the investigation conducted by the district, if not covered by the decision**
- 4. A copy of the investigation file including, but not limited to, all notes, interviews, and documents submitted by the parties and gathered by the investigator**
- 5. A report of any action taken to resolve the complaint**
- 6. A copy of the district's uniform complaint procedures**

7. Other relevant information requested by the CDE

*****Note: The CDE may directly intervene in a complaint without waiting for action by the district when certain conditions exist, including the following: (1) the complaint alleges failure to comply with the UCP, including failure to follow the required timelines and failure to implement the final written decision; (2) the complainant requires anonymity due to the possibility of retaliation and would suffer immediate and irreparable harm if a complaint was filed and the complainant was named; (3) the complainant alleges that he/she would suffer**

AR 1312.3 (t)

immediate and irreparable harm as a result of an application of a districtwide policy that is in conflict with state or federal law and that filing a complaint would be futile; (4) the complainant alleges failure to comply with the due process procedures established pursuant to special education law and regulation to implement a due process hearing order; (5) the complainant alleges facts that indicate that one or more students may be in immediate physical danger or that the health, safety, or welfare of one or more students is threatened; or (6) the complainant alleges failure to follow a student's individualized education program. ***

(3/12 1/13) 10/14

Policy: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
First Reading: February 17, 2015
Adopted: King City, California

BP 5131.2 Students

Bullying

The Governing Board recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel.

- (cf. 5131 - Conduct)
- (cf. 5136 - Gangs)
- (cf. 5145.3 - Nondiscrimination/Harassment)
- (cf. 5145.7 - Sexual Harassment)
- (cf. 5145.9 - Hate-Motivated Behavior)

Cyberbullying includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes

breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

- (cf. 5145.2 - Freedom of Speech/Expression)

Strategies for bullying prevention and intervention shall be developed with involvement of key stakeholders in accordance with law, Board policy, and administrative regulation governing the development of comprehensive safety plans and shall be incorporated into such plans.

- (cf. 0420 - School Plans/Site Councils)
- (cf. 0450 - Comprehensive Safety Plan)
- (cf. 1220 - Citizen Advisory Committees)
- (cf. 1400 - Relations Between Other Governmental Agencies and the Schools)
- (cf. 6020 - Parent Involvement)

Bullying Prevention

To the extent possible, district and school strategies shall focus on prevention of bullying by establishing clear rules for student conduct and strategies to establish a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting

incidents or threats, and the consequences for perpetrators of bullying.

(cf. 5137 - Positive School Climate)
(cf. 6164.2 - Guidance/Counseling Services)

The district may provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

(cf. 6163.4 - Student Use of Technology)
(cf. 6142.8 - Comprehensive Health Education)
(cf. 6142.94 - History-Social Science Instruction)

School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies.

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

Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, cafeterias.

Intervention

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

As appropriate, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators. He/she also may involve school counselors, mental health counselors, and/or law enforcement.

Complaints and Investigation

~~***Note: Pursuant to Education Code 234.1, districts are required to adopt a process for receiving and investigating complaints involving unlawful discrimination, including discriminatory bullying, based on race or ethnicity, nationality, gender, sex, sexual orientation, religion, or any other characteristic contained in the definition of hate crimes in Penal Code~~

~~422.55. 5 CCR 4600-4633, as amended by Register 2013, No. 38, provide that the UCP utilizing compliance officer(s) must be used for this purpose. In addition, federal regulations require districts to adopt procedures providing for prompt and equitable resolution of complaints of unlawful discrimination, including discriminatory bullying, on the basis of sex (34 CFR 106.8), disability (34 CFR 104.7 and 28 CFR 35.107), and age (34 CFR 110.25). ***~~

~~***Note: Although some bullying incidents may not fall within the provisions of Education Code 234.1 or federal civil rights regulations, CSBA strongly recommends that districts use the UCP to investigate and resolve all bullying incidents (whether discriminatory or nondiscriminatory) to ensure consistent implementation by district staff. Additionally, it is not always easy or possible for staff to know at the time of the incident whether a student was bullied because of his/her actual or perceived membership in a legally protected class. Districts that are concerned about the capacity of a single district compliance officer to handle a possible increase in the number of UCP complaints, or that prefer to handle certain incidents at the school site-level whenever possible, may designate multiple compliance officers in accordance with AR 1312.3 Uniform Complaint Procedures. ***~~

~~***Note: The following optional paragraph provides that all complaints regarding bullying will be investigated and resolved using the district's UCP. Districts that choose to use another complaint procedure for bullying incidents that are not covered by Education Code 234.1 should revise the following paragraph accordingly. ***~~

Any complaint of bullying, whether it is discriminatory or nondiscriminatory, shall be investigated and resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

~~***Note: The following reporting process may be revised to reflect district practice. ***~~

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee. Within one business day of receiving such a report, a staff member shall notify the principal of the report, whether or not a uniform complaint is filed. Within two business days of receiving a report of bullying, the principal shall notify a district compliance officer identified in AR 1312.3. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report his/her observation to the principal or a district compliance officer, whether or not the alleged victim files a complaint.

~~***Note: Districts have the authority to monitor student use of the district's Internet system and to conduct individual searches of student accounts if there is reasonable suspicion that a user has violated district policy or the law; see BP/AR 5145.12 Search and Seizure and BP/AR 6163.4 Student Use of Technology. ***~~

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the Superintendent or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

When a report of bullying is submitted, the principal or a district compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with AR 1312.3. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

SMCJUHSD Please note the following four paragraphs were added at the last revision per board direction. Please review and see new language covers this as well.

Students may submit to a teacher or administrator a verbal or written complaint of conduct they consider to be bullying. Complaints of bullying shall be investigated and resolved in accordance with site-level grievance procedures specified in AR 5145.7 - Sexual Harassment.

When a student is reported to be engaging in bullying off campus, the Superintendent or designee shall investigate and document the activity and shall identify specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages sent to them that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the Superintendent or designee also may file a complaint with the Internet site or service to have the material removed.

Discipline

Any student who engages in bullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline, which may include suspension or expulsion, in accordance with district policies and regulations.

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
(cf. 6159.4 - Behavioral Interventions for Special Education Students)

Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal.

(cf. 4117.3 - Dismissal)
(cf. 4118 - Suspension/Disciplinary Action)
(cf. 4119.21/4219.21/4319.21 - Professional Standards)
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Legal Reference:

EDUCATION CODE

~~200-262.4 Prohibition of discrimination~~
~~32282 Comprehensive safety plan~~
~~35181 Governing board policy on responsibilities of students~~
~~35291-35291.5 Rules~~
~~48900-48925 Suspension or expulsion~~
~~48985 Translation of notices~~

PENAL CODE

~~647 Use of camera or other instrument to invade person's privacy; misdemeanor~~
~~647.7 Use of camera or other instrument to invade person's privacy; punishment~~
~~653.2 Electronic communication devices, threats to safety~~

UNITED STATES CODE, TITLE 47

~~254 Universal service discounts (e-rate)~~

COURT DECISIONS

~~J.C. v. Beverly Hills Unified School District, (2010) 711 F.Supp.2d 1094~~
~~Lavine v. Blaine School District, (2002) 279 F.3d 719~~

Management Resources:

CSBA PUBLICATIONS

~~Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011~~
~~Providing a Safe, Nondiscriminatory School Environment for All Students, Policy Brief, April-2010~~

~~Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2007~~

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

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

Bullying at School, 2003

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Dear Colleague Letter: Harassment and Bullying, October 2010

WEB SITES

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

California Cybersafety for Children: <http://www.cybersafety.ca.gov>

California Department of Education, Safe Schools Office: <http://www.ede.ca.gov/ls/ss>

Center for Safe and Responsible Internet Use: <http://cyberbully.org>

National School Boards Association: <http://www.nsba.org>

National School Safety Center: <http://www.schoolsafety.us>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

3/12

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

32282 Comprehensive safety plan

32283.5 Bullying; online training

35181 Governing board policy on responsibilities of students

35291-35291.5 Rules

48900-48925 Suspension or expulsion

48985 Translation of notices

52060-52077 Local control and accountability plan

PENAL CODE

422.55 Definition of hate crime

647 Use of camera or other instrument to invade person's privacy; misdemeanor

647.7 Use of camera or other instrument to invade person's privacy; punishment

653.2 Electronic communication devices, threats to safety

CODE OF REGULATIONS, TITLE 5

4600-4687 Uniform complaint procedures

UNITED STATES CODE, TITLE 47

254 Universal service discounts (e-rate)

CODE OF FEDERAL REGULATIONS, TITLE 28

35.107 Nondiscrimination on basis of disability; complaints

CODE OF FEDERAL REGULATIONS, TITLE 34

104.7 Designation of responsible employee for Section 504

106.8 Designation of responsible employee for Title IX

110.25 Notification of nondiscrimination on the basis of age

COURT DECISIONS

Wynar v. Douglas County School District, (2013) 728 F.3d 1062

J.C. v. Beverly Hills Unified School District, (2010) 711 F.Supp.2d 1094

Lavine v. Blaine School District, (2002) 279 F.3d 719

Management Resources:

CSBA PUBLICATIONS

Final Guidance: AB 1266, Transgender and Gender Nonconforming Students, Privacy, Programs, Activities & Facilities, Legal Guidance, March 2014

Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014
Addressing the Conditions of Children: Focus on Bullying, Governance Brief, December 2012

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

Building Healthy Communities: A School Leaders Guide to Collaboration and Community Engagement, 2009

Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2007

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

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

Bullying at School, 2003

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Dear Colleague Letter: Bullying of Students with Disabilities, August 2013

Dear Colleague Letter: Harassment and Bullying, October 2010

WEB SITES

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

California Department of Education, Safe Schools Office: <http://www.cde.ca.gov/lss>

Common Sense Media: <http://www.commonsensemedia.org>

National School Safety Center: <http://www.schoolsafety.us>

ON[the]LINE, digital citizenship resources: <http://www.onthelineca.org>

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

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Policy SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
First Reading: February 17, 2015
Adopted: King City, California

BP 5145.3 Students

Nondiscrimination/Harassment

The Governing Board desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, harassment, intimidation, and bullying of any student based on the student's actual race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

This policy shall apply to all acts related to school activity or to school attendance occurring within a district school. (Education Code 234.1)

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, includes physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Unlawful discrimination also shall include the creation of a hostile environment when the prohibited conduct is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

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

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5145.9 - Hate-Motivated Behavior)

(cf. 5146 - Married/Pregnant/Parenting Students)

(cf. 6164.6 - Identification and Education Under Section 504)

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

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5145.9 - Hate-Motivated Behavior)

(cf. 5146 - Married/Pregnant/Parenting Students)

(cf. 6164.6 - Identification and Education Under Section 504)

*****Note: In addition to the types of prohibited student conduct described below, prohibited conduct also includes different treatment of students with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services. See BP 0410 - Nondiscrimination In District Programs And Activities.*****

Unlawful discrimination also includes disparate treatment of students based on one of the

categories above with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services.

Prohibited discrimination, harassment, intimidation, or bullying includes physical, verbal, nonverbal, or written conduct based on one of the categories listed above that is so severe and pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

~~The Board also prohibits any form of retaliation against any student who files a complaint or report regarding an incident of discrimination, harassment, intimidation, or bullying.~~

The Board also prohibits any form of retaliation against any individual who files or otherwise participates in the filing or investigation of a complaint or report regarding an incident of discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

The State Administrator/Superintendent or designee shall provide age-appropriate training and information to students, parents/guardians, and employees regarding discrimination, harassment, intimidation, and bullying, including, but not limited to, the district's nondiscrimination policy, what constitutes prohibited behavior, how to report incidents, and to whom such reports should be made.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

In providing instruction, guidance, supervision, or other services to district students, employees and volunteers shall carefully guard against segregating or stereotyping students.

(cf. 1240 - Volunteer Assistance)

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

(cf. 6164.2 - Guidance/Counseling Services)

The principal or designee shall develop a plan to provide students with appropriate accommodations when necessary for their protection from threatened or potentially harassing or discriminatory behavior.

Students who engage in discrimination, harassment, intimidation, bullying, or retaliation in violation of law, Board policy, or administrative regulation shall be subject to appropriate discipline, up to and including counseling, suspension, and/or expulsion. Any employee who permits or engages in prohibited discrimination, harassment, intimidation, bullying, or retaliation shall be subject to disciplinary action, up to and including dismissal.

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4119.21/4219.21/4319.21- Professional Standards)
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)
(cf. 5131 - Conduct)
(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
(cf. 5145.2 - Freedom of Speech/Expression)

~~Grievance Procedures (moved to AR 5145.3)~~

~~The following position is designated Coordinator for Nondiscrimination to handle complaints regarding discrimination, harassment, intimidation, or bullying, and to answer inquiries regarding the district's nondiscrimination policies:~~

~~State Administrator / Superintendent
Assistant Superintendent, Administrative Services
Senior Director of Human Resources
800 Broadway Street
King City, CA 93930
(831) 385-0606~~

~~*(cf. 1312.1 - Complaints Concerning District Employees)*
(cf. 1312.3 - Uniform Complaint Procedures)~~

~~Any student who feels that he/she has been subjected to discrimination, harassment, intimidation, or bullying should immediately contact the Coordinator, the principal, or any other staff member. In addition, any student who observes any such incident should report the incident to the Coordinator or principal, whether or not the victim files a complaint.~~

~~Any school employee who observes an incident of discrimination, harassment, intimidation, or bullying shall report the incident to the Coordinator or principal, whether or not the victim files a complaint.~~

~~In addition, the employee shall immediately intervene when safe to do so. (Education Code 234.1)~~

~~Upon receiving a complaint of discrimination, harassment, intimidation, or bullying, the Coordinator shall immediately investigate the complaint in accordance with the site-level grievance procedures specified in AR 5145.7 - Sexual Harassment.~~

~~*(cf. 5145.7 - Sexual Harassment)*~~

~~Within 30 days of receiving the district's report, the complainant may appeal to the Board if he/she disagrees with the resolution of the complaint. The Board shall make a decision at its next regular meeting and its decision shall be final.~~

The State Administrator/Superintendent or designee shall ensure that the student handbook clearly describes the district's nondiscrimination policy, procedures for filing a complaint regarding discrimination, harassment, intimidation, or bullying, and the resources that are available to students who feel that they have been the victim of any such behavior. The district's policy shall also be posted on the district web site or any other location that is easily accessible to students.

(cf. 1113—District and School Web Sites)
(cf. 1114—District Sponsored Social Media)
(cf. 6163.4—Student Use of Technology)

When required pursuant to Education Code 48985, complaint forms shall be translated into the student's primary language.

Legal Reference:

EDUCATION CODE

~~200-262.4 Prohibition of discrimination~~
~~48900.3 Suspension or expulsion for act of hate violence~~
~~48900.4 Suspension or expulsion for threats or harassment~~
~~48904 Liability of parent/guardian for willful student misconduct~~
~~48907 Student exercise of free expression~~
~~48950 Freedom of speech~~
~~48985 Translation of notices~~
~~49020-49023 Athletic programs~~
~~51500 Prohibited instruction or activity~~
~~51501 Prohibited means of instruction~~
~~60044 Prohibited instructional materials~~

CIVIL CODE

~~1714.1 Liability of parents/guardians for willful misconduct of minor~~

PENAL CODE

~~422.55 Definition of hate crime~~
~~422.6 Crimes, harassment~~

CODE OF REGULATIONS, TITLE 5

~~4600-4687 Uniform Complaint Procedures~~
~~4900-4965 Nondiscrimination in elementary and secondary education programs~~

UNITED STATES CODE, TITLE 20

~~1681-1688 Title IX of the Education Amendments of 1972~~

UNITED STATES CODE, TITLE 42

~~2000d-2000e-17 Title VI and Title VII Civil Rights Act of 1964, as amended~~
~~2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964~~

CODE OF FEDERAL REGULATIONS, TITLE 34

~~100.3 Prohibition of discrimination on basis of race, color or national origin~~
~~104.7 Designation of responsible employee for Section 504~~
~~106.8 Designation of responsible employee for Title IX~~
~~106.9 Notification of nondiscrimination on basis of sex~~

COURT DECISIONS

Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567

Flores v. Morgan Hill Unified School District, (2003) 324 F.3d 1130

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

48900.3 Suspension or expulsion for act of hate violence

48900.4 Suspension or expulsion for threats or harassment

48904 Liability of parent/guardian for willful student misconduct

48907 Student exercise of free expression

48950 Freedom of speech

48985 Translation of notices

49020-49023 Athletic programs

51500 Prohibited instruction or activity

51501 Prohibited means of instruction

60044 Prohibited instructional materials

CIVIL CODE

1714.1 Liability of parents/guardians for willful misconduct of minor

PENAL CODE

422.55 Definition of hate crime

422.6 Crimes, harassment

CODE OF REGULATIONS, TITLE 5

432 Student record

4600-4687 Uniform complaint procedures

4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1681-1688 Title IX of the Education Amendments of 1972

12101-12213 Title II equal opportunity for individuals with disabilities

UNITED STATES CODE, TITLE 29

794 Section 504 of Rehabilitation Act of 1973

UNITED STATES CODE, TITLE 42

2000d-2000e-17 Title VI and Title VII Civil Rights Act of 1964, as amended

2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964

6101-6107 Age Discrimination Act of 1975

CODE OF FEDERAL REGULATIONS, TITLE 28

35.107 Nondiscrimination on basis of disability; complaints

CODE OF FEDERAL REGULATIONS, TITLE 34

100.3 Prohibition of discrimination on basis of race, color or national origin

104.7 Designation of responsible employee for Section 504

106.8 Designation of responsible employee for Title IX

106.9 Notification of nondiscrimination on basis of sex

COURT DECISIONS

Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567

Flores v. Morgan Hill Unified School District, (2003) 324 F.3d 1130

Management Resources:

CSBA PUBLICATIONS

Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014

Final Guidance Regarding Transgender Students, Privacy, and Facilities, March 2014

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

FIRST AMENDMENT CENTER PUBLICATIONS

Public Schools and Sexual Orientation: A First Amendment Framework for Finding Common Ground, 2006

NATIONAL SCHOOL BOARDS ASSOCIATION PUBLICATIONS

Dealing with Legal Matters Surrounding Students' Sexual Orientation and Gender Identity, 2004

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Dear Colleague Letter: Harassment and Bullying, October 2010

Notice of Non-Discrimination, January 1999

WEB SITES

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

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

California Safe Schools Coalition: <http://www.casafeschools.org>

First Amendment Center: <http://www.firstamendmentcenter.org>

National School Boards Association: <http://www.nsba.org>

U.S. Department of Education, Office for Civil Rights:

<http://www.ed.gov/about/offices/list/ocr>

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Management Resources:

CSBA PUBLICATIONS

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

Providing a Safe, Nondiscriminatory School Environment for All Students, Policy Brief, April 2010

CALIFORNIA DEPARTMENT OF EDUCATION LEGAL ADVISORIES

California Student Safety and Violence Prevention—Laws and Regulations, April 2004

FIRST AMENDMENT CENTER PUBLICATIONS

Public Schools and Sexual Orientation: A First Amendment Framework for Finding Common Ground, 2006

NATIONAL SCHOOL BOARDS ASSOCIATION PUBLICATIONS

Dealing with Legal Matters Surrounding Students' Sexual Orientation and Gender Identity, 2004

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS

PUBLICATIONS

~~Dear Colleague Letter: Harassment and Bullying, October 2010~~

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~~California Safe Schools Coalition: <http://www.casafeschools.org>~~

~~First Amendment Center: <http://www.firstamendment.org>~~

~~National School Boards Association~~

~~U.S. Department of Education, Office for Civil Rights:~~

~~<http://www.ed.gov/about/offices/list/ocr>~~

~~(3/04-3/10) 3/12~~

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

First Reading: February 17, 2015

Adopted:

King City, California

Students

Nondiscrimination/Harassment

The following position is designated Coordinator for Nondiscrimination to handle complaints regarding discrimination, harassment, intimidation, or bullying and to answer inquiries regarding the district's nondiscrimination policies: (Education Code 234.1; 5 CCR 4621)

Director of Curriculum and Instruction
800 Broadway
King City, CA
831 385 0606

(cf. 1312.1—Complaints Concerning District Employees)

(cf. 1312.3—Uniform Complaint Procedures)

***Note: The following mandated administrative regulation provides measures that may be implemented by a district to comply with state and federal laws and regulations prohibiting, at school or in school sponsored or school related activities, unlawful discrimination, including discriminatory harassment, intimidation, and bullying, against students based on actual or perceived race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression, or any other legally protected category or association with a person or group with one or more of these actual or perceived characteristics. Federal and state law also prohibit retaliation against those who engage in activity to protect civil rights. ***

***Note: 5 CCR 4621 mandates the district to identify in its policies and procedures the person(s), position(s), or unit(s) responsible for ensuring compliance with applicable state and federal laws and regulations governing educational programs, including the receiving and investigating of complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying. In addition, 34 CFR 106.8 mandates districts that receive federal financial assistance to adopt procedures for the "prompt and equitable" resolution of student and employee discrimination complaints, including the designation of one or more responsible employees to ensure district compliance with state and federal laws and regulations governing the district's educational programs. ***

***Note: During the Federal Program Monitoring process, California Department of Education (CDE) staff will check to ensure that the district's procedures list the specific title(s) of the employee(s) responsible for investigating complaints. The U.S. Department of Education's Office for Civil Rights (OCR) is the agency responsible for the administrative enforcement of federal antidiscrimination laws and regulations in programs and activities that receive federal financial assistance from the department. In reviewing a district's discrimination policies and procedures, OCR will examine whether the district has identified the employee(s) responsible for coordinating compliance with federal civil rights laws, including the investigation of complaints.

~~***~~

~~***Note: The following paragraphs identify the employee(s) designated to coordinate the district's efforts to comply with state and federal civil rights laws (e.g. Title IX and Section 504 coordinators), including the investigation and resolution of discrimination complaints under AR 1312.3 Uniform Complaint Procedures. Note also that a district may designate more than one employee to coordinate compliance and/or receive and investigate complaints, although each employee designated as a coordinator/compliance officer must be properly trained. ***~~

The district designates the individual(s) identified below as the employee(s) responsible for coordinating the district's efforts to comply with state and federal civil rights laws, including Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and the Age Discrimination Act of 1975, and to answer inquiries regarding the district's nondiscrimination policies. The individual(s) shall also serve as the compliance officer(s) specified in AR 1312.3 - Uniform Complaint Procedures as the responsible employee to handle complaints regarding unlawful discrimination, including discriminatory harassment, intimidation, or bullying, based on actual race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or any other legally protected status; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. The coordinator/compliance officer(s) may be contacted at: (Education Code 234.1; 5 CCR 4621)

Director of Curriculum and Instruction
Sr. Director of Human Resources
800 Broadway
King City, CA
831 385 0606

Measures to Prevent Discrimination

To prevent discrimination, harassment, intimidation, and bullying of students at district schools or in school activities and to ensure equal access of all students to the educational program, the Superintendent or designee shall implement the following measures:

~~***Note: As part of its responsibility to monitor district compliance with legal requirements concerning discrimination pursuant to Education Code 234.1, CDE is required to ensure that the district posts its nondiscrimination policies in all schools, offices, staff lounges, and student government meeting rooms. ***~~

~~***Note: In addition, federal regulations enforced by OCR require the district to notify students,~~

parents/guardians, and employees of its policies prohibiting discrimination on the basis of sex (34 CFR 106.8), disability (34 CFR 104.7 and 28 CFR 35.107), and age (34 CFR 110.25) and of related complaint procedures. In its April 2011 Dear Colleague Letter: Sexual Violence, OCR recommends that nondiscrimination notices be prominently posted on school web sites and at various locations throughout campus, and published in electronic and printed publications of general distribution that provide information to students, parents/guardians, and employees about the school's policies. ***

Note: Item #1 below may be revised to specify the means by which the district posts its nondiscrimination policies and complaint procedures.

1. Publicize the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, employees, volunteers, and the general public and post them on the district's web site and other locations that are easily accessible to students. (Education Code 234.1)

(cf. 1113 - District and School Web Sites)
(cf. 1114 - District-Sponsored Social Media)

2. Provide to students a handbook that contains age-appropriate information that clearly describes the district's nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel that they have been the victim of any such behavior. (Education Code 234.1)

3. Provide to employees, volunteers, and parents/guardians training and information regarding the district's nondiscrimination policy; what constitutes prohibited discrimination, harassment, intimidation, or bullying; how and to whom a report of an incident should be made; and how to guard against segregating or stereotyping students when providing instruction, guidance, supervision, or other services to them. Such training and information shall include guidelines for addressing issues related to transgender and gender-nonconforming students.

(cf. 1240 - Volunteer Assistance)
(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

~~4. Provide to students a handbook that contains age-appropriate information that clearly describes the district's nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel that they have been the victim of any such behavior. (Education Code 234.1)~~

4. Annually notify all students and parents/guardians of the district's nondiscrimination policy and of the opportunity to inform the Coordinator whenever a student's participation in a

sex-segregated school program or activity together with another student of the opposite biological sex would be against the student's religious beliefs and/or practices or a violation of his/her right to privacy. In such a case, the Coordinator shall meet with the student and/or parent/guardian to determine how best to accommodate the student.

(cf. 5145.6 - Parental Notifications)

~~4. Publicize the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, employees, volunteers, and the general public and post them on the district's web site and other locations that are easily accessible to students. (Education Code 234.1)~~

~~(cf. 1113 - District and School Web Sites)~~

~~(cf. 1114 - District Sponsored Social Media)~~

~~5. When 15 percent or more of a school's students speak a single primary language other than English, translate the nondiscrimination policy, related complaint procedures, and all forms for use in the complaint process into that other language. (Education Code 234.1, 48985)~~

~~6. At the beginning of each school year, inform school employees that any employee who witnesses any act of discrimination, harassment, intimidation, or bullying against a student is required to intervene if it is safe to do so. (Education Code 234.1)~~

~~7. At the beginning of each school year, inform each principal or designee of the district's responsibility to provide appropriate accommodation(s) to protect students' privacy rights and ensure their safety from threatened or potentially harassing, intimidating, or discriminatory behavior.~~

~~***Note: Both federal and state laws contain requirements for translation of certain information and documents. Title VI of the Civil Rights Act of 1964 requires school districts to ensure meaningful access to their programs and activities by persons with limited English proficiency. OCR has interpreted this to require that, whenever information is provided to parents/guardians, districts must notify limited English proficient (LEP) parents/guardians in a language other than English in order to be adequate. OCR enforces this requirement consistent with the Department of Justice's 2002 Guidance to Federal Financial Assistance Recipients Regarding Title VI Prohibition Against National Origin Discrimination Affecting Limited English Proficient Persons. Under the Guidance, a recipient of federal funds has an obligation to provide language assistance to LEP individuals based on balancing four factors: (1) the number or proportion of LEP individuals likely to encounter the program, (2) the frequency with which LEP individuals come in contact with the program, (3) the nature and importance of the services provided by the program, and (4) the resources available to the recipient. State law is more specific than federal law: Education Code 48985 requires translation of certain information and documents if 15 percent or more of students enrolled in the school speak a single primary language other than English.***~~

4. The Superintendent or designee shall ensure that all students and parents/guardians, including students and parents/guardians with limited English proficiency, are notified of how to access the relevant information provided in the district's nondiscrimination policy and related complaint procedures, notices, and forms in a language they can understand.

If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's policy, regulation, forms, and notices concerning nondiscrimination shall be translated into that language in accordance with Education Code 234.1 and 48985. In all other instances, the district shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.

5. Provide to students, employees, volunteers, and parents/guardians age-appropriate training and information regarding the district's nondiscrimination policy; what constitutes prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying; how and to whom a report of an incident should be made; and how to guard against segregating or stereotyping students when providing instruction, guidance, supervision, or other services to them. Such training and information shall include guidelines for addressing issues related to transgender and gender-nonconforming students.

(cf. 1240 - Volunteer Assistance)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

~~***Note: Item #6 below is required pursuant to Education Code 234.1 and recommended as a best practice by OCR. ***~~

6. At the beginning of each school year, inform school employees that any employee who witnesses any act of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, against a student is required to intervene if it is safe to do so. (Education Code 234.1)

~~***Note: Item #7 below may be revised to reflect district practice. In some situations, the district may need to provide assistance to a student to protect him/her from harassment or bullying. Each situation will need to be analyzed to determine the most appropriate course of action to meet the needs of the student, based on the circumstances involved. ***~~

7. At the beginning of each school year, inform each principal or designee of the district's responsibility to provide appropriate assistance or resources to protect students' privacy rights and ensure their safety from threatened or potentially discriminatory behavior.

Enforcement of District Policy

The Superintendent or designee shall take appropriate actions to reinforce BP 5145.3 - Nondiscrimination/Harassment. As needed, these actions may include any of the following:

1. Removing vulgar or offending graffiti

(cf. 5131.5 - Vandalism and Graffiti)

2. Providing training to students, staff, and parents/guardians about how to recognize unlawful discrimination and how to respond

3. Disseminating and/or summarizing the district's policy and regulation regarding unlawful discrimination

4. Consistent with the laws regarding the confidentiality of student and personnel records, communicating the school's response to students, parents/guardians, and the community

(cf. 4112.6/4212.6/4312.6 - Personnel Files)

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)

(cf. 5125 - Student Records)

5. Taking appropriate disciplinary action against perpetrators and anyone determined to have engaged in wrongdoing, including any student who is found to have made a complaint of discrimination that he/she knew was not true

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

(cf. 5144 - Discipline)

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

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

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

Process for Initiating and Responding to Complaints

Any student who feels that he/she has been subjected to discrimination, harassment, intimidation, or bullying should immediately contact the Coordinator, the principal, or any other staff member. In addition, any student who observes any such incident should report the incident to the Coordinator or principal, whether or not the victim files a complaint.

Any school employee who observes an incident of discrimination, harassment, intimidation, or bullying or to whom such an incident is reported shall immediately report the incident to the Coordinator or principal, whether or not the victim files a complaint.

Upon receiving a complaint of discrimination, harassment, intimidation, or bullying, the Coordinator shall immediately investigate the complaint in accordance with the district's uniform

complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures.

Transgender and Gender-Nonconforming Students

~~***Note: The following section may be modified to reflect district practice. Pursuant to Education Code 221.5, as amended by AB 1266 (Ch. 85, Statutes of 2013), a district is required to permit a student to use facilities and participate in sex-segregated school programs and activities consistent with the student's gender identity, regardless of the gender listed on his/her educational records. The following guidelines are designed to implement AB 1266 and other existing state and federal laws that prohibit discrimination, including discriminatory harassment, intimidation, retaliation, and bullying, against students based on their real or perceived gender identity and/or gender expression. The guidelines address certain issues and circumstances that may arise in relation to the needs of transgender and gender-nonconforming students, and are by no means exhaustive. Consequently, each instance or situation should be addressed on a case-by-case basis to ensure that the safety, privacy, and other concerns of all students involved are appropriately addressed. For more information on the rights of transgender students, see CSBA's policy brief Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students and its Final Guidance Regarding Transgender Students, Privacy, and Facilities. Districts should consult legal counsel about applicable standards for determining a student's gender identity. ***~~

Gender identity means a student's gender-related identity, appearance, or behavior, whether or not that gender-related identity, appearance, or behavior is different from that traditionally associated with the student's physiology or assigned sex at birth.

Gender expression means a student's gender-related appearance and behavior, whether stereotypically associated with the student's assigned sex at birth. (Education Code 210.7)

Gender transition refers to the process in which a student changes from living and identifying as the sex assigned to the student at birth to living and identifying as the sex that corresponds to the student's gender identity.

Gender-nonconforming student means a student whose gender expression differs from stereotypical expectations.

Transgender student means a student whose gender identity or gender expression is different from that traditionally associated with the assigned sex at birth.

Acts of verbal, nonverbal, or physical aggression, intimidation, or hostility that are based on sex, gender identity, or gender expression, regardless of whether they are sexual in nature, where the act has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment are prohibited under state and federal law. Examples of types of conduct

which are prohibited in the district and which may constitute gender-based harassment include, but are not limited to:

1. Refusing to address a student by a name and the pronouns consistent with his/her gender identity
2. Disciplining or disparaging a transgender student because his/her mannerisms, hairstyle, or style of dress correspond to his/her gender identity, or a non-transgender student because his/her mannerisms, hairstyle, or style of dress do not conform to stereotypes for his/her gender or are perceived as indicative of the other sex
3. Blocking a student's entry to the bathroom that corresponds to his/her gender identity because the student is transgender or gender-nonconforming
4. Taunting a student because he/she participates in an athletic activity more typically favored by a student of the other sex
5. Revealing a student's transgender status to individuals who do not have a legitimate need for the information
6. Use of gender-specific slurs
7. Physical assault of a student motivated by hostility toward him/her because of his/her gender, gender identity, or gender expression

The district's uniform complaint procedures (AR 1312.3) shall be used to report and resolve complaints alleging discrimination against transgender and gender-nonconforming students. Examples of bases for complaints include, but are not limited to, the above list as well as improper rejection by the district of a student's asserted gender identity, denial of access to facilities that correspond with a student's gender identity, improper disclosure of a student's transgender status, discriminatory enforcement of a dress code, and other instances of gender-based harassment.

To ensure that transgender and gender-nonconforming students are afforded the same rights, benefits, and protections provided to all students by law and Board policy, the district shall address each situation on a case-by-case basis, in accordance with the following guidelines:

~~***Note: Timelines included in items #1-2 below may be modified to reflect district practice.***~~

1. **Right to privacy:** A student's transgender or gender-nonconforming status is his/her private information and the district will only disclose the information to others with the student's prior written consent, except when the disclosure is otherwise required by law

or when the district has compelling evidence that disclosure is necessary to preserve the student's physical or mental well-being. In the latter instance, the district shall limit disclosure to individuals reasonably believed to be able to protect the student's well-being. Any district employee to whom a student discloses his/her transgender or gender-nonconforming status shall seek the student's permission to notify the compliance officer. If the student refuses to give permission, the employee shall keep the student's information confidential, unless he/she is required to disclose or report the student's information pursuant to this procedure, and shall inform the student that honoring the student's request may limit the district's ability to meet the student's needs related to his/her status as a transgender or gender-nonconforming student. If the student permits the employee to notify the compliance officer, the employee shall do so within three school days.

As appropriate given the physical, emotional, and other significant risks to the student, the compliance officer may consider discussing with the student any need to disclose the student's transgender or gender-nonconformity status to his/her parents/guardians and/or others, including other students, teacher(s), or other adults on campus. The district shall offer support services, such as counseling, to students who wish to inform their parents/guardians of their status and desire assistance in doing so.

(cf. 1340 - Access to District Records)
(cf. 3580 - District Records)

2. **Determining a Student's Gender Identity:** The compliance officer shall accept the student's assertion unless district personnel present a credible basis for believing that the student's assertion is for an improper purpose. In such a case, the compliance officer shall document the improper purpose and, within seven school days of receiving notification of the student's assertion, shall provide a written response to the student and, if appropriate, to his/her parents/guardians.

3. **Addressing a Student's Transition Needs:** The compliance officer shall arrange a meeting with the student and, if appropriate, his/her parents/guardians to identify potential issues, including transition-related issues, and to develop strategies for addressing them. The meeting shall discuss the transgender or gender-nonconforming student's rights and how those rights may affect and be affected by the rights of other students and shall address specific subjects related to the student's access to facilities and to academic or educational support programs, services, or activities, including, but not limited to, sports and other competitive endeavors. In addition, the compliance officer shall identify specific school site employee(s) to whom the student may report any problem related to his/her status as a transgender or gender-nonconforming individual, so that prompt action could be taken to address it. Alternatively, if appropriate and desired by the student, the school may form a support team for the student that will meet periodically to assess whether the student's arrangements are meeting his/her educational needs and providing equal access to programs and activities, educate appropriate staff about the student's transition, and

serve as a resource to the student to better protect the student from gender-based discrimination.

4. Accessibility to Sex-Segregated Facilities, Programs, and Activities: The district may maintain sex-segregated facilities, such as restrooms and locker rooms, and sex-segregated programs and activities, such as physical education classes, intermural sports, and interscholastic athletic programs. A student shall be entitled to access facilities and participate in programs and activities consistent with his/her gender identity. If available and requested by any student, regardless of the underlying reason, the district shall offer options to address privacy concerns in sex-segregated facilities, such as a gender-neutral or single-use restroom or changing area, a bathroom stall with a door, an area in the locker room separated by a curtain or screen, access to a staff member's office, or use of the locker room before or after the other students. However, the district shall not require a student to utilize these options because he/she is transgender or gender-nonconforming. In addition, a student shall be permitted to participate in accordance with his/her gender identity in other circumstances where students are separated by gender, such as for class discussions, yearbook pictures, and field trips. A student's right to participate in a sex-segregated activity in accordance with his/her gender identity shall not render invalid or inapplicable any other eligibility rule established for participation in the activity.

(cf. 6145 - Extracurricular and Cocurricular Activities)
(cf. 6145.2 - Athletic Competition)
(cf. 6153 - School-Sponsored Trips)
(cf. 7110 - Facilities Master Plan)

5. Student Records: A student's legal name or gender as entered on the mandatory student record required pursuant to 5 CCR 432 shall only be changed pursuant to a court order. However, at the written request of a student or, if appropriate, his/her parents/guardians, the district shall use the student's preferred name and pronouns consistent with his/her gender identity on all other district-related documents.

(cf. 5125 - Student Records)
(cf. 5125.1 - Release of Directory Information)

6. Names and Pronouns: If a student so chooses, district personnel shall be required to address the student by a name and the pronouns consistent with his/her gender identity, without the necessity of a court order or a change to his/her official district record. However, inadvertent slips or honest mistakes by district personnel in the use of the student's name and/or consistent pronouns shall not constitute a violation of this administrative regulation or the accompanying district policy.

7. Uniforms/Dress Code: A student has the right to dress in a manner consistent with his/her gender identity, subject to any dress code adopted on a school site.

(cf. 5132 - Dress Code)

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~~Gender identity means a person's gender-related identity, appearance, or behavior, whether or not that gender-related identity, appearance, or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth.~~

~~Gender expression means a person's gender-related appearance and behavior, whether or not stereotypically associated with the person's assigned sex at birth. (Education Code 210.7)~~

~~Transgender student means a student whose gender identity or gender expression is different from that traditionally associated with the assigned sex at birth.~~

~~Gender nonconforming student means a student whose gender expression differs from stereotypical expectations.~~

~~To ensure that transgender and gender nonconforming students are afforded the same rights, benefits, and protections provided to all students by law and Board policy, the district shall address each situation on a case-by-case basis, in accordance with the following guidelines:~~

~~1. Right to privacy: A student's transgender or gender nonconforming status is his/her private information and the district will only disclose the information to others with the student's prior consent, except when the disclosure is otherwise required by law or is necessary to preserve the student's physical or mental well-being. Any district employee to whom a student discloses his/her transgender or gender nonconforming status shall seek the student's permission to notify the Coordinator for Nondiscrimination. If the student refuses to give permission, the employee shall keep the student's information confidential, unless he/she is required to disclose or report the student's information pursuant to law or district policy, and shall inform the student that it may be impossible to accommodate the student's needs related to his/her status as a transgender or gender nonconforming student. If the student permits the employee to notify the Coordinator, the employee shall do so within three school days.~~

~~As appropriate, the Coordinator shall discuss with the student any need to disclose the student's transgender or gender nonconformity status to his/her parents/guardians and/or others, including other students, teacher(s), or other adults on campus. Any decision to disclose the student's status to others shall be based on the student's best interest.~~

~~(cf. 1340 - Access to District Records)
(cf. 3580 - District Records)~~

~~2. Determining a Student's Gender Identity: The Coordinator shall accept the student's~~

~~assertion unless district personnel present a credible basis for believing that the student's assertion is for an improper purpose. In such a case, the Coordinator shall document the improper purpose and, within seven school days of receiving notification of the student's assertion, shall provide a written response to the student and, if appropriate, to his/her parents/guardians.~~

~~3. Addressing a Student's Transition Needs: The Coordinator shall arrange a meeting with the student and, if appropriate, his/her parents/guardians to identify potential issues, including transition-related issues, and to develop strategies for addressing them. The meeting shall discuss the transgender or gender-nonconforming student's rights and how those rights may affect and be affected by the rights of other students and shall address specific subjects related to the student's access to facilities and to academic or educational support programs, services, or activities, including, but not limited to, sports and other competitive endeavors. In addition, the Coordinator shall identify specific school site employee(s) to whom the student may report any problem related to his/her status as a transgender or gender-nonconforming individual, so that prompt action could be taken to address it.~~

~~4. Accessibility to Sex-segregated Facilities, Programs, and Activities: The district may maintain sex-segregated facilities, such as restrooms and locker rooms, and sex-segregated programs and activities, such as physical education classes, intermural sports, and interscholastic athletic programs. A student shall be entitled to access facilities and participate in programs and activities consistent with his/her gender identity. In addition, a student shall be permitted to participate in accordance with his/her gender identity in other circumstances where students are separated by gender, such as for class discussions, yearbook pictures, and field trips. However, a student's right to participate in a sex-segregated activity in accordance with his/her gender identity shall not render invalid or inapplicable any other eligibility rule established for participation in the activity.~~

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

~~(cf. 6145.2—Athletic Competition)~~

~~(cf. 6153—School-Sponsored Trips)~~

~~(cf. 7110—Facilities Master Plan)~~

~~5. Student Records: A student's legal name or gender as entered on the mandatory student record required pursuant to 5 CCR 432 shall only be changed pursuant to a court order. However, at the written request of a student or, if appropriate, his/her parents/guardians, the district shall use the student's preferred name and pronouns consistent with his/her gender identity on all other district-related documents.~~

~~(cf. 5125—Student Records)~~

~~(cf. 5125.1—Release of Directory Information)~~

~~6. Names and Pronouns: If a student so chooses, district personnel shall be required to~~

~~address the student by a name and the pronouns consistent with his/her gender identity, without the necessity of a court order or a change to his/her official district record. However, inadvertent slips or honest mistakes by district personnel in the use of the student's name and/or consistent pronouns shall not constitute a violation of this administrative regulation or the accompanying district policy.~~

~~7. Uniforms/Dress Code: A student has the right to dress in a manner consistent with his/her gender identity, subject to any dress code adopted on a school site.~~

~~(cf. 5132 - Dress Code)~~

~~—————2/14~~

Grievance Procedures (moved from Board Policy 5145.3)

(cf. 1312.1 - Complaints Concerning District Employees)
(cf. 1312.3 - Uniform Complaint Procedures)

Any student who feels that he/she has been subjected to discrimination, harassment, intimidation, or bullying should immediately contact the Coordinator, the principal, or any other staff member. In addition, any student who observes any such incident should report the incident to the Coordinator or principal, whether or not the victim files a complaint.

Any school employee who observes an incident of discrimination, harassment, intimidation, or bullying shall report the incident to the Coordinator or principal, whether or not the victim files a complaint.

In addition, the employee shall immediately intervene when safe to do so. (Education Code 234.1)

Upon receiving a complaint of discrimination, harassment, intimidation, or bullying, the Coordinator shall immediately investigate the complaint in accordance with the site-level grievance procedures specified in AR 5145.7 - Sexual Harassment.

(cf. 5145.7 - Sexual Harassment)

Within 30 days of receiving the district's report, the complainant may appeal to the Board if he/she disagrees with the resolution of the complaint. The Board shall make a decision at its next regular meeting and its decision shall be final.

The State Administrator/Superintendent or designee shall ensure that the student handbook clearly describes the district's nondiscrimination policy, procedures for filing a complaint regarding discrimination, harassment, intimidation, or bullying, and the resources that are available to students who feel that they have been the victim of any such behavior. The district's policy shall also be posted on the district web site or any other location that is easily accessible to students.

(cf. 1113 - District and School Web Sites)

(cf. 1114 - District-Sponsored Social Media)
(cf. 6163.4 - Student Use of Technology)

When required pursuant to Education Code 48985, complaint forms shall be translated into the student's primary language.

Regulation: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

First Reading: February 17, 2015

Adopted:

King City, California

BP 5145.7 Students

Sexual Harassment

The Governing Board is committed to maintaining an educational environment that is free from harassment and discrimination. The Board prohibits sexual harassment of students by other students, employees, or other persons, at school or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against persons who complain, testify, assist, or otherwise participate in district complaint processes.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

Instruction/Information

The Superintendent or designee shall ensure that all district students receive age-appropriate instruction and information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex
2. A clear message that students do not have to endure sexual harassment
3. Encouragement to report observed instances of sexual harassment, even where the victim of the harassment has not complained
4. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made

(cf. 5131.5 - Vandalism and Graffiti)
(cf. 5137 - Positive School Climate)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

Complaint Process

Any student who feels that he/she is being or has been sexually harassed by a school employee, another student, or a non-employee on school grounds or at a school-related activity (e.g., a visiting athlete or coach) shall immediately contact his/her teacher or any other employee. An employee who receives such a complaint shall report it in accordance with administrative regulation.

(cf. 1312.1 - Complaints Concerning District Employees)
(cf. 5141.4 - Child Abuse Prevention and Reporting)

The Superintendent or designee shall ensure that any complaints regarding sexual harassment are immediately investigated in accordance with administrative regulation. When the Superintendent or designee has determined that harassment has occurred, he/she shall take prompt, appropriate action to end the harassment and to address its effects on the victim.

Disciplinary Actions

Any student who engages in sexual harassment of anyone at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

(cf. 5131 - Conduct)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

Confidentiality and Record-Keeping

All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action. (5 CCR 4964)

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)
(cf. 5125 - Student Records)

The Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in the schools.

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex

48900 Grounds for suspension or expulsion

48900.2 Additional grounds for suspension or expulsion; sexual harassment

48904 Liability of parent/guardian for willful student misconduct

48980 Notice at beginning of term

CIVIL CODE

51.9 Liability for sexual harassment; business, service and professional relationships

1714.1 Liability of parents/guardians for willful misconduct of minor
GOVERNMENT CODE

12950.1 Sexual harassment training
CODE OF REGULATIONS, TITLE 5

4600-4687 Uniform Complaint Procedures

4900-4965 Nondiscrimination in elementary and secondary education programs
UNITED STATES CODE, TITLE 20

1681-1688 Title IX, discrimination
UNITED STATES CODE, TITLE 42

1983 Civil action for deprivation of rights

2000d-2000d-7 Title VI, Civil Rights Act of 1964

2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended
CODE OF FEDERAL REGULATIONS, TITLE 34

106.1-106.71 Nondiscrimination on the basis of sex in education programs
COURT DECISIONS

Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567

Flores v. Morgan Hill Unified School District, (2003, 9th Cir.) 324 F.3d 1130

Reese v. Jefferson School District, (2001, 9th Cir.) 208 F.3d 736

Davis v. Monroe County Board of Education, (1999) 526 U.S. 629

Gebser v. Lago Vista Independent School District, (1998) 524 U.S. 274

Oona by Kate S. v. McCaffrey, (1998, 9th Cir.) 143 F.3d 473

Doe v. Petaluma City School District, (1995, 9th Cir.) 54 F.3d 1447

Management Resources:

OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Sexual Harassment: It's Not Academic, September 2008

Revised Sexual Harassment Guidance, January 2001

WEB SITES

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

U.S. Department of Education, Office for Civil Rights:

<http://www.ed.gov/about/offices/list/ocr/index.html>

(6/99 11/01) 3/09

Policy SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Adopted: December 12, 2012

King City, CA

Students

Sexual Harassment

~~***Note: Education Code 231.5 mandates the district to have written policies on sexual harassment. The following policy addresses harassment by and/or of students; for policy addressing the sexual harassment by and/or of employees, see BP/AR 4119.11/4219.11/4319.11—Sexual Harassment.***~~

~~***Note: Title IX of the Education Amendments of 1972 (20 USC 1681-1688) prohibits discrimination based on sex by recipients of federal financial assistance. School districts are responsible under Title IX and the regulations for the issuance of a policy against sex discrimination (34 CFR 106.8). Sexual harassment is a form of sex discrimination under Title IX and can deny or limit a student's ability to participate in or receive education benefits, services, or opportunities on the basis of that student's sex.***~~

~~***Note: A district can be held liable for civil damages for the sexual harassment of students pursuant to Title IX and/or Education Code 220, if the district is found to have been "deliberately indifferent" in its response to known sexual harassment. In Davis v. Monroe County Board of Education, the U.S. Supreme Court held that a district would be deliberately indifferent if (1) the harasser and the context in which the sexual harassment occurred were within the district's control; (2) the harassment was so severe, pervasive, and objectively offensive that it deprived a student of access to educational opportunities or benefits provided by the district; (3) the district had actual knowledge of the harassment; and (4) the district's conduct was unreasonable considering the surrounding circumstances. This standard was applied by an appellate court in Donovan v. Poway Unified School District based on Education Code 220.***~~

~~***Note: In addition to filing a private civil lawsuit, an alleged victim of sexual harassment may file a complaint with the California Department of Education (CDE) and/or the U.S. Department of Education's Office for Civil Rights (OCR), the federal agency responsible for administrative enforcement of federal laws and regulations that prohibit discrimination in programs and activities that receive federal financial assistance from the U.S. Department of Education. OCR applies a different standard than the "deliberate indifference" standard when addressing complaints against a district. Under OCR's enforcement standards, a district may be held to be in violation when a student is subjected to harassing conduct by another student, an employee, or a third party, and (1) the district knows or should know about the harassment, (2) the harassment is sufficiently serious as to create a hostile educational environment for the student, and (3) the district failed to take appropriate responsive actions. In other words, while a district is not responsible for the conduct of the other student or the third party, it may be liable for failing to respond adequately once it has notice. However, if a student is sexually harassed by an employee who was acting in the context of his/her job responsibilities, the district may be in violation of Title IX whether or not it has notice. See BP/AR 4119.11/4219.11/4319.11—Sexual Harassment.***~~

~~***Note: In April 2011, OCR issued its Dear Colleague Letter: Sexual Violence to supplement its January 2001 Revised Sexual Harassment Guidance on federal Title IX requirements as they pertain to sexual harassment. In the letter, OCR clarifies that sexual violence, including rape, sexual assault, sexual battery, and sexual coercion, is a form of sexual harassment that must be addressed by districts using the same procedures used to address other forms of sexual harassment, such as unwelcome sexual advances.***~~

~~***Note: CSBA staff met with representatives from CDE and OCR to discuss this policy and the accompanying regulation as they relate to the uniform complaint procedure (UCP) requirements. As a result, the sample policy and regulation have been drafted to go beyond the minimal requirements under California's UCP laws and regulations in an attempt to address issues and concerns raised by CDE and OCR. While CDE and OCR have not approved or signed off on them, CSBA believes that the additional details provided herein may help school districts and county offices of education during any compliance check by CDE or in the event that a CDE or OCR investigation occurs.***~~

The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits sexual harassment of students at school or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

~~***Note: OCR's January 2001 Revised Sexual Harassment Guidance and 2011 Dear Colleague Letter: Sexual Violence note that, regardless of whether a harassed student, his/her parent/guardian, or a third party files a complaint under the district procedures or otherwise requests action on the student's behalf, a school that knows, or reasonably should know, about possible harassment must promptly take action to determine what occurred and then take appropriate steps to resolve the situation. Even where a parent/guardian or student does not wish to disclose the student's identity, there are steps a school can take to limit the effects of alleged harassment and prevent its recurrence without initiating formal action. Such steps may include limited investigative activities and actions to protect the complainant and the school community and prevent recurrence while keeping the identity of the complainant confidential. These actions may include providing services to the complainant, such as counseling services; providing increased monitoring, supervision, or security at locations or activities where the misconduct occurred; providing training and education materials for students and employees; or changing and publicizing the school's policies on sexual violence. OCR has indicated that the principles in its Revised Sexual Harassment Guidance also apply to harassment based on race, color, national origin, disability, or age.***~~

~~***Note: It is also important to note that a referral to law enforcement does not relieve a school district of its responsibility to investigate the complaint as a matter of sex discrimination.***~~

The district strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student

or an adult to immediately contact his/her teacher, the principal, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the principal or a district compliance officer.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
 (cf. 1312.1 - Complaints Concerning District Employees)
 (cf. 5131 - Conduct)
 (cf. 5131.2 - Bullying)
 (cf. 5137 - Positive School Climate)
 (cf. 5141.4 - Child Abuse Prevention and Reporting)
 (cf. 5145.3 - Nondiscrimination/Harassment)
 (cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

~~***Note: Pursuant to Education Code 231.5, the district's policy must contain information on where to obtain a specific procedure for reporting incidents of sexual harassment and pursuing available remedies. In addition, 34 CFR 106.8 requires a district to adopt and publish a complaint procedure providing for a prompt and equitable resolution of student complaints alleging sexual harassment. To avoid confusion that may arise from having a multiplicity of complaint processes for resolving a variety of student complaints, it is recommended that districts use the UCP to investigate and resolve sexual harassment complaints involving students. See AR 1312.3 - Uniform Complaint Procedures for details of these procedures. ***~~

Complaints regarding sexual harassment shall be investigated and resolved in accordance with law and district procedures specified in AR 1312.3 - Uniform Complaint Procedures. Principals are responsible for notifying students and parents/guardians that complaints of sexual harassment can be filed under AR 1312.3 and where to obtain a copy of the procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

~~***Note: Government Code 12950.1 requires any district with 50 or more employees to provide two hours of sexual harassment training and education to supervisory employees once every two years. See AR 4119.11/4219.11/4319.11 - Sexual Harassment. In addition, in its April 2011 Dear Colleague Letter: Sexual Violence, OCR underlies the importance of training in preventing and responding to sexual harassment and encourages districts to provide training to all segments of the school community. ***~~

The State Administrator/Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy.

Instruction/Information

The State Administrator/Superintendent or designee shall ensure that all district students receive age-appropriate information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment under any circumstance

~~***Note: In its April 2011 Dear Colleague Letter: Sexual Violence, OCR acknowledges that, where sexual harassment or violence occurs in the context of other possible rule violations, students may be reluctant to report sexual harassment or violence. For example, a student who is sexually harassed while he/she is away from school without permission may be reluctant to file a complaint if he/she believes that he/she may be disciplined for the violation. As such, item #4 below clarifies that any other rule violation will be addressed separately from the sexual harassment complaint in order to encourage students to report the harassment. ***~~

3. Encouragement to report observed incidents of sexual harassment even where the alleged victim of the harassment has not complained
4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved
5. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made

~~***Note: In its April 2011 Dear Colleague Letter: Sexual Violence, OCR restates the requirement that a district's procedure for investigating sexual harassment complaints must be widely disseminated and be written in language appropriate to the age of the school's students. Examples include having copies of the procedure available throughout the school, publishing the procedure in the student handbook, and identifying individuals who can explain the procedure. ***~~

6. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable

Disciplinary Actions

~~***Note: Pursuant to Education Code 48900.2, a student in grades 4-12 may be suspended and/or expelled from school for sexual harassment. Education Code 48900.2 also requires the sexual harassment, when considered from the perspective of a reasonable person of the same gender as the alleged victim, to be sufficiently severe or pervasive as to have a negative impact upon the alleged victim's academic performance or to create an intimidating, hostile, or offensive educational environment for the alleged victim. Under OCR's 2001 Revised Sexual Harassment Guidance interpreting Title IX, a hostile environment is created when the conduct is sufficiently~~

~~serious that it denies or limits a student's ability to participate in or benefit from the school's program based on sex. OCR considers the conduct from both the subjective perspective of the individual who was harassed and from the perspective of a reasonable person with the same characteristics as the alleged victim. Districts should also note that Education Code 48915(c) requires the Superintendent or designee to recommend expulsion for any student, irrespective of grade, who commits sexual assault or battery as defined in the Penal Code. See AR 5144.1—Suspension and Expulsion/Due Process. ***~~

Any student who engages in sexual harassment or sexual violence at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

(cf. 5144 - Discipline)

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

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

Any staff member found to have engaged in sexual harassment or sexual violence toward any student shall be subject to discipline up to and including dismissal in accordance with applicable policies, laws, and/or collective bargaining agreements.

(cf. 4117.4 - Dismissal)

(cf. 4117.7 - Employment Status Report)

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

Record-Keeping

The State Administrator/Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools.

(cf. 3580 - District Records)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex

48900 Grounds for suspension or expulsion

48900.2 Additional grounds for suspension or expulsion; sexual harassment

48904 Liability of parent/guardian for willful student misconduct

48980 Notice at beginning of term

CIVIL CODE

51.9 Liability for sexual harassment; business, service and professional relationships

1714.1 Liability of parents/guardians for willful misconduct of minor

GOVERNMENT CODE

12950.1 Sexual harassment training

CODE OF REGULATIONS, TITLE 5

4600-4687 Uniform complaint procedures

4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1221 Application of laws

1232g Family Educational Rights and Privacy Act

1681-1688 Title IX, discrimination

UNITED STATES CODE, TITLE 42

1983 Civil action for deprivation of rights

2000d-2000d-7 Title VI, Civil Rights Act of 1964

2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended

CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67 Family Educational Rights and Privacy

106.1-106.71 Nondiscrimination on the basis of sex in education programs

COURT DECISIONS

Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567

Flores v. Morgan Hill Unified School District, (2003, 9th Cir.) 324 F.3d 1130

Reese v. Jefferson School District, (2001, 9th Cir.) 208 F.3d 736

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Questions and Answers on Title IX and Sexual Violence, April 2014

Dear Colleague Letter: Sexual Violence, April 4, 2011

Sexual Harassment: It's Not Academic, September 2008

Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, January 2001

WEB SITES

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

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

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

(3/09 3/12) 10/14

Policy: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

First Reading: February 17, 2015

Adopted:

King City, California

AR 5145.7 Students

Sexual Harassment/Hate Motivated Behavior

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the educational setting, when made on the basis of sex and under any of the following conditions: (Education Code 212.5; 5 CCR 4916)

1. Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress
2. Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student
3. The conduct has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment
4. Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any district program or activity

Examples of types of conduct which are prohibited in the district and which may constitute sexual harassment include, but are not limited to:

1. Unwelcome leering, sexual flirtations, or propositions
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions
3. Graphic verbal comments about an individual's body or overly personal conversation
4. Sexual jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, or computer-generated images of a sexual nature
5. Spreading sexual rumors
6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class
7. Massaging, grabbing, fondling, stroking, or brushing the body
8. Touching an individual's body or clothes in a sexual way

9. Impeding or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex
10. Displaying sexually suggestive objects

School-Level Complaint Process/Grievance Procedure

1. Notice and Receipt of Complaint: Any student who believes he/she has been subjected to sexual harassment or who has witnessed sexual harassment may file a complaint with any school employee. Within 24 hours of receiving a complaint, the school employee shall report it to the district Coordinator for Nondiscrimination/Principal. In addition, any school employee who observes any incident of sexual harassment involving a student shall, within 24 hours, report this observation to the Coordinator/Principal, whether or not the victim files a complaint.

In any case of sexual harassment involving the Coordinator/Principal to whom the complaint would ordinarily be made, the employee who receives the student's report or who observes the incident shall instead report to the Superintendent or designee.

2. Initiation of Investigation: The Coordinator/Principal shall initiate an impartial investigation of an allegation of sexual harassment within five school days of receiving notice of the harassing behavior, regardless of whether a formal complaint has been filed. The district shall be considered to have "notice" of the need for an investigation upon receipt of information from a student who believes he/she has been subjected to harassment, the student's parent/guardian, an employee who received a complaint from a student, or any employee or student who witnessed the behavior.

If the Coordinator/Principal receives an anonymous complaint or media report about alleged sexual harassment, he/she shall consider the specificity and reliability of the information, the seriousness of the alleged incident, and whether any individuals can be identified who were subjected to the alleged harassment in determining whether it is reasonable to pursue an investigation.

3. Initial Interview with Student: When a student or parent/guardian has complained or provided information about sexual harassment, the Coordinator/Principal shall describe the district's grievance procedure and discuss what actions are being sought by the student in response to the complaint. The student who is complaining shall have an opportunity to describe the incident, identify witnesses who may have relevant information, provide other evidence of the harassment, and put his/her complaint in writing. If the student requests confidentiality, he/she shall be informed that such a request may limit the district's ability to investigate.

4. Investigation Process: The Coordinator/Principal shall keep the complaint and allegation confidential, except as necessary to carry out the investigation or take other subsequent necessary action. (5 CCR 4964)

The Coordinator/Principal shall interview individuals who are relevant to the investigation, including, but not limited to, the student who is complaining, the person accused of harassment, anyone who witnessed the reported harassment, and anyone mentioned as having relevant information. The Coordinator/Principal may take other steps such as reviewing any records, notes, or statements related to the harassment or visiting the location where the harassment is alleged to have taken place.

When necessary to carry out his/her investigation or to protect student safety, the Coordinator/Principal also may discuss the complaint with the Superintendent or designee, the parent/guardian of the student who complained, the parent/guardian of the alleged harasser if the alleged harasser is a student, a teacher or staff member whose knowledge of the students involved may help in determining who is telling the truth, law enforcement and/or child protective services, and district legal counsel or the district's risk manager.

(cf. 5141.4 - Child Abuse Prevention and Reporting)

5. **Interim Measures:** The Coordinator/Principal shall determine whether interim measures are necessary during and pending the results of the investigation, such as placing students in separate classes or transferring a student to a class taught by a different teacher.

6. **Optional Mediation:** In cases of student-to-student harassment, when the student who complained and the alleged harasser so agree, the Coordinator/Principal may arrange for them to resolve the complaint informally with the help of a counselor, teacher, administrator, or trained mediator. The student who complained shall never be asked to work out the problem directly with the accused person unless such help is provided and both parties agree, and he/she shall be advised of the right to end the informal process at any time.

7. **Factors in Reaching a Determination:** In reaching a decision about the complaint, the Coordinator/Principal may take into account:

- a. Statements made by the persons identified above
- b. The details and consistency of each person's account
- c. Evidence of how the complaining student reacted to the incident
- d. Evidence of any past instances of harassment by the alleged harasser
- e. Evidence of any past harassment complaints that were found to be untrue

To judge the severity of the harassment, the Coordinator/Principal may take into consideration:

- a. How the misconduct affected one or more students' education

- b. The type, frequency, and duration of the misconduct
 - c. The identity, age, and sex of the harasser and the student who complained, and the relationship between them
 - d. The number of persons engaged in the harassing conduct and at whom the harassment was directed
 - e. The size of the school, location of the incidents, and context in which they occurred
 - f. Other incidents at the school involving different students
8. Written Report on Findings and Follow-Up: No more than 30 days after receiving the complaint, the Coordinator/Principal shall conclude the investigation and prepare a written report of his/her findings. This timeline may be extended for good cause. If an extension is needed, the Coordinator/Principal shall notify the student who complained and explain the reasons for the extension.

The report shall include the decision and the reasons for the decision and shall summarize the steps taken during the investigation. If sexual harassment occurred, the report shall also include any corrective actions that have or will be taken to address the harassment and prevent any retaliation or further harassment. This report shall be presented to the student who complained, the person accused, the parents/guardians of the student who complained and the student who was accused, and the Superintendent or designee.

In addition, the Coordinator/Principal shall ensure that the harassed student and his/her parent/guardian are informed of the procedures for reporting any subsequent problems. The Coordinator/Principal shall also make follow-up inquiries to see if there have been any new incidents or retaliation and shall keep a record of this information.

Enforcement of District Policy

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy. As needed, these actions may include any of the following:

1. Removing vulgar or offending graffiti

(cf. 5131.5 - Vandalism and Graffiti)

2. Providing training to students, staff, and parents/guardians about how to recognize harassment and how to respond

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

3. Disseminating and/or summarizing the district's policy and regulation regarding sexual harassment

4. Consistent with the laws regarding the confidentiality of student and personnel records, communicating the school's response to parents/guardians and the community

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)

(cf. 5125 - Student Records)

5. Taking appropriate disciplinary action

In addition, disciplinary measures may be taken against any person who is found to have made a complaint of sexual harassment which he/she knew was not true.

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

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

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

Notifications

A copy of the district's sexual harassment policy and regulation shall:

1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year (Education Code 48980; 5 CCR 4917)

(cf. 5145.6 - Parental Notifications)

2. Be displayed in a prominent location in the main administrative building or other area where notices of district rules, regulations, procedures, and standards of conduct are posted (Education Code 231.5)

3. Be provided as part of any orientation program conducted for new students at the beginning of each quarter, semester, or summer session (Education Code 231.5)

4. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)

5. Be included in the student handbook

6. Be provided to employees and employee organizations

(2/97 11/01) 3/09

Regulation SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Adopted: December 12, 2012

King City, CA

Students

Sexual Harassment

~~***Note: Pursuant to 34 CFR 106.8, districts that receive federal financial assistance are mandated to designate an employee to ensure district compliance with Title IX of the Education Amendments of 1972 and its implementing regulations, including the investigation of complaints alleging sex discrimination. The following paragraph specifies the position designated as the district's Title IX Coordinator and compliance officer for purposes of complaints alleging sex discrimination, including sexual harassment, filed under AR 1312.3—Uniform Complaint Procedures. To designate separate district employees to serve these functions, the district should modify the following paragraph accordingly.***~~

The district designates the following individual(s) as the responsible employee(s) to coordinate its efforts to comply with Title IX of the Education Amendments of 1972 and California Education Code 234.1, as well as to investigate and resolve sexual harassment complaints under AR 1312.3 - Uniform Complaint Procedures. The coordinator/compliance officer(s) may be contacted at:

Claudia Arellano
Senior Director, Human Resources
800 Broadway
King City, CA 93930
831 385 0606
carellano@smcjuhsd.org

(cf. 1312.3 - Uniform Complaint Procedures)

~~***Note: Education Code 212.5 defines sexual harassment as any unwelcome sexual advance, request for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone in the educational setting. For purposes of suspension and expulsion, Education Code 48900.2 defines sexual harassment as conduct, when considered from the perspective of a reasonable person of the same gender as the victim, that is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment for the victim. See AR 5144.1—Suspension and Expulsion/Due Process.***~~

~~***Note: Under OCRs 2001 Revised Sexual Harassment Guidance interpreting Title IX, sexual harassment is unwelcome conduct of a sexual nature. A hostile environment is created when the conduct is sufficiently serious that it denies or limits a student's ability to participate in or benefit from the school's program based on sex. OCR considers the conduct from both the subjective perspective of the individual who was harassed and from the perspective of a reasonable person with the same characteristics as the victim.***~~

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the educational setting, under any of the following conditions: (Education Code 212.5; 5 CCR 4916)

1. Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress.
2. Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student.
3. The conduct has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment.
4. Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any district program or activity.

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5145.3 - Nondiscrimination/Harassment)

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

~~***Note: The following list contains common examples of sexual harassment from the U.S. Department of Education's Office for Civil Rights' (OCR) April 2011 Dear Colleague Letter: Sexual Violence, its January 2001 Revised Sexual Harassment Guidance, and definitions specified in 5 CCR 4916.***~~

Examples of types of conduct which are prohibited in the district and which may constitute sexual harassment include, but are not limited to:

1. Unwelcome leering, sexual flirtations, or propositions
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions
3. Graphic verbal comments about an individual's body or overly personal conversation
4. Sexual jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, or computer-generated images of a sexual nature
5. Spreading sexual rumors

6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class
7. Massaging, grabbing, fondling, stroking, or brushing the body
8. Touching an individual's body or clothes in a sexual way
9. Impeding or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex
10. Displaying sexually suggestive objects
11. Sexual assault, sexual battery, or sexual coercion

Reporting Process and Complaint Investigation and Resolution

~~***Note: The following reporting process details site level steps to be taken by students and others for reporting sexual harassment incidents. In its April 2011 Dear Colleague Letter: Sexual Violence and January 2001 Revised Sexual Harassment Guidance, OCR acknowledges that procedures adopted by districts to address student harassment complaints will vary considerably depending on a number of factors, including the size of the district. ***~~

~~***Note: Pursuant to Education Code 231.5, the district's policy must contain information on where to obtain the specific procedure for reporting incidents of sexual harassment and pursuing available remedies. In addition, 34 CFR 106.8 requires a district to adopt and publish a complaint procedure providing for a "prompt and equitable" resolution of student complaints alleging sexual harassment. To avoid confusion that may arise from having a multiplicity of complaint processes for resolving a variety of student complaints, it is recommended that districts use their uniform complaint procedures (UCP) to investigate and resolve sexual harassment complaints involving students and to track complaints through a districtwide system. See AR 1312.3 Uniform Complaint Procedures for details of these procedures. ***~~

Any student who believes that he/she has been subjected to sexual harassment or who has witnessed sexual harassment is strongly encouraged to report the incident to his/her teacher, the principal, or any other available school employee. Within one school day of receiving such a report, the school employee shall forward the report to the principal or the district's compliance officer identified in AR 1312.3. In addition, any school employee who observes an incident of sexual harassment involving a student shall, within one school day, report his/her observation to the principal or a district compliance officer. The employee shall take these actions, whether or not the alleged victim files a complaint.

In any case of sexual harassment involving the principal, compliance officer, or any other person to whom the incident would ordinarily be reported or filed, the report may instead be submitted the Superintendent or designee.

(cf. 5141.4 - Child Abuse Prevention and Reporting)

When a report of sexual harassment is submitted, the principal or compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with the district's uniform complaint procedures.

If a complaint of sexual harassment is initially submitted to the principal, he/she shall, within two school days, forward the report to the compliance officer to initiate investigation of the complaint. The compliance officer shall contact the complainant and investigate and resolve the complaint in accordance with law and district procedures specified in AR 1312.3.

Confidentiality

~~***Note: Pursuant to 5 CCR 4964, districts are required to keep complaints and allegations of sexual harassment confidential, except when disclosure is necessary to further the investigation, other needed remedial action, or ongoing monitoring.***~~

All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action. (5 CCR 4964)

~~***Note: The Family Educational Rights and Privacy Act (FERPA) (20 USC 1232g; 34 CFR 99.1-99.67) protects student privacy, including student records such as the description of the corrective actions taken in response to a complaint of sexual harassment. Thus, districts are advised to consult legal counsel in determining what information must be included in the final written decision sent to the complainant and what information must not be included.***~~

~~***Note: In determining what information to include and not include in the final written decision for complaints regarding sexual harassment, districts should be aware that current law (20 USC 1221) states that nothing in FERPA is to "be construed to affect the applicability of Title VI of the Civil Rights Act of 1964, Title IX of Education Amendments of 1972, Title V of the Rehabilitation Act of 1973, the Age Discrimination Act, or other statutes prohibiting discrimination, to any applicable program." OCR has interpreted these provisions to mean that FERPA permits a district to disclose to a student, who was subjected to sexual harassment, certain information about the sanctions imposed upon the offender when the sanctions directly relate to the student. For instance, if properly remedying the impact of sexual harassment would require disclosing to the alleged victim certain information on how the district disciplined the alleged student offender (e.g., a stay away order), OCR would require the district to disclose that information.***~~

~~***Note: OCR's Revised Sexual Harassment Guidance and 2011 Dear Colleague Letter: Sexual Violence, as well the FAQs issued in April 2014 indicate that if a complainant in a sexual harassment case requests that his/her name or that of the victim not be revealed to the alleged perpetrator or asks that the complaint not be pursued, the district should first inform the-~~

~~complainant that honoring the request may limit its ability to respond and pursue disciplinary action against the alleged perpetrator. However, in all instances, the district must continue to ensure that it provides a safe and nondiscriminatory environment for all students. If there is a high risk of harm to the complainant or others (e.g., if the district has information that the alleged perpetrator is a repeat offender) and the district cannot respond adequately to the risk without disclosing the complainant's identity, then in such limited circumstances the district may be required to investigate the incident and disclose the complainant's identity. If the district determines that it will respect the confidentiality request, it should nevertheless take all reasonable steps to investigate and respond to the complaint. Such steps may include limited investigative activities that do not require the district to reveal the complainant's identity; providing services to the complainant, such as counseling services; providing increased monitoring, supervision, or security at locations or activities where the misconduct occurred; providing training and education materials for students and employees; or changing and publicizing the district's policies on sexual violence. ***~~

However, when a complainant or victim of sexual harassment notifies the district of the harassment but requests confidentiality, the compliance officer shall inform him/her that the request may limit the district's ability to investigate the harassment or take other necessary action. When honoring a request for confidentiality, the district will nevertheless take all reasonable steps to investigate and respond to the complaint consistent with the request.

When a complainant or victim of sexual harassment notifies the district of the harassment but requests that the district not pursue an investigation, the district will determine whether or not it can honor such a request while still providing a safe and nondiscriminatory environment for all students.

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)
(cf. 5125 - Student Records)

Response Pending Investigation

~~***Note: The following reporting process may be revised to reflect district practice. In its April 2011 Dear Colleague Letter: Sexual Violence, OCR cautions that districts may have an obligation to respond to notice of sexual harassment of students which occurs off school grounds or outside school sponsored or school related programs or activities, since the sexual harassment may still create a hostile environment at school. ***~~

When an incident of sexual harassment is reported, the principal or designee, in consultation with the compliance officer, shall determine whether interim measures are necessary pending the results of the investigation. The principal/designee or compliance officer shall take immediate measures necessary to stop the harassment and protect students and/or ensure their access to the educational program. Such measures may include placing the individuals involved in separate classes or transferring a student to a class taught by a different teacher, in accordance with law and Board policy. The school should notify the individual who was harassed of his/her options

to avoid contact with the alleged harasser and allow the complainant to change academic and extracurricular arrangements as appropriate. The school should also ensure that the complainant is aware of the resources and assistance, such as counseling, that are available to him/her. As appropriate, such actions shall be considered even when a student chooses to not file a formal complaint or the sexual harassment occurs off school grounds or outside school-sponsored or school-related programs or activities.

Notifications

~~***Note: In its January 2001 Revised Sexual Harassment Guidance, OCR states that a procedure for sexual harassment complaints cannot be prompt or equitable unless it is widely disseminated and written in language appropriate to the age of the school's students. Examples include having a copy of the procedures available throughout the school, publishing the procedures in the student handbook, and identifying individuals who can explain the procedure.***~~

A copy of the district's sexual harassment policy and regulation shall:

1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year (Education Code 48980; 5 CCR 4917)

(cf. 5145.6 - Parental Notifications)

2. Be displayed in a prominent location in the main administrative building or other area where notices of district rules, regulations, procedures, and standards of conduct are posted, including school web sites (Education Code 231.5)

(cf. 1113 - District and School Web Sites)

3. Be provided as part of any orientation program conducted for new students at the beginning of each quarter, semester, or summer session (Education Code 231.5)

4. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)

~~***Note: Items #5 and #6 below are optional.***~~

5. Be included in the student handbook

6. Be provided to employees and employee organizations

(3/09 3/12) 10/14

Regulation: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

First Reading: February 17, 2015

Adopted:

King City, California

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Approval of Resolution #06:14/15 - Approval of Annual and Five Year Report on Developer Fees

MEETING: February 17, 2015

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:

At the January 20, 2015 board meeting the District held a public hearing and presented the Developer Fee Annual and Five Year report. This resolution is the formal approval of the report.

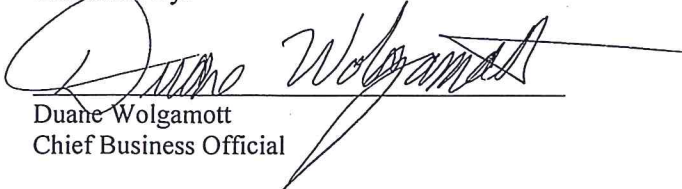
Recommendation:

The recommendation is being made for the State Administrator to approve Resolution #06:14/15.

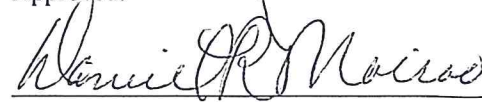
Fiscal Impact:

None

Submitted By:


Duane Wolgamott
Chief Business Official

Approved:


Daniel R. Moirao, Ed.D.
State Administrator

RESOLUTION NO. 06:14/15

RESOLUTION OF THE BOARD OF TRUSTEES OF THE SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT APPROVING THE ANNUAL AND FIVE YEAR REPORT FOR FISCAL YEAR 2013/2014, IN COMPLIANCE WITH GOVERNMENT CODE SECTIONS 66006 AND 66001

WHEREAS, the South Monterey County Joint Union High School District ("School District") has received and expended statutory and/or alternative school facilities fees ("Reportable Fees") for the construction and/or modernization of the School District's school facilities in order to accommodate students from new development ("School Facilities"); and

WHEREAS, pursuant to Government Code Section 66006(a), the School District has established and maintained a separate capital facilities account for the Reportable Fees ("Reportable Fees Account"); and

WHEREAS, pursuant to Government Code Section 66006(a), the Reportable Fees have been deposited into the Reportable Fees Account in order to avoid any commingling of the Reportable Fees with other revenues and funds of the School District, except for temporary investments, and has expended the Reportable Fees, along with any interest income earned, solely for the purpose(s) for which the Reportable Fees were originally collected; and

WHEREAS, Government Code Section 66006(b)(1) provides that the School District shall make a written report containing certain required information available to the public within one hundred eighty (180) days after the last day of each fiscal year; and

WHEREAS, Government Code Section 66006(b)(2) requires that the Board of Trustees of the School District ("Board") review the information made available to the public, including the report entitled, "2008 Developer Fee Justification Study, in Compliance with Government Code Sections 66006 and 66001," ("Study") at the next regularly scheduled public meeting, at least fifteen (15) days after the Report was made available to the public; and

WHEREAS, the Report contains the requisite information and proposed findings concerning the collection and expenditure of Reportable Fees pursuant to Government Code Sections 66006 and 66001; and

WHEREAS, pursuant to Government Code Section 66006(b)(2), notice of the time and place of the Board meeting, where the Report would be considered for adoption ("Notice"), was mailed at least fifteen (15) days prior to the Board meeting, to any interested party who filed a written request with the School District for mailed Notice of the Board meeting; and

WHEREAS, the School District posted Notice in the School District's regular posting locations and published Notice in a newspaper of general circulation within the School District's boundaries; and

WHEREAS, Government Code Section 66001(d) provides that for the fifth fiscal year following the first deposit into the Reportable Fees Account, and every five years thereafter, the School District shall make findings with respect to the portion of the Reportable Fees Account that remains unexpended; and

WHEREAS, when Government Code Section 66001(d) requires certain findings, these findings will be made at the same time as that information required by Government Code Section 66006(b); and

WHEREAS, pursuant to Government Code Section 66001(e) and (f), the School District shall make certain findings when sufficient Reportable Fees have been collected to complete the financing of incomplete Projects, and the Projects remain incomplete; and

WHEREAS, the School District has complied with the foregoing provisions.

NOW, THEREFORE, THE BOARD OF TRUSTEES OF THE SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT DOES HEREBY RESOLVE, DETERMINE AND ORDER AS FOLLOWS:

Section 1. The Board finds and determines that the foregoing recitals and determinations are correct.

Section 2. Pursuant to Government Code Section 66006(a), the School District has established and maintained a Reportable Fees Account during Fiscal Year 2013/2014.

Section 3. Pursuant to Government Code Section 66006(a), the Reportable Fees collected during Fiscal Year 2013/2014 have been deposited into the Reportable Fees Account in order to avoid any commingling of the Reportable Fees with other revenues and funds of the School District, except for temporary investments, and has expended the Reportable Fees, along with any interest income earned, solely for the purpose(s) for which the Reportable Fees were originally collected.

Section 4. Pursuant to Government Code Section 66006(b)(1), the School District made the Report available to the public within one hundred eighty (180) days after the last day of Fiscal Year 2013/2014.

Section 5. Pursuant to Government Code Section 66006(b)(1), the Board reviewed the Report at the next regularly scheduled public meeting, at least fifteen (15) days, after the Report was made available to the public.

Section 6. Pursuant to Government Code Sections 66006(b)(1) and (2), the Board reviewed the Report which is incorporated by this reference and contains the following information:

- (A) A brief description of the type of Reportable Fees in the Reportable Fees Account;
- (B) The amount of the Reportable Fees;
- (C) The beginning and ending balance of the Reportable Fees Account;
- (D) The amount of Reportable Fees collected and the interest earned;
- (E) An identification of each School Facilities Project ("Project") on which Reportable Fees were expended and the amount of the expenditures on each Project, including the total percentage of the cost of the Project that was funded with Reportable Fees;
- (F) An identification of an approximate date by which the construction of the Project will commence if the School District determines that sufficient funds have been collected to complete financing on an incomplete Project, as identified in Section 66001(a)(2), and the Project remains incomplete;
- (G) A description of each interfund transfer or loan made from the Reportable Fees Account, including the Project on which the transferred or loaned Reportable Fees will be expended, and, in the case of an interfund loan, the date on which the loan will be repaid, and the rate of interest that the Reportable Fees Account will receive on the loan; and
- (H) The amount of refunds made pursuant to Section 66001(e) and any allocations pursuant to Section 66001(f).

Section 7. Pursuant to Government Code Section 66006(b)(2), Notice was mailed at least fifteen (15) days prior to the Board meeting, to any interested party who filed a written request with the School District for mailed Notice of the Board meeting.

Section 8. The School District posted Notice in the School District's regular posting locations and published Notice in a newspaper of general circulation within the School District's boundaries.

Section 9. Pursuant to Government Code Section 66001(d), the Board reviewed the Report which is incorporated by this reference and contains the following proposed findings:

- (1) Identification of the purposes to which the Reportable Fees are to be put;
- (2) Demonstration of a reasonable relationship between the Reportable Fees and the purpose for which they are charged;
- (3) Identification of all sources and amounts of funding anticipated to complete incomplete Projects of the School District; and
- (4) Designation of the approximate dates on which the funding referred to in paragraph (3) is expected to be deposited into the respective School District account(s).

Section 10. When findings are required by Government Code Section 66001(d), these findings shall be made at the same time as the findings as that information required by Government Code Section 66006(b).

Section 11. Pursuant to Government Code Section 66001(e) and (f), the School District shall make certain findings when sufficient Reportable Fees have been collected to complete the financing of incomplete Projects, and the Projects remain incomplete.

Section 12. The Board determines that the School District is in compliance with Government Code Section 66000, *et seq.*, regarding the receipt, deposit, investment, expenditure and/or refund of Reportable Fees received and expended relative to Projects for Fiscal Year 2013/2014.

Section 13. The Board determines that no refunds and allocations of Reportable Fees, as required by Government Code Sections 66001(e) and 66006(b)(1)(H) are deemed payable at this time for Fiscal Year 2013/2014.

ADOPTED, SIGNED AND APPROVED this 17th day of February, 2015.

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

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

SUBJECT: Approval of Contract with Pinnacle Educators for
School Psychologist Support Services

MEETING: February 17, 2015

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 District is in need of specialized School Psychologist services for evaluating service requirements in the Special Department. A number of services are currently required by IEP for students are in need of being reevaluated and IEPs updated.

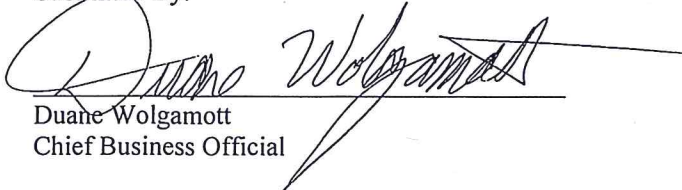
Recommendation:

The recommendation is being made for the State Administrator to approve this contract with Pinnacle Educators.

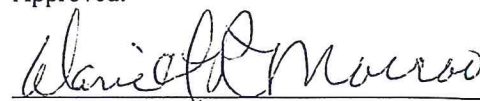
Fiscal Impact:

Cost of \$15,000 - General Fund in current fiscal year.

Submitted By:


Duane Wolgamott
Chief Business Official

Approved:


Daniel R. Moirao, Ed.D.
State Administrator

**Agreement Between
PINNACLE EDUCATORS
and
SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
for
SCHOOL PSYCHOLOGIST SUPPORT SERVICES**

This Agreement is made and entered into by South Monterey County Joint Union High School District, State Administrator, Dr. Daniel Moirao, hereinafter referred to as the **DISTRICT**, and Pinnacle Educators, Dr. Marilyn Shepherd, CEO hereinafter referred to as **PE**.

The DISTRICT AND PE mutually agree as follows:

1. Contract Terms and Conditions

- A. The Term of Contract shall be from July 1, 2014 to June 30, 2015.
The Contract Fee not to exceed \$15,000;
- B. The DISTRICT agrees to pay PE within 30 days of receiving and invoiced from Pinnacle Educators.
- C. The Contract Fee includes the following:
 - 1) Technical assistance in special education and coaching of the district administrators/staff.
 - 2) Travel expenses.
 - 3) Materials and supplies.
- D. Additional costs beyond the Contracted Fee, must have written pre-approval from the State Administrator and will be invoiced as a separate item.

2. In Providing Contracted Services, PE shall:

- A. Complete four triennials assessments due in the functional skills classes at Greenfield High School (\$1,500. per assessment).
- B. Support for the district school psychologist in completing outstanding triennials and meet the compliance timelines.
- C. Support district staff in the transition of students to placements for the 2015-2016 school year.
- D. Professional develop and coaching of staff.
- E. Continued development of appropriate supports and program.

3. In receiving services, the DISTRICT and school agree to specific activities as outlined:

- A. The DISTRICT will adhere to an agreed upon process and timeline of events for all selected activities.
- B. The District will provide data requested by the PE team member for analysis as needed.

4. Cancellation of Agreement

This agreement may be cancelled, 30 days after requested in writing and sent us by USPS, by PE or the District, if either party fails to provide agreed upon services, requested information or otherwise prevents PE or the District from completing contracted work in accordance with state law and federal Program Improvement requirements. If the contract is cancelled the fees will be prorated from the date of notice of cancellation.

The following addresses shall be the agreed upon addresses for communication:

Dr. Marilyn Shepherd
58 Skyline Crest
Monterey, CA 93940

Dr. Daniel Moirao
South Monterey County Joint High School District
800 Broadway
King City, CA

5. Special Provisions

- A. PE shall comply with all laws, rules and regulations applicable to such work.
- B. PE acknowledges that the services provided by its employees may involve limited contact with students and, as such, each member of the team will have background checks pursuant to the Education Code.
- C. Agreement may be amended by the mutual written consent of the parties hereto.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement

SOUTH MONTEREY COUNTY JOINT
UNION HIGH SCHOOL DISTRICT

PINNACLE EDUCATORS

Signature

Daniel Moirao
Printed Name

State Administrator
Title

Date

Signature

Dr. Marilyn Shepherd
Printed Name

Chief Executive Officer
Title

Date

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Approval of MOU with the Soledad Unified School District on Transportation to Rancho Cielo Educational Facility

MEETING: February 17, 2015

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 grant for the County Office of Education to transport students to Rancho Cielo educational facility outside of Salinas ended in December. As of February 2, 2015 schools in the County were left to supply this transportation themselves. Soledad Unified School District contacted our District, and the result is the attached MOU.

Soledad USD is paying for all of the costs of the transportation of the three SMCJUHSD students and 6 Soledad USD students from Soledad to Rancho Cielo and back. That only leaves our District to pay the cost to Soledad and back twice a day.

The estimated cost for the route for the remainder of this year is \$27,360. The SUSD has agreed to pay \$210/day for a total of \$16,800. The remaining cost to our District is \$10,560 instead of the entire \$27,360.

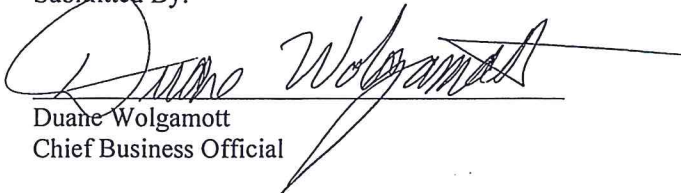
Recommendation:

The recommendation is being made for the State Administrator to approve this MOU with the Soledad Unified School District.


Fiscal Impact:

This is a savings of \$16,800 from the General Fund in current fiscal year.

Submitted By:


Duane Wolgamott
Chief Business Official

Approved:


Daniel R. Moirao, Ed.D.
State Administrator

MEMORANDUM OF UNDERSTANDING

Between the
South Monterey County Joint Union High School District (SMCJUHS D)
and the
Soledad Unified School District (SUSD)

This memorandum of understanding is entered into between the South Monterey County Joint Union High School District and the Soledad Unified School District to establish an agreement for the SMCJUHS D to supply two times daily transportation for up to (6) six SUSD students to and from Soledad to the Rancho Cielo educational facility outside of Salinas.

WHEREAS, South Monterey County Joint Union High School District is currently transporting a number of its students to and from Rancho Cielo in a District Van (capacity – (9) nine passengers and the driver); and

WHEREAS, the Soledad Unified School District as of February 2, 2015 will be using the excess capacity of the SMCJUHS D vehicle and paying the SMCJUHS D for said transportation service as agreed to herein;

Now, therefore, the parties (districts) hereto agree as follows;

1. The Soledad Unified School District will pay to the South Monterey County Joint Union High School District a daily rate of \$210 for transporting up to (6) six SUSD students to and from the Rancho Cielo educational facility outside of Salinas (includes an AM and separate PM route). There will be one pick and one drop off location in Soledad (no door to door service).

Term: This memorandum of understanding will terminate on the last day of school for students attending Rancho Cielo educational facility.

Responsibilities of the South Monterey County Joint Union High School District;

1. Will supply a van and driver with a capacity for up to (6) six SUSD students.
2. Will supply transportation even on days SMCJUHS D does not have students to transport.
3. Will promptly, notify the SUSD of any changes to capacity and/or routing changes.
4. Agrees to notify the Soledad Unified School District 30 days in advance of any pending changes to this agreement.
5. Billing for services will be provided on a monthly basis, due in net 30.

Responsibilities of the Soledad Unified School District;

- 1. The SUSD will supply all necessary communication for to and from its students related to this transportation agreement and services provided.
- 2. Agrees to notify the South Monterey County Joint Union High School District 30 days in advance of any pending changes to this agreement.

The Districts, through their authorized representatives, have executed this memorandum of understanding on this _____ day of February 2015.

South Monterey County JUHSD

Soledad Unified School District

Dr. Daniel Moirao, Ed.D. Date
State Administrator

Rupi K. Boyd, Ed.D. Date
Superintendent

Rancho Cielo arrangement with Soledad USD

Mileage 60 round trip twice a day	\$ 90.00 day
Driver cost	<u>\$ 120.00 day</u>
	\$ 210.00 day
	80 est days
	<u>\$ 16,800.00 SUSD</u>

smcjuhsd alone

Mileage	\$ 162.00 day
Driver cost	<u>\$ 180.00 day</u>
	\$ 342.00 day
	80 est days
	<u>\$ 27,360.00 total cost</u>
	\$ 10,560.00 SMCJUHSd cost

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Approval of Contract with County of Monterey
Health Department, Behavioral Health Bureau

MEETING: February 17, 2015

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 District is in need of additional behavior health services for the remainder of this school year and for the 2015/16 school year. The County of Monterey Health Department, Behavioral Health Bureau can supply these services to our District.

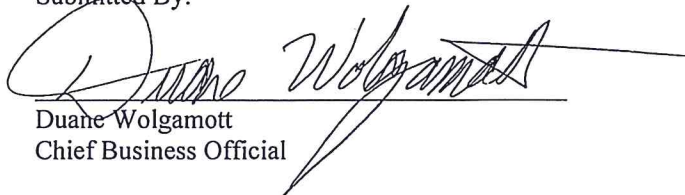
Recommendation:

The recommendation is being made for the State Administrator to approve this contract with the County of Monterey, Health Department, and Behavioral Health Bureau

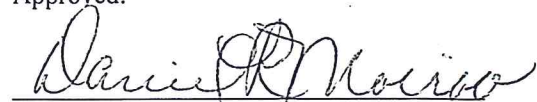
Fiscal Impact:

This service is being paid through one time money returned to the district by the County SELPA office.

Submitted By:


Duane Wolgamott
Chief Business Official

Approved:


Daniel R. Moirao, Ed.D.
State Administrator

**MEMORANDUM OF UNDERSTANDING
BETWEEN
COUNTY OF MONTEREY HEALTH DEPARTMENT, BEHAVIORAL HEALTH
BUREAU
AND
SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT**

This MOU is developed and entered into effective the 1st day of November 2014, which date is enumerated for purposes of reference only, by and between the Monterey County Health Department, Behavioral Health Bureau (hereinafter referred to as "County") and South Monterey County Joint Union High School District (hereinafter referred to as "District" or "School District"), together referred to as "Parties" and singularly as "Party."

RECITALS:

WHEREAS, the School District is the recipient of Local Control Funding Formula (LCFF) funds due to changes in the 2013–14 budget package which replaced the previous K–12 finance system with the new LCFF;

WHEREAS, the School District is required to develop a Local Control and Accountability Plan (LCAP) and has identified in that plan the need to provide therapeutic services to students who require such service;

WHEREAS, the County provides behavioral health services through the Health Department's Behavioral Health Bureau and is committed to assisting schools in Monterey County with the provision of therapeutic services to students that require them;

WHEREAS, the School District has requested assistance from the County for the provision of therapeutic services to students who are enrolled in the School District and who require therapeutic services; and

NOW THEREFORE, This Memorandum of Understanding ("MOU") is created for the purpose of setting forth the terms and conditions under which the County and the District will collaborate to ensure provision of therapeutic services to the students of the District.

1. Term of MOU

This MOU shall be in full force commencing November 1, 2014 and ending June 30, 2015, unless terminated or amended pursuant to this MOU.

2. Services and Responsibilities of the County

- a. The County will assign to District 1 Full Time Equivalent ("FTE") therapist ("Therapists") for the provision of therapeutic behavioral health services ("Therapeutic Services") for students in School District. Therapeutic Services shall include, but are not limited to, individual therapy, group therapy, family therapy, parent and/or teacher

consultation, treatment planning, and the provision of classroom observation, teacher training, parent education, and referrals for crisis intervention as needed. The County and Staff shall maintain the files and all documents relating to any Therapeutic Services provided by Staff to a student pursuant to this MOU. The County and Staff shall respond to any requests from a student or his/her parent or guardian regarding such services, files, or documents.

b. The County ensures that the Therapist (“Staff”) that it assigns to the District will perform the scope of activities and services required to fulfill the therapeutic services needed by the District’s students. The Staff shall be employees of the County, and the County shall pay all salaries and expenses owed to the Staff related to the Staff’s services for the District pursuant to this MOU. The District’s only financial obligation to the County or Staff shall be the payments to County described in Section 4, below.

c. The County will manage and monitor the status of therapeutic services provided in the District and will report data required by the District and which conforms to the Confidentiality of Patient Information Certification included as Exhibit A to this MOU.

d. The County will provide a portion or all of the furniture necessary in order to appropriately equip the Staff with the appropriate furniture needed. The furniture will be owned and maintained by the County.

e. The County will provide and service the IT needs of the Staff assigned to work in the District.

f. The County shall designate a program manager or designee who will oversee and be the point of contact for the District for any and all issues associated with the services to be provided by the County under this MOU.

g. If either Party is ever audited, the other Party will provide assistance as may be helpful or necessary.

h. The County shall be solely responsible for managing, monitoring, and overseeing Staff in the provision of Therapeutic Services, including the scheduling of Therapeutic Services, at the District.

3. Services and Responsibilities of the District

a. The District agrees to provide office and/or meeting space and any equipment necessary (other than the equipment provided by County, above) for the implementation of services provided by Staff.

b. The District agrees to compensate the County for the services provided by the Therapist at a rate of \$60,000 per County fiscal year as outlined in Section 4, Payment Provisions; of this MOU.

c. The District will assign a District manager or designee to serve as the point of contact for the County for any all issues associated with this MOU.

d. The District agrees to meet as needed with the designated County designee and/or County team assigned to work in the District to ensure appropriate, efficient and effective implementation of the services rendered by County personnel.

4. Payment Provisions

a. Subject to the limitations set forth herein, School District shall pay County \$60,000.00 for the provision of County’s services during the term of this Agreement and in accordance with the following schedule:

Period	FTE Total	Maximum Annual Amount
November 1, 2014-June 30, 2015	1 FTE @ \$60,000 each	\$40,000 --1 st semiannual payment of \$20,000.00 shall be invoiced on or about -January 31, 2015. --2 nd semiannual payment of \$20,000.00 shall be invoiced on or about June 30, 2015.
Additional full years (12 months) through the extension of this Agreement	1 FTE @ \$60,000 each	\$60,000 --1 st semiannual payment of \$30,000.00 shall be invoiced on or about the 120th day of the current County Fiscal Year of the MOU. --2 nd semiannual payment of \$30,000.00

		shall be invoiced on or about the 240th day of the current County Fiscal Year of the MOU.
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b. The County shall prepare and submit its invoice for the requested amount, as described in Section (a) above, along with such other information pertinent to the invoice, and submit to the School District at the following address:

South Monterey County Joint Union High School District
800 Broadway Street
King City, CA 93930

School District shall pay the County's invoice in the requested amount within 30 days of receiving the County's invoice.

c. If for any reason this MOU is canceled, The County's maximum liability shall be the total utilization to the date of cancellation not to exceed the maximum amount listed above.

d. As an exception to Section (c) above with respect to the Survival of Obligations after Termination, School District shall continue to remain obligated under this MOU with regard to payment for services that are required to be rendered after termination.

5. Exhibits

The following attached exhibits are incorporated herein by reference and constitute as a part of this Memorandum of Understanding:

- EXHIBIT A: CONFIDENTIALITY OF PATIENT INFORMATION CERTIFICATION
(executed by County and District)
- EXHIBIT B: COUNTY INSURANCE
- EXHIBIT C: SCHOOL DISTRICT INSURANCE

6. Screening

The Parties shall comply with applicable laws, regulations, and District policies related to criminal records checks, fingerprinting, and tuberculosis vaccinations.

7. Maintenance and confidentiality of patient information

a. The County shall maintain clinical records for each recipient of service in compliance with all state and federal requirements and Exhibit A. Such records shall include a description of all services provided by the County in sufficient detail to make possible all evaluation of services, and all data necessary to prepare reports to the State, including treatment plans, records of client interviews, and progress notes. The County shall retain clinical records for a minimum of seven (7) years and, in the case of minors, for at least one (1) year after the minor has reached the age of majority, but for a period of no less than seven years.

b. The County and District shall comply with the confidentiality requirements set forth in Exhibit A and incorporated by reference as if fully set forth herein.

8. Modification

This MOU may be modified only by an instrument in writing signed by the County and the District.

9. Termination

- a. Termination Without Cause. A Party may cancel this MOU at any time upon thirty (30) calendar days of written notice.
- b. Termination With Cause. Either Party may terminate this Agreement upon the material breach of this Agreement by the other Party by giving the other party fifteen (15) days' prior written notice of such breach. If such breach is not cured by the breaching party within fifteen (15) days of receipt of this notice, this Agreement shall terminate at the end of such fifteen (15) day period.

10. Assignment

This MOU may not be assigned without the prior written consent of the Parties.

11. General Provisions

- a. All work described herein shall be performed in accordance with applicable Federal, State and local laws and regulations.
- b. Non-discrimination. During the performance of this Agreement, the Parties shall not unlawfully discriminate against any person because of race, religion, color, sex, national origin, ancestry, mental or physical handicap, medical condition, marital status, age (over 40), or sexual orientation, either in the Parties' employment practices or in the furnishing of services to recipients. The Parties shall insure that the evaluation and treatment of its employees and applicants for employment and all persons receiving and requesting services are free of such discrimination. The provision of services primarily or exclusively to such target population as may be

designated in this Agreement shall not be deemed to be unlawful discrimination. In addition, School District's facility access for the disabled shall comply with § 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794).

- c. Third Party Rights. Nothing in this MOU shall be construed to give any rights, benefits, or obligations to anyone other than School District and The County.
 - a.
- d. Independent Contractor. The County shall act as an independent contractor in the performance of the duties hereunder, and no officer, employee or agent of the County under this MOU shall be deemed to be an officer, employee or agent of the District in carrying out the duties of this MOU. Nothing in this MOU shall create any of the rights, powers, privileges or immunities of an employee of the District.
- e. The County's obligations with regard to any personnel it retains, employs, or contracts with shall include paying all federal and state withholding taxes applicable to employees and complying with federal and state wage-hour obligations (including overtime), workers' compensation obligations, unemployment insurance obligations, and other applicable taxes and contributions to government mandated employment related insurance and similar programs.

12. Mutual Indemnification

- a. The District shall indemnify, defend, and hold harmless the County of Monterey (hereinafter "County"), its officers, agents and employees from any claim, liability, loss, injury or damage rising out of, or in connection with, performance of this MOU by The District and/or its agents, employees or Collaborators, excepting only loss, injury or damage caused by the negligence or willful misconduct of personnel employed by the County. It is the intent of the parties to this MOU to provide the broadest possible coverage for the County. The District shall reimburse the County for all costs, attorneys' fees, expenses and liabilities incurred with respect to any litigation in which The District is obligated to indemnify, defend and hold harmless the County under this MOU.
- b. County shall indemnify, defend, and hold harmless the District, its officers, agent and employees from any claim, liability, loss, injury or damage arising out of, or in connection with, performance of this MOU by the County and/or its agents, employees or Collaborators, excepting only loss, injury or damage caused by the negligence or willful misconduct of personnel employed by the District. It is the intent of the parties to this MOU to provide the broadest possible coverage for the District. The County shall reimburse the District for all costs, attorneys' fees, expenses and liabilities incurred with respect to any litigation in which the County is obligated to indemnify, defend and hold harmless the District under this MOU.

13. Insurance

a. County Insurance

The County shall secure and maintain the insurance coverage or self-insurance described in Exhibit B, a copy of which is attached hereto and incorporated herein by this reference.

b. School District Insurance

School District shall secure and maintain the insurance coverage or self-insurance described in Exhibit C, a copy of which is attached hereto and incorporated herein by this reference.

14. Cultural Competency and Linguistic Accessibility

a. The Staff shall provide services in a culturally competent manner to assure access to services by all eligible individuals as required by Department of Mental Health regulations and policies and other applicable laws. Cultural competency is defined as a congruent set of practice skills, behaviors, attitudes, and policies that enable staff to work effectively in providing contractual services under this MOU in cross-cultural situations. Specifically, the Staff's provision of services shall acknowledge the importance of culture, adapt services to meet culturally unique needs, and promote congruent skills, behaviors, attitudes, and policies enabling all persons providing services to function effectively in cross-cultural situations.

b. The District shall provide linguistically accessible services to assure access to services by all eligible individuals as required by Department of Mental Health regulations and policies and other applicable laws. Specifically, the District shall provide services to eligible individuals in their primary language through linguistically proficient staff or interpreters. Family members, friends, or neighbors may be used as interpreters only in emergency situations.

c. For the purposes of this section, "access" is defined as the availability of medically necessary mental health services in a manner that promotes, provides the opportunity for and facilitates their use.

15. Notices

Any notices to be given hereunder to a Party shall be made via U.S. Mail or express courier to such Party's address given below, and/or via facsimile to the facsimile telephone numbers listed below.

If to School District, to:

South Monterey County Joint Union High School District
800 Broadway Street
King City, CA 93930
Attn: Dr. Daniel Moirao
831-385-0606 ext. 4304
831-385-0695 –Fax

If to The County, to:

Monterey County Health Department,
1270 Natividad Road, Salinas, CA 93906
Attn: Ray Bullick, Health Director
Tel: 831-755-4526
Fax: 831-755-4797

This MOU constitutes the entire MOU between the parties and supersedes all previous communications, representations or MOUs regarding this subject, whether written, or oral, between the parties.

Consent to the terms of this MOU is indicated by the authorized signatures affixed and dated below.

This space is left blank, intentionally.

IN WITNESS WHEREOF, the Parties have executed this Agreement as of the day and year written below.

MONTEREY COUNTY

SOUTH MONTEREY COUNTY JOINT UNION
HIGH SCHOOL DISTRICT

By: _____
School District Authorized Representative

Ray Bullick, Director of Health

Printed Name and Title

Dated: _____

Dated: _____

By: _____
School District Administrator

Approved as to Fiscal Provisions²

Printed Name and Title

Gary Giboney, Auditor/Controller

Dated: _____

Dated: _____

Approved as to Liability Provisions³

Steve Mauck, Risk Management

Dated: _____

Approved as to Form ¹

Stacy L. Saetta, Deputy County Counsel

Dated: _____

Approved as to Content

Wayne Clark, Behavioral Health Bureau Chief

Dated: _____

¹Approval by County Counsel is required; if Agreement is \$100,000 and less approval by County Counsel is required only when modifications are made to any of the Agreement's standardized terms and conditions

²Approval by Auditor-Controller is required

³Approval by Risk Management is necessary only if changes are made in Sections XI or

EXHIBIT A

CONFIDENTIALITY OF PATIENT INFORMATION CERTIFICATION

Confidentiality of Patient Information and Records. All Patient Information is confidential. The Parties shall maintain the confidentiality of all patient records, including billings and computerized records, in accordance with all applicable state and federal law relating to confidentiality of patient records and patient information, including but not limited to: the Standards for Privacy of Individually Identifiable Health Information, 45 C.F.R. Part 160 and Part 164, Subparts A and E as amended from time to time (the "Privacy Rule"), the Breach Notification Standards, 45 C.F.R. Part 160 and Part 164, Subparts A and D (the "Breach Notification Rule"), and with the Security Standards, 45 C.F.R. Part 160 and Part 164, Subpart C as amended from time to time (the "Security Rule"), under the Health Insurance Portability and Accountability Act of 1996 ("HIPAA"), as amended by the Health Information Technology for Economic and Clinical Health Act and its implementing regulations ("HITECH"); the federal Confidentiality of Alcohol and Drug Abuse Patient Records under 42 U.S.C. § 290dd-2 and 42 C.F.R. Part 2 (the "Part 2 Regulations"); the Lanterman-Petris-Short Act ("LPS"), California Welfare and Institutions Code §§5328, *et seq.*; California substance abuse laws at California Health & Safety Code §11812 and 11845.5; Medi-Cal laws at 45 C.F.R. § 205.50, 42 C.F.R. § 431.300 *et seq.*, and California Welfare and Institutions Code § 10850, *et seq.*; the Confidentiality of Medical Information Act ("CMIA"), California Civil Code §§56.00 *et seq.*; California laws governing HIV/AIDS records at California Health & Safety Code § 120975; and California Civil Code §1798.29

"Patient Information" includes any individually identifying information related to a patient/recipient of behavioral health services, including, but not limited to, name, identifying numbers, symbol, fingerprint, photograph or voice print. In addition, "Patient Information" includes all health information the Parties have obtained about a patient/recipient of services, including the mere fact that patient is receiving alcohol or drug treatment from the County or has been referred to an alcohol or drug treatment program by the County, whether or not a documentary record of such information exists.

Ownership of Data. All Patient Information created or received by the County in connection with the provision of behavioral health services under this Agreement shall be and remain the property of the County and the County shall retain exclusive rights and ownership thereto. Such information shall be referred to henceforth as "County Data".

Use and Disclosure of Information. In relation to the services being provided by the County pursuant to this MOU, the District may require access to County Data regarding the progress of students receiving the therapeutic services. The County shall disclose County Data to District solely as set forth below. The County may provide County Data to District pursuant to a valid authorization for such disclosure from the patient/recipient of the Services or his or her legally authorized representative, or as required by law. The County also may provide County Data that has been de-identified in accordance with 45 C.F.R. § 164.514 to District as necessary in connection with its performance of Services under this Agreement.

District shall use County Data or Patient Information obtained from contact with patients/recipients of Services and complainants (including anonymized data) only for the purpose(s) for which use or disclosure was authorized and shall implement appropriate safeguards to maintain the confidentiality of such information and to prevent further use or disclosure. District acknowledges that County Data regarding a patient whose records are subject to the Part 2 Regulations may not be re-disclosed to another entity without specific authorization from the patient or his/her legally authorized representative for such re-disclosure. In addition, District shall obtain the County's prior written consent to any disclosure of County Data, except as required by law. The County, through the Behavioral Health Director, shall have access to any Patient Information obtained by District in connection with its performance under this Agreement.

The Parties shall not disclose Patient Information, including the identities of patients/recipients of service, to other parties without proper authorization for such disclosure or as authorized by law.

In relation to the services being provided by County pursuant to this MOU, the County may also require access to District records and information, including but not limited to "education records" relating to the students receiving the therapeutic services ("District Data"). The County will use District Data only for the purpose of fulfilling its duties under this MOU and will not share such data (including anonymized data) with, or disclose it to, any third party without the prior written consent of the District, except as required by law and except to third party contractors retained by the County to provide services related to this MOU.

The County will provide access to District Data to its employees, subcontractors and third party contractors who need to access the data to fulfill the County obligations under this MOU. The County will ensure that employees and subcontractors who perform work under this MOU are bound to strict obligations of confidentiality no less rigorous than those set forth herein. If the County will have access to "education records" for the District's students as defined under the Family Educational Rights and Privacy Act (FERPA), the County acknowledges that for the purposes of this MOU it will be designated as a "school official" with "legitimate educational interests" in the District education records, as those terms have been defined under FERPA and its implementing regulations, and the County agrees to abide by the FERPA limitations and requirements imposed on school officials. The County shall train Staff and all of its responsible employees on how to comply with those responsibilities imposed by FERPA, through this MOU, which are applicable to the County, Staff, and County's employees. Vendor will use the education records only for the purpose of fulfilling its duties under this MOU for District's and the students' benefit, and will not share such data with or disclose it to any third party except as provided for in this MOU, required by law, or authorized in writing by the District.

If the District receives a subpoena, warrant, or other legal order, demand, including requests pursuant to the California Public Records Act (Gov. Code, §§ 6250, *et seq.*) ("requests") or requests seeking County Data, the District may advise the requesting party that the documents

are not in the District's possession and that all requests should be directed to the County. The District shall respond to any such requests seeking District Data.

Upon termination or expiration of this MOU, the County will return or securely destroy District Data as directed by the District. Transfer to the District or a third party designated by the District shall occur within a reasonable period of time, and without significant interruption in service. In the event that the District requests destruction of District Data, the County agrees to securely destroy all data in its possession and in the possession of any subcontractors or agents to which the County might have transferred District Data. The County agrees to provide certification of data destruction to the District upon request.

District shall return or securely destroy County Data as directed by the County. Transfer to the County or a third party designated by the party shall occur within a reasonable period of time, and without significant interruption in service. In the event that County requires destruction of County Data, District agrees to securely destroy all data in its possession and in the possession of any subcontractors or agents to which the District may have transferred County Data. District agrees to provide certification of data destruction to County upon request.

Penalty for Unauthorized Disclosure. The Parties understand that disclosure of Patient Information in violation of law may subject the party releasing the information to civil and/or criminal fines, penalties, and damages.

Duty to Warn. The Parties understand that persons providing services under this MOU may, in certain situations involving a patient or recipient of services who is a danger to himself or others, have a duty to warn third parties of such danger and should consult supervisory staff and/or legal counsel about such duty to warn as appropriate.

Dissemination of these Confidentiality Provisions. The Parties shall inform all of their officers, employees, and agents providing services hereunder of these provisions.

By my signature below, as the authorized representative of the District, I certify acceptance and understanding for myself and the District of the above confidentiality provisions.

Signature of Authorized Representative

Name of Authorized Representative (printed)

Date: _____

Title of Authorized Representative

By my signature below, as the authorized representative of the County, I certify acceptance and understanding for myself and the County of the above confidentiality provisions.

Signature of Authorized Representative

Name of Authorized Representative (printed)

Date: _____

Title of Authorized Representative

Exhibit B

COUNTY INSURANCE

The County certifies that it maintains a program of insurance and self-insurance that covers its activities in connection with this MOU as follows:

1. Professional Liability Insurance or self-insurance with financially-owned and reputable companies with limits of one million dollars (\$1,000,000) per claim and a general aggregate of three million dollars (\$3,000,000). If such insurance is written on a claims-made form, it shall continue for three (3) years following termination of this MOU. The insurance shall have a retroactive date prior to coinciding with the effective date of this MOU. In the event that a claims-made policy is canceled or non-renewed, then The County shall obtain extended reporting (tail) coverage for the remainder of the three (3) year period.
2. Commercial General Liability Self-Insurance. The County shall maintain self-insurance with a self-insured retention of one million dollar (\$1,000,000) and coverage of five million dollars (\$5,000,000) in the aggregate.
3. Worker's Compensation Insurance in a form and amount covering The County's full liability as required by law under the Workers' Compensation Insurance and Safety Act of the State of California as amended from time to time.

The coverage referred to in Section 2 above shall be **documented with a letter of self-insurance provided by the County of Monterey**. Such a provision shall only apply, however, in proportion to and to the extent of the negligent acts or omissions of The County, its officers agents, and/or employees. The County upon execution of this MOU, shall furnish School District with Certificates of Insurance or **Letter of Self-Insurance** evidencing compliance with all requirements. Certificates shall further provide for thirty (30) days advance written notice to School District of any modification, change or cancellation of any of the above insurance coverages.

Exhibit C

SCHOOL DISTRICT INSURANCE

School District certifies that it maintains a program of insurance and self-insurance that covers its activities in connection with this MOU as follows:

1. Professional Liability Insurance or self-insurance with financially-owned and reputable companies with limits of one million dollars (\$1,000,000) per claim and a general aggregate of three million dollars (\$3,000,000). If such insurance is written on a claims-made form, it shall continue for three (3) years following termination of this MOU. The insurance shall have a retroactive date prior to coinciding with the effective date of this MOU. In the event that a claims-made policy is canceled or non-renewed, then School District shall obtain extended reporting (tail) coverage for the remainder of the three (3) year period.
2. Commercial General Liability Self-Insurance. School District shall maintain self-insurance with a self-insured retention of one million dollar (\$1,000,000) and coverage of five million dollars (\$5,000,000) in the aggregate.
3. Worker's Compensation Insurance in a form and amount covering School District's full liability as required by law under the Workers' Compensation Insurance and Safety Act of the State of California as amended from time to time.

The coverage referred to in Section 2 above shall be endorsed to include the County as an additional insured. Such a provision shall only apply, however, in proportion to and to the extent of the negligent acts or omissions of School District, its officers, agents, and/or employees. School District, upon execution of this MOU, shall furnish the County with Certificates of Insurance evidencing compliance with all requirements. Certificates shall further provide for thirty (30) days advance written notice to the County of any modification, change, or cancellation of any of the above insurance coverages.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Approval of Amended Contract with Joe Rice,
Consultant for Completion of the Portola Butler
Continuation High School WASC Report

MEETING: February 17, 2015

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:

In order to complete the Portola-Butler Continuation High School WASC report the contract needs to be amended to increase the number of hours by an additional 80 hours for a total of 180 hours.

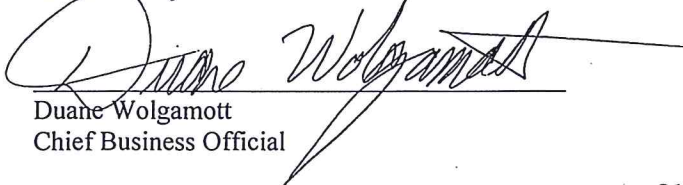
Recommendation:

The recommendation is being made for the State Administrator to approve this amended contract with the Joe Rice.

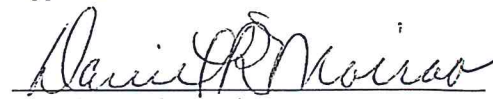
Fiscal Impact:

An Additional \$5,600 – General Fund

Submitted By:


 Duane Wolgamott
 Chief Business Official

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
EXTENSION OF TERM**

Pursuant to California Education Code 10400, South Monterey County Joint Union High School District, hereinafter called "District," has need of the specialized services of *Mr. Joe Rice*, 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 30, 2014* and it terminates no later than *May 30, 2015* unless sooner terminate as provided herein.

II. PAYMENT LIMIT

- Consultant shall be compensated at the rate of \$70 per *hour*.
- Not to exceed a total of 180 hours of service.
- Total payment(s) to Consultant, under this contract shall not exceed \$12,600

III. DISTRICT OBLIGATION:

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

IV. CONSULTANT'S OBLIGATION

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

V. CONSULTANT SERVICE DESCRIPTION

Facilitate and complete WASC report for Portola-Butler Continuation High School.

VI. CONFIDENTIALITY

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

VII. ASSIGNMENT

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

VIII. TERMINATION OF AGREEMENT

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

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

IX. DISTRICT'S RIGHT OF RETENTION

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

X. EXTENSION OF TERM

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

XI. SIGNATURES

These signatures attest the parties' agreement hereto:

CONSULTANT / TITLE

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

Date

Date

Social Security Number of Consultant *

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

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Approval of Amended Contract with Pinnacle Educators, Consultant for Technical Assistance and Coaching Support

MEETING: February 17, 2015

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:

With a shortage of staff and one program administrator, the District needs to amend the contract with Pinnacle Educators to increase the contract by an additional 15 days for a total of 30 days.

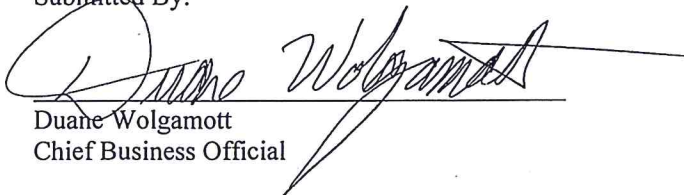
Recommendation:

The recommendation is being made for the State Administrator to approve this amended contract with Pinnacle Educators.

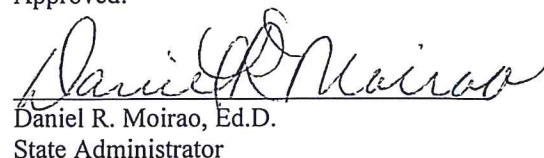
Fiscal Impact:

An Additional \$17,000 – Restricted General Fund – Special Education

Submitted By:


Duane Wolgamott
Chief Business Official

Approved:


Daniel R. Moirao, Ed.D.
State Administrator

**Agreement Between
PINNACLE EDUCATORS
and
SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
for
SPECIAL EDUCATION REVIEW AND SUPPORT**

This Agreement is made and entered into by South Monterey County Joint Union High School District, State Administrator, Dr. Daniel Moirao, hereinafter referred to as the **DISTRICT**, and Pinnacle Educators, Dr. Marilyn Shepherd, CEO hereinafter referred to as **PE**.

The DISTRICT AND PE mutually agree amend the existing contract as follows:

1. Contract Terms and Conditions

- A. The Term of Contract shall be from July 1, 2014 to June 30, 2015.
The Contract Fee \$1,120/day, for technical assistance and coaching support not to exceed a total of **\$34,000** (*originally \$17,000*).
- B. The DISTRICT agrees to pay PE within 30 days of receiving and invoiced from Pinnacle Educators.
- C. The Contract Fee includes the following:
 - 1) Technical assistance in special education and coaching of the district administrators/staff.
 - 2) Travel expenses.
 - 3) Materials and supplies.
- D. Additional costs beyond the Contracted Fee, must have written pre-approval from the State Administrator and will be invoiced as a separate item.

2. In Providing Contracted Services, PE shall:

- A. Technical assistance in special education
- B. Administrator coaching
- C. Professional development

3. In receiving services, the DISTRICT and school agree to specific activities as outlined:

- A. The DISTRICT will adhere to an agreed upon process and timeline of events for all selected activities.
- B. The District will provide data requested by the PE team member for analysis as needed.

4. Cancellation of Agreement

This agreement may be cancelled, 30 days after requested in writing and sent us by USPS, by PE or the District, if either party fails to provide agreed upon services, requested information or otherwise prevents PE or the District from completing contracted work in accordance with state law and federal Program Improvement requirements. If the contract is cancelled the fees will be prorated from the date of notice of cancellation.

The following addresses shall be the agreed upon addresses for communication:

Dr. Marilyn Shepherd

Dr. Daniel Moirao
South Monterey County Joint High School District
800 Broadway
King City, CA

5. Special Provisions

- A. PE shall comply with all laws, rules and regulations applicable to such work.
- B. PE acknowledges that the services provided by its employees may involve limited contact with students and, as such, each member of the team will have background checks pursuant to the Education Code.
- C. Agreement may be amended by the mutual written consent of the parties hereto.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement

SOUTH MONTEREY COUNTY JOINT
UNION HIGH SCHOOL DISTRICT

PINNACLE EDUCATORS

Signature

Signature

Daniel Moirao

Printed Name

Dr. Marilyn Shepherd

Printed Name

State Administrator

Title

Chief Executive Officer

Title

Date

Date

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

SUBJECT: Approval of Greenfield High School Safety Plan

MEETING: February 17, 2015

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 State Administrator and the Board of Trustees recognizes staff and students have the right to a safe and secure campus. Greenfield High School is submitting their school safety plan for approval. The information has been reviewed and approved by the School Site Council.

The plan is presented for approval.

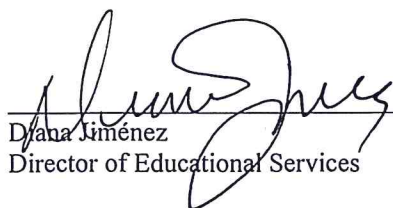
Recommendation:

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

Fiscal Impact:


None

Submitted By:



Diana Jiménez
Director of Educational Services

Approved:



Daniel R. Moirao, Ed.D.
State Administrator

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

SUBJECT: Approval of King City High School Safety Plan

MEETING: February 17, 2015

AGENDA SECTION:

ACTION

INFORMATION

ACTION/CONSENT

Board Goals:

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

Summary:

The State Administrator and the Board of Trustees recognizes staff and students have the right to a safe and secure campus. King City High School is submitting their school safety plan for approval. The information has been reviewed and approved by the KCHS School Safety Committee.

The plan is presented for approval.

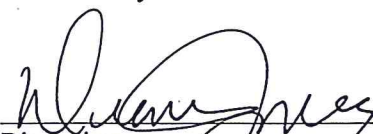
Recommendation:

The recommendation is being made for the State Administrator to approve the King City High School Safety Plan.

Fiscal Impact:


None

Submitted By:



Diana Jimenez
Director of Educational Services

Approved:



Daniel R. Moirao, Ed.D.
State Administrator

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

SUBJECT: School Accountability Report Card (SARC):
Greenfield High School

MEETING: February 17, 2015

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:

As required by Education Code, each school site is to develop and distribute an annual accountability report card to the community. These reports mix data from one year prior and the current year. Attached is the School Accountability Report Cards (SARC) for Greenfield High School for the 2013-2014 academic year. The SARC will be posted on the school website and hard copies will be made available upon request.

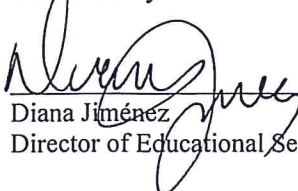
Recommendation:

The recommendation is being made for the State Administrator to approve the 2013-2014 School Accountability Report Card (SARC) for Greenfield High School.

Fiscal Impact:


None

Submitted By:



Diana Jiménez
Director of Educational Services

Approved:



Daniel R. Moirao, Ed.D.
State Administrator

Greenfield High School

California Department of Education School Accountability Report Card Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

Francis Lynch, Principal

Principal, Greenfield High School

About Our School

Principal's Message
2014

September 25,

Hello Greenfield students, parents, and staff –

I wanted to take a moment to introduce myself and thank all of the people I have met in the Greenfield community for making me feel so welcome. I am truly looking forward to a spectacular year here at Greenfield High School and am glad to be a Bruin!

This year marks my 17th year as an educator and my first as a site principal. I spent most of the last seventeen years in the Antelope Valley in Northeastern Los Angeles County – six of these as a physical sciences teacher (Physics, Chemistry, Geoscience) and the last eleven years as an Assistant or Vice Principal.

Before becoming a full-time educator, I had many "careers" and have had a varied life experience. I have worked in many different industries, from commercial diving to ambulance driving and from hospitals to restaurants, even a brief stint as a professional trapeze artist. All of this came after being in the USMC, which I entered directly out of high school.

I am looking forward to building a strong team here at Greenfield High School to educate our students and encourage our community to be involved in the educational process.

I am here to serve the staff, students, parents, and community of Greenfield and, to that end, I keep my office door open and answer my phone whenever it rings. Please stop by and see the great things that are happening here at Greenfield High School or give me a call if you have any questions or concerns.

Again, thanks for making me feel so welcome!

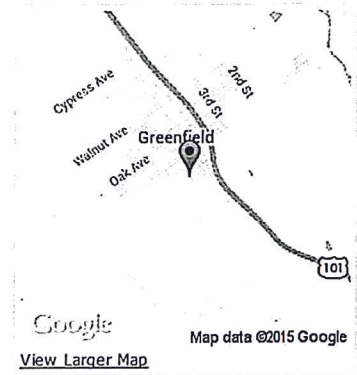
Your High School Principal.

Francis "Frank" M. Lynch

Contact

225 S. El Camino Real
Greenfield, CA
93927-6312

Phone: 831-674-2751
E-mail: fylnch@smcjuhdsd.org



About This School

Contact Information - Most Recent Year

School		District	
School Name	Greenfield High School	District Name	South Monterey County Joint Union High
Street	225 S. El Camino Real	Phone Number	(831) 385-0606
City, State, Zip	Greenfield, Ca, 93927-6312	Web Site	www.smcjehsd.org
Phone Number	831-674-2751	Superintendent First Name	Daniel
Principal	Francis Lynch, Principal	Superintendent Last Name	Moirao
E-mail Address	flynch@smcjehsd.org	E-mail Address	dmoirao@smcjehsd.org
Web Site	www.greenfieldhs.org		
County-District- School (CDS) Code	27660682730174		

Last updated: 1/29/2015

School Description and Mission Statement (Most Recent Year)

In 1999, Greenfield High School opened its doors to students who proudly called themselves Bruins. The school sits on approximately forty acres. Greenfield High School is located in the southwest corner of the town of Greenfield. The school is surrounded by grape vineyards, fields, farmland, small businesses and residential housing.

Greenfield High School provides instruction to approximately students in grades nine through twelve on a traditional school schedule. As of 2011-12, the Greenfield High School student population was .4% Filipino, 98% Hispanic and .4% African American, 1% White, and .2% Other. 13.2% are students with disabilities, 70% are English Learners, and 87% are socioeconomically disadvantaged.

Greenfield High School offers a well-rounded program for its students, including but not limited to FFA, AVID, music, art, drama computer technology, ASB, Leadership, CAHSEE Prep, credit recovery and AP courses. Students have opportunities to participate in clubs and extra-curricular activities such as football, wrestling, baseball, soccer, volleyball, basketball, rallies, Future Farmers of America, drama club, physics club, recycling club, art club and book club. After school and Saturday classes include English Language Arts, Algebra, Geometry, and Credit Recovery. Greenfield High School follows a progressive discipline plan and offers positive incentives. Prominent community supporters are the Greenfield Rotary Club and the Greenfield Lions Club.

The city of Greenfield covers an area of 1.7 square miles. It is located in the heart of California's Salinas Valley approximately 135 miles south of San Francisco, 95 miles south of San Jose, 40 miles south of Salinas and 60 miles north of Paso Robles. The City of Greenfield is located between the Gabilan mountain range to the east and the Santa Lucia range to the west. The city of Greenfield is centered in one of the most productive agricultural areas in the world. The area is known as the "Salad Bowl of the World." Over \$2 billion (US) worth of fruit and vegetables are produced and shipped annually across the United States and abroad. The area is also known as a premier wine grape growing region due to the rich soil and desirable climate.

As of July 2011, there were 16,611 people residing in the city of Greenfield. There are 3,100 families residing in the city of Greenfield and the average family size is 4.71 people. 53% of the housing units are owner occupied. The median income for a household in the city was \$47,379. In recent years, the town has seen a sizable influx of immigrants from the Mexican state of Oaxaca. Many Oaxacans speak the indigenous languages of Triqui or Misteco.

In the city of Greenfield, Hispanics comprise 90.2% of the population, White 6.6%, African American, .6%, Asian 0.6%, other 1.0%, and two or more races .10%. About 17.1% of families and 21.6% of the population were below the poverty line. The estimated median house price in 2012 was \$165,000. Many households consist of extended families. Government service employs a large number of people in the area: teachers, fire fighters, correctional officers, forestry workers, and police officers make up this group. Approximately 90% of the Greenfield High School parents/guardians work in some type of agricultural industry; such as packing, irrigation, harvesting, and about 5% are migrant workers working between Greenfield and Yuma, Arizona. Permanent residents are drawn to this family-centered community for its affordable housing, moderate climate, and good employment opportunities here and in nearby areas.

Greenfield High School Vision Statement

Students at Greenfield High School are provided with educational and personal experiences that enable them to become life-long learners and responsible, productive citizens.

Greenfield High School Mission Statement

Greenfield High School provides all students with a standards-based curriculum, educational programs, resources and opportunities which empower all students to achieve academic success and reach their fullest potential.

Greenfield High School Expected Schoolwide Learning Results (ESLRs)

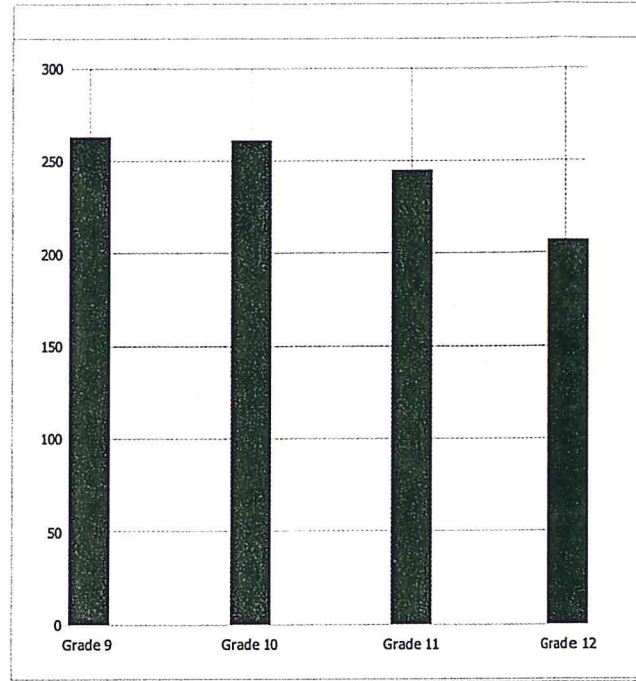
Greenfield High School will prepare its students to be . . .

Academic achievers with effective technology and communication skills.
Collaborative workers who are self-directed learners and creative thinkers.
Responsible and active community contributors

Last updated: 1/29/2015

Student Enrollment by Grade Level (School Year 2013-14)

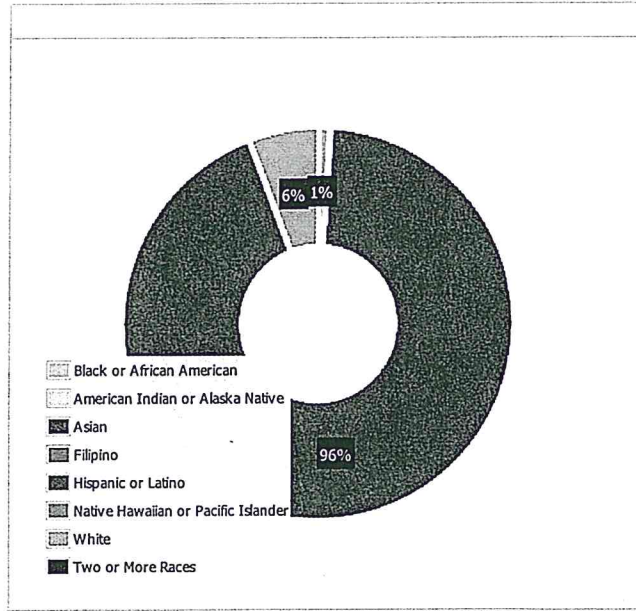
Grade Level	Number of Students
Grade 9	263
Grade 10	261
Grade 11	245
Grade 12	207
Total Enrollment	976



Last updated: 1/29/2015

Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	1.6
American Indian or Alaska Native	0.2
Asian	0.3
Filipino	0.2
Hispanic or Latino	96.5
Native Hawaiian or Pacific Islander	0.1
White	6.2
Two or More Races	0.0
Socioeconomically Disadvantaged	87.6
English Learners	51.6
Students with Disabilities	13.0



Last updated: 1/30/2015

A. Conditions of Learning

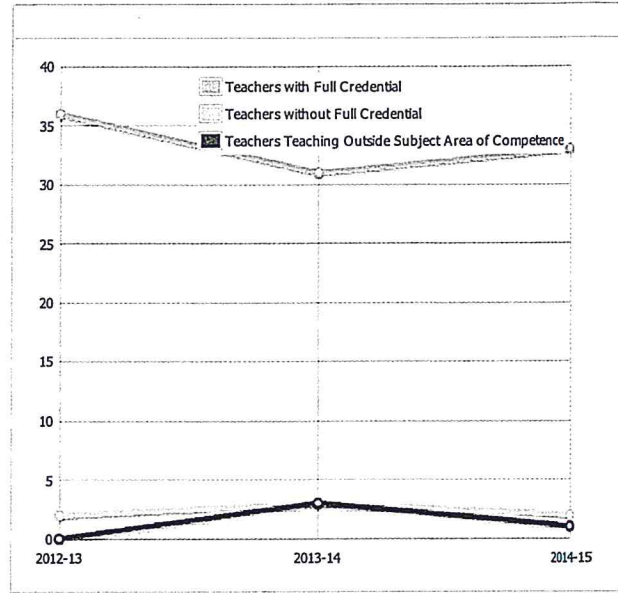
State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

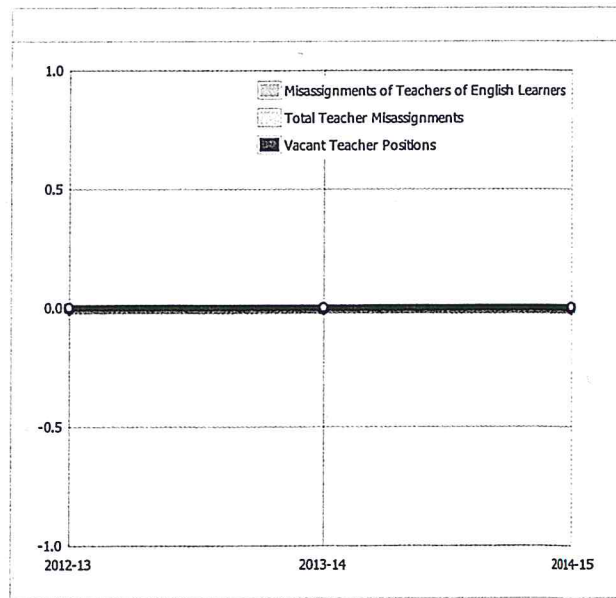
Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	36	31	33	70
Without Full Credential	2	3	2	3
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	3	1	1



Last updated: 1/29/2015

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/29/2015

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	99	1
All Schools in District	99	1
High-Poverty Schools in District	99	1
Low-Poverty Schools in District	0	0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/29/2015

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected:

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	ELA 9-Glencoe Literature: The Reader's Choice-Teal Green(2002) ELA 10-Glencoe Literature: The Reader's Choice-Red(2002) ELA 11-Glencoe American Literature: The Reader's Choice-Blue(2002) English 12 AP-Glencoe British Literature: The Reader's Choice-Dark Green(2002) ELA 12 ERWC-Expository Reading and Writing Curriculum(2008) ELD 1 and ELD 1/2-Hampton Brown Edge Fundamentals(2005) ELD 2-Hampton Brown Edge Level A(2005) ELD 3-Hampton Brown Edge Level B(2005) ELD 3/4-Hampton Brown Edge Level C(2005)		0.0
Mathematics	Algebra Readiness-California Algebra Readiness, Pearson(2009) Math 1 Integrated Common Core-Mathematics Visions Project modules, Secondary One: Curriculum Materials, Integrated Pathway CCSS Mathematics Algebra 2-Algebra & Trigonometry: Structure & Method, book 2, McDougal Littell(2009) Pre-Calculus-Precalculus with Limits, Houghton Mifflin(2007) AP Calculus- Calculus: Graphical, Numerical, Algebraic; Pearson(2007) Consumer Math- Consumer Math AGS(2003)		0.0
Science	Biology-Holt Rinehart and Winston(2007) Introduction to Chemistry-Zumdahl, Houghton Mifflin Co.(2000) Earth Science- McDougal Littell(2005)/Prentice Hall(2006) Conceptual Physics-Foresman Addison Westley(1999) Life Science-Glencoe(1997) AP Bio-AP Bio Campbell-Reece; Pearson(2008) Ag.Bio-Holt California Biology(2007) Ag. Earth-California Earth Science, Prentice Hall(2006)		0.0

	Animal Science-Modern Livestock & Poultry Prod.(2007)	
History-Social Science	World History and Geography- Modern World History Patterns of Interaction, McDougal Littell(2006) US History AP-The Americans, Semester 1(2006) The Making of America, Houghton Mifflin, Semester 2(2006) AP Human Geography-The Cultural Landscape AP Ed.(2008) Economics and AP Econ-Economics: Principles and Practices, Glencoe(2008) Civics and AP Civics-American Government-Prentice Hall(2006)	0.0
Foreign Language	Spanish 1-Ven Conmigo, Level 1, Holt(2003) Spanish 2-Ven Conmigo, Level 2, Holt(2003) Spanish 3-Ven Conmigo, Level 3, Holt(2003) Spanish Flu.-Repaso-Glencoe McGraw Hill(2002) Spanish Lit. & Culture AP-Azulejo, Wayside Publishing(2008) French 1-Discovering French, Bleu(1997) French 2-Discovering French, Blanc(1997) French 3-Discovering French, Red(1997) French 4-Personnages(1997)	0.0
Health	N/A	0.0
Visual and Performing Arts	Drama-The Stage and the School, Glencoe, McGraw-Hill(1999)	0.0
Science Laboratory Equipment (grades 9-12)	3x100 culture tubes(200) 400 mL beakers(24) alligator clips(29) alligators(1) animal specimens encased in resin(20) aprons(36) assorted prepared slides(275) balance weight sets beakers 60 mL(30) beakers 600 mL(13) biochemical manipulative kit class set reusable(1) blood/fluid cleanup kit(1) blunt probes(25) bunsen burners(29) burner stands and apparatus(24) cd rom assorted tiles(15) chromosome simulation biokit class set(2) coliform test kit(2) compound microscopes(17) coverslips(10)	0.0

cpr mannequins(10)
 crayfish bucket(empty=1)
 cuvettes(200)
 dichotomous key sets(9)
 dishwasher(1)
 disposable petri plates(24)
 dissecting needles(8)
 dissection scissors(36)
 dissection trays(20)
 dna extraction kit(1)
 electronic balances(3)
 electrophoresis kits(4)
 filter paper assorted sizes(32)
 flammable storage cabinet(1)
 flasks 125 mL(30)
 flasks 250 mL(12)
 flex cam(2)
 fruit fly breeding equipment(1)
 forceps(20)
 funnels assorted sizes(48)
 goggles(36)
 graduated cylinder 10 mL(16)
 graduated cylinder 25 mL(33)
 graduated cylinder 50 mL(40)
 graduated cylinder 100 mL(38)
 hot gloves 2 pairs
 hot plates(12)
 human anatomy model(1)
 human brain mode(1)
 human skeleton model(1)
 incubator(1)
 large forceps(36)
 magnet sets(8)
 mammalian skulls(30)
 meter sticks(24)
 microscope slides(2)
 mortar/pestle(6)
 non-sterile transfer pipettes(375)
 nutrient agar powder(1-lb.)
 omnitron electronic kits(12)
 osmosis/diffusion biokit(1)
 pig fetus(1)
 power packs(4)
 protein synthesis kit(1)
 refrigerator/freezer(1)
 rock sets(24)
 rolling carts(3)

sand (3-lbs.)
slide box with trays(1)
spec 20s(6)
sterile pipettes(200)
stereoscopes(9)
string (1 meter)
table top magnifiers(6)
teaching microscope(1)
test tube cleaners(12)
test tube racks(12)
test tubes(144)
thermometers(24)
triple beam balance(16)
tweezers(2)
various animal specimens(40)
various rock samples(75-lbs.)
video sets assorted titles(25)
volt meters(12)
water bottles(12-empty)

Last updated: 1/29/2015

School Facility Conditions and Planned Improvements - Most Recent Year

General
 The District takes efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Construction. This survey was completed on August 14, 2012 and is available at the Maintenance, Operations and Transportation office.
 Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Facilities Description
 This school has 18 permanent classrooms and 16 portable classrooms, a library, a multipurpose room, gymnasium, and an administration building. The main campus was built in 1999.

Maintenance and Repair
 District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Deferred Maintenance Budget
 The District participates in the State School Deferred Maintenance Program, which provides state funds to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior paint, and floor systems. The deferred maintenance program budget includes a contribution from the District's general fund.

Last updated: 1/29/2015

School Facility Good Repair Status - Most Recent Year

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	<p>Repair Needed: Attaching two remote sites for 100 and 200 building so that they can be controlled through EMS; EMS malfunction in the gym that is currently under investigation</p> <p>Action Taken: Modems installed, 100 building completed successfully and 200 building in progress</p>
Interior: Interior Surfaces	Fair	<p>Carpet replacement needed in administrative building, library and 400 building classrooms.</p> <p>Carpet replacement planned for summer of 2015.</p>
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	<p>Fire alarm low voltage system needs replacement.</p> <p>Replacement is planned for the summer of 2015.</p>
Structural: Structural	Good	

Damage, Roofs

External: Playground/School Grounds,
Windows/Doors/Gates/Fences

Good

Overall Facility Rate - Most Recent Year

Overall Rating

Good

Last updated: 1/29/2015

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	29	27	26	30	37	30	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/29/2015

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	33
All Students at the School	31
Male	27
Female	35
Black or African American	0
American Indian or Alaska Native	0
Asian	0
Filipino	0
Hispanic or Latino	30
Native Hawaiian or Pacific Islander	0
White	57
Two or More Races	0
Socioeconomically Disadvantaged	27
English Learners	5
Students with Disabilities	25
Students Receiving Migrant Education Services	26

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/29/2015

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	33%	30%	31%	34%	33%	33%	54%	56%	55%
Mathematics	11%	11%	6%	22%	19%	9%	49%	50%	50%
History-Social Science	39%	33%	27%	40%	37%	34%	48%	49%	49%

Note: STAR Program was last administered in 2012–13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/29/2015

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012	2013
Statewide	3	1	1
Similar Schools	6	4	2

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Last updated: 1/29/2015

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2011	Actual API Change 2012	Actual API Change 2013
All Students at the School	14	-37	-15
Black or African American	NA		
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	20	-38	-14
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	15	-48	-10
English Learners	10	-51	-16
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Last updated: 1/29/2015

Career Technical Education Programs (School Year 2013-14)**Workforce Preparation**

Greenfield High School strives to provide its students with an understanding of how to apply subject learning in their future employment. The school's program focuses on preparing students to think conceptually, communicate effectively, and apply skills in real-world contexts. Curriculum and instructional strategies foster critical thinking, problem solving, leadership, and academic skills. Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study.

Technical Education Advisory Committee

Greenfield High School students may participate in the Regional Occupational Program (ROP), which offers career path related classes such as Agricultural Academy and Computer Applications. Greenfield High School's Career Technical Education programs provide a sequence of courses that furnish individuals with the academic, technical knowledge, and skills needed to prepare for further education and for careers in current or emerging employment sectors.

*Last updated: 1/29/2015***Career Technical Education Participation (School Year 2013-14)**

Measure	CTE Program Participation
Number of pupils participating in CTE	191
Percent of pupils completing a CTE program and earning a high school diploma	85.0
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0.0

*Last updated: 1/29/2015***Courses for University of California and/or California State University Admission**

UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	54.5
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	26.1

State Priority: Other Pupil Outcomes

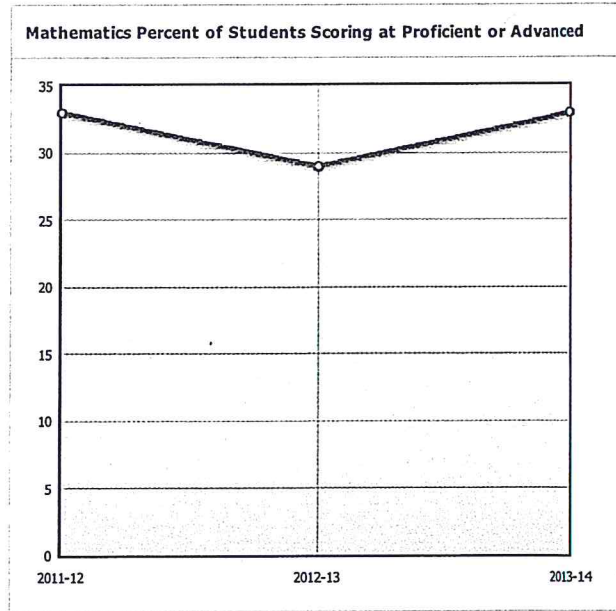
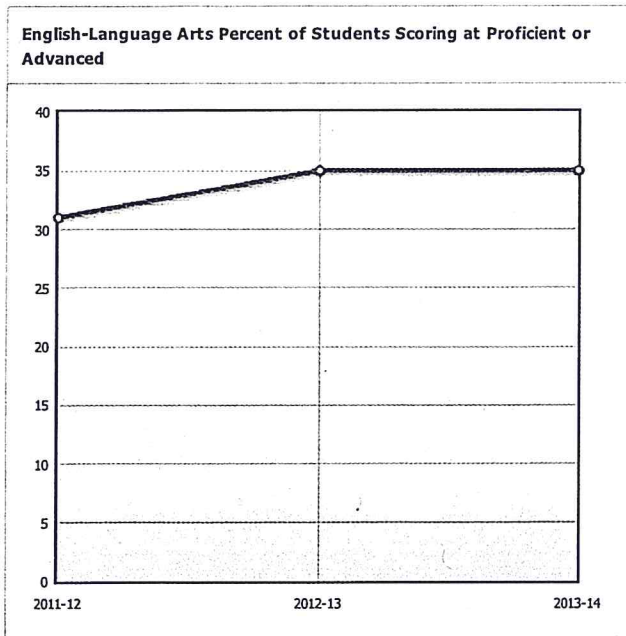
The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts	31%	35%	35%	32%	41%	38%	56%	57%	56%
Mathematics	33%	29%	33%	38%	37%	41%	58%	60%	62%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



Last updated: 1/29/2015

California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-14) (if applicable)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	N/A	N/A	N/A	N/A	N/A	N/A
All Students at the School	65%	21%	13%	67%	26%	6%
Male	64%	21%	14%	66%	25%	9%
Female	64%	22%	13%	67%	29%	4%
Black or African American	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	65%	21%	13%	67%	27%	7%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	70%	18%	12%	70%	25%	5%
English Learners	100%	N/A	N/A	90%	10%	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	73%	18%	9%	75%	17%	8%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/29/2015

California Physical Fitness Test Results (School Year 2013-14)

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	18.4%	23.5%	13.7%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/29/2015

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement - Most Recent Year

Contact Person: Francis Lynch, Principal

Contact Phone Number: (831) 674 – 2751

Greenfield High School provides workshops, training and conference opportunities to their parents and community. Our newly hired Parent Involvement Coordinator along with teachers, counselors, and support staff provide parent training in order to educate, collaborate, and build relationships with the parents in an effort to build a bridge between home and school life. Meetings are held during the day and at other times to accommodate the Greenfield community.

The following are samples of parent involvement opportunities at Greenfield High School:

- * Back to School Night
 - * 10th Grade counseling
 - * 4 year plan
 - * Single Plan for Student Achievement presentations to parents
 - * Grade checks
 - * Counselor appointments
 - * Home-School Compact
 - * Parent newsletter at least four times a year
 - * Quarterly report cards
 - * Progress reports
 - * E-mails
 - * AlertNow telephone outreach
 - * College Counselor CSUMB
 - * 8th grade parent meeting in January
 - * 9th grade Orientation in August
 - * Parent Involvement Policy
 - * SSC
 - * ELAC
 - * Parent workshops
 - * Supplementary Educational Services (SES)
 - * FOLT WASC group meetings
 - * Local newspapers print school's API and AYP scores
 - * Student tests results are shared with parents through SSC, ELAC meetings, parent workshops and newsletters
 - * CELDT and reclassification results are shared with parents at ELAC meetings and newsletters
 - * Athletics
 - * Fundraisers
 - * Migrant Education Program
 - * Volunteering
 - * Classroom visitations
 - * GEAR UP (UC Santa Cruz Educational Partnership Center)
 - * Educational Talent Search (Cal State Monterey Bay)
 - * Migrant Education Services
- * Teacher phone calls and notices on student progress
- * Parent Institute for Quality Education (PIQE)

State Priority: Pupil Engagement

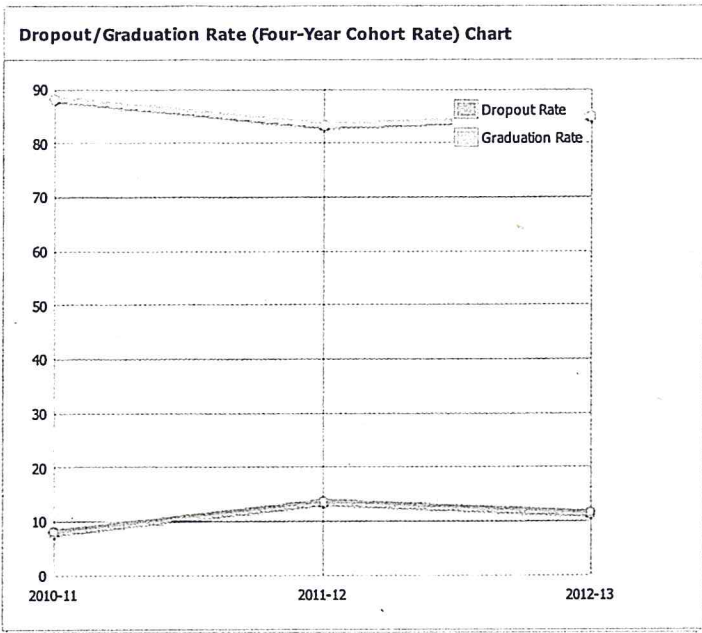
Last updated: 1/29/2015

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate	8.1	13.7	11.6	14.5	15.1	14.3	14.7	13.1	11.4
Graduation Rate	88.38	83.41	85.02	77.46	79.79	82.57	77.14	78.87	80.44



Last updated: 1/29/2015

Completion of High School Graduation Requirements

Group	Graduating Class of 2013		
	School	District	State
All Students	85	86	84
Black or African American	50	33	75
American Indian or Alaska Native		66	77
Asian		100	92
Filipino	100	100	92
Hispanic or Latino	86	85	80
Native Hawaiian or Pacific Islander		100	84
White	50	100	90
Two or More Races			89
Socioeconomically Disadvantaged	88	88	82
English Learners	52	60	53
Students with Disabilities	68	81	60

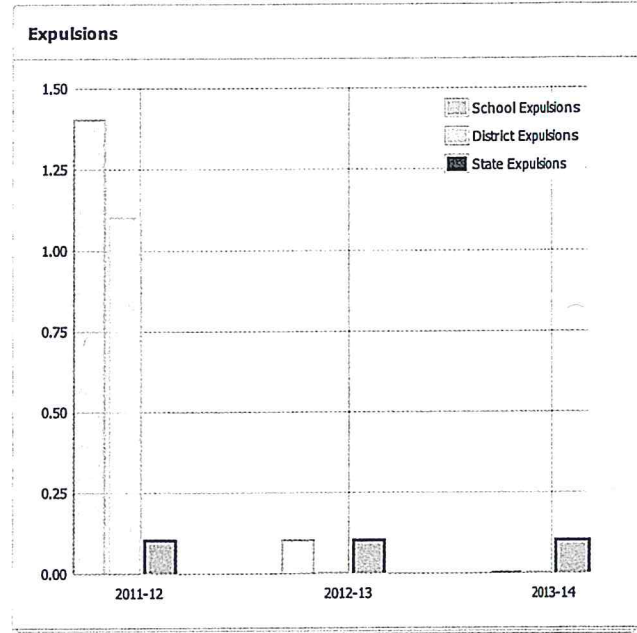
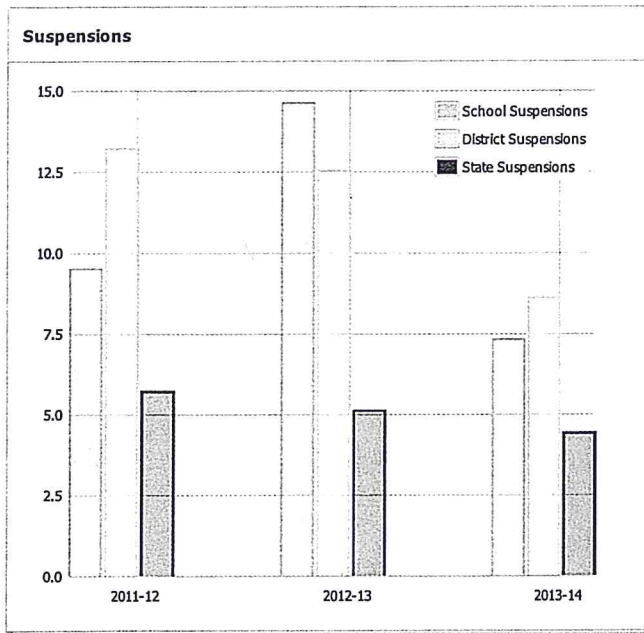
State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	9.50	14.60	7.30	13.20	12.50	8.60	5.70	5.10	4.40
Expulsions	1.40	0.10	0.00	1.10	0.00	0.00	0.10	0.10	0.10



Last updated: 1/29/2015

School Safety Plan - Most Recent Year

Greenfield High School is focused on providing a positive, safe, and secure learning environment for students, staff, parents, and the community. The site's comprehensive Safe School Plan addresses safety concerns identified through a school wide planning process. The goals and objectives of this plan support a learning environment that allows staff to effectively teach and students to actively learn. The plan promotes campus safety and focuses on character building and the analysis of the school's physical, social, and cultural environments. Additional components of the plan include information on the site discipline plan and policies; safe travel to and from school; child abuse reporting protocols; school crime data; notifications to teachers of dangerous students; discipline, non-discrimination/harassment, hate-motivated behavior, bullying and sexual harassment policies; and descriptions of strategies that help to develop a safe, positive environment. The site Safe School Plan is updated annually. For the 2012-2013 school year, it was approved by the School Site Board on February 11, 2013.

Last updated: 1/29/2015

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	No	No
Met Percent Proficient - Mathematics	No	Yes
Met Graduation Rate	Yes	Yes

Last updated: 1/29/2015

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2006-2007	2010-2011
Year in Program Improvement *	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	66.7%

Note: Cells with NA values do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Last updated: 1/29/2015

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6												
Other												

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 1/29/2015

Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12				2012-13				2013-14			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	28.0	8	17	13	22.0	21	16	20	27.0	12	16	16
Mathematics	26.9	8	16	10	20.0	19	9	16	29.0	3	13	12
Science	28.6	2	11	10	26.0	7	7	14	32.0	1	9	10
Social Science	26.5	4	11	5	23.0	12	1	17	31.0	1	11	9

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/29/2015

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	980.0
Counselor (Social/Behavioral or Career Development)	0.5	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	1.0	N/A
Psychologist	0.5	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non-teaching)	0.5	N/A
Other	0.0	N/A

Note: Cells with N/A values do not require data.

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/29/2015

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$5,154	\$407	\$4,748	\$74,902
District	N/A	N/A	\$7,127	\$74,902
Percent Difference – School Site and District	N/A	N/A	-27.68%	0.00%
State	N/A	N/A	\$4,690	\$70,245
Percent Difference – School Site and State	N/A	N/A	9.01%	6.63%

Note: Cells with N/A values do not require data.

Last updated: 1/29/2015

Types of Services Funded (Fiscal Year 2013-14)

In addition to general state funding, South Monterey County Joint Union High School District receives state and federal funding for the following categorical, special education, and support programs:

- Title I, Part A, Basic Grant
- Federal, ESIA/ESEA/IASA
- Title II, Part A, Teacher Quality
- ROC/P Entitlement
- Economic Impact Aid (EIA)
- Title III, Part A, Limited English Proficient (LEP)

At Greenfield High School, a variety of programs and services are available to assist students. During this school year, credit recovery classes designed to help students catch up on credits to meet graduation requirements are part of the schedule. Students experiencing difficulty mastering skills needed to pass the CA High School Exit Exam are enrolled in CAHSEE preparation classes. After-school tutoring sessions and Saturday credit recover classes are provided through EIA and Title I funding. Small group and individual Supplemental Educational Services in English and math are provided through Title I funding. Greenfield High School provides support classes during the school day for students whose language arts skills are below grade level through a strategic class for English in addition to the core English class. Students in grade 9 who are two or more years below grade level have a two period intensive class in English Language Arts, entitled READ 180. Students learning English as a second language are enrolled an English Language Development class in addition to the core English class.

Last updated: 1/29/2015

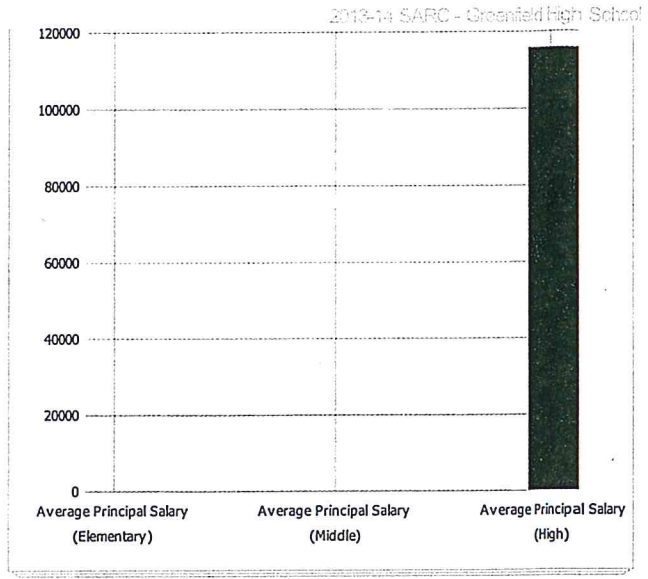
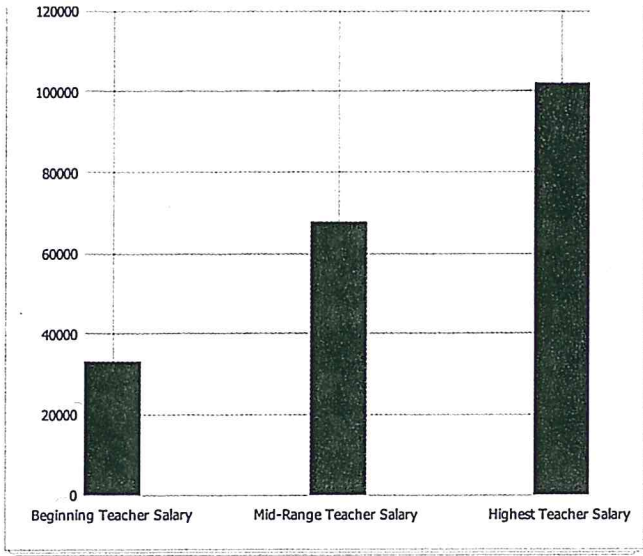
Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$33,231	\$42,325
Mid-Range Teacher Salary	\$68,031	\$66,555
Highest Teacher Salary	\$102,188	\$86,253
Average Principal Salary (Elementary)	\$00	N/A
Average Principal Salary (Middle)	\$00	N/A
Average Principal Salary (High)	\$115,465	\$117,349
Superintendent Salary	\$174,000	\$154,891
Percent of Budget for Teacher Salaries	35.0%	36.0%
Percent of Budget for Administrative Salaries	7.0%	6.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Teacher Salary Chart

Principal Salary Chart



Last updated: 1/29/2015

Advanced Placement Courses (School Year 2013-14)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	2	N/A
Fine and Performing Arts	0	N/A
Foreign Language	1	N/A
Mathematics	1	N/A
Science	1	N/A
Social Science	3	N/A
All Courses	8	25.0

Note: Cells with N/A values do not require data.

*Where there are student course enrollments.

Last updated: 1/29/2015

Professional Development – Most Recent Three Years

Greenfield High School offered 180 days of instruction with six minimum days that were used for administering mid-terms and final examinations. For the 2012-2013 school year Greenfield High School offered 64,824 minutes of instructional time, which exceeded the state minimum requirement of 64,800. Every Wednesday afternoon is minimum day for students. Every Wednesday afternoon, teachers engage in professional development and structured collaboration.

Professional Development

Committed to increasing all students' achievement and the building of student skills in preparation for the Common Core State Standards, GHS has dedicated professional development time in the building of Professional Learning Communities. Teachers regularly meet in PLCs in order to engage in common lesson planning, reflection regarding the ways to improve student achievement based on analysis of shared data, and refine research-based practices that are most successful in meeting specified student outcomes. Teachers participate in classroom observations, model lessons and peer feedback in order to facilitate professional growth.

To support the implementation of best practices, 100% of core and electives teachers have participated in Constructing Meaning Professional Development. This promotes the academic achievement of all learners, particularly English learners, with a focus on a comprehensive approach for developing English proficiency. Integral to such an approach is explicit language instruction in every class, every day.

The Constructing Meaning program provides teachers with the process and tools for weaving explicit language instruction into content area teaching. Lesson planning is driven by the content and academic language demands of discipline-specific learning. Based on backward design and a gradual release of responsibility model, the Constructing Meaning process prompts teachers to:

- *understand the role language plays in content learning
- *decide what language knowledge students need to access content and express understanding
- *provide appropriate, explicit oral and written language instruction and practice

During dedicated collaboration time, GHS teachers participate in learning the CCSS instructional shifts and components that support greater rigor in reading, speaking and writing. The work of the Common Core and other content standards assume native English proficiency, GHS teachers participate in PD to scaffold those skills necessary for our EL populations to access the CCSS. A focused approach on Constructing Meaning paired with the instructional shifts of the CCSS offers an accelerated approach to instruction that emphasizes both academic English and critical literacy skills, thereby supporting English learners in acquiring the analytical language necessary to meet the demands of the Common Core.

In 2012-13, GHS teachers began their first year of Constructing Meaning implementation focusing on expanding teaching strategies and building capacity.

Common Core module training in text-complexity, Close reading, Writing across the Curriculum, Oral and Written Language Practice, Depth of Knowledge, College and Career Anchor Standards, Performance Based Instruction, and Productive Groupings have been covered in the last two years. GHS is committed to full implementation of the CCSS and supporting our teachers in their needs to transition to the new skills by tailoring our collaboration time to staff development prioritized on a staff needs assessment.

Last updated: 1/29/2015

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

SUBJECT: Approval of School Accountability Report Card
(SARC): King City High School

MEETING: February 17, 2015

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:

As required by Education Code, each school site is to develop and distribute an annual accountability report card to the community. These reports mix data from one year prior and the current year. Attached is the School Accountability Report Cards (SARC) for King City High School for the 2013-2014 academic year. The SARC will be posted on the school website and hard copies will be made available upon request.

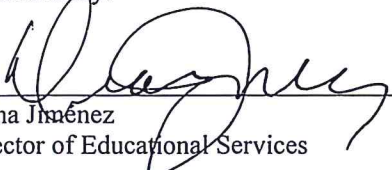
Recommendation:

The recommendation is being made for the State Administrator to approve the 2013-2014 School Accountability Report Card (SARC) for King City High School.

Fiscal Impact:


None

Submitted By:



Diana Jiménez
Director of Educational Services

Approved:



Daniel R. Moirao, Ed.D.
State Administrator

California Department of Education School Accountability Report Card Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.



Janet Sanchez Matos, Principal

Principal, King City High

About Our School

Welcome KC Mustangs to the 2014-2015 school year!! This year will mark 104 years of King City High School Long Blue Line of history, traditions and legacy. As Principal of King City High School, I am committed to carry on the tradition to "Bring on the PRIDE." King City High School has a tradition of excellence in the classroom and on the field. As the Principal I am dedicated to making sure all stakeholders are committed to the prodigious traditions.

As we begin the 2014-2015 school year, it is important to remember that King City High School continues to work toward student success. We are in the process of transitioning to Common Core State Standards. These state standards will help our students become both critical thinkers and better communicators. Common Core requires our students to analyze and justify their answers in more detail than ever before. Our main goals for the 2014-2015 school year is to increase student achievement and preparation for our students' future.

The staff at King City High School is dedicated, knowledgeable, and hard working. Parents are active in school activities and they stand behind all that we do and their support is very important. Our staff is working hard to provide students and families with graduation requirements, college requirements, and understanding of preparation after high school. Look for workshops/presentations on college and career this fall designed for students and parents. The district provides opportunities for staff development and support. Everyone works together in the best interest of the students and this can be seen throughout the school and community.

King City High School's Mission states that "All KCHS stakeholders join together in an academic community of education to provide students with the opportunity to learn and maintain skills preparing them to participate in an ever-changing world." KCHS believes that each student will engage in inquiry, thinking, rigor and the decision making that is necessary for an active civic life in college, career, and community. Whatever a student decides to do after graduation, we are dedicated to give them the tools necessary to prosper.

We at King City High School are committed to having an environment that is conducive to giving ALL students a quality education.

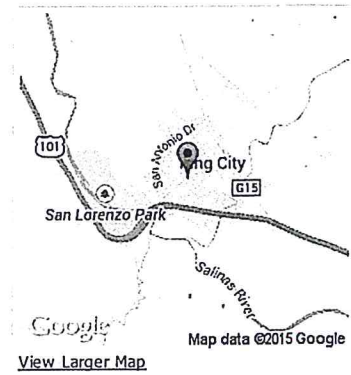
I have an open door policy. I make it a priority to be available for students and parents, I invite parents to be a part of the King City High School Community. We have many opportunities available for people to be involved. Parents' can volunteer with the students activities and/or get involved in our School Site Counsel, ELAC, FFA Parent booster, Sports, Mustang Bench, Senior Class Graduation Committee, Baccalaureate Ceremony planning, Sober Grad and through your support to the endless fundraising events that have been taking place throughout the King City Community for decades to benefit our student at KCHS.

Our staff looks forward to an exceptional 2014 – 2015 school year. Join us in our commitment to "Bring on the Pride".

Contact

720 Broadway St.
King City, CA
93930-3311

Phone: 831-385-5461
E-mail: jmatos@smcjuhsd.org



About This School

Contact Information - Most Recent Year

School		District	
School Name	King City High	District Name	South Monterey County Joint Union High
Street	720 Broadway St.	Phone Number	(831) 385-0606
City, State, Zip	King City, Ca, 93930-3311	Web Site	www.smciuhd.org
Phone Number	831-385-5461	Superintendent First Name	Daniel
Principal	Janet Sanchez Matos, Principal	Superintendent Last Name	Moirao
E-mail Address	jmatos@smciuhd.org	E-mail Address	dmoirao@smciuhd.org
County-District- School (CDS) Code	27660682732170		

Last updated: 1/12/2015

School Description and Mission Statement (Most Recent Year)

King City High school is located in Southern Monterey County and is a part of the Southern Monterey County Joint Unified High School District. It is a comprehensive 9-12 grade high school that has a total enrollment of 942 students. The ethnicity of the student body is primarily Hispanic or Latino (86%) with the second largest population being White/Non-Hispanic (9%). English language learners compose 60% of the King City High School student population.

The school first opened its doors on its current one hundred acre site in 1911. King City High School is in its second century of educating the students of King City and its surrounding communities. The 2010 United States Census reported that King City has a population of 12,874 with a population density is 3,231.8 people per square mile and the racial makeup of 87.5% claiming Hispanic or Latino origin, 4.79% White, 1.2% African American, 2.7% Native American, 1.3% Asian, 0.1% Pacific Islander, 42.3% from other races, and 4.5% from two or more races. There were 3,218 housing units at an average density of 807.8 per square mile (311.9/km²), of which 1,394 (46.3%) were owner-occupied, and 1,614 (53.7%) were occupied by renters. The homeowner vacancy rate was 3.2%; the rental vacancy rate was 3.4%. 5,586 people (43.4% of the population) lived in owner-occupied housing units and 7,229 people (56.2%) lived in rental housing units.

District Vision Statement:

South Monterey County Joint Union High School District is a progressive academic learning community that is committed to lifelong educational success. District Mission Statement South Monterey County Joint Union High School District inspires and empowers all students with the knowledge and skills necessary to achieve their full potential as responsible productive citizens.

King City High School Vision Statement:

King City High School, including staff, parents, Board and community members will provide an inspiring, respectful, and united environment in which all students will master the skills and knowledge necessary to be successful and responsible citizens in the world community, This vision is attainable through the implementations of the Expected School-wide Learning Results and teaching to the California State Content Standards.

King City High School Principal's Goals 2012-2013

School Culture / Environment:

- 1.To create a school culture focused on student learning build on trust, mutual respect and camaraderie. (The idea that it takes a village to raise a child.)
 - a. Shape leadership with staff, students, parent (subgroups) and community
 - b. Promote a collaborative learning culture of inclusion
 - c. Involve parents (subgroups) and community in improving student learning and school culture
- 2.Create a shared vision and clear goals
 - a. WASC Focus On Learning Process

b. Teachers share decision making

3. To create safety nets for the at risk student

- a. Increasing graduation rate
- b. Decreasing drop-out rate
- c. Helping to close the achievement gap
- d. Opportunity for credit recovery

4. To move from California Content Standards to high quality Common Core State Standards through the implementation of scientific proven researched based teaching strategies.

- a. Professional Learning Communities (PLC)
- b. Professional Staff Development Plan

Compliance / Resources

5. To develop a process where required documents, policies, and procedures are followed and monitored for implementation and compliance.

- a. WASC
- b. SSC
- c. ELAC
- d. EL reclassification
- e. DELAC
- f. SPFSA
- g. SARC
- h. FCMAT
- i. ASB

Expected School-wide Learning Results (ESLRs)

A Mustang is:

An Effective Communicator who can:

- Speak with confidence within a group and to an audience
- Use a computer to develop documents, graphs, and charts
- Read and comprehend information
- Listen and comprehend information

A Complex Thinker who can:

- Use logical decision-making processes
- Analyze, interpret, and evaluate significant concepts within various concepts
- Transfer learned skills to new situations

A Collaborative Worker who can:

- Work effectively in groups in various roles
- Create and adapt to change
- Use effective leadership skills to foster, develop, and maintain relations within diverse settings

A Self-Directed Learner who can:

- Set appropriate and realistic educational, vocational, and personal goals and standards
- Assess their needs and apply appropriate strategies to learn the identified concepts and skills
- Exhibit self-motivation and self-discipline and accept individual and group responsibility

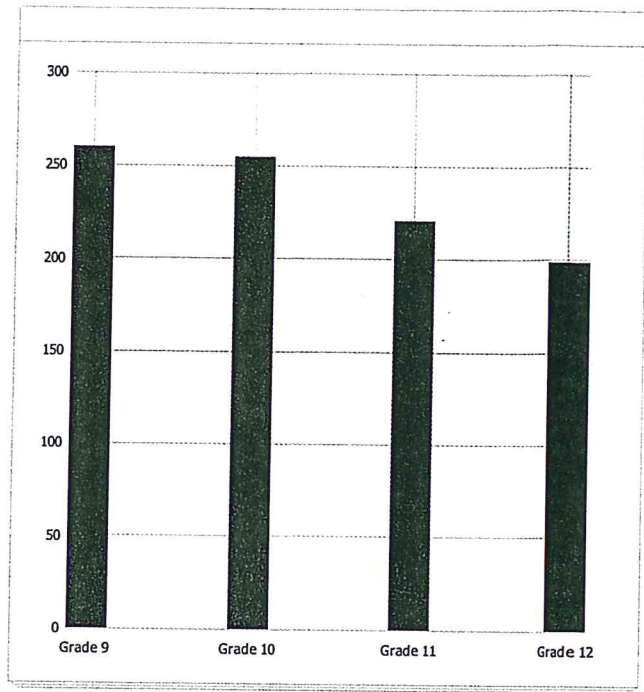
An Effective Citizen who can:

- Demonstrate positive and productive citizenship
- Make informed choices, understanding what the choices mean
- Register to vote

Last updated: 1/12/2015

Student Enrollment by Grade Level (School Year 2013-14)

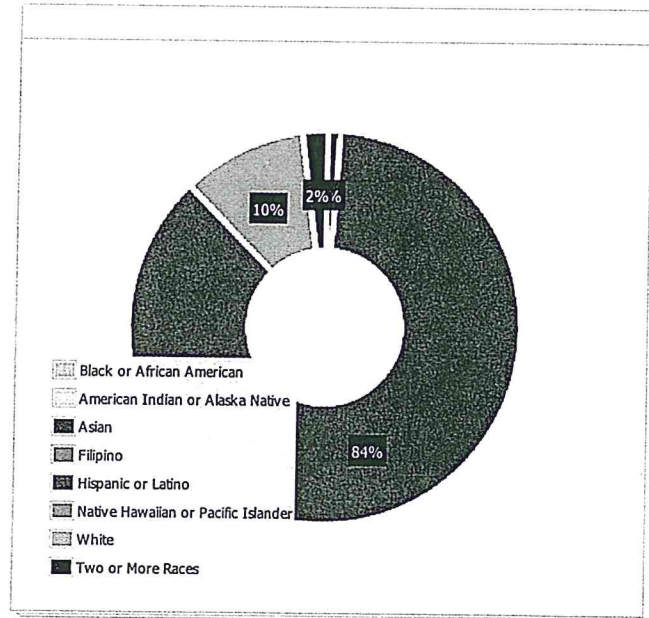
Grade Level	Number of Students
Grade 9	260
Grade 10	255
Grade 11	221
Grade 12	199
Total Enrollment	935



Last updated: 1/12/2015

Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0.2
Asian	1.0
Filipino	0.5
Hispanic or Latino	84.9
Native Hawaiian or Pacific Islander	0.0
White	10.6
Two or More Races	2.6
Socioeconomically Disadvantaged	84.1
English Learners	24.3
Students with Disabilities	12.2



Last updated: 1/12/2015

A. Conditions of Learning

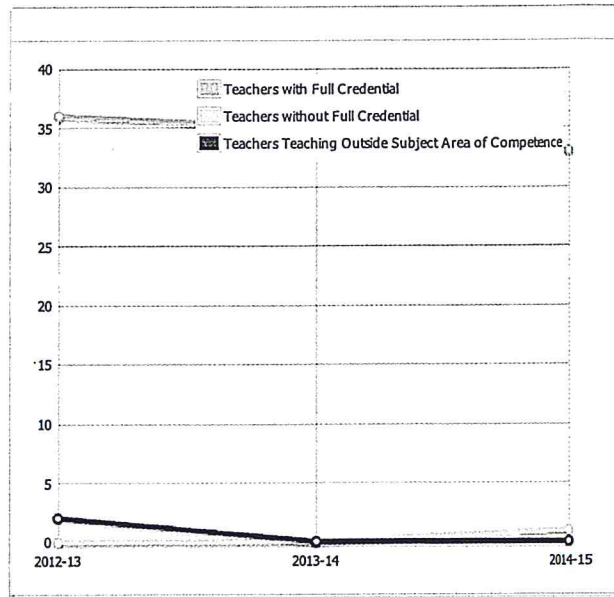
State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

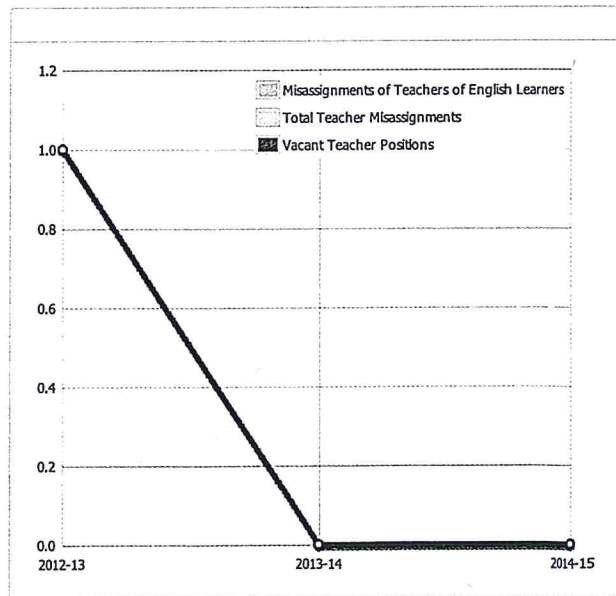
Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	36	35	33	70
Without Full Credential	0	0	1	3
Teachers Teaching Outside Subject Area of Competence (with full credential)	2	0	0	1



Last updated: 1/12/2015

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	1	0	0
Total Teacher Misassignments*	1	0	0
Vacant Teacher Positions	1	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/12/2015

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	99	1
High-Poverty Schools in District	99	1
Low-Poverty Schools in District	0	0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/12/2015

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: October 2014

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Glencoe Literature: The Reader's Choice- Course 4/ 2002 Glencoe Literature: The Reader's Choice- Course 5/ 2002 Glencoe British Literature: The Reader's Choice/2002 California State University-Expository Reading and Writing Curriculum, 2008 Edge (Red) Hampton-BrownEdgeFundamentals/ 2009 Edge (Orange) Level A. Hampton-BrownEdgeFundamentals/2009 Edge (Blue) Level B. Hampton-BrownEdge Fundamentals,2009 Edge (Green) Level C. Hampton-BrownEdge Fundamentals,2009		0.0
Mathematics	MathematicsVisions ProjectModules: SecondaryOne & Secondary Two Algebra & Trigonometry, McDougal Littell/2008 Precalculus: Graphical, Numerical, and Algebraic, Pearson/ 2007 Cakulus AP edition, Prentice Hall/2007 Financial Algebra, Cengage Learning/ 2011 AGS Algebra, AGS/2001		0.0
Science	Modern Biology/2002 Chemistry Matter & Change/2005, Earth Science, McDougal Littell/2005 Physics: Principles & Problems Criminalistics 9th ed./, 2007 Living In The Environment AP ed. 18th edition/2015 CaliforniaEarthScience/2006		0.0

California Biology/2007

History-Social Science	<p>CA Modern World History: Patterns of Interaction, McDougal Littell/2006.</p> <p>The Americans, McDougal Littell/2006</p> <p>Creating America: A History of the US, McDougal/2007</p> <p>American Pageant AP edition, 15th ed/ 2013.</p> <p>Economics: Concepts and Choices, McDougal Littell/2006.</p> <p>American Government/2006.</p> <p>Government in America AP, 16th ed., Pearson 2014.</p> <p>Cultural Landscape, AP Edition/ 2014.</p>		0.0
Foreign Language	<p>Discovering French Today, French 1 Bleu. Holt McDougal/ 2013</p> <p>Discovering French Today, French 2 Blanc. Holt McDougal/ 2013</p> <p>Descubre I Level 1, 2008/2011</p> <p>Descubre II Level 2, 2008/2011</p> <p>Nosotros Y Nuestro Mundo: Spanish for Spanish Speakers 1, Glencoe/2000</p> <p>Abriendo Paso- Gramatica, 2014,</p> <p>Abriendo Paso- Temas y Lecturas, 2014</p> <p>AP Spanish Prep for Language & Culture Exam, 2014</p>	Yes	0.0
Health	None		0.0
Visual and Performing Arts	The Stage and the School, McGraw-Hill 2005.		0.0
Science Laboratory Equipment (grades 9-12)	None		0.0

Last updated: 1/12/2015

School Facility Conditions and Planned Improvements - Most Recent Year

General

The District takes efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Construction. This survey was completed on April 3, 2014 and is available at the Maintenance, Operations and Transportation office.

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Facilities Description: This school has 49 permanent classrooms and no portable classrooms, a library, auditorium, cafeteria, gymnasium, and an administration building. The main campus was built in 1911. Modernizations in 2006, include buildings A, B, C, E, H, K, administration, library, rooms 194-196 and addition of two restrooms. In 2011, buildings A, B, C, and H were re-roofed. In 2012, the girl's locker room was modernized, and in 2013 the boy's locker room was modernized.

Maintenance and Repair: District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Last updated: 1/12/2015

School Facility Good Repair Status - Most Recent Year

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate - Most Recent Year

Overall Rating	Good
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Last updated: 1/12/2015

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	32	48	35	30	37	30	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/12/2015

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	30
All Students at the School	35
Male	41
Female	30
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	30
Native Hawaiian or Pacific Islander	
White	
Two or More Races	82
Socioeconomically Disadvantaged	31
English Learners	5
Students with Disabilities	8
Students Receiving Migrant Education Services	25

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/12/2015

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	41%	41%	38%	34%	33%	33%	54%	56%	55%
Mathematics	34%	27%	11%	22%	19%	9%	49%	50%	50%
History-Social Science	45%	48%	45%	40%	37%	34%	48%	49%	49%

Note: STAR Program was last administered in 2012–13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/12/2015

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012	2013
Statewide	4	4	3
Similar Schools	8	9	5

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Last updated: 1/12/2015

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2011	Actual API Change 2012	Actual API Change 2013
All Students at the School	21	-2	-29
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	24	-7	-26
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	33	-10	-20
English Learners	17	-21	-23
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Last updated: 1/12/2015

Career Technical Education Programs (School Year 2013-14)

King City High School strives to provide its students with an understanding of how to apply subject learning in their future employment. The school's program focuses on preparing students to think conceptually, communicate effectively, and apply skills in real-world contexts. Curriculum and instructional strategies foster critical thinking, problem solving, leadership, and academic skills. Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. King City High School offers a variety of career-path related classes. The table below lists the career preparation courses offered at King City High School. Mrs. Deborah Benson is the primary contact for the Career Technical Education Committee.

*Last updated: 1/12/2015***Career Technical Education Participation (School Year 2013-14)**

Measure	CTE Program Participation
Number of pupils participating in CTE	638
Percent of pupils completing a CTE program and earning a high school diploma	125.0
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0.0

*Last updated: 1/14/2015***Courses for University of California and/or California State University Admission**

UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	59.9
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	12.1

State Priority: Other Pupil Outcomes

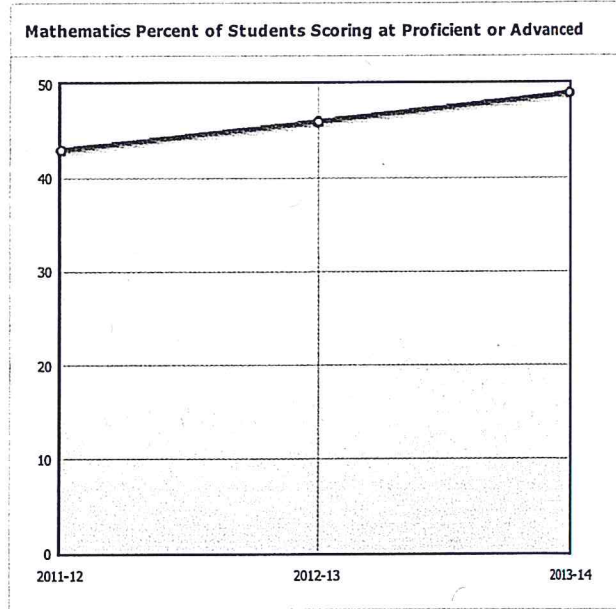
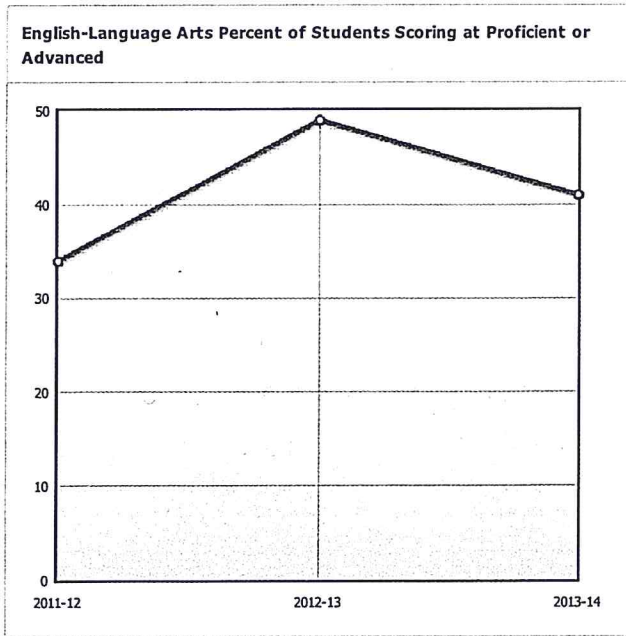
The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts	34%	49%	41%	32%	41%	38%	56%	57%	56%
Mathematics	43%	46%	49%	38%	37%	41%	58%	60%	62%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



Last updated: 1/12/2015

California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-14) (if applicable)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	63%	22%	16%	59%	31%	10%
All Students at the School	59%	22%	18%	51%	35%	14%
Male	60%	24%	16%	49%	34%	17%
Female	58%	21%	21%	52%	37%	11%
Black or African American	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	64%	21%	15%	54%	36%	11%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	17%	33%	50%	33%	21%	46%
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	64%	21%	15%	53%	37%	10%
English Learners	88%	9%	3%	73%	25%	2%
Students with Disabilities	97%	N/A	3%	100%	N/A	N/A
Students Receiving Migrant Education Services	68%	26%	5%	63%	32%	5%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/12/2015

California Physical Fitness Test Results (School Year 2013-14)

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	13.6%	21.3%	19.1%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/12/2015

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement - Most Recent Year

Contact Person: Janet Sanchez Matos, Principal

Contact Phone Number: (831) 385-5461

Parents who wish to participate in King City High School's leadership teams, school committees, school activities, or become a volunteer may contact the school office at (831) 385-5461. King City High School's website (www.kingcity.k12.ca.us/kchs) provides a variety of resources and information for parents, staff, students, and community members. Additionally, there is an Aeries portal accessible through the website that allows parent real time access to their child's grades, course work and instructors.

King City high school is committed to involving parents and community members in its effort to increase student achievement. We have created many opportunities for parent and community involvement and are in the process of developing more. The following are examples of current opportunities for parent involvement at King City High School:

- School Board Meetings
- Back to School Night
- Freshman Orientation
- Progress reports
- Report Cards
- Parent Grade Checks
- Individual Education Plan Meetings
- Parent Teacher Conferences
- School Guidance Counselor
- Parent Meetings
- School Website
- School Marquee
- Mailings
- Auto call information
- Print Media
- English Learners Advisory Committee (ELAC)
- Migrant Parent Advisory Council
- WASC Focus Groups
- Regional Occupation Program
- Vocational Education Advisory Committee
- Sober Grad Committee
- Mustang Bench Athletic Booster Organization
- Rotary
- Lions Clubs
- Young Farmers
- FFA
- School Site Council
- Senior Class Graduation Committee

King City High School has a legally constituted school site council that consists of The site principal, three certificated staff, one classified employee, three parents and three secondary students. The council meets a minimum of five times per year to discuss categorical budgets, the single school plan for student achievement a school safety plan, data analysis, and other topics within their purview. This body provides parents an active role in school governance and a critical say in the allocation of fiscal resources.

State Priority: Pupil Engagement

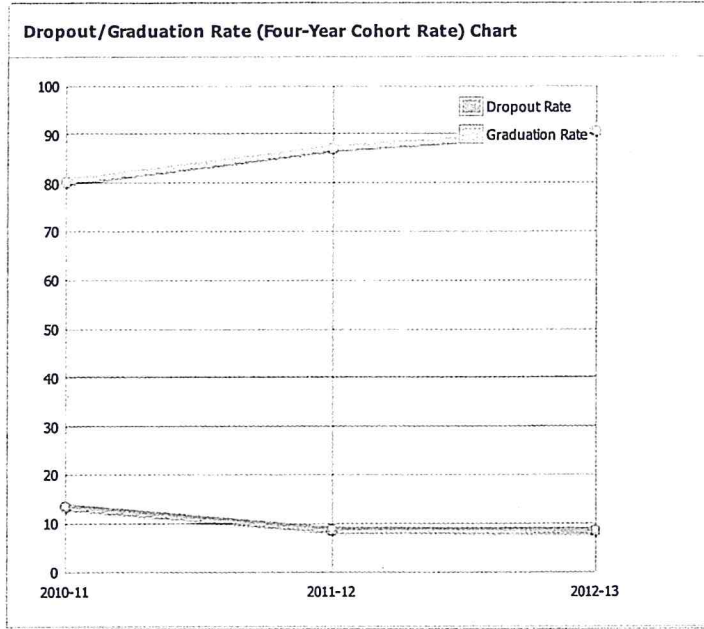
Last updated: 1/12/2015

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate	13.6	8.8	8.6	14.5	15.1	14.3	14.7	13.1	11.4
Graduation Rate	80.43	87.29	90.86	77.46	79.79	82.57	77.14	78.87	80.44



Last updated: 1/12/2015

Completion of High School Graduation Requirements

Group	Graduating Class of 2013		
	School	District	State
All Students	86	86	84
Black or African American		33	75
American Indian or Alaska Native		66	77
Asian	100	100	92
Filipino	100	100	92
Hispanic or Latino	87	85	80
Native Hawaiian or Pacific Islander	100	100	84
White	88	100	90
Two or More Races			89
Socioeconomically Disadvantaged	92	88	82
English Learners	80	60	53
Students with Disabilities	87	81	60

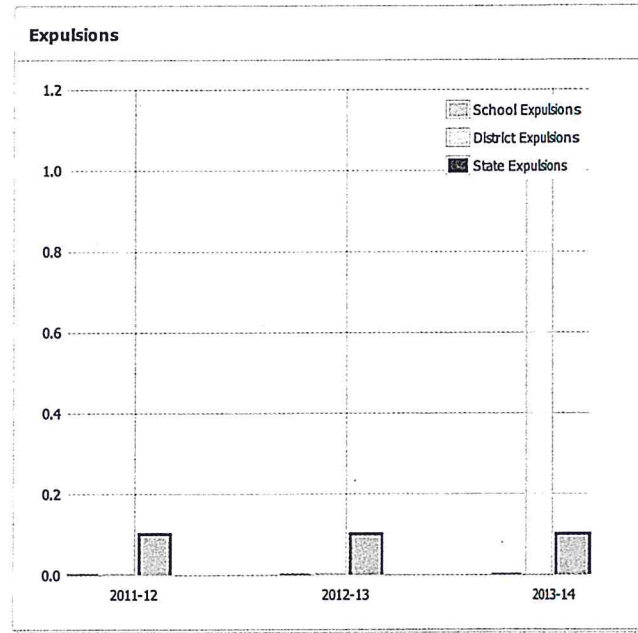
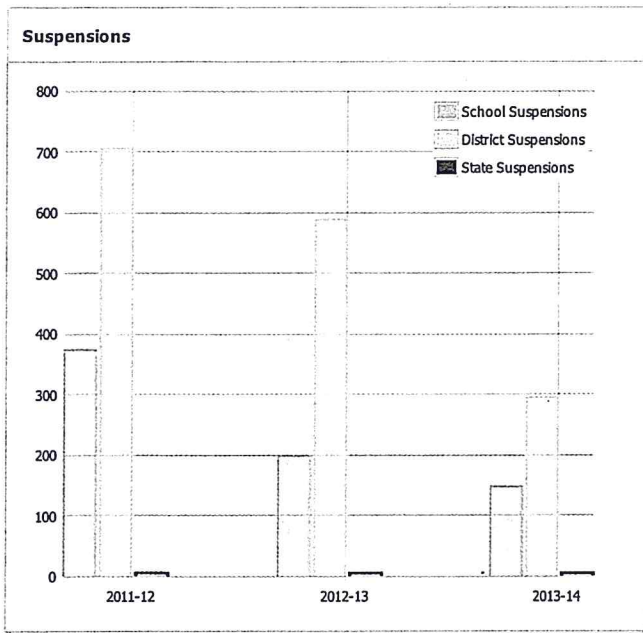
State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	373.00	198.00	147.00	705.00	588.00	295.00	5.70	5.10	4.40
Expulsions	0.00	0.00	0.00	0.00	0.00	1.00	0.10	0.10	0.10



Last updated: 1/14/2015

School Safety Plan - Most Recent Year

King City High School is focused on providing a positive, safe, and secure learning environment for students, staff, parents, and the community. The site's comprehensive Safe School Plan addresses safety concerns identified through a school wide planning process. The goals and objectives of this plan support a learning environment that allows staff to effectively teach and students to actively learn. The plan promotes campus safety and focuses on character building and the analysis of the school's physical, social, and cultural environments. Additional components of the plan include information on the site discipline plan and policies; safe travel to and from school; child abuse reporting protocols; school crime data; notifications to teachers of dangerous students; discipline, non-discrimination/harassment, hate-motivated behavior, bullying and sexual harassment policies; and descriptions of strategies that help to develop a safe, positive environment. The site Safe School Plan is updated annually. For the 2012-2013 school year, it was approved by the School Site Board on February 11, 2013.

Last updated: 1/13/2015

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	No	No
Met Percent Proficient - Mathematics	No	Yes
Met Graduation Rate	No	Yes

Last updated: 1/13/2015

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2010-2011
Year in Program Improvement *	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	66.7%

Note: Cells with NA values do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Last updated: 1/13/2015

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6												
Other												

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 1/13/2015

Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12				2012-13				2013-14			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	25.4	15	24	9	22.0	25	21	16	27.0	15	12	15
Mathematics	28.0	6	15	12	22.0	17	7	18	31.0	5	8	14
Science	30.1	1	6	7	23.0	10	5	11	34.0		4	12
Social Science	28.6	3	12	5	21.0	16	12	7	29.0	3	9	13

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/13/2015

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	935.0
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist	1.0	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non-teaching)	0.5	N/A
Other		N/A

Note: Cells with N/A values do not require data.

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/15/2015

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$5,470	\$962	\$4,509	\$74,902
District	N/A	N/A	\$7,126	\$74,902
Percent Difference – School Site and District	N/A	N/A	1656.00%	0.00%
State	N/A	N/A	\$4,690	\$70,245
Percent Difference – School Site and State	N/A	N/A	-181.00%	4657.00%

Note: Cells with N/A values do not require data.

Last updated: 1/14/2015

Types of Services Funded (Fiscal Year 2013-14)

In addition to general state funding, South Monterey County Joint Union High School District receives state and federal funding for the following categorical, special education, and support programs:

- Title I, Part A, Basic Grant
- Federal, ESIA/ESEA/IASA
- Title II, Part A, Teacher Quality
- ROC/P Entitlement
- Economic Impact Aid (EIA)
- Title III, Part A, Limited English Proficient (LEP)

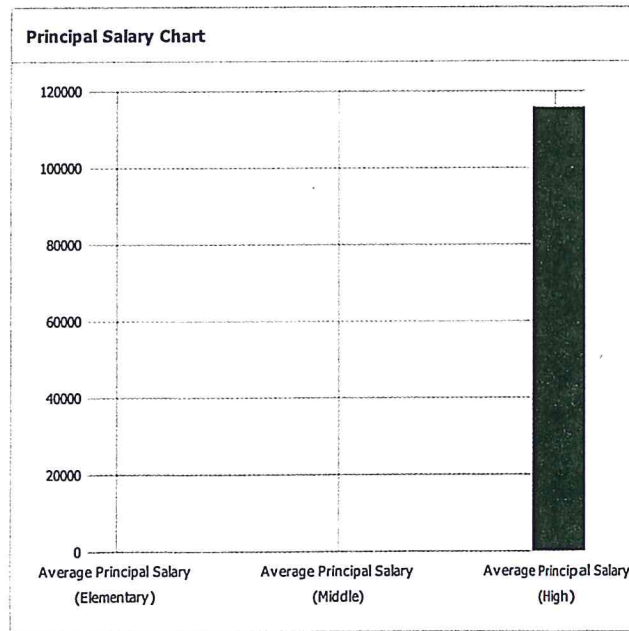
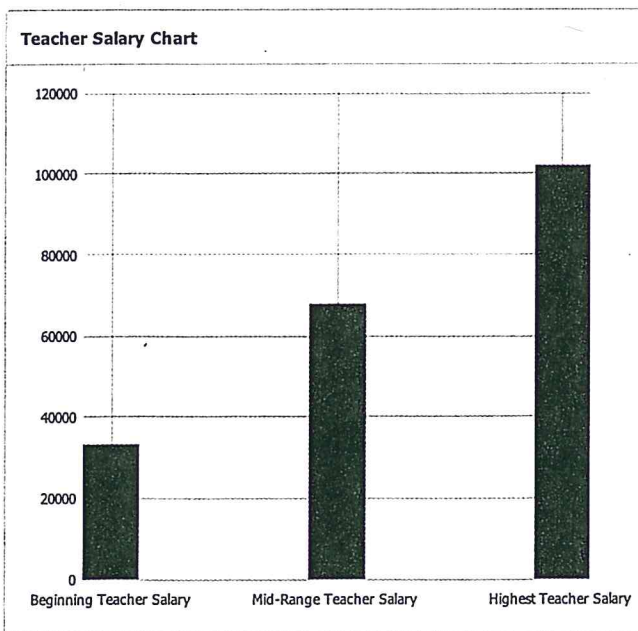
Programs and services are available to assist students. After-school and Saturday tutoring are provided through EIA and Title I funding. Preparation and review sessions for the California High School Exit Exam are also available for students. Small group and individual Supplemental Educational Services tutoring in English and math are provided through Title I funding.

Last updated: 1/13/2015

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$33,231	\$42,325
Mid-Range Teacher Salary	\$68,031	\$66,555
Highest Teacher Salary	\$102,188	\$86,253
Average Principal Salary (Elementary)	\$0	N/A
Average Principal Salary (Middle)	\$0	N/A
Average Principal Salary (High)	\$115,465	\$117,349
Superintendent Salary	\$174,000	\$154,891
Percent of Budget for Teacher Salaries	35.0%	36.0%
Percent of Budget for Administrative Salaries	7.0%	6.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.



Advanced Placement Courses (School Year 2013-14)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts		N/A
Foreign Language	3	N/A
Mathematics		N/A
Science		N/A
Social Science	5	N/A
All Courses	10	1.3

Note: Cells with N/A values do not require data.

*Where there are student course enrollments.

Last updated: 1/13/2015

Professional Development – Most Recent Three Years**Professional Development**

KCHS is committed to increasing all students' achievement and the building of student skills in preparation for the Common Core State Standards. To this end, KCHS has dedicated professional development time in the building of Professional Learning Communities. Teachers regularly meet in PLCs in order to engage in individual and group reflection regarding the ways to improve student achievement, monitor and plan from student achievement data and refine the practices that are most successful in meeting specified student outcomes. Teachers participate in classroom observations, model lessons and peer feedback in order to facilitate professional growth.

To support the implementation of best practices, 94% of the teachers have participated in Constructing Meaning Professional Development. This PD ensures the academic achievement of English learners and all learners with a focus on a comprehensive approach for developing English proficiency. Integral to such an approach is explicit language instruction in every class, every day.

Constructing Meaning provides teachers with the process and tools for weaving explicit language instruction into content area teaching. Lesson planning is driven by the content and academic language demands of discipline-specific learning. Based on backward design and a gradual release of responsibility model, the Constructing Meaning process prompts teachers to:

- understand the role language plays in content learning
- decide what language knowledge students need to access content and express understanding
- provide appropriate, explicit oral and written language instruction and practice

During dedicated collaboration time, KCHS teachers participate in learning the CCSS instructional shifts and components that support greater rigor in reading, speaking and writing. The work of the Common Core and other content standards assume native English proficiency, KCHS teachers participate in PD to scaffold those skills necessary for our EL populations to access the CCSS. A focused approach on Constructing Meaning paired with the instructional shifts of the CCSS offers an accelerated approach to instruction that emphasizes both academic English and critical literacy skills, thereby supporting English learners in acquiring the analytical language necessary to meet the demands of the Common Core.

Currently, KCHS teachers are in their third year of Constructing Meaning Implementation with improvements in fidelity to the strategies and capacity building each year. Common Core module training in text-complexity, Close reading, Depth of Knowledge, the College and Career Anchor Standards, Performance Based Instruction, and Productive Groupings have been covered in the last two years. KCHS is committed to full implementation of the CCSS and supporting our teachers in their needs to transition to the new skills by tailoring our Collaboration time to staff development prioritized on a staff needs assessment.

Last updated: 1/13/2015

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

SUBJECT: Approval of School Accountability Report Card
(SARC): Portola-Butler High School

MEETING: February 17, 2015

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:

As required by Education Code, each school site is to develop and distribute an annual accountability report card to the community. These reports mix data from one year prior and the current year. Attached is the School Accountability Report Cards (SARC) for Portola-Butler High School for the 2013-2014 academic year. The SARC will be posted on the school website and hard copies will be made available upon request.

Recommendation:

The recommendation is being made for the State Administrator to approve the 2013-2014 School Accountability Report Cards (SARC).

Fiscal Impact:


None

Submitted By:



Diana Jiménez
Director of Educational Services

Approved:



Daniel R. Moirao, Ed.D.
State Administrator

Portola-Butler Continuation High

California Department of Education School Accountability Report Card Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

David Croy

Principal, Portola-Butler Continuation High

About Our School

Portola-Butler is a place where students have a unique opportunity to be responsible for their success. Here they can achieve their goal of a high school diploma in a smaller setting with highly qualified, caring teachers and support staff. Every student has come here for his/her own reasons, yet each person has the desire to earn enough credits to graduate, receive a diploma and make a positive start toward a successful future. When you make responsible choices everyday, you will reach your goals. We are eager to help you on your path of completing your education and facing the new challenges that await you.

Contact

760 Broadway St.
King City, CA
93930

Phone: 831-385-4661
E-mail: dcroy@smcjuhsd.org



About This School

Contact Information - Most Recent Year

School		District	
School Name	Portola-Butler Continuation High	District Name	South Monterey County Joint Union High
Street	760 Broadway St.	Phone Number	(831) 385-0606
City, State, Zip	King City, Ca, 93930	Web Site	www.smcjehsd.org
Phone Number	831-385-4661	Superintendent First Name	Daniel
Principal	David Croy	Superintendent Last Name	Moirao
E-mail Address	dcroy@smcjehsd.org	E-mail Address	dmoirao@smcjehsd.org
County-District-School (CDS) Code	27660682730083		

Last updated: 1/27/2015

School Description and Mission Statement (Most Recent Year)

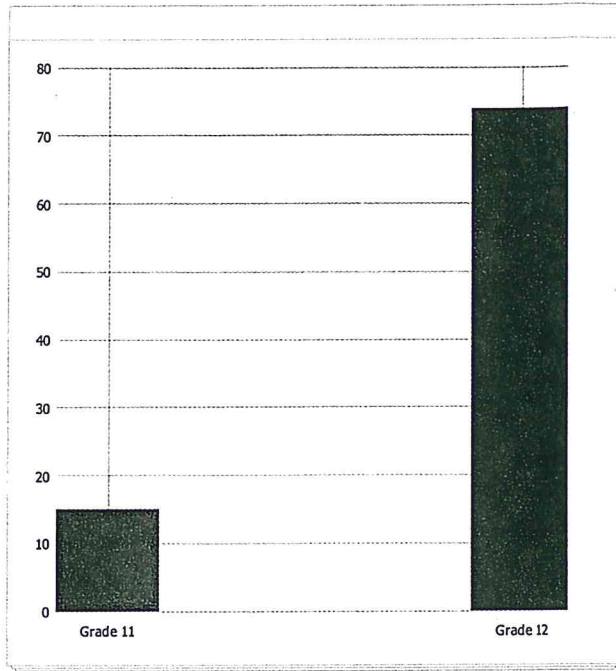
Portola-Butler High School is the continuation high school for the South Monterey County Joint Union High School District, which also includes two comprehensive high schools with a total district enrollment of approximately 2000 plus students. Portola-Butler High School is located in King City, a primarily agricultural community in the southern part of Monterey County. The school was established at the district offices in 1971, but has since moved to portable classrooms situated in back of King City High School. Portola-Butler High School was formerly Los Padres High School, then was renamed in honor of one of the school's late founding teachers, Candy Butler, and in 2010 was renamed Portola-Butler Continuation High School.

Students, who are at least 16 years of age, and in grades 11 and 12, attend Portola-Butler High School in order to make up units that were missed at the comprehensive site, or as an alternative path to finishing high school. The educational programs at the school are tailored for students to work at their own pace. In the 2013-2014 school year, 100 students were enrolled at Portola-Butler High School.

Last updated: 1/30/2015

Student Enrollment by Grade Level (School Year 2013-14)

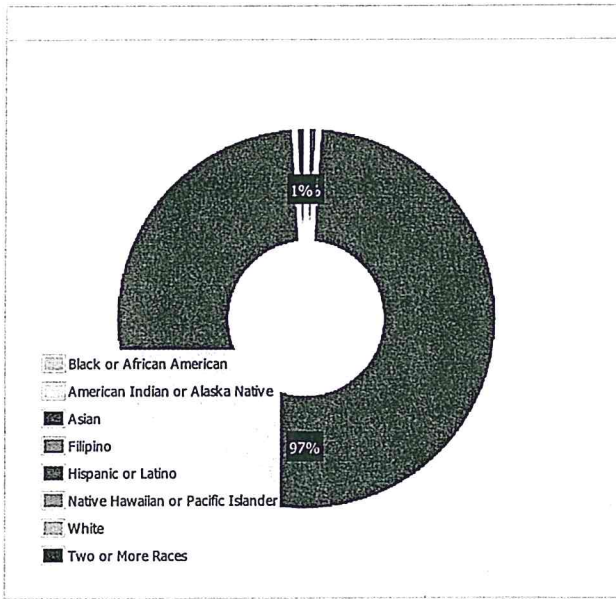
Grade Level	Number of Students
Grade 11	15
Grade 12	74
Total Enrollment	89



Last updated: 1/27/2015

Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	0.0
Asian	0.0
Filipino	1.1
Hispanic or Latino	97.8
Native Hawaiian or Pacific Islander	0.0
White	0.0
Two or More Races	1.1
Socioeconomically Disadvantaged	96.6
English Learners	38.2
Students with Disabilities	11.2



Last updated: 1/27/2015

A. Conditions of Learning

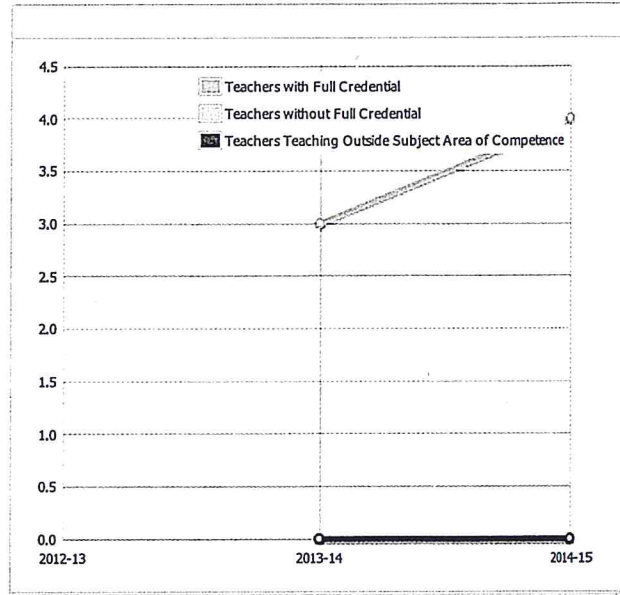
State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

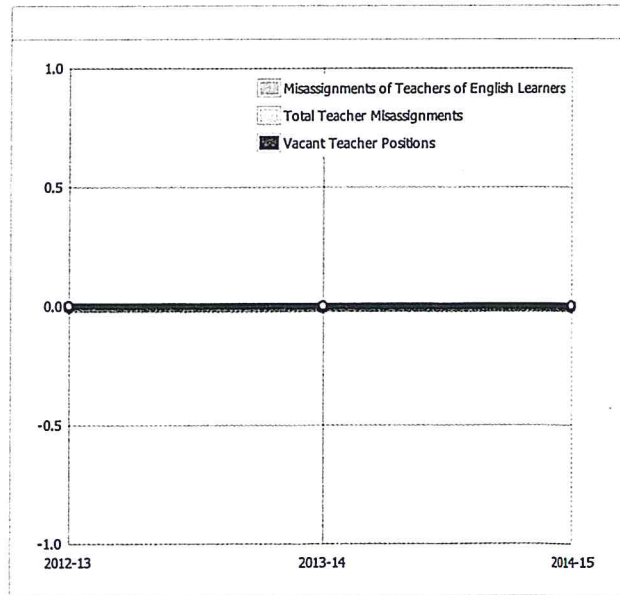
Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential		3	4	70
Without Full Credential		0	0	3
Teachers Teaching Outside Subject Area of Competence (with full credential)		0	0	1



Last updated: 1/27/2015

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/27/2015

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	87	13
All Schools in District	99	1
High-Poverty Schools in District	99	1
Low-Poverty Schools in District	0	0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/27/2015

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected:

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Glencoe ELA Series (2002) Literature Platinum-Prentice Hauglin (2002) Literature Gold-Hauglin (2003)		0.0
Mathematics	AGS Basic Math Skills (2003) AGS Algebra (2004) AGS Consumer Math (2003)		0.0
Science	AGS Physical Science (2004) AGS Earth Science (2004) Holt Biology (2004) McDougal Littell Earth Science (2005) AGS Life Science (2004) AGS Biology (2004)		0.0
History-Social Science	AGS World History (2006) AGS US History (2008) AGS Economics (2005) AGS American Government (2006) Houghton Mifflin Patterns of Interaction (2006) McDougal Littell The Americans (2006) McDougal Littell Economics (2007) Prentice Hall American Government (2006)		0.0
Foreign Language			0.0

<p>Health</p>	<p>McDogal Littell Health (1998)</p> <p>Glencoe Health (2001)</p> <p>AGS Health (2006)</p>	<p>0.0</p>
<p>Visual and Performing Arts</p>		<p>0.0</p>
<p>Science Laboratory Equipment (grades 9-12)</p>		<p>0.0</p>

Last updated: 2/1/2015

School Facility Conditions and Planned Improvements - Most Recent Year

General
 The District takes efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Construction. This survey was completed on April 3, 2014, and is available at the Maintenance, Operations and Transportation office.
 Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Facilities Description
 This school has four portable classrooms and an administration building. The main campus was built in 1999.

Maintenance and Repair
 District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Last updated: 1/28/2015

School Facility Good Repair Status - Most Recent Year

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate - Most Recent Year

Overall Rating	Good
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Last updated: 1/28/2015

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)				30	37	30	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/27/2015

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	30
All Students at the School	
Male	
Female	
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/27/2015

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	2%	4%	N/A	34%	33%	33%	54%	56%	55%
Mathematics	N/A	N/A	N/A	22%	19%	9%	49%	50%	50%
History-Social Science	N/A	6%	6%	40%	37%	34%	48%	49%	49%

Note: STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/27/2015

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012	2013
Statewide	B	B	B
Similar Schools	B	B	B

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Last updated: 1/27/2015

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2011	Actual API Change 2012	Actual API Change 2013
All Students at the School	148	-230	61
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Last updated: 1/27/2015

Career Technical Education Programs (School Year 2013-14)

No Career Technical Education Programs were offered at Portola-Butler in 2013-2014. However, students are able to access the classes at King City or Greenfield High Schools.

Last updated: 1/27/2015

Career Technical Education Participation (School Year 2013-14)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
Percent of pupils completing a CTE program and earning a high school diploma	0.0
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0.0

Last updated: 1/27/2015

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	0.0
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

State Priority: Other Pupil Outcomes

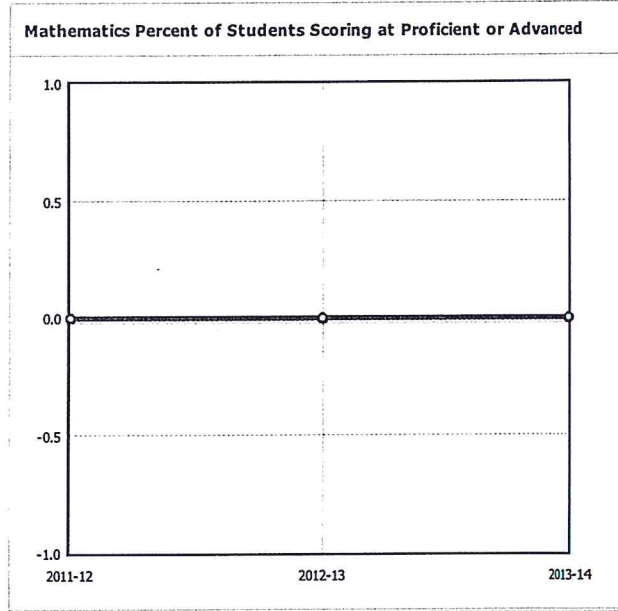
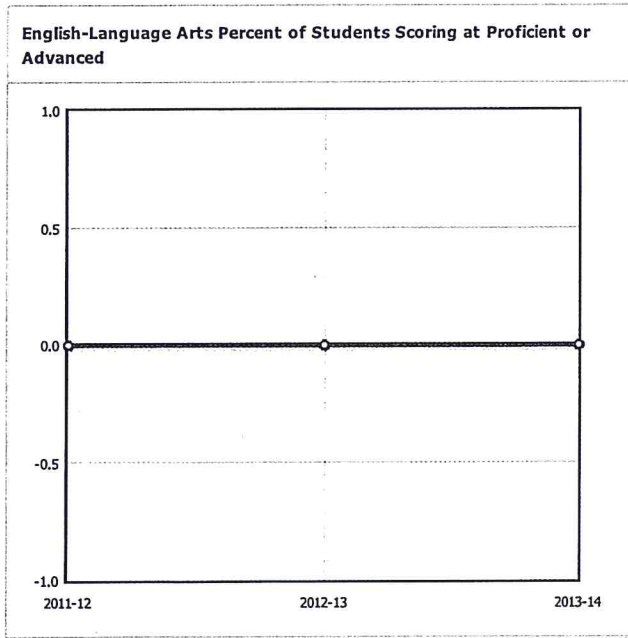
The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts	N/A	N/A	N/A	32%	41%	38%	56%	57%	56%
Mathematics	N/A	N/A	N/A	38%	37%	41%	58%	60%	62%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



Last updated: 1/27/2015

California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-14) (if applicable)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	63%	22%	16%	59%	31%	10%
All Students at the School	0%	N/A	N/A	0%	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/27/2015

California Physical Fitness Test Results (School Year 2013-14)

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/27/2015

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement - Most Recent Year

Contact Person: David Croy, Principal
 Contact Phone Number: (831) 385-4661

Portola-Butler High School encourages parents to be active in their student's education. Parents are invited to attend parent conferences and to call and/or visit the school. The local community is also supportive of Portola-Butler High School. Parents and Community volunteers are frequently guest speakers. Our business community and local civic organizations have a long history of providing our students with opportunities to grow and learn through community service hours

State Priority: Pupil Engagement

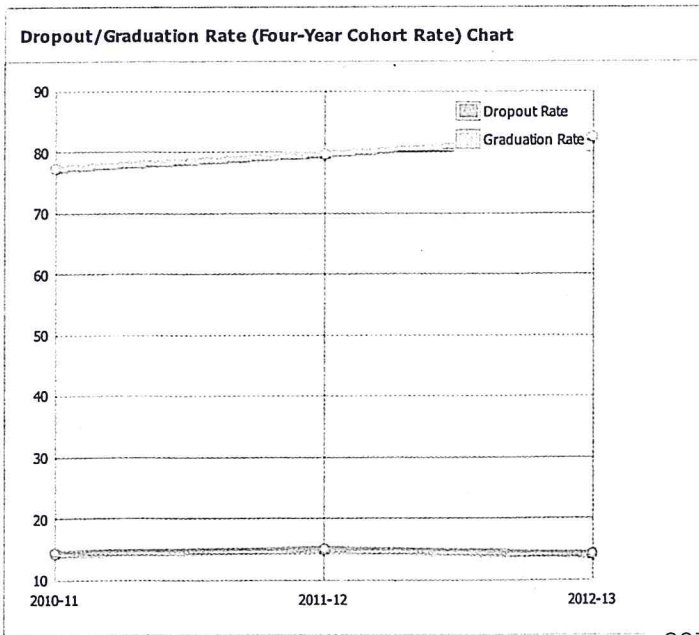
Last updated: 1/27/2015

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate	14.5	15.1	14.3	14.5	15.1	14.3	14.7	13.1	11.4
Graduation Rate	77.46	79.79	82.57	77.46	79.79	82.57	77.14	78.87	80.44



Last updated: 1/27/2015

Completion of High School Graduation Requirements

Group	Graduating Class of 2013		
	School	District	State
All Students	84	86	84
Black or African American		33	75
American Indian or Alaska Native	200	66	77
Asian		100	92
Filipino		100	92
Hispanic or Latino	75	85	80
Native Hawaiian or Pacific Islander		100	84
White	300	100	90
Two or More Races			89
Socioeconomically Disadvantaged	75	88	82
English Learners	48	60	53
Students with Disabilities	112	81	60

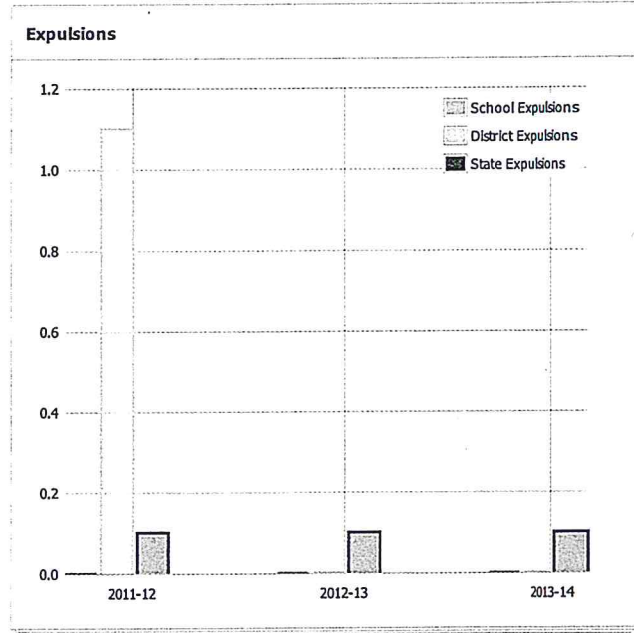
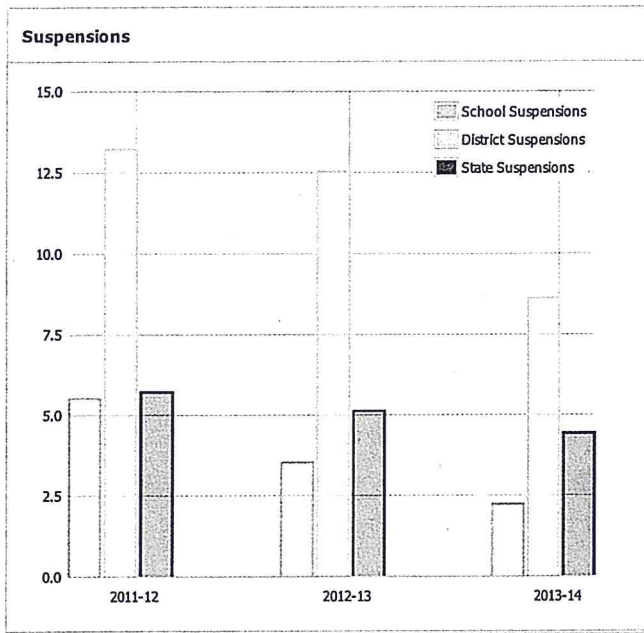
State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	5.50	3.50	2.20	13.20	12.50	8.60	5.70	5.10	4.40
Expulsions	0.00	0.00	0.00	1.10	0.00	0.00	0.10	0.10	0.10



Last updated: 1/27/2015

School Safety Plan - Most Recent Year

Portola-Butler Continuation High School is focused on providing a positive, safe, and secure learning environment for students, staff, parents, and the community. The site's comprehensive Safe School Plan addresses safety concerns identified through a school wide planning process. The goals and objectives of this plan support a learning environment that allows staff to effectively teach and students to actively learn. The plan promotes campus safety and focuses on character building and the analysis of the school's physical, social, and cultural environments. Additional components of the plan include information on the site discipline plan and policies; safe travel to and from school; child abuse reporting protocols; school crime data; notifications to teachers of dangerous students; discipline, non-discrimination/harassment, hate-motivated behavior, bullying and sexual harassment policies; and descriptions of strategies that help to develop a safe, positive environment. The site Safe School Plan is updated annually. For the 2013-2014 school year, it was approved by the School Site Board on November 20, 2014.

Last updated: 1/27/2015

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall	Yes	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	Yes	No
Met Percent Proficient - Mathematics	Yes	Yes
Met Graduation Rate	Yes	Yes

Last updated: 1/27/2015

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2010-2011
Year in Program Improvement *		Year 3
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	66.7%

Note: Cells with NA values do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Last updated: 1/27/2015

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6												
Other												

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 1/27/2015

Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12				2012-13				2013-14			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	52.8	1	1	4	4.0	19			15.0	3	2	
Mathematics	32.6	4	0	1	4.0	11			24.0	1	2	
Science	18.5	1	0	1	3.0	10			13.0	3		
Social Science	56.3	0	0	3	4.0	19			25.0	2		1

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/27/2015

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	0.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.0	N/A

Note: Cells with N/A values do not require data.

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/27/2015

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$6,524	\$341	\$6,183	\$74,902
District	N/A	N/A	\$7,127	\$74,902
Percent Difference – School Site and District	N/A	N/A	13.25%	0.00%
State	N/A	N/A	\$4,690	\$70,245
Percent Difference – School Site and State	N/A	N/A	24.14%	4657.00%

Note: Cells with N/A values do not require data.

Last updated: 1/27/2015

Types of Services Funded (Fiscal Year 2013-14)

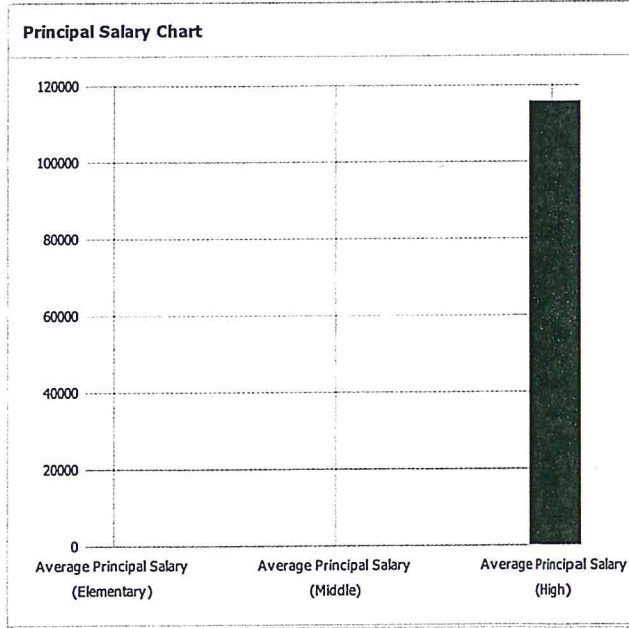
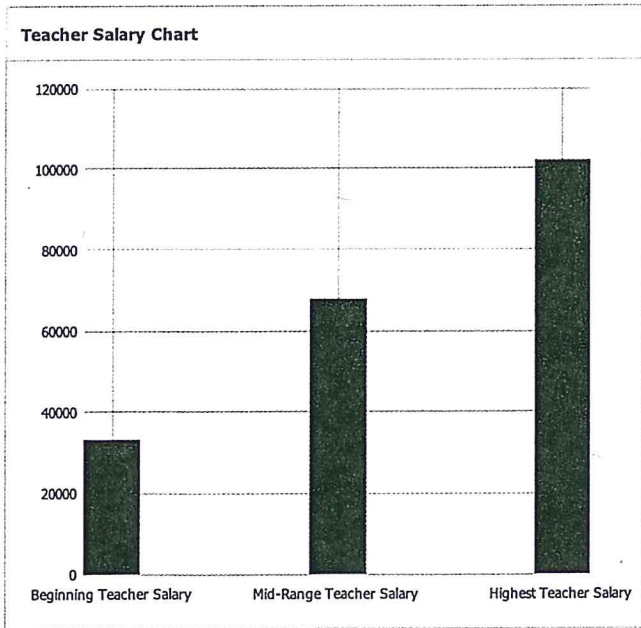
During the 2013-2014 school year Portola-Butler received Title I funding to assist in the increase of student achievement.

Last updated: 1/27/2015

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$33,231	\$42,325
Mid-Range Teacher Salary	\$68,031	\$66,555
Highest Teacher Salary	\$102,188	\$86,253
Average Principal Salary (Elementary)	\$0	N/A
Average Principal Salary (Middle)	\$0	N/A
Average Principal Salary (High)	\$115,465	\$117,349
Superintendent Salary	\$174,000	\$154,891
Percent of Budget for Teacher Salaries	35.0%	36.0%
Percent of Budget for Administrative Salaries	7.0%	6.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/27/2015

Advanced Placement Courses (School Year 2013-14)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All Courses		

Note: Cells with N/A values do not require data.

*Where there are student course enrollments.

Last updated: 1/27/2015

Professional Development – Most Recent Three Years

Professional development opportunities were offered to all teachers within the district, including Portola-Butler High School teachers. The professional development specifically focused on the implementation of best practices as outlined in the Constructing Meaning Professional Development. This PD ensures the academic achievement of English learners and all learners with a focus on a comprehensive approach for developing English proficiency. Integral to such an approach is explicit language instruction in every class, every day.

Constructing Meaning provides teachers with the process and tools for weaving explicit language instruction into content area teaching. Lesson planning is driven by the content and academic language demands of discipline-specific learning. Based on backward design and a gradual release of responsibility model, the Constructing Meaning process prompts teachers to:

- *understand the role language plays in content learning
- *decide what language knowledge students need to access content and express understanding
- *provide appropriate, explicit oral and written language instruction and practice

Last updated: 1/27/2015

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Approval of the Donation from King City Young Farmers to Greenfield High School

MEETING: February 17, 2015

AGENDA SECTION:

ACTION

INFORMATION

ACTION/CONSENT

Board Goals:

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

Summary:

King City Young Farmers has made a generous donation of \$6,080 to Greenfield High School. The purpose of the donation would allow more students to participate in FFA events, conferences and contests.

Recommendation:

The recommendation is being made for the State Administrator to approve the donation from King City Young Farmers to Greenfield High School


Fiscal Impact:

None.

Submitted By:

Frank Lynch
Principal

Approved:


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

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Donation to ASB Form

GREENFIELD HIGH SCHOOL- ASB

KING CITY HIGH SCHOOL- ASB

Name of Club: FFA

Fiscal Year: 14-15

Name of Donor: King City Young Farmers

Street Address: PO Box 712

City, State & ZIP: King City, CA 93927

Telephone: _____

Description of the donation: (If cash or check, show the exact amount; if other than cash or check, include a detailed description of each item, including serial number, color, etc.)

Donor's estimate of value: \$ 6,080⁰⁰

Purpose of the donation (ASB organization, school site, or district program):

If the donation is for a club or organization that is part of a school's ASB, indicate the name of the club or organization and deposit the cash or check into the ASB bank account. Retain this form as a record of the donation.

If the donation is for the district, either for the use of the school or for another district program, forward the cash, check, or other item to the district business office with this form. Explain below whether the donation is for the school site or a specific district program.

This donation is for the Greenfield FFA and they may use it at their discretion.

Club Advisor: *Michelle [Signature]*
Signature _____ Date _____

District Office Approval: _____
Signature _____ Date _____

Verified by ASB bookkeeper: _____
Signature _____ Date _____

Site Administrator or Designee: _____
Signature _____ Date _____

Donor: _____
Signature _____ Date _____

King City Young Farmers
PO Box 712
King City, CA 93927

January 27th, 2015

Greenfield FFA
225 El Camino Real
Greenfield, Ca 93927

To Whom it May Concern,

We are really excited for all the work that the FFA does for the students in our community. We hope that they can use our donation to allow more students to participate in all FFA events, conferences, and contests during this school year.

After a presentation made by the chapter at one of our earlier board meetings; we have determined that this is a worthy cause for our donation.

We hope that this donation of \$6,080 will help support and enrich the lives of many students.

Best Wishes,

Heath

© DELUXE WALLET OR DUPLICATE

KING CITY YOUNG FARMERS-FNDT
P O BOX 712
KING CITY, CA 93930

90-4461/1211 1057

DATE 1-27-15

Pay to the order of Greenfield F.F.A. \$ 6080⁰⁰/₁₀₀

Six Thousand + Eighty dollars only ~~no~~ **DO NOTERS**

1ST CAPITAL BANK
King City Branch
432 Broadway Street, King City, CA 93930
931-385-8900

Annual Donation Heath John V. Pope

⑆ 1 2 1 1 4 4 6 1 2 ⑆ 1 0 5 7 ⑆ 0 3 0 0 0 1 0 8 2 4 ⑆

ANTIQUE

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Approval of Out of State Travel for Migrant Students to Visit Seattle, Washington

MEETING: February 17, 2015

AGENDA SECTION:

X 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:

Migrant students are graduating from high school at a lower rate than other non-migrant students (based on data collected from DataQuest, 75.6% vs. 80% overall) and therefore entering college/career based STEM fields at a much lower rate. The demand for professionals in the STEM (science, technology, engineering and mathematics) field is far outpacing the actual number of STEM graduates and is a career field that needs to be explored in depth by all high school migrant students. In the State Service Delivery Plan for Migrant Students 2010, it is noted that in order to close the achievement gap for migrant students the MEP must “increase the percentage of migrant students who are prepared for college work or careers” in order to achieve this goal, students must examine what career choices will most impact their long term success once they graduate. Exploring possible STEM career paths, skill requirements, and higher educational opportunities has been noted as an effective way to “build a bridge to college and career” for migrant students.

Instructional Preparation

- (Six) 2.5 hour student academy’s between January and March.
- Participating students will explore computer science through creative, collaborative, interdisciplinary and problem solving nature of computing with instructional materials that feature inquiry-based approach to teaching and learning.
- Students will investigate real world computing problems that are culturally relevant and address social and ethical issues.
- Students will acquire foundational computer science knowledge through Coding instruction.
- The students learning will solidified by real world applications of STEM career options through collaboration with the University of Washington, Seattle Museum of Science and Microsoft Headquarters in Seattle, Washington.

Recommendation:

The recommendation is being made for the State Administrator to approve out of state travel for migrant students to explore STEM based career at Microsoft Headquarters in Seattle, Washington during Spring Break 2015.


Fiscal Impact:

There is no fiscal impact to the district. Migrant Education Region XVI will cover all costs associated with the trip.

Submitted By:

Summer Prather-Smith
Coordinator/Administrator
Migrant Education Region XVI

Approved:


Daniel R. Moirao, Ed.D.
State Administrator

A. Proposed Service	
Home-based or Center-based? (Check one) Home-based → Center-based School Year or Summer School Service? (Check one) Regular Year Summer Year If School Year Service, when provided?(Check one) Before School → N/A After School Saturday	
District(s) Served:	North Monterey County Unified, Salinas Union, Gonzales Unified, Soledad Unified, South Monterey County Joint Union
Name of Service:	Exploring STEM through hands on learning and career exploration
Describe Need, Strategy, Service Supports, and Academic Focus:	<p>Migrant students are graduating from high school at a lower rate than other non-migrant students (based on data collected from DataQuest, 75.6 % vs 80% overall) and therefore entering college/career based STEM fields at a much lower rate. The demand for professionals in the STEM (science, technology, engineering and mathematics) field is far outpacing the actual number of STEM graduates and is a career field that needs to be explored in depth by all high school migrant students.</p> <p>In the State Service Delivery Plan for Migrant Students 2010, it is noted that in order to close the achievement gap for migrant students the MEP must “increase the percentage of migrant students who are prepared for college work or careers” in order to achieve this goal, students must examine what career choices will most impact their long term success once they graduate. Exploring possible STEM career paths, skill requirements, and higher educational opportunities has been noted as an effective way to “build a bridge to college and career” for migrant students.</p> <p>“Hispanics, who are the largest and fastest growing minority group in the United States, are largely under-represented in STEM fields (Gasbarra & Johnson, 2012), and face hurdles in trying to achieve academically. For migrant families, poverty, language barriers, and family commitments are often obstacles to overall academic success. Because few migrant parents have attended college, many migrant students may have little familial support for attending college, much less for studying science or engineering. With the growing need for more engineers, American businesses and Hispanic communities could both benefit from more Hispanic students being encouraged and supported in pursuing STEM careers (Gasbarra & Johnson, 2012”</p> <p>Instructional Preparation:</p> <ul style="list-style-type: none"> • (Six) 2.5 hour student academy’s between January and March • Participating students will explore computer science through creative, collaborative, interdisciplinary and problem solving nature of computing with instructional materials that feature inquiry-based approach to teaching and learning. • Students will investigate real world computing problems that are culturally relevant and address social and ethical issues. • Students will acquire foundational computer science knowledge through Coding instruction. • The students learning will be solidified by real world applications of STEM career options through collaboration with the University of Washington, Seattle Museum of Science and Microsoft Headquarters in Seattle, Washington.
Curriculum:	Program designed instructional curriculum that addresses STEM careers and Coding education
Method:	Direct instruction, collaborative exploration, actual experiences and follow-up application relative to STEM career advancement.

Note: If a grade level does not have at least 10 migrant students (to comply with CDE data suppression requirements),

B. Logistics							
Daily Minutes	Days per Week	Number of Weeks	Number of Students to be Served at Each Grade Level			Start Date	End Date
			Grade Level to be Served 9 th -12 th	PFS at each Grade Level	Non-PFS per Grade Level		
90	2	4	5	5	10	January 2015	April 2015

C. Local Quantitative Measures: Using the table below, identify what data will be collected to determine service effectiveness:

Will Data on the Number and Percent of Students Eligible for and that Receive the Service be Collected?	# Eligible for the Service(Yes/No)	# Eligible Who Received the Service (Yes/No)
Yes	Yes	Yes

D. Local Assessments(Complete for each local assessment to be administered to measure service effectiveness):

Pre/Post scores collected? (Yes/No)	Non-PFS	All
Yes	Yes	Yes
Yes	Yes	Yes
Yes	Yes	Yes

Computer Science/Coding portfolio presentation (scored by rubric)

E. Local Qualitative Measures:

Interviews & Focus Groups:	Not applicable
Surveys:	Students and parents will be surveyed before and after the program about the value of the experience
Observations:	Students will be observed during collaborative learning experiences

F. Service Staffing: Identify the staff positions needed to provide the service described above.

Title	Certificated		Classified		% RA Funded	% Other Funded	Other Funding Source
	#	FTE	#	FTE			
MEP Secondary School Advisor			1	1.0	100%		

G. Service Staff Development: Identify staff development necessary to support quality delivery of the service.			
Need	Title	Description	Expected Outcomes
Accompanying staff need to know and understand the learning objectives to reinforce and/or clarify concepts with the migrant students, particularly those that are English Learners	Coordinator and/or Program Specialist	Ensure that regional chaperones are familiar with program logistics and learning objectives	Teacher is familiar with learning objectives and is able to offer participating students additional instructional reinforcement as well as clarification when needed.
Process used to identify staff development needs:		Accompanying teacher will be surveyed on their knowledge of the STEM education and career opportunities to determine areas of staff development.	

H. Parent Communication Plan: Describe how parents will be informed about this ELA service:

Parents are informed about program through district and regional parent committee meetings and trainings. Migrant staff informs the parents about the goals of the program. When students have been recruited, the region holds a parent and student orientation where the academic goals are discussed, and where logistical, student safety and contact information are shared with the parents.

I. Service Budget(3061): Identify costs related to the described (HSG) service. Use object codes per the instructions.			
Object	Description	Narrative (no more than two sentences)	Amount
2200	Secondary School Advisor	Additional hours up to (30 hrs) for secondary school advisor works directly with students and parents with duties related to the organizational planning and implementation of programming components of secondary school migrant youth regional services	\$3,500
3000	Benefits	Employee benefits for the secondary student advisor	\$945
4300	Food	Food for 6 student trainings x40 students @ \$8= \$1,920, Family orientation meeting 1 x 80 participants @ \$8= \$640. Food for 40 students and 8 chaperones while in Seattle for Microsoft visit 4 days x 25 per day = \$4,800	\$7,360
5200	Bus transportation	Bus transportation for 40 students (one bus each way) to and from San Jose Airport	\$3500
	Airline tickets	Bus transportation to and from lodging in Seattle to Microsoft and university visit	\$13,500
	Hotel	Air Travel (round trip SJC to Seattle.) for 40 students and 5 chaperones	\$9,000
2900	Other Classified Support	4 nights' accommodations cost for 40 students and 5 chaperones in Seattle, Washington	\$6,400
3000	Benefits	Overtime costs for five classified support staff to support with supervision, set-up and clean-up at student trainings and during trip (8hrs x 5 staff x \$40 x 4 days)	\$1,580
4300	Materials and Supplies	Benefits for support staff	\$1,000
		Materials and supplies for 6 student training 40 students X \$25 = \$1000	

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

SUBJECT: Second Reading Board Policies

MEETING: February 17, 2015

AGENDA SECTION:

X ACTION

INFORMATION

ACTION/CONSENT

Board Goals:

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

Summary:

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

- AR 3554 Other Food Sales (revised to reflect 7 CFR 210.11)
- AR 4112.42 Drug and Alcohol Testing for School Bus Drivers (revised to reflect 49 CFR 392.303)
- AR 6146.2 Certificate of Proficiency High School Equivalency (revised)
- AR 6159.4 Behavioral Interventions for Special Education Students (new)

- BB 9223 Filling Vacancies (revised, updated bond practice is outdated)
- BB 9230 Orientation (revised to align Superintendent's responsibility with district authority)

- BP 4131.1 Teacher Support and Guidance (new)
- AR 4131.1 Teacher Support and Guidance (new)

- BP 4315 Evaluation, Supervision (revised)
- BP 5147 Dropout Policy (new)
- BP 6142.94 History Social Science Instruction (new)

- E 1330 Use of Facilities
- E 4319.21 Personnel Professional Standards (revised)
- E 9323.2 Actions by the Board (revised)

Recommendation:

It is recommended that the State Administrator approve the attached policies, administrative regulations, exhibits and board bylaws as revised by the South Monterey County Joint Union High School District Board of Education

Fiscal Impact:


None

Submitted By:



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Approved:



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Business and Noninstructional Operations

Other Food Sales

National Standards for Foods and Beverages

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

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

(cf. 5030 - Student Wellness)

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

(cf. 1230 - School-Connected Organizations)

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

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

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

(cf. 6145 - Extracurricular and Cocurricular Activities)

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

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

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

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

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

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

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

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

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

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Regulation SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Adopted: February 17, 2015

King City, California

Personnel

Drug And Alcohol Testing For School Bus Drivers

Definitions

For purposes of drug testing required by the U.S. Department of Transportation (DOT), drugs included in the tests are marijuana, cocaine, amphetamines, phencyclidine (PCP), and opiates. (49 CFR 40.3, 40.85, 382.107)

Alcohol concentration or level means the alcohol in a volume of breath expressed in terms of grams of alcohol per 210 liters of breath. For purposes of the DOT alcohol testing program, an alcohol level between 0.02 and 0.04 requires removal of the bus driver for a 24-hour period following the test. An alcohol level of 0.04 or higher requires immediate removal of the driver from performing safety-sensitive functions until the driver has successfully completed the return-to-duty process. (49 CFR 382.107, 382.201, 382.505)

Safety-sensitive function means all time from the time a driver begins to work or is required to be in readiness to work until the time he/she is relieved from work and all responsibility for performing work. Safety-sensitive functions include, but are not limited to, all time driving or otherwise in the bus; waiting at a district facility to be dispatched; inspecting, servicing, or conditioning the bus or bus equipment; loading or unloading the bus; supervising or assisting in the loading or unloading of the bus; and repairing, obtaining assistance, or remaining in attendance upon a disabled bus. (49 CFR 382.107)

(cf. 3540 - Transportation)
 (cf. 3542 - School Bus Drivers)
 (cf. 3543 - Transportation Safety and Emergencies)
 (cf. 4020 - Drug and Alcohol-Free Workplace)

Designated Employer Representative

The State Administrator/Superintendent or designee shall identify a designated employer representative and shall provide his/her name and telephone number to the testing contractor to contact about any problems or issues that may arise during the testing process. (49 CFR 40.35, 40.215)

The designated employer representative shall be responsible for receiving test results and other communications, taking immediate action(s) to remove drivers from safety-sensitive functions, and making other required decisions in the testing and evaluation processes. (49 CFR 40.3)

Pre-employment Testing

When hiring a new driver, the State Administrator/Superintendent or designee shall, with the driver's written consent, request the driver's past drug and alcohol testing record, as specified in

49 CFR 40.25, from any employer who has employed the driver at any time during the previous two years. In addition, the State Administrator/Superintendent or designee shall ask the driver if he/she tested positive, or refused to test, on any pre-employment drug or alcohol test that was administered during the past two years in the course of applying for another safety-sensitive transportation position that he/she did not obtain. The driver shall not be permitted to perform safety-sensitive functions if he/she refuses to provide consent to obtain the information from previous employers, the information from previous employers is not received within 30 days of the date on which the driver first performed safety-sensitive functions for the district, or the driver or a previous employer reports a violation of a drug or alcohol regulation without subsequent completion of the return-to-duty process. (49 CFR 40.25, 382.413)

Upon making a contingent offer of employment to a driver and prior to the first time the driver performs safety-sensitive functions for the district, the State Administrator/Superintendent or designee shall require the driver to undergo testing for drugs and to receive a verified negative test result. This testing requirement may be waived if all of the following conditions exist: (49 CFR 382.301)

1. The driver has participated in a qualified drug testing program within the previous 30 days.
2. While participating in the program, the driver either was tested within the past six months or participated in a random drug testing program for the previous 12 months.
3. The State Administrator/Superintendent or designee has contacted the testing program(s) in which the driver has participated and has obtained information about the program and the driver's participation as specified in 49 CFR 382.301.
4. No prior employer of the driver of whom the district has knowledge has records of the driver's violation of federal drug testing regulations within the previous six months.

In addition, the State Administrator/Superintendent or designee shall require the driver to undergo pre-employment alcohol testing in accordance with the procedures in 49 CFR 40.1-40.605 and to receive a test result indicating an alcohol concentration level of less than 0.04. (49 CFR 382.301)

Post-Accident Testing

As soon as practicable following an accident involving a school bus or student activity bus, the State Administrator/Superintendent or designee shall ensure that the driver involved is tested for alcohol and/or drugs under either of the following conditions: (49 CFR 382.303)

1. The accident involved loss of human life.
2. The driver receives a citation for alcohol use within eight hours of the accident, or for drug use within 32 hours of the accident, a moving traffic violation and the accident involved bodily

injury to a person who

required immediate medical treatment away from the scene of the accident and/or disabling damage to one or more vehicles requiring towing.

The State Administrator/Superintendent or designee shall attempt to administer a required alcohol test up to eight hours following the accident and/or a drug test up to 32 hours following the accident. The results of an alcohol or drug test conducted by federal, state, or local officials having independent authority for the test shall be considered to meet this requirement. If the alcohol test is not administered within two hours following the accident, or the test for drugs is not administered within 32 hours following the accident, the State Administrator/Superintendent or designee shall make a record stating the reasons the test was not promptly administered. (49 CFR 382.303)

Random Testing

The State Administrator/Superintendent or designee shall ensure that random, unannounced drug and alcohol tests of bus drivers are conducted on testing dates reasonably spread throughout the year. Such tests shall be conducted during, immediately before, or immediately after the performance of safety-sensitive functions. (49 CFR 382.305)

The State Administrator/Superintendent or designee shall ensure that the percentage of district drivers randomly tested for drugs and alcohol meets or exceeds the minimum annual percentage rates specified in 49 CFR 382.305 or subsequently published in the Federal Register.

Each driver selected for random testing shall have an equal chance of being tested each time selections are made. (49 CFR 382.305)

Each driver who is selected for testing shall proceed to the test site immediately or, if performing a safety-sensitive function other than driving a bus, then as soon as possible after ceasing that function. (49 CFR 382.305)

Reasonable Suspicion Testing

A driver shall be required to submit to a drug or alcohol test whenever the State Administrator/Superintendent or designee has reasonable suspicion that the driver has violated the prohibitions against the use of drugs or alcohol. Such reasonable suspicion shall be based on specific, contemporaneous, articulable observations, conducted during, immediately before, or immediately after the performance of safety-sensitive functions, concerning the driver's appearance, behavior, speech, and/or body odors. Reasonable suspicion of drug use may also include indications of the chronic and withdrawal effects of drugs. (49 CFR 382.307)

The person who makes the required observations for reasonable suspicion testing for drugs or alcohol shall be trained in accordance with 49 CFR 382.603. The person who makes the determination that reasonable suspicion exists to conduct an alcohol test shall not be the same

person who conducts the alcohol test. (49 CFR 382.307)

Within 24 hours of the observed behavior or before the results of the drug or alcohol test are released, whichever is earlier, the State Administrator/Superintendent or designee shall prepare and sign a written record of the observations leading to a reasonable suspicion test. (49 CFR 382.307)

An alcohol test required as a result of reasonable suspicion shall be administered within eight hours following the determination of reasonable suspicion. If the test is not administered within two hours, the State Administrator/Superintendent or designee shall prepare and maintain on file a record stating the reasons the test was not promptly administered. (49 CFR 382.307)

In the absence of a reasonable suspicion alcohol test, the district shall take no action against a driver based solely on the driver's behavior and appearance, except that the driver shall not be allowed to report for or remain on safety-sensitive functions until an alcohol test is administered and the results show a concentration less than 0.02 or 24 hours have elapsed following the determination of reasonable suspicion. (49 CFR 382.307)

Return-to-Duty Testing

The State Administrator/Superintendent or designee may permit a driver who has violated federal drug or alcohol regulations to return to safety-sensitive functions after the driver has successfully complied with the education and treatment services prescribed by a substance abuse professional and has taken a return-to-duty drug or alcohol test. The driver shall not resume performance of safety-sensitive functions unless the drug test shows a negative result and/or the alcohol test shows a concentration of less than 0.02. (49 CFR 40.305, 382.309)

Follow-Up Testing

Upon receiving a written follow-up testing plan from a substance abuse professional, the State Administrator/Superintendent or designee shall determine the actual dates for follow-up testing consistent with those recommendations and shall ensure that such tests are unannounced and follow no discernable pattern as to their timing. No additional tests beyond those included in the plan shall be imposed by the district. (49 CFR 40.307-40.309, 382.111)

Notifications

The State Administrator/Superintendent or designee shall provide each driver with materials explaining the federal regulations and the district's policy and procedure related to drug and

alcohol testing and shall notify representatives of employee organizations of the availability of this information. This information shall include a detailed discussion of at least the following: (49 CFR 382.303, 382.113, 382.601)

1. The identity of the person designated by the district to answer driver questions about the

materials

2. The categories of drivers who are subject to drug and alcohol testing
3. Sufficient information about the safety-sensitive functions performed by those drivers to make clear what period of the workday the driver is required to be in compliance
4. Specific information concerning prohibited driver conduct
5. The circumstances under which a driver will be tested for drugs and/or alcohol, including post-accident testing
6. The procedures that will be used to test for the presence of drugs and alcohol, protect the driver and the integrity of the testing processes, safeguard the validity of the test results, and ensure that those results are attributed to the correct driver
7. The requirement that a driver submit to drug and alcohol tests
8. An explanation of what constitutes a refusal to submit to a drug or alcohol test and the attendant consequences
9. The consequences for drivers found to have violated the prohibitions against drug or alcohol use, including the circumstances under which drivers will be removed immediately from safety-sensitive functions and the requirements for education, treatment, and return-to-duty testing
10. The consequences for drivers found to have a blood alcohol concentration between 0.02 and 0.04
11. Information concerning the effects of drug and alcohol use on an individual's health, work, and personal life; signs and symptoms of a drug or alcohol problem (the driver's or a co-worker's); and available methods of intervening when a drug or alcohol problem is suspected, including confrontation, referral to any employee assistance program, and/or referral to management

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

Each driver shall sign a statement certifying that he/she has received a copy of the above materials. The State Administrator/Superintendent or designee shall maintain the original of the signed certificate and may provide a copy of the certificate to the driver. (49 CFR 382.601)

In addition, prior to administering each alcohol or drug test, the driver shall be notified that the test is required pursuant to Title 49, Part 382, of the Code of Federal Regulations. (49 CFR 382.113)

The driver shall be notified of the results of drug and alcohol tests in accordance with 49 CFR 382.411.

Records

The State Administrator/Superintendent or designee shall maintain records of the district's drug and alcohol testing program in accordance with 49 CFR 40.333 and 382.401. Such records shall be maintained in a secure location with controlled access and shall be disclosed only in accordance with 49 CFR 382.405.

(cf. 3580 - District Records)

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Regulation: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Adopted: February 17, 2015

King City, California

Instruction

Certificate Of Proficiency/High School Equivalency

Certificate of Proficiency

The principal of each school maintaining grades 11 and 12 shall distribute to each student in those grades an announcement explaining the California High School Proficiency Examination (CHSPE). Announcements from the California Department of Education (CDE) or its contractor shall be distributed early enough to enable interested students to register for the test to be given in the fall of that year. (5 CCR 11523)

(cf. 5145.6 - Parental Notifications)

The principal also shall advise students that the certificate of proficiency awarded upon passing the CHSPE, while equivalent to a high school diploma, is not the equivalent of completing all coursework required for high school graduation and therefore students should contact the admissions office of the college or university they are interested in attending to determine if the certificate satisfies college admission requirements.

Any student may take the CHSPE if he/she meets one of the following conditions: (Education Code 48412)

1. Is age 16 or older
2. Has been enrolled in the 10th grade for one school year or longer
3. Will complete one school year of enrollment in 10th grade at the end of the semester during which the CHSPE will be administered.

If a student receives the certificate of proficiency, the district shall indicate the student's accomplishment and the date of the award on the student's official transcript. (5 CCR 11521)

(cf. 5125 - Student Records)

Any student who has received the certificate of proficiency may be exempted from compulsory school attendance upon his/her request, with verified parent/guardian consent as appropriate. (Education Code 48410)

(cf. 5112.1 - Exemptions from Attendance)

The consent form to be exempted from compulsory school attendance shall be provided by the State Administrator/Superintendent or designee and shall contain at least the following information: (5 CCR 11522)

1. A general explanation of the student's rights of exemption from compulsory attendance and of re-enrollment in the public schools
2. The date of issuance of the certificate of proficiency
3. The signature of the parent/guardian and the date
4. The signature of the school administrator who has personally confirmed the authenticity of the parent/guardian's signature and the date

If a student age 16 or 17 terminates his/her enrollment after receiving the high school proficiency certificate, he/she may re-enroll in the district. If he/she subsequently terminates enrollment again, he/she may be denied re-enrollment until the beginning of the following semester. (Education Code 48414)

(cf. 6184 - Continuation Education)

High School Equivalency Certificate

An eligible person may earn a high school equivalency certificate by passing a general educational development test designated by the State Board of Education pursuant to Education Code 51420, including the General Educational Development (GED) test, the High School Equivalency Test (HiSET), or the Test Assessing Secondary Completion (TASC).

Any person is eligible to take a test leading to a high school equivalency certificate if he/she is a resident of California or a member of the armed forces assigned to duty in California and meets any one of the following criteria: (Education Code 51420; 5 CCR 11532)

1. Is 18 years of age or older, or is within 60 days of his/her 18th birthday, regardless of enrollment status
2. Is not currently enrolled in school and is within 60 days of when he/she would have graduated from high school had he/she remained in school and followed the usual course of study
3. Is 17 years of age, has been out of school for at least 60 consecutive days, and provides a letter of request for the test from the military, a postsecondary educational institution, or a prospective employer
4. Is 17 years of age, has accumulated fewer than 100 units of high school credit, is confined to a state or county hospital or to an institution maintained by a state or county correctional facility, and meets other criteria listed in 5 CCR 11532
5. Is 17 years of age, has accumulated fewer than 100 units of high school credit prior to

enrollment in an academic program offered by a dropout recovery high school as defined in Education Code 52052, and has successfully completed the dropout recovery high school's instructional program which is aligned to state standards, offers the opportunity for a high school diploma, and provides services for at least one year

(11/07 7/12) 8/14

Regulation SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Adopted: February 17, 2015

King City, California

Instruction

Behavioral Interventions For Special Education Students

Generally, any student identified as a student with a disability pursuant to the Individuals with Disabilities Education Act, 20 USC 1400-1482, is subject to the same disciplinary measures applicable to all students for violations of the code of conduct, except when the student's behavior is determined to be a manifestation of his/her disability.

(cf. 5131 - Conduct)

(cf. 5144 - Discipline)

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

However, when the behavior of a student with a disability impedes his/her learning or the learning of others, the student's individualized education program (IEP) team shall consider the use of positive behavioral interventions and supports and other strategies consistent with 20 USC 1414(d) to address the student's behavior. (Education Code 56521.2; 34 CFR 300.324)

If, pursuant to a manifestation determination conducted as specified in 34 CFR 300.530, the student's behavior is determined to be a manifestation of his/her disability, the IEP team shall conduct a functional behavioral assessment (FBA) and implement a behavioral intervention plan (BIP) for the student. If a BIP is already in place for the student, the IEP team shall review and modify the BIP to address the student's behavior. (Education Code 56520; 34 CFR 300.324, 300.530)

In addition, when the disciplinary removal of a student with a disability will result in a change in the student's placement as specified in 34 CFR 300.530, the student shall receive an FBA and behavioral intervention services and modifications designed to address the student's behavior so that it does not recur. (34 CFR 300.530)

Functional Behavioral Assessment

Any FBA to be conducted for a student with a disability shall focus on identifying the function or purpose of the student's behavior.

Before any FBA is conducted, the State Administrator/Superintendent of designee shall notify the student's parent/guardian in accordance with Education Code 56321 and obtain the parent/guardian's consent. (Education Code 56321; 34 CFR 300.324)

(cf. 5145.6 - Parental Notifications)

(cf. 6159 - Individualized Education Program)

(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)

If the parent/guardian disagrees with the result of an FBA, he/she has the right to obtain an independent educational evaluation at district expense, subject to the conditions specified in 34

CFR 300.502.

Behavioral Intervention Plan and Services

When any behavioral intervention, support, or other strategy is to be used by the district, the State Administrator/Superintendent or designee shall consider the student's physical freedom and social interaction, administer the intervention, support, or other strategy in a manner that respects the student's dignity and personal privacy, and ensure the student's right to be placed in the least restrictive educational environment. (Education Code 56520)

When a student for whom a BIP is to be developed is also the responsibility of another agency for residential care or related services, the State Administrator/Superintendent or designee shall cooperate with the other agency to ensure that the BIP, to the extent possible, is implemented in a consistent manner. (Education Code 56520)

Behavior assessments and behavioral intervention services shall be provided only by individuals who possess the qualifications specified in Education Code 56525 or 5 CCR 3065.

Emergency Interventions

Emergency interventions may be used only to control unpredictable, spontaneous behavior that poses clear and present danger of serious physical harm to the student or others and that cannot be immediately prevented by a response less restrictive than the temporary application of a technique used to contain the behavior. Emergency interventions shall not be used as a substitute for a systematic BIP that is designed to change, replace, modify, or eliminate a targeted behavior. (Education Code 56521.1)

No emergency intervention shall be used for longer than is necessary to contain the behavior. For any situation that requires a prolonged use of an emergency intervention, staff shall seek assistance of the principal or law enforcement agency, as applicable to the situation. (Education Code 56521.1)

Emergency interventions shall not involve the use of force exceeding what is reasonable and necessary under the circumstances. In addition, use of locked seclusion or a device, material, or objects that simultaneously immobilize all hands and feet shall not be allowed except as allowed by law. (Education Code 56521.1)

Parents/guardians and, if appropriate, residential care providers shall be notified within one school day whenever emergency intervention is used or serious property damage occurs. A behavior emergency report shall immediately be completed, kept in the student's file, and forwarded to the State Administrator/Superintendent or designee for review. This report shall include all of the following information: (Education Code 56521.1)

1. The name and age of the student

2. The setting and location of the incident
3. The name of the staff or other persons involved
4. A description of the incident and the emergency intervention used
5. A statement of whether the student is currently engaged in a systematic BIP
6. Details of any injuries sustained by the student or others, including staff, as a result of the incident

If the behavior emergency report is for a student who does not have a BIP, the State Administrator/Superintendent or designee shall, within two days, schedule an IEP team meeting to review the emergency report, determine the necessity for an FBA, and determine the necessity for an interim BIP. The IEP team shall document the reasons for not conducting the FBA and/or not developing the interim BIP. (Education Code 56521.1)

If the behavior emergency report is for a student who has a BIP, any incident involving a previously unseen serious behavior problem or where a previously designed intervention is not effective shall be referred to the IEP team. The IEP team shall review the incident and determine whether the student's plan needs to be modified. (Education Code 56521.1)

Prohibited Interventions

The district prohibits the use of corporal punishment as defined in Education Code 49001 as an intervention. In addition, the district prohibits all of the following: (Education Code 56521.2)

1. Any intervention designed or likely to cause physical pain, including, but not limited to, electric shock
2. Any intervention that involves the release of noxious, toxic, or otherwise unpleasant sprays, mists, or substances near the student's face
3. Any intervention that denies adequate sleep, food, water, shelter, bedding, physical comfort, or access to bathroom facilities
4. Any intervention that is designed to subject, used to subject, or likely to subject the student to verbal abuse, ridicule, or humiliation or that can be expected to cause excessive emotional trauma
5. Any restrictive intervention that uses a device, material, or objects which simultaneously immobilize all hands and feet, including the procedure known as prone containment, except that

prone containment or similar techniques may be used by trained staff as a limited emergency intervention

6. Locked seclusion, unless in a facility otherwise licensed or permitted by state law to use a locked room
7. Any intervention that precludes adequate supervision of the student
8. Any intervention that deprives the student of one or more of his/her senses

Legal Reference:

EDUCATION CODE

49001 Prohibition of corporal punishment

56321 Notice of parental rights; consent of parents

56500-56508 Procedural safeguards, including due process rights

56520-56525 Behavioral interventions

CODE OF REGULATIONS, TITLE 5

3065 Staff qualifications - related services

UNITED STATES CODE, TITLE 20

1400-1482 Individuals with Disabilities Education Act, especially:

1412 State eligibility

1415 Procedural safeguards

CODE OF FEDERAL REGULATIONS, TITLE 34

300.1-300.818 Assistance to states for the education of students with disabilities

Management Resources:

FEDERAL REGISTER

Rules and Regulations, August 14, 2006, Vol. 71, Number 156, pages 46539-46845

WEB SITES

Behavior Analyst Certification Board: <http://www.calaba.org/bacb.shtm>

U.S. Department of Education, Office of Special Education Programs:

<http://www2.ed.gov/about/offices/list/osers/osep>

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Regulation SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Adopted: February 17, 2015

King City, California

Board Bylaws

Filling Vacancies

Events Causing a Vacancy

A vacancy on the Governing Board may occur for any of the following events:

1. The death of an incumbent (Government Code 1770)
2. The adjudication pursuant to a quo warranto proceeding declaring that an incumbent is physically or mentally incapacitated due to disease, illness, or accident and that there is reasonable cause to believe that the incumbent will not be able to perform the duties of his/her office for the remainder of his/her term (Government Code 1770)
3. A Board member's resignation (Government Code 1770)

A vacancy resulting from resignation occurs when the written resignation is filed with the County Superintendent of Schools having jurisdiction over the district, except where a deferred effective date is specified in the resignation so filed, in which case the resignation shall become operative on that date. A Board member may not defer the effective date of his/her resignation for more than 60 days after he/she files the resignation with the County Superintendent. Upon being filed with the County Superintendent, a written resignation, whether specifying a deferred effective date or otherwise, shall be irrevocable. (Education Code 5090, 5091)

4. A Board member's removal from office, including by recall (Elections Code 11384; Government Code 1770)
5. A Board member's ceasing to be a resident of the district (Government Code 1770)

When a Board trustee, a vacancy on the Board also occurs when a Board member ceases to inhabit the trustee area which he/she represents on the Board. (58 Ops.Cal.Atty.Gen. 888 (1975))

6. A Board member's absence from the state for more than 60 days, except in the following situations: (Government Code 1064, 1770)
 - a. Upon district business with the approval of the Board
 - b. With the consent of the Board for an additional period not to exceed a total absence of 90 days
 - c. For federal military deployment, not to exceed an absence of a total of six months, as a member of the armed forces of the United States or the California National Guard

If the absence of the Board member for this purpose exceeds six months, the Board may approve an additional six-month absence upon a showing that there is a reasonable expectation that the member will return within the second six-month period, and the Board may appoint an interim member to serve in his/her absence. If two or more members of the Board are absent by reason of these circumstances, and those absences result in the inability to establish a quorum at a regular meeting, the Board may immediately appoint one or more interim members as necessary to enable the Board to conduct business and discharge its responsibilities. The term of an interim member appointed in these circumstances shall not extend beyond the return of the absent Board member or beyond the next regularly scheduled election for that office, whichever occurs first.

- d. In the case of illness or other urgent necessity, and upon a proper showing thereof, the time limited for absence from the state may be extended by the Board.
- 7. A Board member's ceasing to discharge the duties of his/her office for the period of three consecutive months, except when prevented by illness or when absent from the state with the permission required by law (Government Code 1770)
- 8. A Board member's conviction of a felony or any offense involving a violation of his/her official duties or conviction of a designated crime resulting in a forfeiture of office (Government Code 1770, 3000-3003)
- 9. A Board member's refusal or neglect to file his/her required oath within the time prescribed (Government Code 1770)

(cf. 9224 - Oath or Affirmation)

- 10. The decision of a competent tribunal declaring void a Board member's election or appointment (Government Code 1770)
- 11. The making of an order vacating a Board member's office or declaring the office vacant when the Board member fails to furnish an additional or supplemental bond (Government Code 1770)
- 12. A Board member's commitment to a hospital or sanitarium as a drug addict, dipsomaniac, inebriate, or stimulant addict by a court of competent jurisdiction, in which case the office shall not be deemed vacant until the order of commitment has become final (Government Code 1770)
- 13. A "failure to elect" in which no candidate or an insufficient number of candidates have filed to run for a Board seat(s) (Education Code 5090, 5326, 5328)

Timelines for Filling a Vacancy

When a vacancy occurs, the Board shall take the following action, as appropriate:

1. When a vacancy occurs within four months of the end of a Board member's term, the Board shall take no action. (Education Code 5093)
2. When a vacancy occurs longer than four months before the end of a Board member's term, the Board shall, within 60 days of the date of the vacancy or the filing of the member's deferred resignation, either order an election or make a provisional appointment, unless a special election is mandated as described in item #3 below. (Education Code 5091, 5093)
3. When a vacancy occurs from six months to 130 days before a regularly scheduled Board election at which the position is not scheduled to be filled, a special election to fill the position shall be consolidated with the regular election. The person so elected shall take office at the first regularly scheduled Board meeting following the certification of the election and shall serve only until the end of the term of the position which he/she was elected to fill. (Education Code 5093)

Eligibility

In order to be appointed or elected to fill a vacancy on the Board, a person must meet the eligibility requirements specified in Education Code 35107.

(cf. 9220 - Governing Board Elections)

Provisional Appointments

When authorized by law to make a provisional appointment to fill a vacancy on the Board, the Board shall advertise in the local media to solicit candidate applications or nominations. A committee consisting of less than a quorum of the Board shall ensure that applicants are eligible for Board membership and announce the names of the eligible candidates. The Board shall interview the candidates at a public meeting, accept oral or written public input, and select the provisional appointee by a majority vote.

(cf. 9130 - Board Committees)

(cf. 9323.2 - Actions by the Board)

Within 10 days after the appointment is made, the Board shall post notices of the actual vacancy, or the filing of a deferred resignation, and the provisional appointment. The notice shall be published in the local newspaper pursuant to Government Code 6061 and posted in at least three public places within the district. (Education Code 5092)

The notice shall contain: (Education Code 5092)

1. The date of the occurrence of the vacancy or the date of the filing of, and the effective date of, the resignation
2. The full name of the appointee
3. The date of appointment
4. A statement notifying the voters that unless a petition calling for a special election pursuant to Education Code 5091 is filed in the office of the County Superintendent within 30 days of the provisional appointment, it shall become an effective appointment

The person appointed shall hold office until the next regularly scheduled election for district Board members and shall be afforded all the powers and duties of a Board member upon appointment. (Education Code 5091)

Appointment Due to Failure to Elect

When a vacancy occurs because no candidate or an insufficient number of candidates have been nominated (i.e., a failure to elect) and a district election will not be held, the Board shall appoint a qualified person to the office. This appointment shall be made at a meeting prior to the day fixed for the election and the appointee shall be seated at the organizational meeting as if elected at the district election. (Education Code 5328)

(cf. 9100 - Organization)

When an appointment is being made because of a failure to elect, the district shall publish a notice once in a newspaper of general circulation published in the district, or if no such newspaper exists, in a newspaper having general circulation within the district. This notice shall state that the Board intends to make an appointment and shall inform persons of the procedure available for applying for the appointment. (Education Code 5328.5)

The procedure for selecting and interviewing candidates shall be the same as the procedures for "Provisional Appointments," as specified above.

Legal Reference:

EDUCATION CODE
 5000-5033 Elections
 5090-5095 Vacancies
 5200-5208 Districts governed by boards of education
 5300-5304 Elections
 5320-5329 Order and call of election
 5340-5345 Consolidation of elections
 5360-5363 Election notice
 5420-5426 Cost of elections
 5440-5442 Miscellaneous provisions, elections
 35107 Eligibility of board members
 35178 Resignation with deferred effective date

ELECTIONS CODE

10600-10604 School district elections

11381-11386 Candidates for recall

GOVERNMENT CODE

1064 Absence from state

1770 Vacancies: definition

3000-3003 Forfeiture of office

3060-3075 Removal other than by impeachment

6061 One time notice

54950-54963 The Ralph M. Brown Act

PENAL CODE

88 Bribery, forfeiture from office

UNITED STATES CODE, TITLE 18

704 Military medals or decorations

ATTORNEY GENERAL OPINIONS

58 Ops.Cal.Atty.Gen. 888 (1975)

Management Resources:

CSBA PUBLICATIONS

Filling a Board Vacancy, rev. December 2010

WEB SITES

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

California State Attorney General's Office, Quo Warranto Applications:

http://ag.ca.gov/opinions/quo_warranto.php

(11/04 11/08) 11/11

Board Bylaws

Orientation

Board Candidate Orientation

The Governing Board desires to provide Board candidates with information that will enable them to understand the responsibilities and expectations of Board membership. The State Administrator/Superintendent or designee shall provide all candidates with general information about school programs, district operations, and Board responsibilities and the County Election Officials contact information. State Administrator/Superintendent may also provide candidates with information about the election process, including, but not limited to, information about campaign conduct and ballot statement information.

(cf. 9200 - Limits of Board Member Authority)

(cf. 9220 - Governing Board Elections)

(cf. 9270 - Conflict of Interest)

The Board encourages all candidates to attend public Board meetings during the period of their candidacy. Candidates shall have the same access as members of the public to district staff and information.

(cf. 1340 - Access to District Records)

(cf. 9011 - Disclosure of Confidential/Privileged Information)

New Board Member Orientation

The Board shall convene a meeting to provide an orientation and information to incoming Board members to assist them in understanding the Board's functions, policies, procedures, protocols, and agreed-upon standards of conduct. Incoming Board members shall receive the district's policy manual and other materials related to the district and Board member responsibilities.

(cf. 9000 - Role of the Board)

(cf. 9005 - Governance Standards)

Upon their election, incoming Board members shall be provided a copy of the Brown Act and informed that, pursuant to Government Code 54952.1, they must conform to the Act's requirements as if they had already assumed office.

The Superintendent may provide incoming Board members with additional background and information regarding the district's vision and goals, operations, and current challenges in areas that include, but are not be limited to, student achievement, curriculum, finance, facilities, policy, human resources, and collective bargaining.

(cf. 0000 - Vision)

(cf. 0200 - Goals for the School District)

Incoming members are encouraged to attend Board meetings and review agenda materials available to the public in order to become familiar with current issues facing the district. Incoming members also may, at district expense and with approval of the Board, attend workshops and conferences relevant to their individual needs or to the needs of the Board as a whole or the district.

(cf. 9240 - Board Development)

Legal Reference:

EDUCATION CODE

33360 Department of Education and statewide association of school district boards; annual workshops

33362-33363 Reimbursement of expenses; board member or member-elect

ELECTIONS CODE

13307 Candidate's statement

20440 Code of Fair Campaign Practices

GOVERNMENT CODE

54950-54963 The Ralph M. Brown Act, especially:

54952.1 Member of a legislative body

54952.7 Copies of Brown Act to board members

Management Resources:

CSBA PUBLICATIONS

School Board Leadership, 2007

The Brown Act: School Boards and Open Meeting Laws, rev. 2007

Guide to Effective Meetings, 2007

Professional Governance Standards, 2000

Maximizing School Board Leadership, 1996

NATIONAL SCHOOL BOARDS ASSOCIATION PUBLICATIONS

Becoming a Better Board Member: A Guide to Effective School Board Service, 2006

WEB SITES

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

Fair Political Practices Commission: <http://www.fppc.ca.gov>

National School Boards Association: <http://www.nsba.org>

(9/89 6/94) 7/08

Bylaw

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Adopted: February 17, 2015

King City, California

Personnel

Teacher Support And Guidance

The Governing Board recognizes the link between teacher effectiveness and student learning and desires to provide structured, individualized support and guidance to teachers as necessary to enhance their performance and support teacher retention. The State Administrator/Superintendent or designee shall develop a program of intensive professional development and consultation to help interns and beginning teachers apply their academic preparation more effectively in the classroom and to assist other teachers who need additional development in subject matter knowledge, instructional methods, and/or classroom management.

(cf. 4112.21 - Interns)

The State Administrator/Superintendent or designee shall coordinate individualized teacher support and guidance activities developed pursuant to this policy with other district staff development programs and staff evaluation processes.

(cf. 4115 - Evaluation/Supervision)

(cf. 4131 - Staff Development)

Teachers may volunteer to participate in a teacher support and guidance program or may be referred to such services based on their performance evaluation.

Support providers shall be experienced certificated personnel who are knowledgeable about teacher development and needed competencies and have strong interpersonal and communication skills. Support may include, but is not limited to, classroom observations, regular meetings with the support provider, and an individualized plan for professional development or coursework that takes into consideration the teacher's assignment and prior preparation and experience. The roles and responsibilities of support providers shall be clearly defined in writing and communicated to all participants.

The State Administrator/Superintendent or designee shall ensure the timely assignment of qualified support providers to participating teachers and for reassignment as needed. He/she shall also ensure that each support provider receives appropriate training to serve in a support capacity and is provided adequate time and resources to assist other teachers.

The district may provide a stipend to support providers in accordance with the collective bargaining agreement and district budget.

(cf. 3100 - Budget)

(cf. 4141/4241 - Collective Bargaining Agreement)

The performance of a participating teacher shall be monitored by the support provider, State Administrator/Superintendent or designee, and/or a panel of teachers and administrators in order

to determine whether the teacher has met program goals and to make recommendations for follow-up support or employment action, as appropriate.

(cf. 4112.6/4212.6/4312.6 - Personnel Files)
(cf. 4117.4 - Dismissal)
(cf. 4117.6 - Decision Not to Rehire)
(cf. 4118 - Suspension/Disciplinary Action)

The State Administrator/Superintendent or designee shall regularly evaluate the district's teacher support and guidance programs and shall report to the Board regarding program effectiveness in meeting district goals for teacher quality and retention. Evaluation reports may include, but are not limited to, data on program enrollment and completion, subsequent retention rates of participating teachers, and interviews or surveys of program participants.

(cf. 0500 - Accountability)

Beginning Teacher Induction Program

The State Administrator/Superintendent or designee shall inform beginning teachers who possess a preliminary credential about induction programs or other options that are available to help them fulfill the requirements of the clear multiple subject, single subject, or education specialist credential pursuant to Education Code 44259.

(cf. 4112.2 - Certification)
(cf. 4112.24 - Teacher Qualifications Under the No Child Left Behind Act)

The district's beginning teacher induction program shall meet program standards adopted by the CTC and shall support beginning teachers in meeting the competencies described in the California Standards for the Teaching Profession.

The beginning teacher's knowledge and classroom practice shall be regularly assessed using multiple measures and the results shall be used to monitor and revise individual induction plans. The State Administrator/Superintendent or designee shall maintain a complete record of each participating teacher's progress toward completion of clear credential requirements.

When the teacher has successfully completed the induction program, the Board shall recommend to the CTC that he/she be awarded a clear teaching credential.

Legal Reference:

EDUCATION CODE

44259 Credential requirements

44259.5 Standards for professional preparation programs

44275.4 Credential requirements, induction, out-of-state teachers

44325-44328 District interns
44450-44468 University interns
44830.3 Interns, professional development and guidance
CODE OF REGULATIONS, TITLE 5

6100-6126 Teacher qualifications, No Child Left Behind Act
80021 Short-term staff permit
80021.1 Provisional internship permit
80026.5 Orientation, guidance, and assistance for emergency permit holders
80033 Intern teaching credential
80055 Intern credential
80413 Credential requirements
80413.3 Credential requirements; teachers with out-of-state credentials
UNITED STATES CODE, TITLE 20
6319 Highly qualified teachers
6601-6702 Preparing, training and recruiting high quality teachers and principals
7801 Definitions, highly qualified teacher

Management Resources:

COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS

SB 2042 Multiple Subject and Single Subject Preliminary Credential Program Standards, rev. February 2014

Intern Preservice, Support and Supervision Requirements: Preparation to Teach English Learners, Program Sponsor Alert 13-06, June 3, 2013

Education Specialist Teaching and Other Related Services Credential Program Standards, rev. May 2013

Multiple and Single Subject Induction Programs (program standards, preconditions, and language addressing the teaching of English learners), rev. January 2013

California Standards for the Teaching Profession, October 2009

WEB SITES

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

California Federation of Teachers: <http://www.cft.org>

California Teachers Association: <http://www.cta.org>

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

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Policy SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Adopted: February 17, 2015

King City, California

Personnel

Teacher Support And Guidance

Selection of Support Providers

The State Administrator/Superintendent or designee shall design a written application for certificated personnel who want to be mentor teachers or support providers.

Any employee designated by the State Administrator/Superintendent or designee as a support provider shall, at a minimum, meet the following qualifications:

1. Possess a clear credential

(cf. 4112.2 - Certification)

2. Have at least three years of full-time teaching experience

3. Have demonstrated effective communication skills, subject matter knowledge, and mastery of a range of teaching strategies necessary to meet the needs of students

The State Administrator/Superintendent or designee may establish a districtwide or school site advisory committee to verify that candidates fulfill the qualifications established by the district, interview candidates, and recommend candidates to the State Administrator/Superintendent or designee.

The State Administrator/Superintendent or designee shall make the final selection of support providers and shall assign support providers to participating teachers. To the extent possible, the assigned support provider shall be one who teaches at the same school, the same grade levels, and/or in the same subject matter as the teacher(s) to whom he/she is assigned. No support provider shall be assigned to more than five teachers during a school year.

(cf. 4113 - Assignment)

The State Administrator/Superintendent or designee shall regularly evaluate the effectiveness of the support provider and may reassign or revoke his/her designation as a support provider.

Peer Review Panel

The State Administrator/Superintendent or designee shall establish a peer review program to provide struggling teachers with feedback and guidance. When a teacher volunteers to participate or is referred by the principal due to unsatisfactory performance, written performance goals shall be established which are aligned with student learning and teacher evaluation criteria. The teacher shall be assigned a consulting teacher who shall provide assistance and review through multiple observations of the teacher during periods of classroom instruction. In addition,

the teacher shall participate in sufficient professional development activities to assist him/her to improve teaching skills and knowledge. The consulting teacher shall maintain a written record of the teacher's activities and performance and shall regularly communicate with the principal regarding the teacher's progress.

(cf. 4115 - Evaluation/Supervision)

The State Administrator/Superintendent or designee shall establish a joint teacher-administrator peer review panel composed of a majority of teachers selected by other teachers, with the remainder consisting of administrators selected by the State Administrator/Superintendent or designee. The joint teacher-administrator peer review panel shall review reports prepared by the consulting teacher and shall make recommendations to the State Administrator/Superintendent or designee as to whether the participating teacher should be exited from the program due to satisfactory improvement, remain in the program because he/she would possibly benefit from additional support from the program, or be recommended for dismissal.

(cf. 4117.4 - Dismissal)

(cf. 4118 - Suspension/Disciplinary Action)

8/14

Regulation SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Adopted: February 17, 2015

King City, California

BP 4315 Personnel

Evaluation/Supervision

The Governing Board believes that regular, comprehensive evaluations designed to hold administrative and supervisory staff accountable for their performance are key to improving their instructional leadership and management skills. Evaluations shall be linked to the district's vision and goals and school improvement plans.

- (cf. 0000 - Vision)
- (cf. 0200 - Goals for the School District)
- (cf. 0460 - Local Control and Accountability Plan)
- (cf. 0500 - Accountability)
- (cf. 2140 - Evaluation of the Superintendent)
- (cf. 4300 - Administrative and Supervisory Personnel)

Evaluations shall be used to recognize the exemplary skills and accomplishments of administrative and supervisory employees, serve as a criterion for contract renewals, and identify areas needing improvement. When the evaluation indicates areas needing improvement, the Board expects employees to take the initiative to improve their performance and for their supervisors to assist them in obtaining needed job skills.

- (cf. 4331 - Staff Development)

Administrative and supervisory employees shall be evaluated in accordance with provisions of employee contracts and/or applicable collective bargaining agreements as appropriate.

- (cf. 4140/4240/4340 - Bargaining Units)
- (cf. 4312.1 - Contracts)

The State Administrator/Superintendent or designee shall make written evaluation procedures available to all administrative and supervisory employees.

- (cf. 4112.9 - Employee Notifications)

An employee shall be evaluated annually for the first and second years of employment as an administrator or supervisor in the district, and at least every two years thereafter, unless otherwise provided for in an employee contract or collective bargaining agreement. Evaluations may occur between scheduled periods at the request of the employee, his/her supervisor, or the State Administrator/Superintendent or designee.

The State Administrator/Superintendent or designee shall establish clear, objective criteria for evaluation based on the job responsibilities of each administrative or supervisory position.

Evaluation criteria for certificated school site administrators may be based on the California Professional Standards for Educational Leaders (CPSEL) and also may include, but not be limited to, evidence of: (Education Code 44671)

1. Academic growth of students, based on multiple measures which may include student work as well as student and school longitudinal data that demonstrate academic growth over time

Assessments used for this purpose shall be valid and reliable and used for the intended purposes and for the appropriate student populations. Local and state academic assessments may include, but are not limited to, state standardized assessments and formative, summative, benchmark, end-of-chapter, end-of-course, Advanced Placement, International Baccalaureate, college entrance, and performance assessments.

(cf. 6162.5 - Student Assessment)
(cf. 6162.51 - State Academic Achievement Tests)
(cf. 6141.5 - Advanced Placement)

2. Effective and comprehensive teacher evaluations, including, but not limited to, curricular and management leadership, ongoing professional development, teacher-principal teamwork, and professional learning communities
3. Culturally responsive instructional strategies to address and eliminate the achievement gap
4. The ability to analyze quality instructional strategies and provide effective feedback that leads to instructional improvement
5. High expectations for all students and leadership to ensure active student engagement and learning
6. Collaborative professional practices for improving instructional strategies
7. Effective school management, including personnel and resource management, organizational leadership, sound fiscal practices, a safe campus environment, and appropriate student behavior
8. Meaningful self-assessment to improve as a professional educator, which may include, but not be limited to, a self-assessment based on the CPSEL and the identification of areas of strengths and areas for professional growth to engage in activities to foster professional growth
9. Consistent and effective relationships with students, parents/guardians, teachers, staff, and other administrators

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

The evaluation shall be dated and signed by the employee and evaluator. The employee may respond in writing to the evaluation within a reasonable time after receiving a copy of the evaluation. The response shall be attached to the evaluation and placed in the employee's personnel file.

(cf. 4112.6/4212.6/4312.6 - Personnel Files)

Legal Reference:

EDUCATION CODE

35171 Availability of rules and regulations for evaluation of performance

44660-44665 Evaluation and assessment of performance of certificated employees

44670-44671 Principal evaluation

45113 Rules and regulations for the classified service in districts not incorporating the merit system

GOVERNMENT CODE

3540.1 Meeting and negotiating in public educational employment, definitions

3543.2 Scope of representation

3545 Determination of bargaining units

Management Resources:

COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS

California Professional Standards for Educational Leaders

WEB SITES

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

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

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

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

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Policy

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Adopted: February 17, 2015

King City, California

Students

Dropout Prevention

The Governing Board expects all students to remain in school until graduation in order to acquire critical knowledge and skills and be prepared for postsecondary education and/or employment. The State Administrator or designee shall identify factors that impede student success in school and shall implement integrated, systemic support and strategies that address dropout prevention and promote timely intervention and recovery.

(cf. 6011 - Academic Standards)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6146.2 - Certificate of Proficiency/High School Equivalency)

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

The State Administrator or designee, in collaboration with community agencies and organizations as appropriate, shall develop districtwide and schoolwide strategies that support regular school attendance for all students. Dropout prevention strategies shall include efforts to provide a safe and positive learning environment that engages and motivates students, encourages students' connectedness to the schools, offers meaningful educational opportunities, and promotes student health and well-being.

(cf. 5136 - Gangs)

(cf. 5137 - Positive School Climate)

(cf. 5146 - Married/Pregnant/Parenting Students)

(cf. 6171 - Title I Programs)

(cf. 6173 - Education for Homeless Children)

(cf. 6173.1 - Education for Foster Youth)

(cf. 6173.2 - Education of Children of Military Families)

(cf. 6175 - Migrant Education Program)

In addition, the State Administrator or designee shall develop strategies to provide targeted support to individual students who are at risk of dropping out of school. Students may be identified based on indicators such as chronic absenteeism, truancy, or tardiness; below-grade-level academic achievement as evidenced by student assessment results and/or teacher evaluations; and personal, social, health, or economic circumstances that may affect student performance and behavior in school.

(cf. 5113 - Absences and Excuses)

(cf. 5113.1 - Chronic Absence and Truancy)

(cf. 5123 - Promotion/Acceleration/Retention)

(cf. 6162.5 - Student Assessment)

(cf. 6162.51 - State Academic Achievement Tests)

(cf. 6162.52 - High School Exit Examination)

Strategies to support students at risk of dropping out of school may include, but are not limited to:

1. Meetings and/or home visits with the student and parent/guardian to identify and address barriers to the student's success and inform them of the state's compulsory education law

(cf. 6020 - Parent Involvement)

2. Individualized instruction that responds to the needs and unique learning styles of students

3. Supplemental instruction during or outside the school day that is designed to help students overcome academic deficiencies

(cf. 6176 - Weekend/Saturday Classes)

(cf. 6177 - Summer Learning Programs)

(cf. 6179 - Supplemental Instruction)

4. Enrollment in alternative or specialized educational programs

(cf. 6158 - Independent Study)

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

(cf. 6172 - Gifted and Talented Student Program)

(cf. 6178 - Career Technical Education)

(cf. 6178.2 - Regional Occupational Center/Program)

(cf. 6181 - Alternative Schools/Programs of Choice)

(cf. 6183 - Home and Hospital Instruction)

(cf. 6184 - Continuation Education)

(cf. 6185 - Community Day School)

5. Assistance locating employment or work-based learning opportunities which link classroom learning with real-world experiences

(cf. 5113.2 - Work Permits)

(cf. 6178.1 - Work-Based Learning)

6. Academic guidance and personal counseling services

(cf. 6164.2 - Guidance/Counseling Services)

7. Referral to a student success team, school attendance review board, or other team that addresses persistent attendance problems

(cf. 6164.5 - Student Success Teams)

8. Referral to school and/or community support services, such as a student assistance program, health services, social services, a substance abuse program, and other resources

(cf. 1020 - Youth Services)
(cf. 5030 - Student Wellness)
(cf. 5131.6 - Alcohol and Other Drugs)
(cf. 5141.6 - School Health Services)

9. Continued monitoring of student attendance

10. Employment of qualified outreach consultants to perform duties related to dropout identification, prevention, intervention, and recovery as assigned

The strategies may be incorporated into the district's local control and accountability plan and linked to district goals for student engagement, school climate, and student achievement.

(cf. 0450 - Comprehensive School Safety Plan)
(cf. 0460 - Local Control and Accountability Plan)

The State Administrator or designee shall ensure that employees are trained to support at-risk students and are prepared to implement intervention strategies or to make appropriate referrals to support services.

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

When a student leaves school prior to the end of a school year, or when a student successfully completed the prior school year but did not begin attending the next grade or school that he/she was expected to attend or had pre-registered to attend, the State Administrator or designee shall make efforts to determine whether the student has dropped out or has transferred to another educational setting. The State Administrator or designee may contact the student's parents/guardians to verify school enrollment and, if necessary, shall implement intervention and recovery efforts.

The State Administrator or designee shall annually report to the Board on measures of student engagement, including school attendance rates, chronic absenteeism rates, middle school and high school dropout rates, and high school graduation rates. The Board shall monitor district progress in increasing student retention in school and may require revisions in district plans and strategies as needed.

(cf. 0500 - Accountability)

Legal Reference:

EDUCATION CODE

35160 Authority of governing board
48200 Compulsory education
48260-48273 Truancy
48400-48403 Compulsory continuation education
48430-48438 Continuation education
48660-48666 Community day schools
49600-49604 Educational counseling
51260-51269 Gang and substance abuse prevention curriculum
51745-51749.3 Independent study
52060-52077 Local control and accountability plan
52300-52334 Regional occupational centers and programs
52890 Qualifications and duties of outreach consultants
54690-54697 Partnership academies
60900-60901 California Longitudinal Pupil Achievement Data System
64000-64001 Single plan for student achievement
WELFARE AND INSTITUTIONS CODE
18986.40-18986.46 Interagency children's services programs
UNITED STATES CODE, TITLE 20
6301-6322 Title I programs

Management Resources:

CSBA PUBLICATIONS

California High School Graduation and Dropout Rates, Fact Sheet, May 2013

WEB SITES

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

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

California Dropout Research Project: <http://www.cdrp.ucsb.edu>

California Student Assistance Program Resource Center: <http://www.casapresources.org>

National Dropout Prevention Center: <http://www.dropoutprevention.org>

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

(7/05 11/05) 8/14

Policy SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Adopted: February 17, 2015

King City, California

Instruction

History-Social Science Instruction

The Governing Board believes that the study of history and other social sciences is essential to prepare students to engage in responsible citizenship, comprehend complex global interrelationships, and understand the vital connections among the past, present, and future. The district's history-social science education program shall be designed to develop students' knowledge of historical events within a chronological and geographic context and shall include, at appropriate grade levels, instruction in American and world history, geography, economics, political science, anthropology, psychology, and sociology.

(cf. 6143 - Courses of Study)

(cf. 6146.1 - High School Graduation Requirements)

The Board shall adopt academic standards for history-social science which meet or exceed state content standards and describe the knowledge and skills that students shall be expected to achieve at each grade level.

(cf. 6011 - Academic Standards)

The State Administrator/Superintendent or designee shall develop a comprehensive, sequential curriculum that is aligned with the district standards and is consistent with the state's curriculum framework. At each grade level, the curriculum shall integrate age-appropriate instruction designed to develop student achievement in the following areas:

1. Knowledge and cultural understanding, including historical, ethical, cultural, geographic, economic, and sociopolitical literacy
2. Democratic understanding and civic values, including an understanding of national identity; constitutional heritage; and an individual's civic values, rights, and responsibilities
3. Skills attainment and social participation, including basic study skills, critical thinking skills, and participation skills that are essential for effective citizenship

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6142.3 - Civic Education)

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

The district's history-social science curriculum shall include a multicultural education component which is designed to teach students to respect and appreciate cultural diversity and different points of view while also developing their understanding of commonalities and collective experiences. The curriculum shall reflect the experiences of men and women and of various cultural, ethnic, racial, religious, and social groups and their contributions to the history, life, and culture of the local community, California, the United States, and other nations.

(cf. 6115 - Ceremonies and Observances)
(cf. 6141.2 - Recognition of Religious Beliefs and Customs)

The Board shall adopt standards-aligned instructional materials for history-social science in accordance with applicable law, Board policy, and administrative regulation. In addition, teachers are encouraged to supplement the curriculum through the use of biographies, original documents, diaries, letters, legends, speeches, other narrative artifacts, and literature from and about the period being studied.

(cf. 0400 - District Technology Plan)
(cf. 1312.2 - Complaints Concerning Instructional Materials)
(cf. 6161.1 - Selection and Evaluation of Instructional Materials)
(cf. 6161.11 - Supplementary Instructional Materials)
(cf. 6162.6 - Use of Copyrighted Materials)
(cf. 6163.1 - Library Media Centers)

The State Administrator/Superintendent or designee shall provide a standards-based professional development program designed to increase teachers' knowledge of adopted instructional materials and instructional strategies for teaching history-social science.

(cf. 4131 - Staff Development)

The State Administrator/Superintendent or designee shall regularly evaluate and report to the Board regarding the implementation and effectiveness of the history-social science curriculum at each grade level, including, but not limited to, the extent to which the program is aligned with state standards, any applicable student assessment results, and feedback from students, parents/guardians, and staff regarding the program.

(cf. 0500 - Accountability)
(cf. 6162.51 - State Academic Achievement Tests)

Legal Reference:

EDUCATION CODE

- 33540 History-social science curriculum framework
- 51204 Course of study designed for student's needs
- 51204.5 History of California; contributions of men, women, and ethnic groups
- 51210 Course of study, grades 1-6
- 51220 Course of study, grades 7-12
- 51220.2 Instruction in legal system; teen or peer court programs
- 51221 Social science course of study, inclusion of instruction in use of natural resources
- 51221.3-51221.4 Instruction on World War II and Vietnam War; use of oral histories
- 51225.3 High school graduation requirements

- 60040-60051 Criteria for instructional materials
- 60119 Public hearing on the sufficiency of instructional materials
- 60200-60206 Instructional materials, grades K-8
- 60400-60411 Instructional materials, grades 9-12
- 60640-60649 California Assessment of Student Performance and Progress
- 99200-99206 Subject matter projects

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

History-Social Science Framework for California Public Schools, Kindergarten Through Grade Twelve, rev. 2005

Model Curriculum for Human Rights and Genocide, 2000

History-Social Science Content Standards for California Public Schools, Kindergarten Through Grade Twelve, October 1998

WEB SITES

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

California Council for the Humanities: <http://www.calhum.org>

California Council for the Social Studies: <http://www.ccss.org>

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

California History-Social Science Course Models: <http://www.history.ctaponline.org>

California Subject Matter Project: <http://csmp.ucop.edu>

National Association for Multicultural Education: <http://www.nameorg.org>

National Council for History Education: <http://www.nche.net>

7/09

Policy SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Adopted: February 17, 2015

King City, California

Community Relations

USE OF SCHOOL FACILITIES

Application Process to Use Public School Facilities

The Board of Education of the South Monterey County Joint Union High School District believes that the use of school facilities or grounds should not result in costs to the District. Groups using District facilities will be charged a user fee based on the following:

Fees for District Facility Use (daily) effective January 1, 2015 shall be:

<i>Location</i>	<i>Non-Profit organizations</i>	<i>Profit organizations</i>
Gymnasium	\$15/hr.	\$100/hr.
Cafeteria (KCHS)	\$10/hr.	\$ 50/hr.
Student Union (GHS)	\$10/hr.	\$ 50/hr.
Classroom	\$10/hr.	\$ 40/hr.
Library	\$10/hr.	\$ 50/hr.
Stanton Auditorium *	\$20/hr.	\$100/hr.
Tracks & Fields (days)	\$15/hr.	\$ 50/hr.
Tracks & Fields (nights) **	\$15/hr.	\$ 50/hr.
Track & Field (Community Teams) ***	\$10/hr.	\$ 25/hr.

* Organizations using the Stanton Auditorium must contact the District's Consultant, Mr. Lincoln Hatch, (831) 385-6565, for sound, audio-visual, lighting, and technical advice and service.

** Light Usage Energy Surcharge: - hour minimum = \$55

*** Cannot charge admission or entry fees

Other Charges and Notes:

- Returned Check Fee is \$25.00
- Damage Fee: Should a facility sustain any damage or neglect during the event period, the lessee will be charged the going rate to repair the facility per the Agreement.
- Additional Charges will be assessed for District personnel costs and specific equipment rentals

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Second Reading: February 17, 2015

King City, California

Personnel

Professional Standards

CALIFORNIA PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS

Preamble

The administrator(s) at a school site have numerous responsibilities that ultimately lead to the improvement of the performance of all students in the school. By acquiring the skills, attitudes and behaviors as outlined in the following Professional Standards for School Leaders, students have the best opportunity to achieve the mission and vision of the district and to meet the expectations of high standards for student learning.

Standards

Inherent in these standards is a strong commitment to cultural diversity and the use of technology as a powerful tool.

A school administrator is an educational leader who promotes the success of all students by:

Standard 1. Development and Implementation of a Shared Vision: Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students.

1A. Student-Centered Vision: Leaders shape a collective vision that uses multiple measures of data and focuses on equitable access, opportunities, and outcomes for all students.

1B. Developing Shared Vision: Leaders engage others in a collaborative process to develop a vision of teaching and learning that is shared and supported by all stakeholders.

1C. Vision Planning and Implementation: Leaders guide and monitor decisions, actions, and outcomes using the shared vision and goals.

Standard 2. Instructional Leadership: Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth.

2A. Professional Learning Culture: Leaders promote a culture in which staff engages in individual and collective professional learning that results in their continuous improvement and high performance.

2B. Curriculum and Instruction: Leaders guide and support the implementation of standards-based curriculum, instruction, and assessments that address student expectations and outcomes.

2C. Assessment and Accountability: Leaders develop and use assessment and accountability

systems to monitor, improve, and extend educator practice, program outcomes, and student learning.

Standard 3. Management and Learning Environment: Education leaders manage the organization to cultivate a safe and productive learning and working environment.

3A. Operations and Facilities: Leaders provide and oversee a functional, safe, and clean learning environment.

3B. Plans and Procedures: Leaders establish structures and employ policies and processes that support students to graduate ready for college and career.

3C. Climate: Leaders facilitate safe, fair, and respectful environments that meet the intellectual, linguistic, cultural, social-emotional, and physical needs of each learner.

3D. Fiscal and Human Resources: Leaders align fiscal and human resources and manage policies and contractual agreements that build a productive learning environment.

Standard 4. Family and Community Engagement: Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.

4A. Parent and Family Engagement: Leaders meaningfully involve all parents and families, including underrepresented communities, in student learning and support programs.

4B. Community Partnerships: Leaders establish community partnerships that promote and support students to meet performance and content expectations and graduate ready for college and career.

4C. Community Resources and Services: Leaders leverage and integrate community resources and services to meet the varied needs of all students.

Standard 5. Ethics and Integrity: Education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard.

5A. Reflective Practice: Leaders act upon a personal code of ethics that requires continuous reflection and learning.

5B. Ethical Decision-Making: Leaders guide and support personal and collective actions that use relevant evidence and available research to make fair and ethical decisions.

5C. Ethical Action: Leaders recognize and use their professional influence with staff and the community to develop a climate of trust, mutual respect, and honest communication

necessary to consistently make fair and equitable decisions on behalf of all students.

Standard 6. External Context and Policy: Education leaders influence political, social, economic, legal, and cultural contexts affecting education to improve education policies and practices.

6A. Understanding and Communicating Policy: Leaders actively structure and participate in opportunities that develop greater public understanding of the education policy environment.

6B. Professional Influence: Leaders use their understanding of social, cultural, economic, legal, and political contexts to shape policies that lead all students to graduate ready for college and career.

6C. Policy Engagement: Leaders engage with policymakers and stakeholders to collaborate on education policies focused on improving education for all students.

(11/01 7/12) 8/14

Exhibit: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Adopted: February 17, 2015

King City, California

Bylaws of the Board

Actions By The Board

ACTIONS REQUIRING MORE THAN A MAJORITY VOTE

Actions Requiring a Two-Thirds Vote of the Board:

1. Resolution declaring intention to sell or lease real property (Education Code 17466)

(cf. 3280 - Sale or Lease of District-Owned Real Property)

2. Resolution declaring intent of Governing Board to convey or dedicate property to the state or any political subdivision for the purposes specified in Education Code 17556 (Education Code 17557)
3. Resolution authorizing and directing the Board president, or any other presiding officer, secretary, or member, to execute a deed of dedication or conveyance of property to the state or a political subdivision (Education Code 17559)
4. Lease for up to three months of school property which has a residence on it and which cannot be developed for district purposes because funds are unavailable (Education Code 17481)
5. Request for temporary borrowing pursuant to Government Code 53820-53833, to pay district obligations incurred before the receipt of district income for the fiscal year sufficient to meet the payment(s) (Government Code 53821)
6. Upon complying with Government Code 65352.2 and Public Resources Code 21151.2, ordering city or county zoning ordinances inapplicable to a proposed use of the property by the district (Government Code 53094)

(cf. 7131 - Relations with Local Agencies)

(cf. 7150 - Site Selection and Development)

(cf. 7160 - Charter School Facilities)

7. Resolution to transfer excess local funds from a deferred maintenance fund when state funds are insufficient to match local funds being held in the deferred maintenance fund (Education Code 17582, 17583)
8. When the district has an average daily attendance (ADA) of 2,500 or less and seeks to situate a community day school on an existing school site, certification that satisfactory alternative facilities are not available for a community day school (Education Code 48661)
9. When the district is organized to serve only grades K-8 and seeks to situate a community

day school on an existing school site, certification that satisfactory alternative facilities are not available for a community day school (Education Code 48661)

10. When the district desires to operate a community day school to serve any of grades K-6 (and no higher grades) on an existing school site, certification that satisfactory alternative facilities are not available for a community day school (Education Code 48661)

(cf. 6185 - Community Day School)

11. Resolution of intent to issue general obligation bonds with the approval of 55 percent of the voters of the district (Education Code 15266)

(cf. 7214 - General Obligation Bonds)

12. Resolution of intent to issue bonds within a school facilities improvement district with the approval of 55 percent of the voters of the school facilities improvement district (Education Code 15266)

(cf. 7213 - School Facilities Improvement Districts)

13. Resolution to place a parcel tax on the ballot (Government Code 53724)

14. Resolution of necessity to proceed with an eminent domain action and, if the Board subsequently desires to use the property for a different use than stated in the resolution of necessity, a subsequent resolution so authorizing the different use (Code of Civil Procedure 1245.240, 1245.245)

Actions Requiring a Two-Thirds Vote of the Board Members Present at the Meeting:

1. Determination that there is a need to take immediate action and that the need for action came to the district's attention after the posting of the agenda. If less than two-thirds of the Board members are present at the meeting, a unanimous vote of all members present is required. (Government Code 54954.2)
2. Determination that a closed session is necessary during an emergency meeting. If less than two-thirds of the Board members are present, a unanimous vote of all members present is required. (Government Code 54956.5)

(cf. 9320 - Meetings and Notices)

(cf. 9321 - Closed Session Purposes and Agendas)

Actions Requiring a Four-Fifths Vote of the Board:

1. The expenditure and transfer of necessary funds and use of district property or personnel to meet a national or local emergency created by war, military, naval, or air attack, or

sabotage, or to provide for adequate national or local defense (Government Code 53790-53792)

(cf. 3110 - Transfer of Funds)

2. Resolution for district borrowing based on issuance of notes, tax anticipation warrants, or other evidences of indebtedness, in an amount up to 50 percent of the district's estimated income and revenue for the fiscal year or the portion not yet collected at the time of the borrowing (Government Code 53822, 53824)
 1. Resolution, adopted between July 15 and August 30, to borrow funds of up to 25 percent of the estimated income and revenue to be received by the district during the current fiscal year from apportionments based on average daily attendance for the preceding school year (Government Code 53822-53824)
 2. Declaration of an emergency in order to authorize the district to include a particular brand name or product in a bid specification (Public Contract Code 3400)

(cf. 3311 - Bids)

Actions Requiring a Unanimous Vote of the Board:

1. Resolution authorizing and prescribing the terms of a community lease for extraction of gas (Education Code 17510-17511)
2. Waiver of the competitive bid process pursuant to Public Contract Code 20111 when the Board determines that an emergency exists and upon approval of the County Superintendent of Schools (Public Contract Code 20113)

Action Requiring a Unanimous Vote of the Board Members Present at the Meeting:

1. Private sale of surplus property without advertisement in order to establish that such property is not worth more than \$2,500. Disposal of surplus property in the local dump or donation to a charitable organization requires the unanimous vote of the Board members present to establish that the value of such property would not defray the cost of arranging its sale. (Education Code 17546)

(cf. 3270 - Sale and Disposal of Books, Equipment and Supplies)

(3/06 11/07) 8/14

Exhibit SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Adopted: February 17, 2015

King City, California