

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

Tuesday, May 19, 2015

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

BOARD OF EDUCATION

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

STATE ADMINISTRATOR

Daniel Moirao, Ed.D.

STUDENT BOARD MEMBER

Fernanda Sanchez – GHS 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 así la forma que se le da a la comunidad para poder hablar durante la sesión, esta forma se encuentra en la entrada de la junta donde se lleva acabo la sesión y entregando esta tarjeta a la Secretaría de el Superintendente antes de que la Mesa Directiva de Educación de por terminada la junta.

CLOSED SESSION: 5:30 PM

- A. Public Employment
- B. Employee Discipline/Dismissal/Release/Complaint
- C. Negotiations with Employee Organizations
- D. Threatened/Potential Litigation
- E. Student Matters – Transfer/Discipline
 - Recommendation to Expel Student #07:14/15
 - Recommendation to Expel Student #08:14/15
 - Recommendation to Expel Student #09:14/15

OPEN SESSION: 6:30 PM

- A. CALL TO ORDER
- B. FLAG SALUTE
- C. REPORT OF CLOSED SESSION ACTIONS
- D. STUDENT BOARD MEMBER REPORT
- E. PRESENTATION
 - 1. Girl's Inc. Presentation – (Kacey Wyman)
- F. BOARD MEMBER COMMENTS

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 especifico 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.

G. REPORT FROM STATE ADMINISTRATOR

H. APPROVAL OF AGENDA

I. EMPLOYEE ORGANIZATIONS

J. CONSENT AGENDA

1. Approval of Minutes: April 21, 2015 & May 4, 2015 (Pages 1-8)
2. Approval of Personnel Report Dated May 19, 2015 (*Claudia Arellano, Senior Director Human Resources*)
3. Approval of Accounts Payable Warrants (*Duane Wolgamott, Chief Business Official*) (Pages 9-17)
4. Approval of Purchase Orders – April 2015 (*Duane Wolgamott, Chief Business Official*) (Pages 18-20)
5. P-2 ADA Report (*Duane Wolgamott, Chief Business Official*) (Pages 21-26)
6. Approval of Designation for California Interscholastic Federation (CIF) League Representative for the 2015-2016 School Year (*Daniel Moirao, Ed.D., State Administrator*) (Pages 27-28)
7. Approval to Surplus Books – Greenfield High School (*Diana Jimenez, Director of Educational Services*) (Pages 29-30)

K. CONSENT ITEMS REMOVED FOR COMMENT/QUESTIONS

L. INFORMATION ITEMS

1. Recognition of the GHS Girls' Soccer Team (*Daniel Moirao, Ed.D., State Administrator*)
2. Revenue and Expense Report (*Duane Wolgamott, Chief Business Official*) (Pages 31-37)
3. School Enrollment, Attendance, and Referrals Statistics (*Duane Wolgamott, Chief Business Official*) (Pages 38-72)
4. Cash Flow Report for 2014-2015 (*Duane Wolgamott, Chief Business Official*) (Pages 73-101)
5. C & I Update (*Diana Jimenez, Director of Educational Services*)
6. Working with Community Groups (*Mike Foster, Board of Education, President*)
7. Board Policies – First Reading (Pages 102-198)
 - BP 4118 Suspension/Disciplinary Action (revised)
 - AR 4118 Suspension/Disciplinary Action (revised)
 - BP 4121 Temporary Substitute Personnel (revised)
 - E 4212.5 Personnel Criminal Record Check (revised)
 - AR 4161.1, 4361.1 Personal Illness, Injury Leave (revised)
 - AR 4161.2, 4361.2 Personal Leave (revised)
 - AR 4261.1. Personal Illness/Injury Leave (revised)
 - BP 5125 Student Records (revised)
 - AR 5125 Student Records (revised)
 - AR 5141 Students Health Care and Emergencies (new)
 - AR 5141.21 Administering Medication And Monitoring Health Conditions (revised)

M. ACTION ITEMS

1. Approval of Resolution #10:14/15 Resolution Ordering an Election (*Daniel Moirao, Ed.D., State Administrator*) (Pages 199-201)
2. Approval of the Donation from Black Diamond Ranch/Employee Recognition (*Daniel Moirao, Ed.D., State Administrator*) (Page 202)
3. Approval of the Donation from JK Architects/Employee Recognition (*Daniel Moirao, Ed.D., State Administrator*) (Page 203)
4. Approval of Certificated and Classified Management Agreements (*Daniel Moirao, Ed.D., State Administrator*) (Page 204)
5. Approval of Agreement with Alpha Vista (*Marilyn Shepherd, Ed.D., Director, Special Education*) (Pages 205-213)
6. Approval of Greenfield High School Site Plan (*Diana Jimenez, Director of Educational Services*) (Page 214-259)
7. Approval of King City High School Site Plan (*Diana Jimenez, Director of Educational Services*) (Pages 260-308)
8. Approval of Portola-Butler Continuation High School Site Plan (*Diana Jimenez, Director of Educational Services*) (Pages 309-330)
9. Approval of Award Bid – Demolition of Old District Office (*Duane Wolgamott, Chief Business Official*) (Page 331)
10. Approval of Award Bid - GHS Track Resurfacing Project (*Duane Wolgamott, Chief Business Official*) (Page 332)
11. Approval of Board Policies – Second Reading (*Daniel Moirao, Ed.D., State Administrator*) (Pages 333-377)
 - BP 0420.1 School Based Program Coordination (deleted)
 - AR 0420.1 School-Based Program Coordination (deleted)
 - BP 0440 District Technology Plan (new)
 - AR 0440 District Technology Plan (new)
 - AR 1220 Citizen Advisory Committees (new)
 - BP 1240 Volunteer Assistance (revised)
 - AR 1240 Volunteer Assistance (revised)
 - BP 3100 Business and Noninstructional Operations (revised)
 - AR 3100 Business and Noninstructional Operations (revised)
 - AR 4112.4/4212.4/4312.4 Health Examinations (revised)
 - BP 5141.4 Child Abuse Prevention and Reporting (revised)
 - AR 5141.4 Child Abuse Prevention and Reporting (revised)
12. Approval of Third Reading Board Bylaws 9223 Filling Vacancies (*Daniel Moirao, Ed.D., State Administrator*) (Pages 378-383)

N. FUTURE AGENDA ITEMS/MEETING DATES

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 8, 2015 (Tuesday) Board Study Session	King City
September 15, 2015 (Tuesday) Board Meeting	Greenfield
October 5, 2015 (Monday) Board Study Session	King City
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

O. PROMOTING DISTRICT

P. SIGNING OF PAPERS

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

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

Tuesday, April 21, 2015

Minutes

BOARD OF EDUCATION

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

STATE ADMINISTRATOR

Daniel Moirao, Ed.D.

STUDENT BOARD MEMBER

Aaron Arellano - KCHS ASB President

OPEN SESSION:

Call to Order

Bob White called the meeting to order at 5:25 PM.

Public Comment

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

CLOSED SESSION:

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

OPEN SESSION:

Call to Order

Bob White called the meeting to order at 6:30 PM.

Flag Salute

Bob White led in the flag salute.

Report of Closed Session Actions

Bob White reported the acceptance of the Personnel Report.

Student Board Member Report

Aaron Arellano said there have been a lot of activities taking place as well as testing at KCHS in the last several months. The prom will be taking place over Memorial Day weekend. The ASB awards night will be scheduled toward the end of May. They are hoping to close the year out well.

Board Member Comment

Mike LeBarre said he did not have anything to report.

Bob White said there is a lot of activity with the GHS Sober Grad committee. They will be having a fundraiser this Sunday, another fundraiser is scheduled on May 17.

Public Comment

There were not any comments from the public.

Report from State Administrator

Dr. Moirao said, on the agenda are two appreciation resolutions for certificated and classified staff. He requested a Board member write a letter to each employee group.

Dr. Moirao said in March we use to recognize administrators. The date to acknowledge the administrators has been changed to October.

We will be issuing years of service pins to employees during the work day. Dr. Moirao asked which Board members would be able to help in the recognition.

Dr. Moirao reminded the Board of the Volunteer Luncheon scheduled for Monday, May 4 at 11:30 AM. He asked Board members to join in on the recognition.

Greenfield High School will be having their recognition and scholarship banquet on April 23. Unfortunately he will be in Southern California on state business.

Dr. Moirao gave each Board member the Portola-Butler WASC schedule. The Board members are scheduled to meet with the team on Sunday, April 26 at 3:00 PM.

Dr. Moirao reported the P2 Report without off site SPED is up. The projected budget enrollment was 1822, at the second interim report the enrollment was 1860, and today the P2 without offsite SPED is at 1900.54.

Approval of Agenda

Bob White said the fact there are only 2 Board members at the meeting this evening, the Board voting would be suspended.

Dr. Moirao approved the agenda.

Employee Organizations

There were not any comments from the employee organizations.

CONSENT AGENDA

1. Approval of Minutes: March 17, 2015 and April 6, 2015
2. Approval of Personnel Report Dated April 21, 2015
3. Approval of Accounts Payable Warrants
4. Approval of Purchase Orders – March 2015

Mike LeBarre said he would like to pull item 3, page 10 for further discussion.

Dr. Moirao approved items 1, 2, and 4.

Consent Items Removed for Comment/Questions

Mike LeBarre asked what the agreement was with the Riverside Office of Education for teacher induction. Dr. Moirao said MCOE use to provide BTSA training for new teachers. The MCOE Induction Program is the new name and has changed. MCOE was not able to assure us the program is approved through the state. We as a district need to provide these services to new teachers. The Riverside Office of Education has an approved program through the state. The teachers can do their training on line.

Bob White inquired about the check listed for the South Monterey County Joint Union High School District. Mr. Wolgamott said revolving fund checks are issued periodically. When checks are issued the account is reimbursed. Mr. Wolgamott said he would give a better explanation when this type of reimbursement is listed in the future.

Dr. Moirao approved consent item 4.

INFORMATION ITEMS

Report from DELAC Parent Representative

Dr. Moirao said he was pleased to see the representatives from the committee this evening.

Diana Jimenez said these parents are a great representative for the committee.

Ms. Guadalupe Rodriguez introduced herself as the DELAC President. She said she is grateful to be given the opportunity to talk about the reclassification criteria. This year the committee talked about the reclassification and the new revision that was proposed for the district to give more opportunities for students to be reclassified. The proposed revision for requirement 2 would recommend students in grade 9 to have a score of 850 or better and students in 10th and 12th grades must score 900 or better or pass the reading section on the CAHSEE. The proposed revision for requirement 3 would be, receive a score of 4 or better on a scale of 6 points or pass the composition section of language arts of the CAHSEE test. The committee is recommending the State Administrator approve the revisions which is an action item on the board agenda.

Florentino Salas said he has been on the committee for only a short time but is pleased to know what is happening. He is pleased to know about the Constructed Meaning, it is a great opportunity for their children to increase their skills, it gives the students an opportunity to dig deeper. The Ways to Express Workshop, which was given to the teachers, was very interesting to the committee because it teaches students how to deepen the subject matter and open their minds to search for answers in themselves. They would like the teachers to receive training and then in turn use it in their classes. The committee felt this was a good workshop to present to parents. Mr. Sala added, he will continue to be involved.

Ms. Rodriguez said she will cover the themes for the 2015-2016 school year. They would like to be given more information to be better equipped to help their children. They would also like to be given training to help their children to achieve academic success.

They would like workshops on how to read the state examinations including the CELDT test and the new tests. They would like the most current information, which is given in the schools, presented to them. They would like more workshops on reclassification and be informed about classes and curriculum of English Learners. They would like to review the master plan in all of the DELAC meetings for the next school year.

Mike LeBarre thanked the parents for coming and informing the Board of what they are doing in their groups. He said to keep up the good work.

Bob White said he appreciated the parents coming this evening and giving their presentation, as well as volunteering their time and helping their students and others.

Dr. Moirao also thanked the parents for volunteering their time and liked their suggestions for the next school year. This information is very helpful for planning for next year.

C & I Update

Diana Jimenez said students will be taking the SMART assessment testing in the next 3 weeks.

Ms. Jimenez distributed the CAASPP handout. This is a small snapshot of what is happening in California. She said they hoped the results would be available in 3 weeks, before the end of school.

Dr. Moirao added, on the graph organizer all student have a pathway to college. Pathways to Progress are for those students who are working their way to college. He added, we wanted to give students other options who do not want to attend a college or university. He said we want parents to encourage their children to go to college. We need to communicate this stronger with parents.

School Enrollment, Attendance, and Referrals Statistics

Mike LeBarre said he has noted there is a difference between GHS and KCHS and their discipline and difference in their types of discipline. Dr. Moirao said the staff at KCHS has been there for a while. The administration at GHS is new this year, students are still testing the new administration. Dr. Moirao said, as a district, restorative justice is being looked at.

Mike LeBarre asked if it would be possible to compare the discipline figures from last year to this year.

Duane Wolgamott said that information could be provided.

Cash Flow Report from July 1, 2014 through March 31, 2015

There were not any questions on this item.

Revenue and Expenditure Report

There were not any questions on this item.

LCAP Update

Duane Wolgamott said he and Dr. Moirao are meeting with various groups for the update, this includes meeting at the sites. Mr. Wolgamott said he has been working on the budget. He reminded the Board of the Study Session scheduled on May 4 addressing LCAP and the budget.

Williams Second Quarterly Facilities Report

Diane Miller said this is a continuation of the topic from before. This report is for GHS. The FIT Report was used for KCHS. The FIT contractor was here a couple of weeks ago, we are waiting for the report.

Ms. Miller said they have replaced quite a few of the stained ceiling tiles at GHS, several roofing repairs have also taken place at GHS.

She said one item is not being address at this time because of the cost that item is the epoxy issue on the floor in the GHS boy's gym. A contractor will be looking at the necessary repairs which are needed to see if they would even consider doing the work.

Bob White inquired about the chipped epoxy paint in the boy's locker room and the boy's restroom. Ms. Miller said the paint has chipped down about 1/8".

Ms. Miller said a lot of the carpet replacing has taken place, more will be done during the summer.

Mike LeBarre said he appreciated all of the effort in getting the repairs done. Bob White said he liked the format of the information and progress being made.

Working with Community Groups

This was Mr. Foster's topic. Dr. Moirao said, in the draft of the FCMAT report, working with community groups was referenced and perhaps this is what it referenced.

Board Policies – First Reading

BP 0420.1 School Based Program Coordination (deleted)
AR 0420.1 School-Based Program Coordination (deleted)
BP 0440 District Technology Plan (new)
AR 0440 District Technology Plan (new)
AR 1220 Citizen Advisory Committees (new)
BP 1240 Volunteer Assistance (revised)
AR 1240 Volunteer Assistance (revised)
BP 3100 Business and Noninstructional Operations (revised)
AR 3100 Business and Noninstructional Operations (revised)
AR 4112.4/4212.4/4312.4 Health Examinations (revised)
BP 5141.4 Child Abuse Prevention and Reporting (revised)
AR 5141.4 Child Abuse Prevention and Reporting (revised)

Dr. Moirao said any reference to superintendent has been changed to include State Administrator.

Mike LeBarre said, on page 86 in the second paragraph, it states the plan shall be integrated into the district's vision and goals for student learning and shall contain research-based strategies and methods for the effective use of technology. He was wondering if there was a limit set on the integration. He also questioned if limits were set in the budget.

Mike LeBarre questioned if a paragraph should have been lined out to indicate a deletion. Dr. Moirao said by law we can allow sex offenders into our schools to volunteer, but we do not want them to volunteer. Dr. Moirao added, we will delete the entire section in the policy.

Mike LeBarre said on page 110, second paragraph it states, the Board shall establish and maintain a general fund reserve for economic uncertainty that meets or exceeds the requirements of law. The question was asked if we could increase the limit from 3%. Dr. Moirao said yes, but if the state decides the amount should only be 3%, then by law, our policy would need to be changes.

Mr. Wolgamott said the county does have a form to request a waiver for a change.

Mike LeBarre said on page 128, the last paragraph needed to be lined out.

Bob White said on page 111, third paragraph in bold it states, the Board intends to maintain a minimum unassigned fund balance which includes a reserve for economic uncertainties equal to 17% (at least two months reserve) of the general fund operating expenditures, can this be worded stronger. Dr. Moirao said the wording could be changed to will or shall, the policy could be amended. The question was asked if it would affect the interim report, Mr. Wolgamott responded no. Mr. White said the Board would need to be informed if the reserve would go below the designated amount. Dr. Moirao said this is a good point, in the past no one was being held accountable in the district that is what got the district in trouble before. Dr. Moirao suggesting, the legal term he would recommend is shall.

Bob White said on page 136, the last paragraph indicates the State Administrator or designee shall obtain and retain proof of each mandated reporter's completion of training. Is that being done now? Dr. Moirao responded yes. It is an on line program, staff reads the information, takes a test, and a certificate is then issued which is give to Human Resources.

ACTION ITEMS

Approval of Resolution #08:14/15 Proclaiming and Honoring California Day of the Teacher May 5, 2015

Dr. Moirao said this is the time of year teachers are acknowledged. Bob White read the resolution.

Dr. Moirao approved the resolution.

Approval of Resolution #09:14/15 Proclaiming and Honoring Classified School Employee Week

Dr. Moirao said it is the time of year to acknowledge the classified staff. Mike LeBarre read the resolution.

Dr. Moirao approved the resolution.

Approval of Agreement with MCOE to Provide Special Education Programs and Transportation

Dr. Moirao said this is a standard agreement we do on an annual basis.

Mike LeBarre said he is concerned about the amount MCOE is charging this district as well as other districts in the county. They are charging over \$23 million for 410 students. Dr. Moirao said that is why we are not fully using MCOE for transportation of Special Ed students. We have parents transporting their own children and we pay the parents for that service. We also have staff driving a van with our students and also transporting students from the Soledad Unified School District. The Soledad district pays for this service, which offsets our costs.

Dr. Moirao added, we have inherited these students from our feeder districts.

Dr. Moirao approved the agreement.

Approval of Agreement with MCOE for Specific Services for Two Special Ed Students

Dr. Moirao said this agreement is for a couple of students who have specific needs we cannot provide.

Dr. Moirao approved the agreement.

Approval of Creation of Clearing Account

Dr. Moirao said the interim CBO had opened a clearing account in order to meet auditor requirements. The account was used for the deposit of cash and checks on a regular basis, the account had not been approved by the Board of Education. This account is regularly reconciled and a check is sent to the county for it to be deposited into the county treasury.

Mike LeBarre asked if this procedure is in our policy. The response was yes.

Dr. Moirao approved creating of the clearing account.

Approval of the Donation from King City Young Farmers to Greenfield High School

Mike LeBarre said he was pleased to see the King City Young Farmers supporting Greenfield High School.

Dr. Moirao approved the donation.

Approval of the Donation from Greenfield High School PTSA to the Greenfield High School Ag Dept.

Dr. Moirao said it is nice to have the PTSA organized at Greenfield High School and now in turn they are able to make a donation to the Ag Department.

Dr. Moirao approved the donation.

Approval of the Surplus of Equipment

Dr. Moirao said the IT Department has been in the process of replacing the old and outdated computers. This listing is the equipment which is no longer useful.

Mike LeBarre said it seems Greenfield High School has received a lot of new computers. Mr. Wolgamott said there is a 5 year replacement cycle for each site. Dr. Moirao added we have equalized the replacement of equipment at each school.

Mike LeBarre said it is very important to have the newest technology.

Dr. Moirao approved the surplus of equipment.

Approval of Revised Reclassification Criteria

Diana Jimenez said the proposed changes being made are The Scholastic Reading Inventory (SRI) for the 9th grade students they must score 850 or higher and for the 10-12th grade students must score 900 or higher or pass the ELA reading portion of the CAHSEE test. One other reclassification change would be on the writing sample, the student would need to have a score of 4 or higher on a 6 point rubric or pass the CAHSEE essay portion of the ELA test.

Mike LeBarre said he liked the fact the DELAC Committee was coming up with these ideas and thanked the committee for these recommendations.

Dr. Moirao approved the reclassification criteria.

Approval of OdysseyWare Math 1 Course – Separate into Semesters

Diana Jimenez said they are requesting approval to divide the program into semester courses 1 and 2 so that students have the opportunity to make up a semester versus taking the entire year of Math 1 for credit recovery purposes.

Dr. Moirao approved the separation of the program into two semesters.

Approval of OdysseyWare Healthquest – Renaming Course

Diana Jimenez said this request is being made to rename the course to Health Semester I in order to align the credit recovery course name with the school course.

Dr. Moirao approved the renaming of the course.

Approval of Job Descriptions for Custodian I/Bus Driver, Custodian II/Bus Driver, Maintenance Worker/Bus Driver, Groundskeeper/Bus Driver

Dr. Moirao said the Board may recall the district had a PERB case due to a job description change. As a result of the decision the district separated bus driver from those job descriptions which had included bus driver. This goes back to what we originally had to include bus driver but the job descriptions have been updated. We want to be able to utilize staff to drive bus if there is a need.

Future Agenda Items/Meeting Dates

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
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

Signing of Papers

Dr. Moirao signed appropriate papers.

Adjournment

Bob White thanked the members of the DELAC Committee who were in attendance and encouraged further participation.

Bob White adjourned the meeting at 7:35 PM.

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

Date

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

Monday, May 4, 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 5:25 PM.

Flag Salute

Raul Rodriguez led in the flag salute.

Approval of Agenda

Dr. Moirao approved the agenda.

Public Comment

There were not any comments from the public.

INFORMATION ITEM

Recognition of King City High School Long Distance Runners Track and Field Students and the Boys Soccer Team

The KCHS long distance runner's track and field students as well as the boys' soccer team were recognized by the State Administrator and Board of Education for a successful season. The teams and coaches were presented with certificates of appreciation.

Board Study Session: LCAP and Budget

Duane Wolgamott reviewed LCAP and the budget process with the Board of Education and had input on the process.

Future Agenda Items/Meeting Dates

May 19, 2015 (Tuesday) Board Meeting	Greenfield
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Adjournment

Raul Rodriguez adjourned the meeting at 7:39 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: May 19, 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 April 2015.

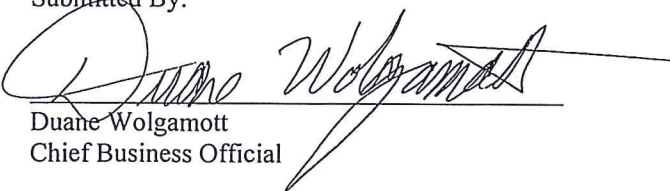
Recommendation:

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

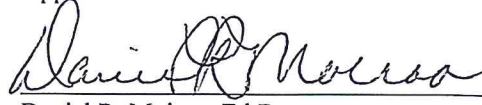
Fiscal Impact:

Within budgeted amounts.

Submitted By:


Duane Wolgamott
Chief Business Official

Approved:


Daniel R. Moirao, Ed.D.
State Administrator

Checks Dated 04/01/2015 through 04/30/2015

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
12146526	04/07/2015	Salvador Garibay	01-5800	First aid reimbursement		40.00
12146527	04/07/2015	John Radcliff	01-5200	CSADA conference registration reimbursement		175.00
12146528	04/07/2015	A & G PUMPING, INC	01-5800	Services		478.75
12146529	04/07/2015	A T & T CALNET 2	01-5910	CALNET		118.62
12146530	04/07/2015	AMERICAN SUPPLY COMPANY	01-4300	Custodial SUPplies		328.20
12146531	04/07/2015	BENSON PLUMBING INC	01-5620	Plumbing Repairs		5,115.60
12146532	04/07/2015	BUS WEST	01-4300	supplies		273.33
12146533	04/07/2015	CA Department of Justice	01-5860	Fingerprinting		288.00
12146534	04/07/2015	CARMEL MARINA CORPORATION	01-5550	KCHS Water & Garbage		2,143.37
12146535	04/07/2015	CATA	01-5200	CATA Conference		2,132.00
12146536	04/07/2015	Century Collision Repair	01-5620	Repairs		1,200.00
12146537	04/07/2015	Clark, Wm J Trucking Srvc Inc	01-4300	Landscaping Materials		400.73
12146538	04/07/2015	DELL MARKETING LP	01-4400	2 Dell Monitors	572.35	
				Dell Monitor	401.74	974.09
12146539	04/07/2015	EDEN RADIO, Inc	01-4400	SpEd radios		1,937.40
12146540	04/07/2015	Fastenal Company	01-4300	supplies		19.22
146541	04/07/2015	Fields Roofing	01-5620	Roof Repairs		268.00
146542	04/07/2015	First Alarm Security Srvs Inc	01-5800	Fire inspection		948.48
12146543	04/07/2015	Floresty Suppliers, Inc.	01-4300	Science Supplies		1,166.16
12146544	04/07/2015	Foster Farms Dairy	13-4700	Dairy / Cafeteria		470.33
12146545	04/07/2015	GRAINGER INC,W W	01-4300	Maintenance supplies		129.97
12146546	04/07/2015	GREENFIELD TRUE VALUE	01-4300	Parts		75.03
12146547	04/07/2015	HOME DEPOT CREDIT SERVICES Dept. 32-2501271344	01-4300	supplies		128.48
12146548	04/07/2015	Honor's Program, The	01-4300	Graduation Cords & Tassel		309.60
12146549	04/07/2015	Hydro Turf, Inc	01-4300	Landscaping Materials	253.80	
			01-5620	Landscaping Materials	86.18	339.98
12146550	04/07/2015	JK Architects, Inc.	01-5800	Greenfield HS Fire Alarm Replacement		11,400.00
12146551	04/07/2015	KING CITY TRUE VALUE HARDWARE	01-4300	supplies		215.59
12146552	04/07/2015	Maria S. Monroy	01-5800	Parent Driving student to school		1,138.50
12146553	04/07/2015	MASSEY HEATING & AIR INC	01-5620	HVAC repairs		135.00
12146554	04/07/2015	MATRANGA WHOLESALE FLORISTS	01-4300	Open PO for Floral Classes		34.93
12146555	04/07/2015	O'Reilly Automotive Stores,Inc	01-4300	Parts		219.71
12146556	04/07/2015	OFFICE DEPOT BUSINESS SERVICES	01-4300	open PO		291.22
12146557	04/07/2015	PARTS & SERVICE CENTER-NAPA	01-4300	Parts		245.07
12146558	04/07/2015	SAFEWAY INC	01-4300	meeting supplies - Staff Dev	45.00	

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ESCAPE ONLINE

Checks Dated 04/01/2015 through 04/30/2015

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
12146558	04/07/2015	SAFEWAY INC	01-4300	Open PO for Scholarship Interview refreshments	66.24	111.24
12146559	04/07/2015	Sandra A. Madrid	01-5800	Aeries Consultant		400.00
12146560	04/07/2015	STAPLES, Inc	01-4300	Ink Supplies for Classroom		121.46
12146561	04/07/2015	Sysco San Francisco	13-4300	Food Service	598.41	
			13-4700	Food Service	3,358.93	3,957.34
12146562	04/07/2015	Syserco Inc	01-5620	HVAC Repairs		1,760.00
12146563	04/07/2015	TORO PETROLEUM CORP	01-4310	Fuel		2,248.65
12146564	04/07/2015	WARD'S NATURAL SCIENCE	01-4300	Science Supplies		2,516.03
12146565	04/07/2015	Marilyn Sheperd	01-4300	Sped Supplies		226.56
12147257	04/09/2015	Jennifer L. Beach	01-5200	TI Conference Reimbursement		1,334.17
12147258	04/09/2015	Christopher S. Houston	01-5200	CATE conference reimbursement		1,296.74
12147259	04/09/2015	Megan L. Munoz	01-5200	Constructing Meaning Symposium Reim	806.83	
			01-5800	WASC TRAINING	39.88	846.71
12147260	04/09/2015	James G. Schierer	01-5200	TI Conference Reimbursement		1,546.29
12147261	04/09/2015	AP by the Sea	01-5200	AP By the Sea Conference		750.00
12147262	04/09/2015	AUS-Hayward-San Jose Lockbox	01-5800	Open PO for shop supplies	27.79	
			13-5800	Services	87.05	114.84
12147263	04/09/2015	BENSON PLUMBING INC	01-4300	Ag Project supplies		943.64
12147264	04/09/2015	CA ASSOCIATION FFA	01-5200	State Registration for FFA Conf.		260.00
12147265	04/09/2015	CARMEL MARINA CORPORATION	01-5550	KCHS Water & Garbage		912.76
12147266	04/09/2015	CATA	01-5200	CATA Membership Application		420.00
12147267	04/09/2015	Cleantech Env. Inc., DBA	01-5800	Haz Mat Disposal		190.88
12147268	04/09/2015	COASTAL TRACTOR	01-5620	Repairs		115.30
12147269	04/09/2015	DELL MARKETING LP	01-4400	12 computers		14,474.22
12147270	04/09/2015	Ferguson Enterprises, Inc	01-4300	supplies		203.91
12147271	04/09/2015	HOLIDAY INN EXPRESS SLO	01-5200	CATA Conference		2,849.28
12147272	04/09/2015	KING CITY GLASS	01-4300	Golf Carts window replacement	371.43	
			01-5620	Repairs	798.50	1,169.93
12147273	04/09/2015	KING CITY INDUSTRIAL SUPPLY	01-4300	Parts		41.20
12147274	04/09/2015	LOZANO SMITH	01-5200	webinar		75.00
12147275	04/09/2015	M-F Athlrc Evrythng Trck&Field	Cancelled	Tapes, Batons, Stop Watch		140.58 *
		Cancelled on 04/20/2015, Cancel Register # AP04212015				
12147276	04/09/2015	McShane's Nursery Supply	01-4300	Plants for Front of district office		392.16
12147277	04/09/2015	Nixon Tire & Automotive Srvc	01-4311	Tires		735.00
12147278	04/09/2015	PACIFIC GAS AND ELECTRIC CO	01-5510	PGE	1,204.82	
			01-5520	PGE	10,350.16	11,554.98
12147279	04/09/2015	The Bank of New York Mellon	01-5800	Bonds		636.00

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Checks Dated 04/01/2015 through 04/30/2015

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
12147280	04/09/2015	TORO PETROLEUM CORP	01-4310	Fuel		1,470.60
12147281	04/09/2015	David Dainz	Cancelled	Track meet fee		60.00 *
		Cancelled on 04/20/2015, Cancel Register # AP04212015				
12148486	04/16/2015	Nathanael Thomas B. Zell	01-5200	AP By the Sea conference reimbursement		750.00
12148487	04/16/2015	Kenneth D. Wolgamott	01-4300	Reimbursement for Travel and materials	244.08	
			01-5200	Reimbursement for Travel and materials	56.75	
				Casbo Annual Conference Reimbursement	537.77	
			01-5800	Reimbursement for Travel and materials	67.00	
			13-4700	Reimbursement for Travel and materials	14.80	920.40
12148488	04/16/2015	Diane L. Miller	01-4300	Lunch for Conservation corps		59.09
12148489	04/16/2015	A & G PUMPING, INC	01-5630	Portable RR Rental		407.00
12148490	04/16/2015	A T & T	01-5910	Phone service		2,688.74
12148491	04/16/2015	A T & T CALNET 2	01-5910	CALNET		35.32
12148492	04/16/2015	AMERICAN SUPPLY COMPANY	01-4300	Custodial SUPplies		2,240.81
12148493	04/16/2015	ASAP Inc	01-5800	Shared Server, hosting services		217.02
12148494	04/16/2015	AUS-Hayward-San Jose Lockbox	01-5800	Open PO for shop supplies	27.79	
			13-5800	Services	41.30	69.09
12148495	04/16/2015	BENSON PLUMBING INC	01-5620	Plumbing Repairs		238.10
12148496	04/16/2015	BFS Landscape Architects	01-5800	Landscaping		3,000.00
12148497	04/16/2015	BSN Sports / US Communities	01-4300	Baseball Gear. Order #20698348, Attn: Greg Malone		693.27
12148498	04/16/2015	CA Department of Justice	01-5860	Fingerprinting		128.00
12148499	04/16/2015	CA Water Service Company	01-5530	Water Fees		29.85
12148500	04/16/2015	CAROLINA BIOLOGICAL SUPPLY CO	01-4300	Teaching supplies for chemistry classes		1,075.75
12148501	04/16/2015	CATA	01-5200	Summer CATA Conference		846.00
12148502	04/16/2015	CDW-G	01-4300	SBAC Materials	7,904.93	
			01-4400	Technology Equipment	572.20	8,477.13
12148503	04/16/2015	CENTRAL COAST SYSTMS INC	01-5620	Alarm System Repairs		345.00
12148504	04/16/2015	Christy White Associates	01-5800	External Audit		3,120.00
12148505	04/16/2015	GSM CONSULTING INC	01-5800	E-Rate Consulting		925.00
12148506	04/16/2015	Cyberguys / E-Filliate Inc	01-4300	Supplies		235.17
12148507	04/16/2015	DATAFLOW BUSINESS SYSTEMS	01-5610	Copy Machine		15.00
12148508	04/16/2015	DELL MARKETING LP	01-4400	COMPUTER REPLACEMENTS		376.92
12148509	04/16/2015	Div of the State Architect	01-5800	Access Compliance Fee		2,250.00
12148510	04/16/2015	EDU-SAFE LLC	01-5200	Safe & Secure Schools Conference		398.00
12148511	04/16/2015	Fastenal Company	01-4300	supplies		208.96
12148512	04/16/2015	Foster Farms Dairy	13-4700	Dairy / Cafeteria		685.00
12148513	04/16/2015	Gill Motors, Inc.	01-4300	Supplies		71.54

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ESCAPE ONLINE

Checks Dated 04/01/2015 through 04/30/2015

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
12148514	04/16/2015	GRAINGER INC,W W	01-4300	TECHNOLOGY SUPPLIES		82.87
12148515	04/16/2015	GREENFIELD TRUE VALUE	01-4300	Parts		113.71
12148516	04/16/2015	HOME DEPOT CREDIT SERVICES Dept. 32-2501271344	01-4300	Misc Supplies for AG	283.71	
				Open PO	824.84	1,108.55
12148517	04/16/2015	INGRAHAM JEWELERS, INC	01-4300	Trophies for Sports, school year 2014-2015.		109.71
12148518	04/16/2015	Interquest Detection Canines	01-5800	Canine Services		1,000.00
12148519	04/16/2015	JK Architects, Inc.	01-5800	Greenfield HS Fire Alarm Replacement	27,778.00	
				Portola Conceptual Design	7,798.00	35,576.00
12148520	04/16/2015	M-F Athlrc Evrythng Trck&Field	01-4300	Tapes, Batons, Stop Watch		147.66
12148521	04/16/2015	Mail Finance	01-5630	Postage Machine		788.47
12148522	04/16/2015	MASSEY HEATING & AIR INC	01-5620	HVAC Repairs		3,363.14
12148523	04/16/2015	MATRANGA WHOLESALE FLORISTS	01-4300	Flowers and Supplies		1,160.50
12148524	04/16/2015	Monterey Bay Systems, dba	01-5610	Copier Maint (usage)		4,157.96
12148525	04/16/2015	MONTEREY COUNTY OFFICE OF ED	01-5200	Annual Dinner Org mtg		90.00
12148526	04/16/2015	OFFICE DEPOT BUSINESS SERVICES	01-4300	Office supplies	704.83	
				open PO	148.87	
				OPEN PO FOR SUPPLIES	188.63	
			01-4400	Office Furniture	337.97	1,380.30
12148527	04/16/2015	PARTS & SERVICE CENTER-NAPA	01-4300	Parts		338.00
12148528	04/16/2015	PENINSULA SPORTS, INC/PSI	01-5300	Fees for Game Officials	3,778.60	
			01-5800	Winter Game Additional & Spring Game Fees	3,469.04	7,247.64
12148529	04/16/2015	Presence Learning	01-5800	SPED Services		7,580.78
12148530	04/16/2015	S Tech Consulting LLC	25-5800	Hazmat Abatement Monitoring		1,600.00
12148531	04/16/2015	SAFEWAY INC	01-4300	Meeting supplies		60.06
12148532	04/16/2015	Scofield Graphics	01-5620	Classroom Identification Signs		363.23
12148533	04/16/2015	Shred-It San Francisco	01-5800	Shredding Fees		149.09
12148534	04/16/2015	SMCJUHSD REV FUND #0424-240257	01-4300	CCC Work Crew Supplies	206.42	
			01-5200	CSU Fresno State Conference	383.75	
			01-5800	Plan Check Fees -Facilities	1,350.00	
				Athletic Fees	270.00	
				Bank Fees 2/15-3/15	14.99	
				Bus Driver License Reimbursement	82.00	2,307.16
12148535	04/16/2015	Social Vocational Services	01-5800	Contract for services through SVS		1,769.02
12148536	04/16/2015	Sysco San Francisco	13-4300	Food Service	2,352.66	
			13-4700	Food Service	2,284.95	4,637.61

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Checks Dated 04/01/2015 through 04/30/2015

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
12148537	04/16/2015	TORO PETROLEUM CORP	01-4310	Fuel		2,573.74
12148538	04/16/2015	UMSTEAD ELECTRIC (DBA)	01-5620	Repairs		1,081.28
12148539	04/16/2015	UNITED PARCEL SERVICE	01-5930	UPS Services		80.06
12148540	04/16/2015	Uretsky Security	01-5800	Security Contract		6,263.25
12148541	04/16/2015	David Daines	01-5800	Track & field fees		60.00
12148542	04/16/2015	Learning Forward	01-5200	Comprhensive membership -reference books		159.00
12149400	04/21/2015	CITY OF GREENFIELD	01-5530	Water, Garbage, Sewer	250.83	
			01-5540	Water, Garbage, Sewer	1,510.82	
			01-5550	Water, Garbage, Sewer	3,283.59	5,045.24
12150174	04/23/2015	Monica Serrato	01-5200	Calstrs Workshop		123.60
12150175	04/23/2015	Lorena R. Caulk	01-5200	SPED Symposium		51.58
12150176	04/23/2015	Valerie E. Reed	01-5200	Conference parking Reimbursement		60.00
12150177	04/23/2015	A & G PUMPING, INC	01-5800	Services		71.75
12150178	04/23/2015	A T & T CALNET 2	01-5910	CALNET		55.05
12150179	04/23/2015	AUS-Hayward-San Jose Lockbox	13-5800	Services		132.80
12150180	04/23/2015	Broken Arrow Wear	01-4300	STEM Club T-Shirts		177.72
50181	04/23/2015	CA Water Service Company	01-5530	Water Fees		1,128.17
50182	04/23/2015	CDW-G	01-4300	CBO surface accessories	78.48	
				TECHNOLOGY SUPPLIES	397.66	
			01-4400	CBO surface accessories	172.46	
				CDW-G Surface Pro 3	3,197.45	
				Ed. Supp/Mat for Comp. Classes	781.13	
				Printers	298.77	
				TECHNOLOGY EQUIPMENT	1,980.97	6,906.92
12150183	04/23/2015	Central CA Electronics, Inc	01-5620	Phone/Fire system repairs		495.00
12150184	04/23/2015	CSF CENTRAL OFFICE	01-4300	CSF Certificates and covers for this school year		804.26
12150185	04/23/2015	Dilbeck & Sons, Inc.	01-5620	Repairs		5,510.00
12150186	04/23/2015	Foster Farms Dairy	13-4700	Dairy / Cafeteria		1,215.82
12150187	04/23/2015	GREENFIELD TRUE VALUE	01-4300	Parts		10.94
12150188	04/23/2015	JK Architects, Inc.	01-5800	GHS Track Architect Fees		4,016.50
12150189	04/23/2015	KEENAN AND ASSOCIATES	01-5400	INSURANCE STORAGE TANKS		729.62
12150190	04/23/2015	King City Golf Course	01-4300	Golf Balls	348.30	
			01-5630	Golf Course Green & Range Fees	1,000.00	1,348.30
12150191	04/23/2015	LinkCrew Boomerang Project	01-4300	Starfish Poem & Pin		125.19
12150192	04/23/2015	Mission Trail Athletic/MTAL	01-5800	PSI Officials Mileage Bill		916.09
12150193	04/23/2015	NASCO	01-4300	Animal Sci Class Supplies	1,376.90	

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Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
12150193	04/23/2015	NASCO	01-4300	Open PO Open PO for show supplies, livestock SAE's, fairs	70.18 3,001.15	4,448.23
12150194	04/23/2015	Novacoast Inc	01-5300	License Renewal		6,412.00
12150195	04/23/2015	O'Reilly Automotive Stores, Inc	01-4300	Parts		109.60
12150196	04/23/2015	OFFICE DEPOT BUSINESS SERVICES	01-4300	Blanket Open PO for Classroom Supplies Library Office Supplies Office Depot Supplies for PIQE Parent Education Office supplies Open PO for Office Depot Open PO for Office Supplies OPEN PO FOR SUPPLIES	40.11 30.88 442.14 554.19 765.73 84.86 101.51	2,019.42
12150197	04/23/2015	PACIFIC GAS AND ELECTRIC CO	01-5510 01-5520	PGE PGE	1,602.37 11,045.13	12,647.50
12150198	04/23/2015	PACIFIC TRUCK PARTS INC	01-4300	bus parts		118.83
12150199	04/23/2015	PARTS & SERVICE CENTER-NAPA	01-4300	Parts	117.30	
-15-			01-4400	Equipment	1,192.05	
			01-5620	repairs	165.24	1,474.59
12150200	04/23/2015	Progressive Business	01-4300	HR Reference book	107.04	
				Unpaid Sales Tax	8.04-	99.00
12150201	04/23/2015	PURE WATER	01-5800	Drinking Water		369.70
12150202	04/23/2015	RG Fabrication, Inc	01-4300	Open PO		227.39
12150203	04/23/2015	SHI International Corp	01-5300	Software Renewal		1,407.65
12150204	04/23/2015	Subway Catering	01-4300	Link Crew - Title 1		967.50
12150205	04/23/2015	Sysco San Francisco	13-4300 13-4700	Food Service Food Service	1,812.09 9,579.09	11,391.18
12150206	04/23/2015	TORO PETROLEUM CORP	01-4310	Fuel		221.10
12150207	04/23/2015	VERIZON WIRELESS SVCS LLC	01-5940	District Communication		120.54
12150208	04/23/2015	WARD'S NATURAL SCIENCE	01-4300	Open PO for Ag Science Supplies		940.93
12150209	04/23/2015	CHRISTIAN REYES	01-5200	Wrestling match lodging reimbursement		99.06
12150210	04/23/2015	CHRISTIAN REYES	01-5200	Wrestling Match fee		153.00
12152080	04/30/2015	Marilee S. Rianda	01-5200	Whale Watching in Monterey for students		533.00
12152081	04/30/2015	Rhonda Chambers	01-5200	MVP Training Reimbursement		102.35
12152082	04/30/2015	A.T & T CALNET 2	01-5910	CALNET		286.86
12152083	04/30/2015	Aeries Software Inc	01-5200	Aeries Conference		2,325.00
12152084	04/30/2015	AMERICAN SUPPLY COMPANY	01-4300	Custodial SUPplies		596.75
12152085	04/30/2015	Antonio Hermosillo DBA: Lopez Auto Glass	01-5620	Repairs		244.66

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Checks Dated 04/01/2015 through 04/30/2015

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
12152086	04/30/2015	ATHLETIC SUPPLY OF CA	01-4300	Athletic supplies. Please Fax to (925) 689-8765		350.75
12152087	04/30/2015	Atkinson Anderson	01-4300	Books		414.00
12152088	04/30/2015	AUS-Hayward-San Jose Lockbox	01-5800	Open PO for shop supplies	27.79	
			13-5800	Services	87.05	114.84
12152089	04/30/2015	BARRACUDA NETWORKS, INC	01-5300	Backup Cloud Storage		100.00
12152090	04/30/2015	BATTERY SYSTEMS, INC	01-4300	Supplies		150.50
12152091	04/30/2015	CA State Board of Equalization	01-5800	Bus operator diesel fuel tax		26.33
12152092	04/30/2015	CDW-G	01-4300	Site Lincese for Typing. ROP Budget	144.02-	
				TECHNOLOGY SUPPLIES	700.46	
			01-4400	Site Lincese for Typing. ROP Budget	7.55-	
				TECHNOLOGY EQUIPMENT	1,299.37	
			01-5850	Site Lincese for Typing. ROP Budget	457.92-	1,390.34
12152093	04/30/2015	Crisis Prevention Institute	01-5800	Crisis Prevention training		12,590.00
12152094	04/30/2015	Culligan Water Conditioning	13-5800	Water Conditioning		82.74
12152095	04/30/2015	Cyberguys / E-Filliate Inc	01-4300	Supplies		30.72
12152096	04/30/2015	EAGLE SOFTWARE	01-5200	Aeries conference		350.00
12152097	04/30/2015	EDD-CA Employment Dvlpmnt Dept	01-3401	Workers Comp		623.21
12152098	04/30/2015	Foster Farms Dairy	13-4700	Dairy / Cafeteria		751.16
12152099	04/30/2015	GREENFIELD TRUE VALUE	01-4300	Parts		71.28
12152100	04/30/2015	HOME DEPOT CREDIT SERVICES Dept. 32-2501271344	01-4300	supplies		180.61
12152101	04/30/2015	J. W. Pepper	01-4300	Music Supplies		487.71
12152102	04/30/2015	Joe Rice	01-5800	WASC consultant		11,637.50
12152103	04/30/2015	Mail Finance	01-5630	Postage Machine		158.20
12152104	04/30/2015	MASSEY HEATING & AIR INC	01-5620	HVAC Repairs		1,051.06
12152105	04/30/2015	MATRANGA WHOLESALE FLORISTS	01-4300	Flowers and Supplies	175.50	
				Open PO for Floral Classes	272.33	447.83
12152106	04/30/2015	MCOE	01-5200	MVP training Rohnda Chambers		300.00
12152107	04/30/2015	NASCO	01-4300	Open PO For Ag Science Supplies	352.43	
				Open PO for show supplies, livestock	502.62	855.05
				SAE's, fairs		
12152108	04/30/2015	Nixon Tire & Automotive Srvc	01-4311	Tires		778.31
12152109	04/30/2015	O'Reilly Automotive Stores,Inc	01-4300	Parts		102.21
12152110	04/30/2015	OFFICE DEPOT BUSINESS SERVICES	01-4300	Copy Paper Boxes	367.52	
				Offcie Supplies	73.90	
				Office Depot Supplies for PIQE Parent Education	67.98	

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 04/01/2015 through 04/30/2015

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
12152110	04/30/2015	OFFICE DEPOT BUSINESS SERVICES	01-4300	Office Supplies open PO	934.98 59.56	
				OPEN PO FOR SUPPLIES	127.03	
			01-4400	Office Furniture	279.48	
				Office Chair	126.28	2,036.73
12152111	04/30/2015	Pinnacle Educators	01-5800	Sped Services		7,224.00
12152112	04/30/2015	Positive Promotions	01-4300	Employee recognition		123.71
12152113	04/30/2015	SAFEWAY INC	01-4300	meeting supplies - Staff Dev	26.81	
				Open PO for Supplies for Scholarship	176.14	202.95
				Banquet		
12152114	04/30/2015	SCHOOL SERVICES OF CA, INC	01-5200	HR Workshop		585.00
12152115	04/30/2015	Social Studies School Service	01-4300	Counseling Information for students		113.45
12152116	04/30/2015	SOUTH COUNTY NEWSPAPERS INC	25-5840	Bid advertising		780.00
12152117	04/30/2015	TORO PETROLEUM CORP	01-4300	Open PO for Gas Supplies	19.06	
			01-4310	Fuel and Oil Purchase	233.57	252.63
12152118	04/30/2015	Turning Tech, LLC	01-4400	Clickers		8,332.78
12152119	04/30/2015	Uline, Inc.	01-4400	Garment Rack		116.09
52120	04/30/2015	Woodwind & Brasswind	01-4300	Music Supplies		171.98
Total Number of Checks					201	332,094.84

- 17 -

	Count	Amount
Cancel	2	200.58
Net Issue		331,894.26

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	188	305,968.12
13	Cafeteria Fund	13	23,554.18
25	Capital Facilities Fund	2	2,380.00
Total Number of Checks		199	331,902.30
Less Unpaid Sales Tax Liability			8.04
Net (Check Amount)			331,894.26

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

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Approval of Purchase Orders – April 2015

MEETING: May 19, 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 April 2015.

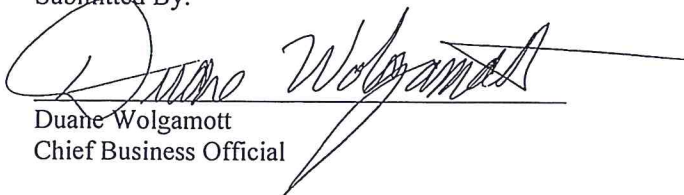
Recommendation:

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

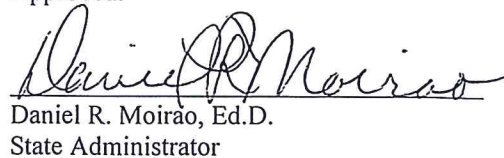
Fiscal Impact:

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 04/01/2015 - 04/30/2015

PO Number	Vendor Name	Requisition Information	Ordr Loc	Req Fund	Resource Description	Req Fund Order Amt
B15-00223	S Tech Consulting L	Hazmat Abatement Monitoring	009	25	UNRESTRICTED R	5,100.00
B15-00224	UMSTEAD ELECTRIC (D	Electrical Repairs	009	01	Ongoing & Major	1,000.00
B15-00225	DATAFLOW BUSINESS S	Copy Machine	029	01	State Lottery	5,000.00
B15-00226	RG Fabrication, Inc	Fencing	009	01	Ongoing & Major	1,850.00
B15-00227	CENTRAL COAST SYSTM	Alarm System Repairs	009	01	Ongoing & Major	3,500.00
B15-00228	MASSEY HEATING & AI	HVAC Repairs	009	01	Ongoing & Major	3,000.00
B15-00229	PAQPAQ Inc. (Food 4	SPed Supplies	029	01	Special Educati	500.00
B15-00230	ABBOTT PLUMBING	Annual Backflow Prevention Testing	009	01	Ongoing & Major	285.00
B15-00231	OFFICE DEPOT BUSINE	Flat File Cabinets	009	01	Ongoing & Major	5,000.00
B15-00232	Barco Products Comp	Benches	009	01	Ongoing & Major	1,131.86
B15-00233	Ferguson Enterprise	Plumbing Supplies	009	01	Ongoing & Major	300.00
B15-00234	Mission Trail Athle	PSI Officials Mileage Bill	021	01	UNRESTRICTED R	3,600.00
B15-00235	OFFICE DEPOT BUSINE	Supplies	029	01	State Lottery	1,200.00
B15-00236	JK Architects, Inc.	GHS Track Architect Fees	009	01	Ongoing & Major	14,875.00
B15-00237	TORO PETROLEUM CORF	Fuel and Oil Purchase	029	01	UNRESTRICTED R	18,000.00
B15-00238	AMERICAN SUPPLY COM	Cleaning suplies	10	01	UNRESTRICTED R	5,500.00
B15-00239	Cork and Plough	ROP Exec Board meeting	029	01	UNRESTRICTED R	400.00
B15-00240	Sergio Yruel: DBA:	Undergroud Utility Surveying	009	25	UNRESTRICTED R	1,080.00
B15-00241	La Plaza Bakery	Link Crew meeting	029	01	State Lottery	405.00
PO15-00492	CDW-G	Printer	009	01	Ongoing & Major	409.62
PO15-00548	MCOE	Campus Security Workshop	029	01	Supplemental	40.00
PO15-00549	Central Coast APSI	AP Summer Institute	029	01	Supplemental	725.00
PO15-00550	HOLIDAY INN EXPRESS	CATA Conference	029	01	Vocational Prog	2,849.28
PO15-00551	CA Ass'n for Biling	Bilingual Professional Development	021	01	Title III Limit	130.00
PO15-00552	CATA	CATA Membership Application	029	01	Agricultural Vo	420.00
PO15-00553	Riddell All America	Recondition Helments & Pads	021	01	UNRESTRICTED R	4,829.67
PO15-00554	King City Golf Cour	Golf Course Green & Range Fees	021	01	UNRESTRICTED R	1,000.00
PO15-00555	King City Golf Cour	Golf Balls	021	01	UNRESTRICTED R	348.30
PO15-00556	Lopez Auto Glass	Repairs	800	01	UNRESTRICTED R	500.00
PO15-00557	CDW-G	CDW-G Surface Pro 3	021	01	State Lottery	3,203.36
PO15-00558	CATA	Summer CATA Conference	029	01	Vocational Prog	846.00
PO15-00559	DELL MARKETING LP	Presence Learning Comp for sped	029	01	Special Educati	1,697.10
PO15-00560	Div of the State Ar	Access Compliance Fee	009	01	Ongoing & Major	2,250.00
PO15-00561	MONTEREY COUNTY OFF	Annual Dinner Org mtg	029	01	UNRESTRICTED R	90.00
PO15-00562	Central Coast APSI	AP Chem Registration Fee	021	01	Supplemental	725.00
PO15-00563	CA Ass'n for Biling	Bilingual Professional Development	021	01	Title III Limit	150.00
PO15-00564	Left Coast Enterpri	T-Shirts For Security Staff	021	01	School Safety &	342.88
PO15-00565	MASSEY HEATING & AI	Repairs	009	01	Ongoing & Major	3,000.00
PO15-00566	KING CITY GLASS	Repairs	10	01	Ongoing & Major	1,500.00
PO15-00567	PACIFIC TRUCK PARTS	Parts	800	01	UNRESTRICTED R	500.00
PO15-00568	Uline, Inc.	Garment Rack	009	01	Ongoing & Major	116.09

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 ONE LINE

Page 1 of 2

Includes Purchase Orders dated 04/01/2015 - 04/30/2015						
PO Number	Vendor Name	Requisition Information	Ord Loc	Req Fund	Resource Description	Req Fund Order Amt
PO15-00570	PARTS & SERVICE CEN	Equipment	009	01	State Lottery	1,192.05
PO15-00571	KING CITY INDUSTRIA	supplies	10	01	Ongoing & Major	2,200.00
PO15-00572	HOME DEPOT/GECF	Supplies	10	01	Ongoing & Major	1,000.00
PO15-00573	STAPLES, Inc.	supplies	029	01	State Lottery	82.38
PO15-00574	CSF CENTRAL OFFICE	CSF Certificates and covers for this school year	023	01	State Lottery	804.26
PO15-00575	SAFEWAY INC	Open PO for Supplies for Scholarship Banquet	023	01	State Lottery	176.14
PO15-00576	JB Jordan & Associa	GHS Carpet--Pleasanton Piggyback	009	01	Ongoing & Major	82,054.52
PO15-00577	Jar Systems LLC	Charging Cart	029	01	UNRESTRICTED R	1,498.05
PO15-00578	Riddell All America	Athletic Gear for Football	023	01	UNRESTRICTED R	3,353.53
PO15-00579	ABBOTT PLUMBING	Backflow Prevention Testing	009	01	Ongoing & Major	285.00
PO15-00580	Turning Tech, LLC	Clickers	021	01	Title III Limit	8,332.78
PO15-00581	Progressive Busines	HR Reference book	029	01	UNRESTRICTED R	107.04
PO15-00582	KING CITY TRUE VALU	Supplies	10	01	Ongoing & Major	730.00
PO15-00583	Fields Roofing	Repairs	009	01	Ongoing & Major	500.00
PO15-00584	Honor's Program, Th	Biliterate lasos	029	01	UNRESTRICTED R	129.75
PO15-00585	Positive Promotions	Employee recognition	029	01	UNRESTRICTED R	123.71
PO15-00586	LA Hearne Company	Marking Fields	009	01	UNRESTRICTED R	500.00
PO15-00587	SCHOOL SERVICES OF	May Revision Workshop for the Superintendent	029	01	UNRESTRICTED R	155.00
PO15-00588	CSF BALFOUR	CSF Pins	029	01	State Lottery	242.90
PO15-00589	PASO ROBLES TRUCK C	Supplies	800	01	UNRESTRICTED R	1,000.00
PO15-00590	Freestyle Event Ser	Graduation sound package	029	01	State Lottery	2,351.80
PO15-00591	NCS Pearson, Inc	Certification Licenses	029	01	UNRESTRICTED R	3,875.00
PO15-00592	Microsoft Corporati	TABLET COVERS	029	01	UNRESTRICTED R	378.38
PO15-00593	Vology, Inc.	Power Supply	029	01	UNRESTRICTED R	318.97
PO15-00594	BARRACUDA NETWORKS	Backup Cloud Storage	029	01	UNRESTRICTED R	300.00
PO15-00595	Positive Promotions	Employee Recognition	029	01	UNRESTRICTED R	796.09
PO15-00596	Central Coast Surve	Survey KCHS	10	25	UNRESTRICTED R	5,650.00
PO15-00597	OFFICE DEPOT BUSINE	Office Supplies	022	01	State Lottery	365.39
PO16-00001	Heartland Payment S	15-16 Nutrikids	029	13	Child Nutrition	1,178.00
PO16-00002	Edlio, Inc	Websites	029	01	UNRESTRICTED R	5,400.00
PO16-00003	Blackboard Inc.	AlertNow	029	01	UNRESTRICTED R	5,517.00
					Total	227,996.90

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.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Approval of P-2 ADA Report

MEETING: May 19, 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 certified the P-2 Attendance report on April 20, 2015. Our P-2 Average Daily Attendance report number was 1,900.54

The estimated ADA at adopted budget was 1,822 and at Second Interim it was estimated to be 1,860.


Recommendation:

The recommendation is being made for the State Administrator to approve the P-2 ADA Report.


Fiscal Impact:

Increased LCFE revenues due to attendance growth.

Submitted By:


Duane Wolgamott
Chief Business Official

Approved:


Daniel R. Moirao, Ed.D.
State Administrator

Certification

County: Monterey

Fiscal Year: FY 2014-15

District: South Monterey County Joint
Union High

P-2

CDS CODE 27 66068

1158DD48

Attendance School District

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

School District Superintendent:

Warren R. Moiss

Date:

4/21/15

County Superintendent of Schools: _____

Date: _____

Any inquiries concerning this report should be directed to:

CONTACT NAME Duane Wolgamott

PHONE (831) 385-0606 * 4338

FAX (831) 385-0695

E-Mail dwolgamo@smcjuhsd.org

Attendance School District

County: Monterey

Fiscal Year: 2014-15

District: South Monterey County Joint Union High

P-2

CDS CODE 27 66068

Certificate Number: 1158DD48

Regular ADA		TK/K-3	Grades 4-6	Grades 7-8	Grades 9-12	Total
Regular ADA (includes Opportunity Classes, Home and Hospital, Special Day Class, and Continuation Education)	A-1	0.00	0.00	0.00	1,900.54	1,900.54
Extended Year Special Education [EC 56345 (b) (3)] (Divisor 175)	A-2	0.00	0.00	0.00	0.00	0.00
Special Education - Nonpublic, Nonsectarian Schools [EC 56366 (a) (7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children's Institutions	A-3	0.00	0.00	0.00	0.00	0.00
Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366 (a) (7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children's Institutions (Divisor 175)	A-4	0.00	0.00	0.00	0.00	0.00
Community Day School [EC 48664] (Divisor 70/135/180)	A-5	0.00	0.00	0.00	0.00	0.00
ADA Totals (Sum of A-1 through A-5)	A-6	0.00	0.00	0.00	1,900.54	1,900.54
Other						
ADA for Students in Full-Time Independent Study included in Section A	B-1	0.00	0.00	0.00	33.68	33.68
ADA not eligible for general funding through Independent Study NOT included in Section A	B-2	0.00	0.00	0.00	0.00	0.00
ADA for Students in Transitional Kindergarten pursuant to EC 46300 included in Section A (Lines A-1 through A-5, TK/K-3 Column, First Year ADA Only)	B-3	0.00				0.00
ADA for Students in Continuation Education included in Section A (Line A-1, Grades 9-12 Column)	B-4				79.18	79.18
ADA for Students in Opportunity Classes included in Section A (Line A-1, Total Column)	B-5					0.00

California Department of Education

Principal Apportionment Data Collection Software

2014-14.00

Attendance School District

County: Monterey

Fiscal Year: 2014-15

District: South Monterey County Joint Union High

P-2

CDS CODE 27 66068

Certificate Number: 1158DD48

Prior Year ADA Adjustment (P-1 and P-2 only)	TK/K-3	Grades 4-6	Grades 7-8	Grades 9-12	Total
Prior Year P-2 ADA for pupils attending a charter school sponsored by the district in the current year who attended a non-charter school of the district in the prior year [EC 42238.051(a) (2) (B)].					
Regular ADA (includes Opportunity Classes, Home and Hospital, Special Day Class, and Continuation Education)	C-1	0.00	0.00	0.00	0.00
Extended Year Special Education [EC 56345 (b) (3)] (Divisor 175)	C-2	0.00	0.00	0.00	0.00
ADA Totals (C-1 + C-2)	C-3	0.00	0.00	0.00	0.00
Prior Year P-2 ADA for pupils attending a non-charter school in the current year who attended a charter school sponsored by the district in the prior year [EC 42238.051(a) (2) (C)].					
Regular ADA (includes Opportunity Classes, Home and Hospital, Special Day Class, and Continuation Education)	C-4	0.00	0.00	0.00	0.00
Extended Year Special Education [EC 56345 (b) (3)] (Divisor 175)	C-5	0.00	0.00	0.00	0.00
ADA Totals (C-4 + C-5)	C-6	0.00	0.00	0.00	0.00

Attendance School District

County: Monterey

Fiscal Year: 2014-15

District: South Monterey County Joint Union High

P-2

CDS CODE 27 66068

Certificate Number: 1158DD48

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

Regular ADA (includes Opportunity Classes, Home and Hospital, Special Day Class, and Continuation Education)	C-7	0.00	0.00	0.00	0.00	0.00
Extended Year Special Education [EC 56345 (b) (3)] (Divisor 175)	C-8	0.00	0.00	0.00	0.00	0.00
ADA Totals (C-7 + C-8)	C-9	0.00	0.00	0.00	0.00	0.00
Gain or Loss of ADA due to a Reorganization or Transfer of Territory [EC 42238.05 (a) (3)]. If the ADA adjustment is a loss, report the loss as a negative number in Line C-10 or C-11.						
Regular ADA (includes Opportunity Classes, Home and Hospital, Special Day Class, and Continuation Education)	C-10	0.00	0.00	0.00	0.00	0.00
Extended Year Special Education [EC 56345 (b) (3)] (Divisor 175)	C-11	0.00	0.00	0.00	0.00	0.00
ADA Totals (C-10 + C-11)	C-12	0.00	0.00	0.00	0.00	0.00

port Date & Time: Apr-20-2015 11:00:52

rtified Data FileName: C:\Program Files\Principal Apportionment Data Collection Software\2014-15\14.00\Export\PADCSV14_00_2_27_66068_Apr_20_2015_

port Group: Attendance School District

LEA: 66068 -- Number of Records Exported = 1

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Approval of the Designation for California Interscholastic Federation (CIF) League Representatives for the 2015-16 School Year

MEETING: May 19, 2015

AGENDA SECTION:

ACTION

INFORMATION

ACTION/CONSENT

Board Goals:

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

Summary:

Each year individuals from the district are designated CIF Representatives. The Principals, Assistant Principals and Athletic Directors from the comprehensive sites are being designated as the representatives.


Recommendation:

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

Fiscal Impact:


None

Submitted By:



Daniel R. Moirao, Ed.D.
State Administrator

Approved:



Daniel R. Moirao, Ed.D.
State Administrator

2015-2016 Designation of CIF/CCS Representatives to League

Please Save this form to your computer, complete including all schools in your jurisdiction, and save the completed form again. Then print and affix signatures. You may scan and email the completed form to rjack@cifccs.org or if you wish, you may mail the hard copy of the completed form to **CIF/Central Coast Section, 6830 Via Del Oro, Suite 103**

South Monterey County Joint Union High School	School District/Governing Board at its		meeting
--	--	--	---------


(Type in complete name of school district/governing board or private hs) (Date)

appointed the following individual(s) to serve for the **2015-2016** school year as the school's league representative: (include ALL individuals from each school that may attend any league meeting, represent that school and vote on that school's behalf) At least one rep from each school must be ratified, but additional reps whoalso may be attending league meetings at any time during the school year and who you wish to be authorized to vote, should all be listed below by school.

NOTE: League representatives on this form as designated by the school's or district's governing board are the only persons eligible to serve on the CCS or CIF State governance bodies.

My signature reflects the governance board's designation as the following school's voting representatives for the 2014-2015 school year

uperintendent or (private school) Principal's Name: Daniel R Moirao, Ed.D.

Signature: 

Address: 800 Broadway **City:** King City **Zip:** 93930

Phone: 831-385-0606 **email:** dmoirao@smcjuhsd.org

NAME OF 1st SCHOOL: King City

School Address: 720 Broadway **City:** King City **Zip:** 93930

1. Name of Representative Janet Sanchez-Matos	Position: Principal
Phone: 831-385-5461	email: jmatos@smcjuhsd.org
2. Name of Representative David Croy	Position: Assistant Principal
Phone: 831-386-5461	email: dcroy@smcjuhsd.org
3. Name of Representative Ralph Rianda	Position: Athletic Director
Phone: 831-385-5461	email: rrianda@smcjuhsd.org
4. Name of Representative	Position:
Phone:	email:

NAME OF 2nd SCHOOL: Greenfield

School Address: 225 S. El Camino Real **City:** Greenfield **Zip:** 93927

1. Name of Representative: Frank Lynch	Position: Principal
Phone: 831-674-2751	email: flynych@smcjuhsd.org
2. Name of Representative: Jose Aispuro	Position: Assistant Principal
Phone: 831-674-2751	email: jaispuro@smcjuhsd.org
3. Name of Representative John Radcliff	Position: Athletic Director
Phone: 831-674-2751	email: jradcliff@smcjuhsd.org
4. Name of Representative	Position:
Phone:	email:

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

SUBJECT: Approval to Surplus Books: Greenfield High School **MEETING:** May 19, 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. Greenfield High School is requesting approval to surplus them. The site will attempt to donate the books; left over books will be destroyed.

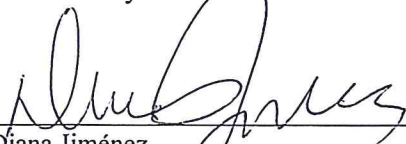
Recommendation:

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: Revenue and Expenditures Report for 2014-15

MEETING: May 19, 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:

Included is the 2014/15 Fiscal Year to date (April 30, 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 04/30/2015				
		Budget	Actual	Encumbrance	Balance	Avail
REVENUE						
Revenue Limit	(8010-8099)	16,680,209.00	14,813,750.22		1,866,458.78	11%
Federal Revenue	(8100-8299)	1,206,114.00	680,604.50		525,509.50	44%
Other State Revenue	(8300-8599)	940,708.00	482,889.21		457,818.79	49%
Other Local Revenue	(8600-8799)	1,366,402.00	1,377,813.80		(11,411.80)	(1)%
Total Revenue		20,193,433.00	17,355,057.73		2,838,375.27	14%
EXPENSES						
Certified Salaries	(1000-1999)	7,256,109.00	5,708,806.79	.00	1,547,302.21	21%
Classified Salaries	(2000-2999)	2,435,805.00	1,909,827.16	.00	525,977.84	22%
Employee Benefits	(3000-3999)	3,055,160.00	2,343,887.29	.00	711,272.71	23%
Supplies and Services	(4000-4999)	1,913,175.00	1,189,761.54	180,863.47	542,549.99	28%
Services & Operating Expenses	(5000-5999)	4,412,871.26	1,920,401.16	861,157.12	1,631,312.98	37%
Capital Outlays	(6000-6999)	172,161.00	136,526.45	.00	35,634.55	21%
Other Outgo	(7100-7299, 7400-7499)	1,541,527.00	1,471,574.17	.00	69,952.83	5%
Total Expenses		20,786,808.26	14,680,784.56	1,042,020.59	5,064,003.11	24%
Operating Surplus/(Deficit)		(593,375.26)	2,674,273.17	1,632,252.58		
Net Surplus/(Deficit)		(593,375.26)	2,674,273.17	1,632,252.58		
Beginning Fund Balance		3,716,733.00	3,595,261.87	3,595,261.87		
Net Ending Fund Balance		\$3,123,357.74	\$6,269,535.04	\$5,227,514.45		
		<i>*** calculated ***</i>				
Components of Ending Fund Balance						
	Undesignated/Unappropriated - 9790	3,123,357.74	.00			
	Ending Fund Balance	3,123,357.74	.00			

Fund 13 - Cafeteria Fund		Fiscal Year 2015 through 04/30/2015				
		Budget	Actual	Encumbrance	Balance	Avail
REVENUE						
Federal Revenue	(8100-8299)	400,000.00	306,580.03		93,419.97	23%
Other State Revenue	(8300-8599)	35,000.00	24,974.22		10,025.78	29%
Other Local Revenue	(8600-8799)	154,435.00	137,719.55		16,715.45	11%
Total Revenue		589,435.00	469,273.80		120,161.20	20%
EXPENSES						
Classified Salaries	(2000-2999)	96,758.00	84,155.70	.00	12,602.30	13%
Employee Benefits	(3000-3999)	57,428.00	46,922.59	.00	10,505.41	18%
Supplies and Services	(4000-4999)	421,254.00	316,374.35	2,779.21	102,100.44	24%
Services & Operating Expenses	(5000-5999)	15,841.00	12,328.10	2,499.90	1,013.00	6%
Total Expenses		591,281.00	459,780.74	5,279.11	126,221.15	21%
Operating Surplus/(Deficit)		(1,846.00)	9,493.06	4,213.95		
Net Surplus/(Deficit)		(1,846.00)	9,493.06	4,213.95		
Beginning Fund Balance		31,221.00	31,220.32	31,220.32		
Net Ending Fund Balance		\$29,375.00	\$40,713.38	\$35,434.27		
	<i>*** calculated ***</i>					
Components of Ending Fund Balance						
Undesignated/Unappropriated - 9790		29,375.00	.00			
Ending Fund Balance		29,375.00	.00			

Fund 17 - Special Reserve Fund for Other		Fiscal Year 2015 through 04/30/2015			
		Budget	Actual	Encumbrance	Balance Avail
REVENUE					
Other Local Revenue	(8600-8799)	526.00	6,354.44		(5,828.44) (1108)%
Total Revenue		526.00	6,354.44		(5,828.44) (1108)%
Operating Surplus/(Deficit)		526.00	6,354.44	6,354.44	
Net Surplus/(Deficit)		526.00	6,354.44	6,354.44	
Beginning Fund Balance		2,986,818.00	2,986,817.70	2,986,817.70	
Net Ending Fund Balance		\$2,987,344.00	\$2,993,172.14	\$2,993,172.14	
	*** 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 04/30/2015				
		Budget	Actual	Encumbrance	Balance	Avail
REVENUE						
Other Local Revenue	(8600-8799)	50,070.00	90,561.13		(40,491.13)	(81)%
Total Revenue		50,070.00	90,561.13		(40,491.13)	(81)%
EXPENSES						
Services & Operating Expenses	(5000-5999)	140,000.00	27,217.28	26,183.22	86,599.50	62%
Other Outgo	(7100-7299, 7400-7499)	108,253.00	104,672.76	.00	3,580.24	3%
Total Expenses		248,253.00	131,890.04	26,183.22	90,179.74	36%
Operating Surplus/(Deficit)		(198,183.00)	(41,328.91)	(67,512.13)		
Net Surplus/(Deficit)		(198,183.00)	(41,328.91)	(67,512.13)		
Beginning Fund Balance		384,002.00	384,001.76	384,001.76		
Net Ending Fund Balance		\$185,819.00	\$342,672.85	\$316,489.63		
	<i>*** calculated ***</i>					
Components of Ending Fund Balance						
Undesignated/Unappropriated - 9790		185,819.00	.00			
Ending Fund Balance		185,819.00	.00			

Fund 35 - School Facility Program (Regul		Fiscal Year 2015 through 04/30/2015				
		Budget	Actual	Encumbrance	Balance	Avail
REVENUE						
Other Local Revenue	(8600-8799)	3,300.00	470.93		2,829.07	86%
Total Revenue		3,300.00	470.93		2,829.07	86%
EXPENSES						
Services & Operating Expenses	(5000-5999)	253,873.00	253,873.00	.00	0.00	0%
Capital Outlays	(6000-6999)	.00	10,578.23	.00	(10,578.23)	0%
Total Expenses		253,873.00	264,451.23	.00	(10,578.23)	(4)%
Operating Surplus/(Deficit)		(250,573.00)	(263,980.30)	(263,980.30)		
Net Surplus/(Deficit)		(250,573.00)	(263,980.30)	(263,980.30)		
Beginning Fund Balance		258,849.00	258,848.29	258,848.29		
Net Ending Fund Balance		\$8,276.00	(\$5,132.01)	(\$5,132.01)		
		<i>*** calculated ***</i>				
Components of Ending Fund Balance						
Undesignated/Unappropriated - 9790		8,276.00	.00			
Ending Fund Balance		8,276.00	.00			

Fund 56 - Debt Service Fund		Fiscal Year 2015 through 04/30/2015			
	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		
<i>*** calculated ***</i>					
Components of Ending Fund Balance					
Undesignated/Unappropriated - 9790	1,248,728.00	.00			
Ending Fund Balance	1,248,728.00	.00			

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Site Enrollment, Attendance and Referral Statistics

MEETING: May 19, 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 reports for each site indicating enrollment, attendance and discipline. These reports are for April 2015.

Also included are the requested Discipline comparison reports, current year to prior year.

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

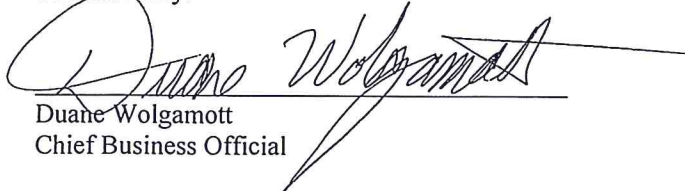
Recommendation:

This is an information item only.

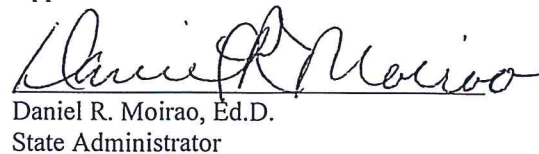
Fiscal Impact:

None

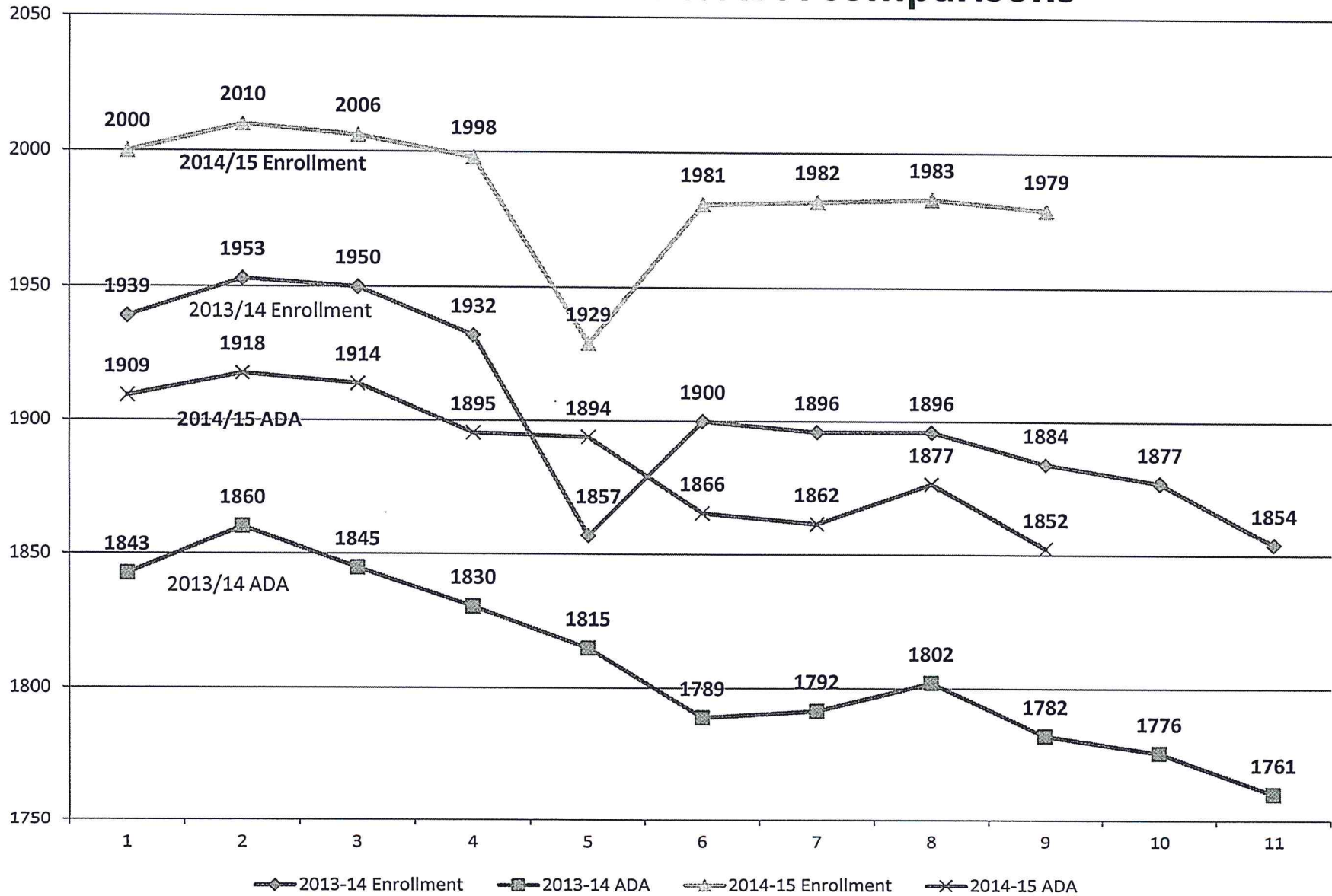
Submitted By:


Duane Wolgamott
Chief Business Official

Approved:


Daniel R. Moirao, Ed.D.
State Administrator

District Enrollment & ADA comparisons



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	913.00	928.00	929.00	928.00	927.00	0.00	0.00
Total ADA	897.42	906.70	907.84	903.87	893.87	878.67	886.52	884.05	878.14	0.00	0.00
Percentage Attendance	95.67%	95.85%	96.48%	96.46%	97.90%	94.68%	95.43%	95.26%	94.73%		

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	983.00	978.00	975.00	952.00	973.00	971.00	974.00	974.00	0.00	0.00
Total ADA	944.00	938.35	932.84	913.87	927.93	917.22	901.21	917.63	903.46	0.00	0.00
Percentage Attendance	96.03%	95.46%	95.38%	93.73%	97.47%	94.27%	92.81%	94.21%	92.76%		

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 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	79.00	81.00	87.00	86.00	64.00	80.00	82.00	81.00	78.00	0.00	0.00
Total ADA	67.81	72.59	73.13	77.66	72.04	69.67	73.79	74.93	70.76	0.00	0.00
Percentage Attendance	85.84%	89.62%	84.06%	90.30%	112.56%	87.09%	89.99%	92.51%	90.72%		

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	2010	2006	1998	1929	1981	1982	1983	1979	0	0
ADA	1909	1918	1914	1895	1894	1866	1862	1877	1852	0	0
Enroll Diff	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11
ADA Diff	61.00	57.00	56.00	66.00	72.00	81.00	86.00	87.00	95.00		
	66.63	57.42	69.06	64.94	78.89	76.56	69.95	74.51	70.03		
	95.46%	95.40%	95.40%	94.86%	98.18%	94.17%	93.92%	94.63%			

Greenfield High School

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2014-2015

MONTHLY ATTENDANCE SUMMARY

Page 1

Month 9 - From 03/23/2015 Through 04/17/2015

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	14	250	1	251	0	251	12	195	3514	3307	236.21	94.43%	0	35713	149	239.68
10	TOTAL	14	259	0	259	1	258	8	165	3626	3453	246.64	95.44%	0	36348	149	243.95
11	TOTAL	14	212	0	212	1	211	3	196	2968	2769	197.79	93.39%	0	30803	149	206.73
12	TOTAL	14	188	1	189	4	185	38	270	2646	2338	167.00	89.65%	1	26596	149	178.50
TOTAL 9-12		14	909	2	911	6	905	61	826	12754	11867	847.64	93.49%	1	129460	149	868.86
PROGRAM		14	909	2	911	6	905	61	826	12754	11867	847.64	93.49%	1	129460	149	868.86

-41-

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

Principal Signature

Date

Greenfield High School

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2014-2015

MONTHLY ATTENDANCE SUMMARY

Page 2

Month 9 - From 03/23/2015 Through 04/17/2015

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	14	0	0	0	0	0	0	0	0	0	0.00	0.00%	0	67	149	0.45
11	TOTAL	14	1	0	1	1	0	3	10	14	1	0.07	9.09%	0	22	52	0.42
12	TOTAL	14	0	0	0	0	0	0	0	0	0	0.00	0.00%	0	39	149	0.26
TOTAL 9-12		14	1	0	1	1	0	3	10	14	1	0.07	9.09%	0	128	149	0.86
PROGRAM		14	1	0	1	1	0	3	10	14	1	0.07	9.09%	0	128	149	0.86

-42-

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

Principal Signature _____

Date _____

Greenfield High School

05/11/2015

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2014-2015

MONTHLY ATTENDANCE SUMMARY

Page 3

Month 9 - From 03/23/2015 Through 04/17/2015

Program I Independent Study

Grade Level	Tchr No.	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
		Tchg Days	Enroll- ment Carried Fwd	Gains	Total Enroll- ment (B+C)	Losses	Ending Enroll- ment (D-E)	Days Not Enroll	Days Non- Apport Attend	Actual Days (A*D)	Total Apport Attend (A*D)-G-H	Total A.D.A. (J/A)	Percent Attend J/(A*D)-G	Loss at End of Last School Day	YEAR TO DATE		
															Total Apport Attend	Days Taught	Total ADA (N/O)
9	TOTAL	14	4	0	4	0	4	0	28	56	28	2.00	50.00%	0	178	149	1.19
10	TOTAL	14	3	1	4	0	4	6	6	56	44	3.14	88.00%	0	369	149	2.48
11	TOTAL	14	8	1	9	0	9	11	16	126	99	7.07	86.09%	0	930	149	6.24
12	TOTAL	14	4	2	6	0	6	10	12	84	62	4.43	83.78%	0	685	149	4.60
TOTAL 9-12		14	19	4	23	0	23	27	62	322	233	16.64	78.98%	0	2162	149	14.51
PROGRAM		14	19	4	23	0	23	27	62	322	233	16.64	78.98%	0	2162	149	14.51

-43-

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

Principal Signature

Date

Greenfield High School

05/11/2015

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2014-2015

MONTHLY ATTENDANCE SUMMARY

Page 4

Month 9 - From 03/23/2015 Through 04/17/2015

Program T SDC Transitional Program

Grade Tchr Level No.	A	B	C	D	E	F	G	H	I	J	K	L	M	YEAR TO DATE		
	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	Total Apport Attend	Days Taught	Total ADA (N/O)
	9 TOTAL	14	12	1	13	0	13	6	14	182	162	11.57	92.05%	0	1666	149	11.18
10 TOTAL	14	8	0	8	0	8	0	2	112	110	7.86	98.21%	0	969	149	6.50
11 TOTAL	14	13	1	14	0	14	11	25	196	160	11.43	86.49%	0	1630	149	10.94
12 TOTAL	14	11	0	11	0	11	0	37	154	117	8.36	75.97%	0	1461	149	9.81
TOTAL 9-12	14	44	2	46	0	46	17	78	644	549	39.21	87.56%	0	5726	149	38.43
PROGRAM	14	44	2	46	0	46	17	78	644	549	39.21	87.56%	0	5726	149	38.43

-44-

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

Principal Signature

Date

Greenfield High School

05/11/2015

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2014-2015

MONTHLY ATTENDANCE SUMMARY

Page 5

Month 9 - From 03/23/2015 Through 04/17/2015

Program V Short Term Independent Study

Grade Level	Tchr No.	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
		Tchg Days	Enroll- ment Carried Fwd	Gains	Total Enroll- ment (B+C)	Losses	Ending Enroll- ment (D-E)	Days Not Enroll	Days Non- Apport Attend	Actual Days (A*D)	Total Apport Attend (A*D)-G-H	Total A.D.A. (J/A)	Percent Attend J/(A*D)-G	Loss at End of Last School Day	YEAR TO DATE		
															Total Apport Attend	Days Taught	Total ADA (N/O)
9	TOTAL	14	0	0	0	0	0	0	0	0	0.00	0.00%	0	0	149	0.00	
	TOTAL 9-12	14	0	0	0	0	0	0	0	0	0.00	0.00%	0	0	149	0.00	
	PROGRAM	14	0	0	0	0	0	0	0	0	0.00	0.00%	0	0	149	0.00	

-45-

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

Principal Signature

Date

King City High School

5/11/2015

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2014-2015

MONTHLY ATTENDANCE SUMMARY TOTALS

Page 1

Month 9 (03/23/2015 - 04/17/2015)

Regular Program

	A	B	C	D	E	F	G	H	I	J	K	L
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	Total Apport Attend (A*D) - G-H	Total A.D.A. (I/A)	Max Days Possible (A*D) - G	Percent Attend (I/K)	
Month Grade Level												
9 9-12	14	864	6	870	6	864	103	498	11579	827.07	12077	95.88%
Month 9 Total	14	864	6	870	6	864	103	498	11579	827.07	12077	95.88%
Month Cumulative	14		6		6		103	498	11579	827.07	12077	95.88%
	14		6		6		103	498	11579	827.07	12077	95.88%

Note - Fields not relating to cumulative attendance are intentionally left blank.

King City High School

5/11/2015
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2014-2015

MONTHLY ATTENDANCE SUMMARY TOTALS

Page 2

Month 9 (03/23/2015 - 04/17/2015)

Program C Concurrent

	A	B	C	D	E	F	G	H	I	J	K	L
	Tchg Days	Enrollment Carried Fwd	Gains	Total Enrollment (B+C)	Losses	Ending Enrollment (D-E)	Days Not Enroll	Days Non-Apport Attend	Total Apport Attend (A*D) - G-H	Total A.D.A. (I/A)	Max Days Possible (A*D) - G	Percent Attend (I/K)
Month Grade Level												
9 9-12	14	1	0	1	0	1	0	0	14	1.00	14	100.00%
Month 9 Total	14	1	0	1	0	1	0	0	14	1.00	14	100.00%
Month Cumulative	14		0		0		0	0	14	1.00	14	100.00%
	14		0		0		0	0	14	1.00	14	100.00%

Note - Fields not relating to cumulative attendance are intentionally left blank.

King City High School

5/11/2015
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2014-2015

MONTHLY ATTENDANCE SUMMARY TOTALS

Page 3

Month 9 (03/23/2015 - 04/17/2015)

Program H Home-Hospital

		A	B	C	D	E	F	G	H	I	J	K	L
		Tchg Days	Enroll-ment Carried Fwd	Gains	Total Enrollment (B+C)	Losses	Ending Enrollment (D-E)	Days Not Enroll	Days Non-Apport Attend	Total Apport Attend (A*D) - G-H	Total A.D.A. (I/A)	Max Days Possible (A*D) - G	Percent Attend (I/K)
Month	Grade Level												
9	9-12	14	2	0	2	0	2	0	0	28	2.00	28	100.00%
Month 9 Total		14	2	0	2	0	2	0	0	28	2.00	28	100.00%
Month Cumulative		14		0		0		0	0	28	2.00	28	100.00%
		14		0		0		0	0	28	2.00	28	100.00%

Note - Fields not relating to cumulative attendance are intentionally left blank.

King City High School

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2014-2015

MONTHLY ATTENDANCE SUMMARY TOTALS

Page 4

Month 9 (03/23/2015 - 04/17/2015)

Program I Independent Study

	A	B	C	D	E	F	G	H	I	J	K	L
Month Grade Level	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	Total Apport Attend (A*D) - G-H	Total A.D.A. (I/A)	Max Days Possible (A*D) - G	Percent Attend (I/K)
9 9-12	14	32	0	32	0	32	0	142	306	21.86	448	68.30%
Month 9 Total	14	32	0	32	0	32	0	142	306	21.86	448	68.30%

Month Cumulative	14		0		0		0	142	306	21.86	448	68.30%
	14		0		0		0	142	306	21.86	448	68.30%

Note - Fields not relating to cumulative attendance are intentionally left blank.

King City High School

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2014-2015

MONTHLY ATTENDANCE SUMMARY TOTALS

Page 5

Month 9 (03/23/2015 - 04/17/2015)

Program T SDC Transitional Program

	A	B	C	D	E	F	G	H	I	J	K	L
Month Grade Level	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	Total Apport Attend (A*D) - G-H	Total A.D.A. (I/A)	Max Days Possible (A*D) - G	Percent Attend (I/K)
9 9-12	14	30	0	30	1	29	8	31	381	27.21	412	92.48%
Month 9 Total	14	30	0	30	1	29	8	31	381	27.21	412	92.48%
Month Cumulative	14		0		1		8	31	381	27.21	412	92.48%
	14		0		1		8	31	381	27.21	412	92.48%

Note - Fields not relating to cumulative attendance are intentionally left blank.

King City High School

5/11/2015
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2014-2015

MONTHLY ATTENDANCE SUMMARY TOTALS

Page 6

Month 9 (03/23/2015 - 04/17/2015)

Program X Fifth year senior

	A	B	C	D	E	F	G	H	I	J	K	L
Month Grade Level	Tchg Days	Enroll-ment Carried Fwd	Gains	Total Enrollment (B+C)	Losses	Ending Enrollment (D-E)	Days Not Enroll	Days Non-Apport Attend	Total Apport Attend (A*D) - G-H	Total A.D.A. (I/A)	Max Days Possible (A*D) - G	Percent Attend (I/K)
9 9-12	14	1	0	1	0	1	0	2	12	0.86	14	85.71%
Month 9 Total	14	1	0	1	0	1	0	2	12	0.86	14	85.71%
Month Cumulative	14		0		0		0	2	12	0.86	14	85.71%
	14		0		0		0	2	12	0.86	14	85.71%

Note - Fields not relating to cumulative attendance are intentionally left blank.

Portola-Butler Contin. High School

5/11/2015
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2014-2015

MONTHLY ATTENDANCE SUMMARY/CONTINUATION

Page 1

Month 9 - From 03/23/2015 Through 04/17/2015

Regular Program												
	A	B	C	D	E	F	G	H	I	J	K	L
Grade Level	Days Taught	Enroll-ment Carried Forward	Gains	Total Enroll-ment (B+C)	Losses	Ending Enroll-ment (D-E)	Days Not Enrolld	Maximum Hours	Apportnd Hours	Credited Hours	Total Apportnd Hours (I+J)	TOTAL ADA (K / 3 / A)
10 TOTAL	14	3	0	3	0	3	0	126.00	111.00	0.00	111.00	2.64
11 TOTAL	14	38	1	39	2	37	25	1563.00	1446.00	9.00	1455.00	34.64
12 TOTAL	14	36	1	37	3	34	17	1503.00	1281.00	19.00	1300.00	30.95
PROGRAM TOTAL	14	77	2	79	5	74	42	3192.00	2838.00	28.00	2866.00	68.24

Program I Independent Study												
	A	B	C	D	E	F	G	H	I	J	K	L
Grade Level	Days Taught	Enroll-ment Carried Forward	Gains	Total Enroll-ment (B+C)	Losses	Ending Enroll-ment (D-E)	Days Not Enrolld	Maximum Hours	Apportnd Hours	Credited Hours	Total Apportnd Hours (I+J)	TOTAL ADA (K / 3 / A)
11 TOTAL	14	2	0	2	0	2	0	84.00	49.00	15.00	64.00	1.52
12 TOTAL	14	2	0	2	0	2	0	84.00	42.00	0.00	42.00	1.00
PROGRAM TOTAL	14	4	0	4	0	4	0	168.00	91.00	15.00	106.00	2.52

Program X Fifth year senior - Independent Study(I)												
	A	B	C	D	E	F	G	H	I	J	K	L
Grade Level	Days Taught	Enroll-ment Carried Forward	Gains	Total Enroll-ment (B+C)	Losses	Ending Enroll-ment (D-E)	Days Not Enrolld	Maximum Hours	Apportnd Hours	Credited Hours	Total Apportnd Hours (I+J)	TOTAL ADA (K / 3 / A)
12 TOTAL	14	1	0	1	0	1	0	42.00	42.00	0.00	42.00	1.00
PROGRAM TOTAL	14	1	0	1	0	1	0	42.00	42.00	0.00	42.00	1.00

Portola-Butler Contin. High School

5/11/2015
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2014-2015

MONTHLY ATTENDANCE SUMMARY/CONTINUATION

Page 2

Month 9 - From 03/23/2015 Through 04/17/2015

Preparer's Signature

Date

Principal's Signature

Date

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

Greenfield High School

5/11/2015

2014-2015

Discipline Distribution Report from 4/1/2015 to 4/30/2015

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)	2	-	1	1	-	-	2	2	-	-	-	-	-	-	-
07 *Drugs, Paraphernalia (E) 489C	1	1	-	-	-	-	1	1	-	-	-	-	-	-	-
08 *Drugs, Possession of (E) 489C	3	2	-	-	1	-	3	3	-	-	-	-	-	-	-
36 Behavior, Defiance (E) 48900 (I	1	1	-	-	-	-	1	1	-	-	-	-	-	-	-
38 Behavior, Disruptive (E) 48900	2	1	1	-	-	-	2	2	-	-	-	-	-	-	-
39 Behavior, Inappropriate (E) 489C	4	2	-	1	1	-	4	4	-	-	-	-	-	-	-
47 Disruption of School Activities (	10	4	2	3	1	2	8	10	-	-	-	-	-	-	-
52 Fighting (E) 48900 (a)(1)	4	2	1	1	-	2	2	4	-	-	-	-	-	-	-
65 Language, Profanity (E) 48900	1	-	-	-	1	-	1	1	-	-	-	-	-	-	-
75 Harassment, Threats or Intimid.	2	2	-	-	-	-	2	2	-	-	-	-	-	-	-
Totals:	30	15	5	6	4	4	26	30	-	-	-	-	-	-	-

King City High School

5/11/2015

2014-2015

Discipline Distribution Report from 4/1/2015 to 4/30/2015

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
37 Behavior, Disobedience (E) 48900	2	-	2	-	-	2	-	2	-	-	-	-	-	-
52 Fighting (E) 48900 (a)(1)	1	-	1	-	-	1	-	1	-	-	-	-	-	-
65 Language, Profanity (E) 48900	1	1	-	-	-	1	-	1	-	-	-	-	-	-
Totals:	4	1	3	-	-	4	-	4	-	-	-	-	-	-

Portola-Butler Contin. High School

5/11/2015

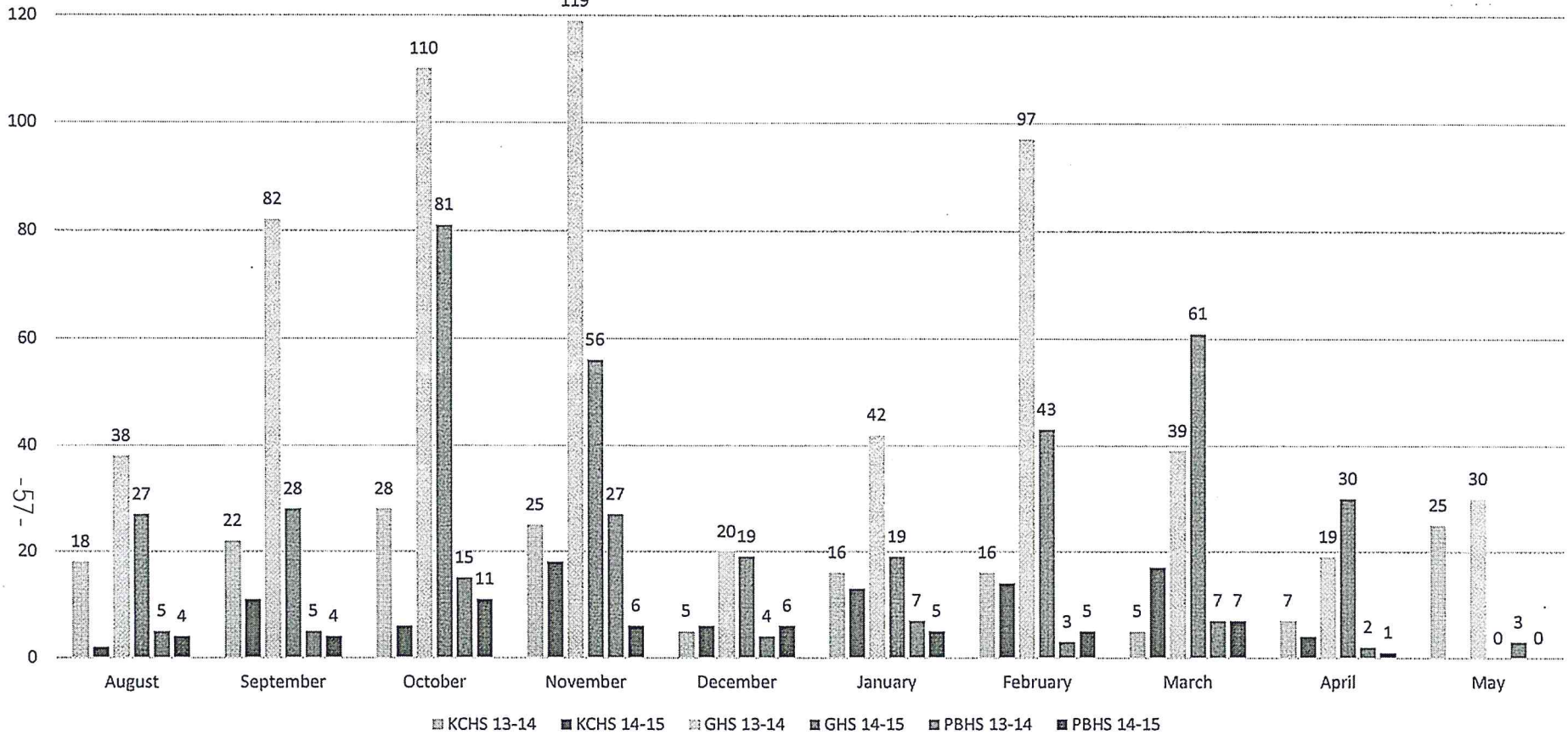
2014-2015

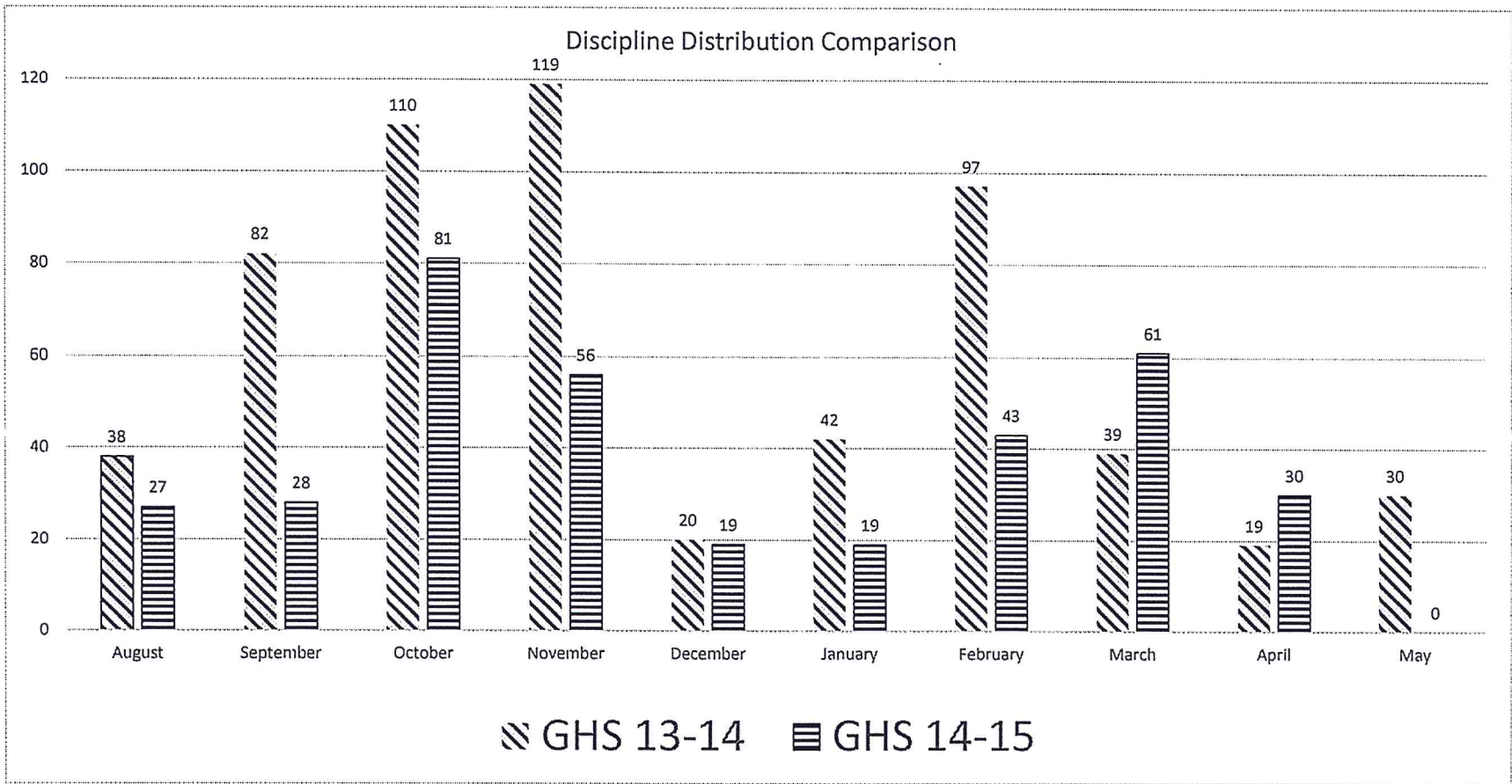
Discipline Distribution Report from 4/1/2015 to 4/30/2015

Page 1

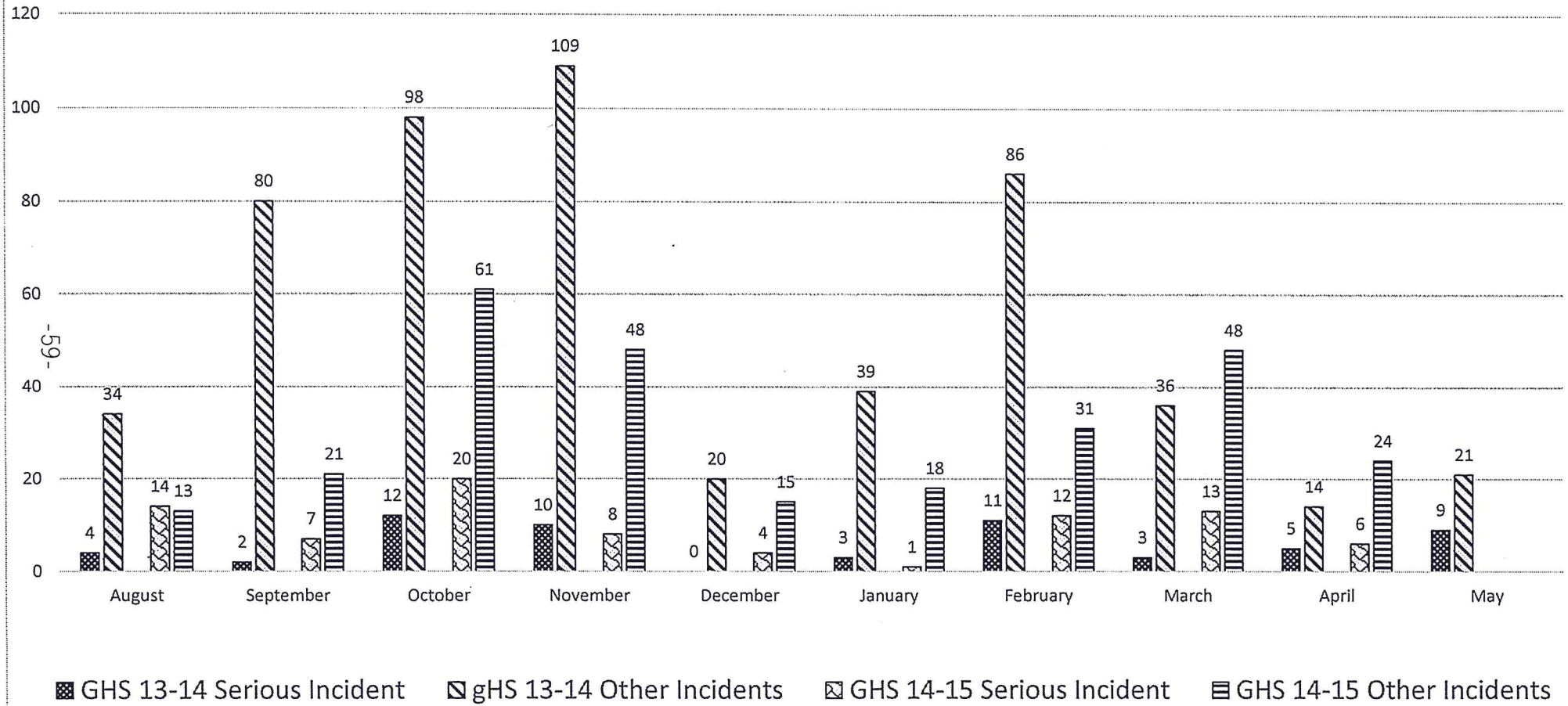
Code # and Name	Total	Grade				Sex		Hispanic/Latino?	Race (Not Hispanic)					
		9	10	11	12	F	M	Y	100	200	300	400	600	700
65 Language, Profanity (E) 48900	1	-	-	-	1	-	1	1	-	-	-	-	-	-
Totals:	1	-	-	-	1	-	1	1	-	-	-	-	-	-

Discipline Distribution Comparison





Discipline Distribution Comparison



Greenfield High School

5/11/2015

2013-2014

Discipline Distribution Report from 8/6/2013 to 5/29/2014

Page 1

Code # and Name	Total	Grade				Sex		Hispanic/Latino?	Race (Not Hispanic)					
		9	10	11	12	F	M	Y	100	200	300	400	600	700
01 *Alcohol, Possession of (E)	2	-	1	1	-	1	1	2	-	-	-	-	-	-
02 *Alcohol, Use of (E) 48900	2	-	1	1	-	1	1	2	-	-	-	-	-	-
04 *Assault (E) 48900 (a)(2)	9	2	4	1	2	1	8	9	-	-	-	-	-	-
07 *Drugs, Paraphernalia (E)	5	4	-	1	-	1	4	5	-	-	-	-	-	-
08 *Drugs, Possession of (E)	17	11	2	3	1	4	13	17	-	-	-	-	-	-
10 *Drugs, Use of (E) 48900 (	10	5	3	2	-	3	7	10	-	-	-	-	-	-
13 *Explosives, Use of (E) 48	1	-	-	1	-	-	1	1	-	-	-	-	-	-
16 *Loitering/Trespassing	3	2	1	-	-	1	2	3	-	-	-	-	-	-
17 *Property, Deface/Tag/Graf	1	-	-	1	-	-	1	1	-	-	-	-	-	-
18 *Property, Destruction of (E	5	5	-	-	-	-	5	5	-	-	-	-	-	-
19 *Vandalism (E) 48900 (f)	1	1	-	-	-	-	1	1	-	-	-	-	-	-
20 *Weapon, Possession of (	3	-	1	-	2	-	3	3	-	-	-	-	-	-
33 Academic Code Violation (	2	1	1	-	-	2	-	1	-	-	-	-	-	1
36 Behavior, Defiance (E) 489	145	45	42	38	20	33	112	145	-	-	-	-	-	-
37 Behavior, Disobedience (E)	74	21	24	19	10	18	56	73	-	-	-	-	-	1
38 Behavior, Disruptive (E) 48	102	45	27	22	8	13	89	101	-	-	-	-	-	1
39 Behavior, Inappropriate (E)	24	11	6	6	1	3	21	24	-	-	-	-	-	-
40 Campus, Closed	12	1	6	4	1	2	10	12	-	-	-	-	-	-
41 Class Rules, Violation of	10	2	4	3	1	1	9	10	-	-	-	-	-	-
42 Class, Leave without Permi	9	2	3	2	2	2	7	9	-	-	-	-	-	-
44 Contract, Behavior	5	1	1	3	-	2	3	5	-	-	-	-	-	-
45 Dangerous Object	8	1	2	5	-	-	8	8	-	-	-	-	-	-
47 Disruption of School Activiti	7	2	1	4	-	-	7	7	-	-	-	-	-	-
48 Dress, Code Violation	14	3	2	8	1	-	14	14	-	-	-	-	-	-
49 Dress, Gang Related	5	2	-	3	-	1	4	5	-	-	-	-	-	-

Greenfield High School

5/11/2015

2014-2015

Discipline Distribution Report from 8/11/2014 to 5/11/2015

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	
02 *Alcohol, Use of (E) 48900	2	1	1	-	-	1	1	2	-	-	-	-	-	-	-
04 *Assault (E) 48900 (a)(2)	12	3	2	4	3	3	9	12	-	-	-	-	-	-	-
07 *Drugs, Paraphernalia (E)	17	5	6	3	3	2	15	15	-	-	-	-	1	1	
08 *Drugs, Possession of (E)	14	5	4	2	3	2	12	13	-	-	-	-	-	1	
10 *Drugs, Use of (E) 48900 (	24	9	5	6	4	4	20	23	-	-	-	-	-	1	
15 *Knife, Brandishing (E)489	2	1	-	1	-	-	2	1	-	-	-	-	1	-	
16 *Loitering/Trespassing	1	-	-	1	-	-	1	1	-	-	-	-	-	-	
17 *Property, Deface/Tag/Graf	1	1	-	-	-	-	1	1	-	-	-	-	-	-	
23 *Theft (E) 48900 (g)	3	1	1	1	-	-	3	3	-	-	-	-	-	-	
24 *Vandalism (E) 48900 (f)	6	3	-	3	-	1	5	5	-	-	-	-	-	1	
28 *Weapon, Possession of (	4	-	-	2	2	1	3	4	-	-	-	-	-	-	
32 Absences, Excessive	1	-	-	1	-	1	-	1	-	-	-	-	-	-	
36 Behavior, Defiance (E) 489	25	5	9	7	4	-	25	24	-	-	-	-	-	1	
37 Behavior, Disobedience (E)	28	8	6	11	3	3	25	26	-	-	-	-	-	2	
38 Behavior, Disruptive (E) 48	45	16	14	12	3	10	35	42	-	-	-	-	-	3	
39 Behavior, Inappropriate (E)	30	14	4	11	1	3	27	30	-	-	-	-	-	-	
40 Campus, Closed	3	-	1	2	-	-	3	3	-	-	-	-	-	-	
41 Class Rules, Violation of	8	4	2	2	-	4	4	8	-	-	-	-	-	-	
42 Class, Leave without Permi	3	2	-	-	1	1	2	2	-	-	-	-	-	1	
45 Dangerous Object	2	1	-	1	-	-	2	2	-	-	-	-	-	-	
47 Disruption of School Activiti	47	10	14	14	9	11	36	46	-	-	-	-	-	1	
48 Dress, Code Violation	2	-	-	2	-	-	2	2	-	-	-	-	-	-	
52 Fighting (E) 48900 (a)(1)	34	9	16	5	4	17	17	34	-	-	-	-	-	-	
58 Harassment (E) 48900.4	1	-	-	1	-	-	1	1	-	-	-	-	-	-	
59 Harassment, Witness (E) 4	1	-	1	-	-	1	-	1	-	-	-	-	-	-	

Greenfield High School

5/11/2015

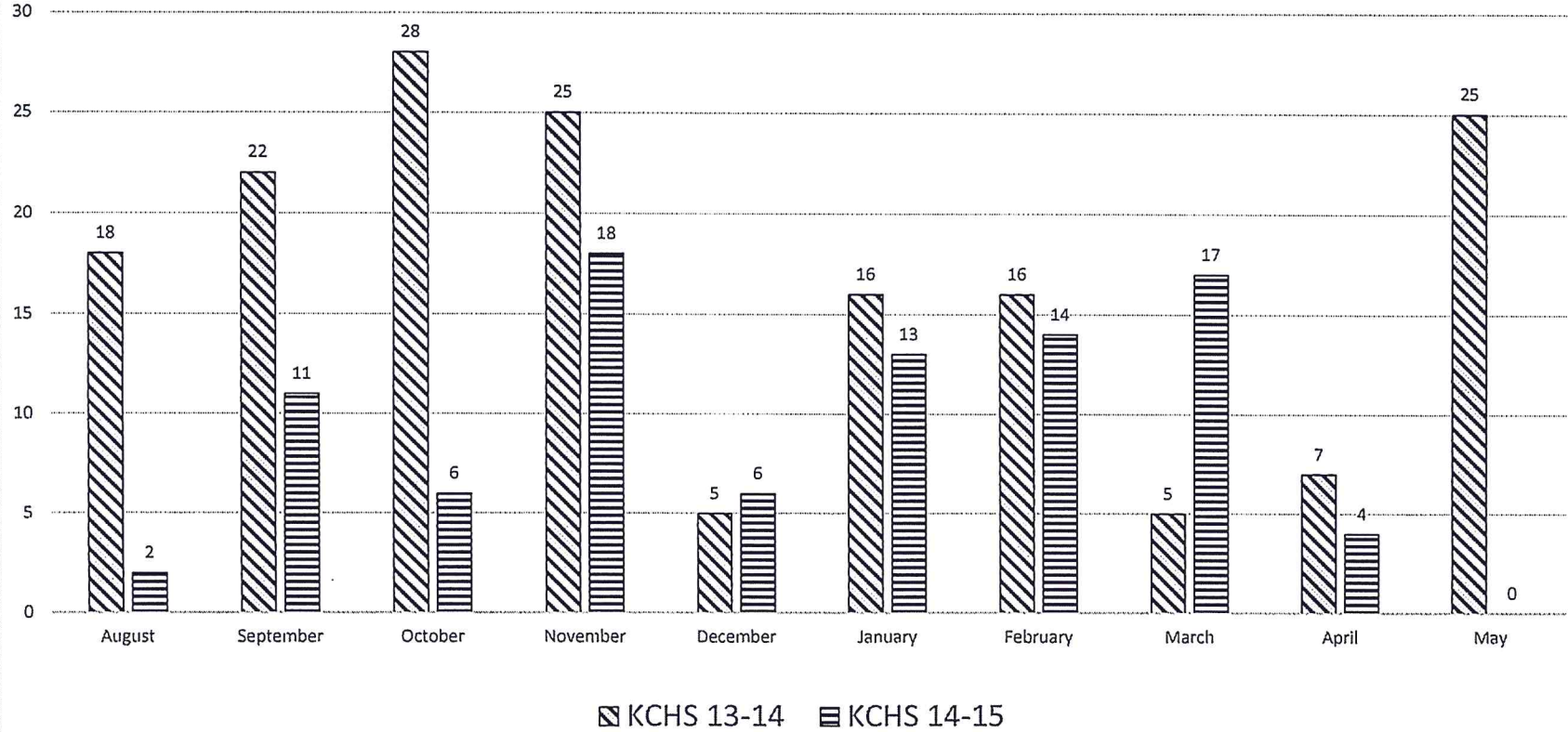
2014-2015

Discipline Distribution Report from 8/11/2014 to 5/11/2015

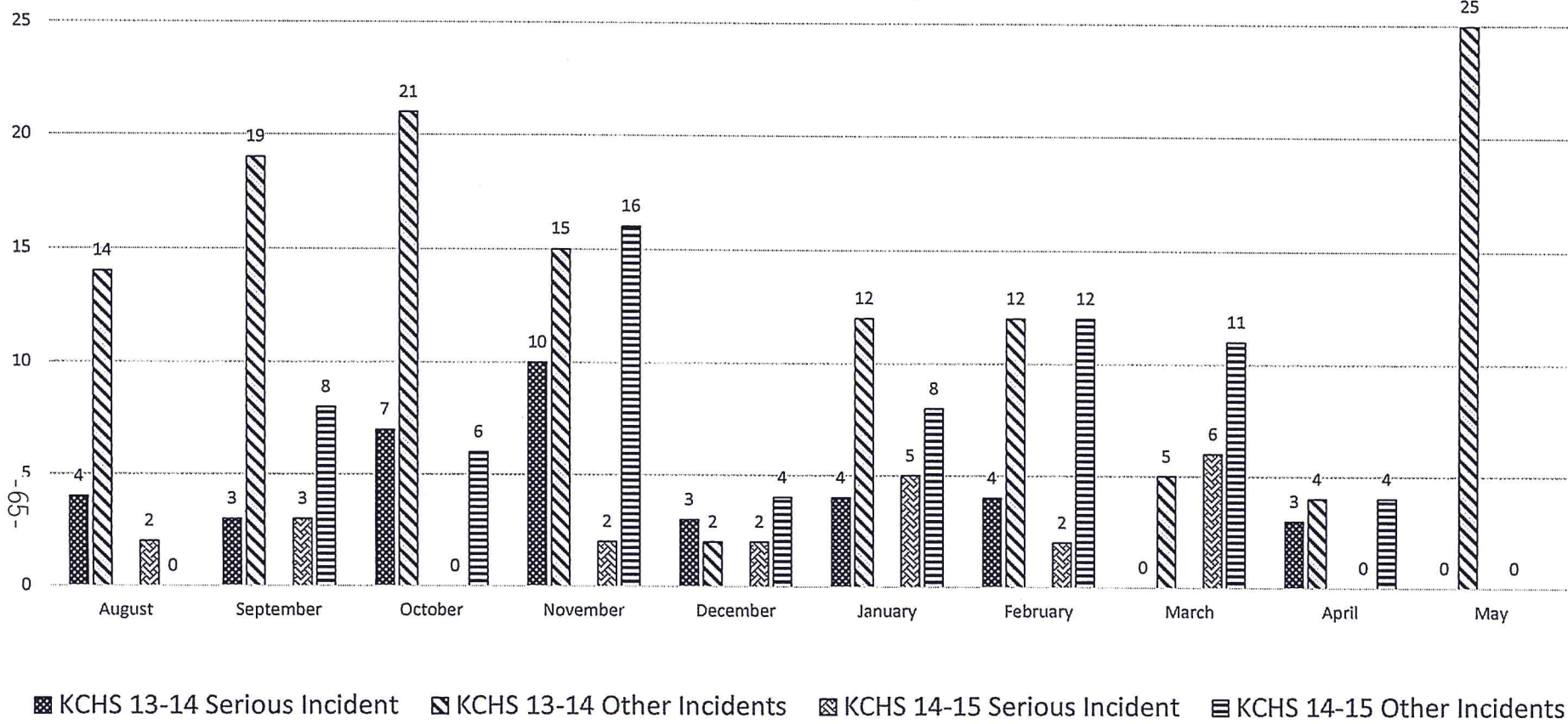
Page 2

Code # and Name	Total	Grade				Sex		Hispanic/Latino?	Race (Not Hispanic)						
		9	10	11	12	F	M	Y	100	200	300	400	600	700	
60 Hate Statement (E) 48900.	1	-	-	1	-	-	1	1	-	-	-	-	-	-	-
62 Horseplay	4	1	1	2	-	-	4	4	-	-	-	-	-	-	-
63 Information	1	-	-	-	1	-	1	1	-	-	-	-	-	-	-
64 Language, Obscene (E) 48	1	-	1	-	-	-	1	1	-	-	-	-	-	-	-
65 Language, Profanity (E) 48	22	7	5	9	1	7	15	22	-	-	-	-	-	-	-
71 Off Limits	1	1	-	-	-	1	-	1	-	-	-	-	-	-	-
72 P.E., Non-suit	2	-	1	1	-	1	1	2	-	-	-	-	-	-	-
74 Profanity (E) 48900 (i)	1	-	1	-	-	-	1	1	-	-	-	-	-	-	-
75 Harassment, Threats or Inti	12	3	4	2	3	1	11	12	-	-	-	-	-	-	-
76 School Rules, Violation of	4	1	1	1	1	1	3	4	-	-	-	-	-	-	-
77 Stolen Property, Possessio	1	1	-	-	-	-	1	1	-	-	-	-	-	-	-
78 Threats to Students (E) 48	2	2	-	-	-	2	-	2	-	-	-	-	-	-	-
86 Threats, Terrorist (E) 4890	4	-	3	1	-	-	4	4	-	-	-	-	-	-	-
89 Truant	8	-	5	2	1	2	6	8	-	-	-	-	-	-	-
92 Other	1	1	-	-	-	1	-	1	-	-	-	-	-	-	-
Totals:	381	115	108	111	47	81	300	367	-	-	-	-	2	12	

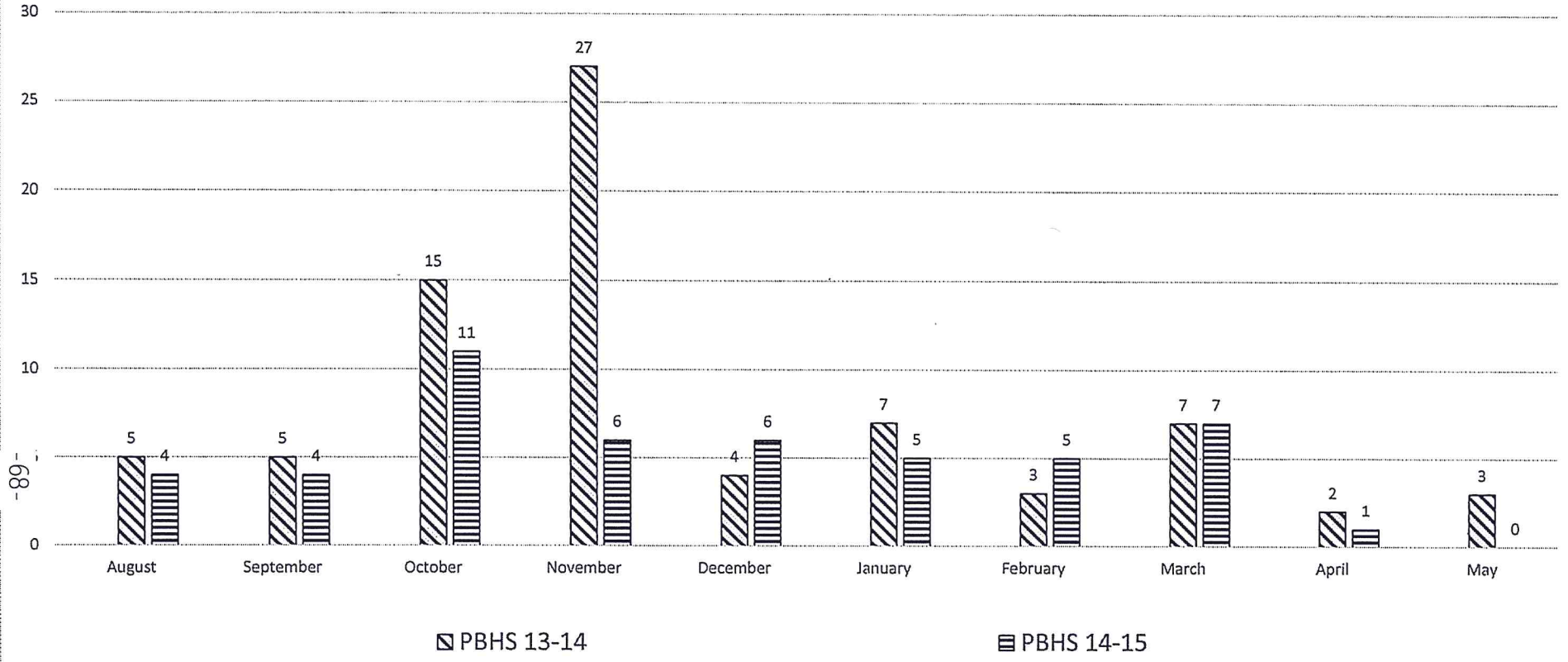
Discipline Distribution Comparison



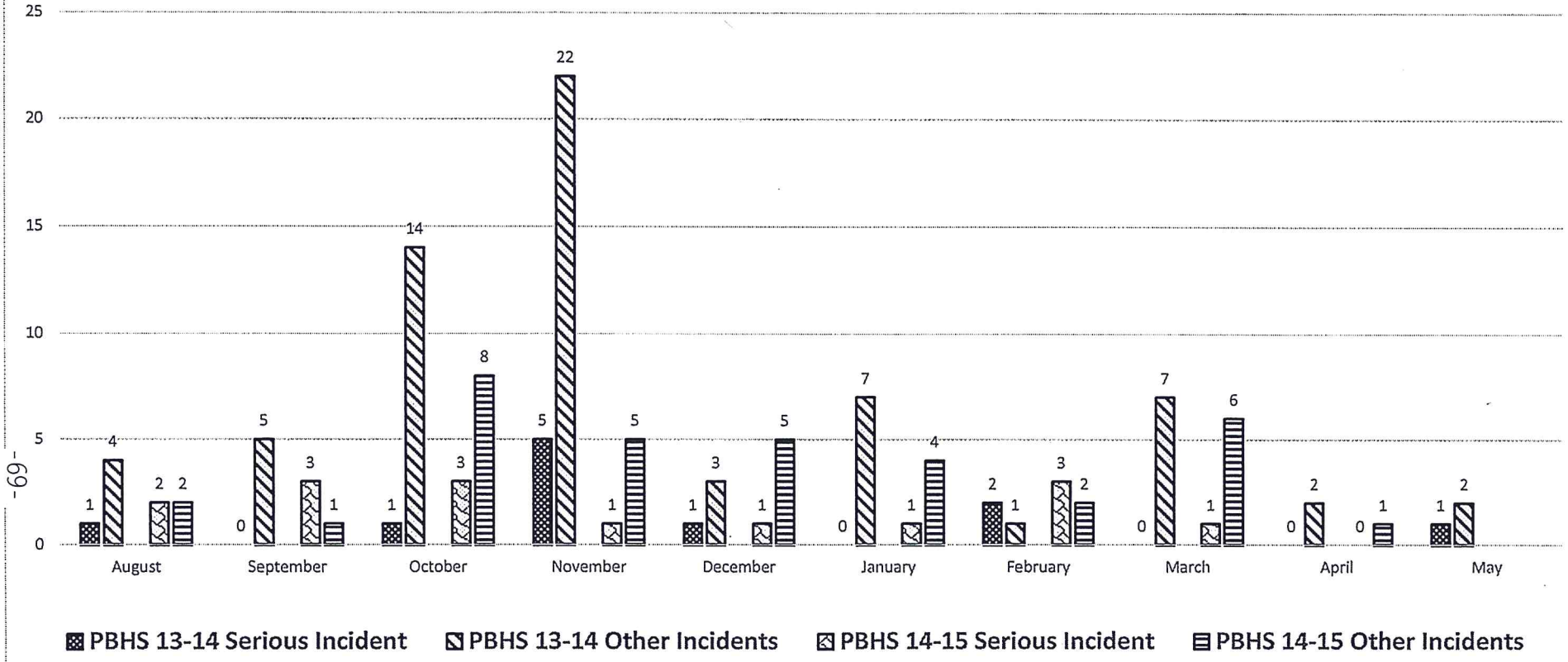
Discipline Distribution Comparison



Discipline Distribution Comparison



Discipline Distribution Comparison



Portola-Butler Contin. High School

5/11/2015

2013-2014

Discipline Distribution Report from 8/6/2013 to 5/29/2014

Page 1

Code # and Name	Total	Grade				Sex		Hispanic/Latino?	Race (Not Hispanic)						
		9	10	11	12	F	M	Y	100	200	300	400	600	700	
01 *Alcohol, Possession of (E)	1	-	-	1	-	1	-	1	-	-	-	-	-	-	-
02 *Alcohol, Use of (E) 48900	1	-	-	1	-	1	-	1	-	-	-	-	-	-	-
04 *Assault (E) 48900 (a)(2)	1	-	-	1	-	-	1	1	-	-	-	-	-	-	-
07 *Drugs, Paraphernalia (E)	1	-	-	-	1	-	1	-	-	-	-	-	-	-	1
08 *Drugs, Possession of (E)	2	-	-	2	-	1	1	2	-	-	-	-	-	-	-
10 *Drugs, Use of (E) 48900 (	2	-	-	1	1	1	1	1	-	-	-	-	-	-	1
17 *Property, Deface/Tag/Graf	1	-	-	1	-	-	1	1	-	-	-	-	-	-	-
25 *Weapon, Possession of (	2	-	-	-	2	-	2	2	-	-	-	-	-	-	-
36 Behavior, Defiance (E) 489	15	-	-	9	6	3	12	14	-	-	-	-	-	-	1
37 Behavior, Disobedience (E)	5	-	-	4	1	1	4	5	-	-	-	-	-	-	-
-70- 32 Behavior, Disruptive (E) 48	8	-	-	6	2	3	5	8	-	-	-	-	-	-	-
32 Behavior, Inappropriate (E)	2	-	-	2	-	2	-	2	-	-	-	-	-	-	-
40 Campus, Closed	1	-	-	1	-	-	1	1	-	-	-	-	-	-	-
42 Class, Leave without Permi	1	-	-	-	1	1	-	1	-	-	-	-	-	-	-
44 Contract, Behavior	3	-	-	3	-	2	1	3	-	-	-	-	-	-	-
45 Dangerous Object	2	-	-	2	-	-	2	2	-	-	-	-	-	-	-
47 Disruption of School Activiti	3	-	1	-	2	1	2	3	-	-	-	-	-	-	-
48 Dress, Code Violation	1	-	-	-	1	-	1	-	-	-	-	-	-	-	1
49 Dress, Gang Related	1	-	-	1	-	1	-	1	-	-	-	-	-	-	-
50 Dress, Inappropriate	1	-	-	1	-	1	-	1	-	-	-	-	-	-	-
52 Fighting (E) 48900 (a)(1)	9	-	1	4	4	6	3	9	-	-	-	-	-	-	-
58 Harassment (E) 48900.4	1	-	-	1	-	-	1	1	-	-	-	-	-	-	-
63 Information	1	-	-	1	-	1	-	1	-	-	-	-	-	-	-
65 Language, Profanity (E) 48	3	-	-	3	-	2	1	3	-	-	-	-	-	-	-
73 Saturday School, No Show	3	-	-	-	3	-	3	2	-	-	-	-	-	-	1

Portola-Butler Contin. High School

5/11/2015

2013-2014

Discipline Distribution Report from 8/6/2013 to 5/29/2014

Page 2

Code # and Name	Total	Grade				Sex		Hispanic/Latino?	Race (Not Hispanic)						
		9	10	11	12	F	M	Y	100	200	300	400	600	700	
74 Profanity (E) 48900 (i)	1	-	-	1	-	-	1	1	-	-	-	-	-	-	-
76 School Rules, Violation of	1	-	-	1	-	1	-	1	-	-	-	-	-	-	-
80 Tardy	1	-	-	-	1	-	1	-	-	-	-	-	-	-	1
89 Truant	1	-	1	-	-	-	1	1	-	-	-	-	-	-	-
90 Truant, Period	2	-	1	1	-	-	2	2	-	-	-	-	-	-	-
92 Other	1	-	1	-	-	-	1	1	-	-	-	-	-	-	-
Totals:	78	-	5	48	25	29	49	72	-	-	-	-	-	-	6

Portola-Butler Contin. High School

5/11/2015

2014-2015

Discipline Distribution Report from 8/11/2014 to 5/11/2015

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	
02 *Alcohol, Use of (E) 48900	1	-	1	-	-	-	1	-	-	-	-	-	-	-	1
04 *Assault (E) 48900 (a)(2)	1	-	-	-	1	-	1	1	-	-	-	-	-	-	-
07 *Drugs, Paraphernalia (E)	4	-	-	1	3	2	2	3	-	-	-	-	1	-	
08 *Drugs, Possession of (E)	3	-	-	1	2	1	2	3	-	-	-	-	-	-	
10 *Drugs, Use of (E) 48900 (	4	-	1	-	3	4	-	4	-	-	-	-	-	-
15 *Knife, Brandishing (E)489	1	-	-	1	-	-	1	-	-	-	-	-	1	-	
25 *Weapon, Possession of (	1	-	-	-	1	1	-	1	-	-	-	-	-	-
36 Behavior, Defiance (E) 489	6	-	-	1	5	-	6	6	-	-	-	-	-	-	
37 Behavior, Disobedience (E)	4	-	-	1	3	-	4	4	-	-	-	-	-	-	
38 Behavior, Disruptive (E) 48	2	-	-	-	2	1	1	2	-	-	-	-	-	-	
-72-1-1 41 Behavior, Inappropriate (E)	3	-	-	1	2	-	3	3	-	-	-	-	-	-	
41 Class, Leave without Permi	1	-	-	-	1	1	-	1	-	-	-	-	-	-	
47 Disruption of School Activiti	4	-	-	-	4	1	3	4	-	-	-	-	-	-	
48 Dress, Code Violation	1	-	-	1	-	-	1	1	-	-	-	-	-	-	
52 Fighting (E) 48900 (a)(1)	7	-	2	2	3	-	7	6	-	-	-	-	-	1	
65 Language, Profanity (E) 48	2	-	-	-	2	-	2	2	-	-	-	-	-	-	
74 Profanity (E) 48900 (i)	2	-	-	-	2	-	2	2	-	-	-	-	-	-	
75 Harassment, Threats or Inti	2	-	-	-	2	1	1	2	-	-	-	-	-	-	
89 Truant	1	-	-	-	1	-	1	1	-	-	-	-	-	-	
Totals:	50	-	4	9	37	12	38	46	-	-	-	-	2	2	

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

SUBJECT: Cash Flow Report for 2014-15

MEETING: May 19, 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.

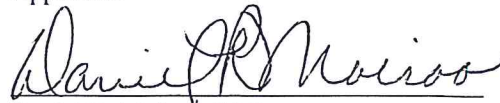
Fiscal Impact:

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								

-75-

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	4,753,408.11	4,826,295.66	6,247,277.99	6,071,639.29		
B. RECEIPTS									
Revenue Limit									
Principal Apportionment	8010-8019	1,183,913.00	454,000.00	1,165,550.00	454,000.00			9,517,631.00	11,271,468.00
Property Taxes	8020-8079	61,203.43	79,369.63	106,262.04	1,905,257.67			5,296,119.22	5,408,741.00
Miscellaneous Funds	8080-8099								
Federal Revenues	8100-8299	14,333.00	11,951.00	82,233.89	197,054.00			680,604.50	1,206,114.00
Other State Revenues	8300-8599	92,217.96			108,618.79			482,889.21	940,708.00
Other Local Revenues	8600-8799	317,865.03	306,434.62	104,357.35	49,636.76			1,377,813.80	1,366,402.00
Interfund Transfers In	8910-8929								
All Other Financing Sources	8930-8979								
Undefined Objects									
TOTAL RECEIPTS		1,669,532.42	851,755.25	1,458,403.28	2,714,567.22	.00	.00	17,355,057.73	20,193,433.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	1,200,937.71	610,154.94	626,702.00	646,492.43	48,289.25		5,757,096.04	7,256,109.00
Classified Salaries	2000-2999	186,245.92	183,035.88	248,689.07	205,503.81	26,374.78		1,936,201.94	2,435,805.00
Employee Benefits	3000-3999	401,154.61	245,356.04	262,603.45	256,661.46	9,333.23		2,353,220.52	3,055,160.00
Books and Supplies	4000-4999	56,248.82	58,545.84	79,933.60	83,848.48	1,710.59		1,191,472.13	1,915,026.90
Services	5000-5999	288,198.86	202,259.28	183,511.89	238,033.21	21,091.23		1,941,492.39	4,411,019.36
Capital Outlays	6000-6599	76,650.85	56,734.06					136,526.45	172,161.00
Other Outgo	7000-7499	42,850.72	23,316.14	20,574.93	29,017.70			1,471,574.17	1,541,527.00
Interfund Transfers Out	7600-7629								
All Other Financing Uses	7630-7699								
Undefined Objects									
TOTAL DISBURSEMENTS		2,252,287.49	1,379,402.18	1,422,014.94	1,459,557.09	106,799.08	.00	14,787,583.64	20,786,808.26
D. BALANCE SHEET TRANSACTIONS									
Assets									
Cash Not In Treasury	9111-9199	79,668.00-						68,505.69	
Accounts Receivable	9200-9299	855,284.00-	88,386.88	26,102.00	433.00			5,860,809.08	
Due From Other Funds	9310								
Stores	9320								
Prepaid Expenditures	9330								
Other Current Assets	9340								
Undefined Objects									
SUBTOTAL ASSETS		934,952.00-	88,386.88	26,102.00	433.00	.00	.00	5,929,314.77	
(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	856,651.69	7,834.09	10,446.65	127,750.20	68,839.62-		4,861,467.86-	
Due To Other Funds	9610								
Current Loans	9640								
Deferred Revenues	9650	159,252.00-			159,252.00			206,818.07-	
Undefined Objects		79,668.00			121,463.00-			41,795.00-	
SUBTOTAL LIABILITIES		777,067.69	7,827.43	10,397.21	165,539.20	68,839.62-	.00	5,110,134.24-	
Nonoperating									
Suspense Clearing	9910		6.66-	49.44-				53.31-	
TOTAL BALANCE SHEET TRANSACTIONS		157,884.31-	96,214.31	36,499.21	165,972.20	68,839.62-	.00	819,180.53	
E. NET INCREASE/DECREASE									
B - C + D		740,639.38-	431,432.62-	72,887.55	1,420,982.33	175,638.70-	.00	3,386,654.62	593,375.26-
F. ENDING CASH (A + E)		5,184,840.73	4,753,408.11	4,826,295.66	6,247,277.99	6,071,639.29	6,071,639.29		
G. Ending Cash, Plus Cash Accruals and Adjustments									

-77-

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								

-79-

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									

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								

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-	30,630.95-	15,242.63-	40,661.89	30,283.75		
B. RECEIPTS									
Revenue Limit									
Principal Apportionment	8010-8019								
Property Taxes	8020-8079								
Miscellaneous Funds	8080-8099								
Federal Revenues	8100-8299		150,764.90	70,544.64	49,774.30			306,580.03	400,000.00
Other State Revenues	8300-8599		11,805.58	5,555.71	3,929.95			24,974.22	35,000.00
Other Local Revenues	8600-8799		44,940.70	76.47-	39,098.75			137,719.55	154,435.00
Interfund Transfers In	8910-8929								
All Other Financing Sources	8930-8979								
Undefined Objects									
TOTAL RECEIPTS		.00	207,511.18	76,023.88	92,803.00	.00	.00	469,273.80	589,435.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999								
Classified Salaries	2000-2999	10,822.62	8,360.95	8,721.91	9,525.43	869.31		85,025.01	96,758.00
Employee Benefits	3000-3999	5,492.78	5,022.92	5,096.68	5,219.26	96.23		47,018.82	57,428.00
Books and Supplies	4000-4999	35,725.64	35,638.49	42,107.54	21,722.85	9,325.55		325,699.90	421,254.00
Services	5000-5999	607.06	510.46	4,709.43	430.94	87.05		12,415.15	15,841.00
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	49,532.82	60,635.56	36,898.48	10,378.14	.00	470,158.88	591,281.00
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-	157,978.36	15,388.32	55,904.52	10,378.14-	.00	95,693.33	1,846.00-
F. ENDING CASH (A + E)		188,609.31-	30,630.95-	15,242.63-	40,661.89	30,283.75	30,283.75		
G. Ending Cash, Plus Cash Accruals and Adjustments									

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							
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-			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								

-87-

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	2,993,172.14	2,993,172.14	2,993,172.14		
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			2,668.18				6,354.44	526.00
Interfund Transfers In	8910-8929								
All Other Financing Sources	8930-8979								
Undefined Objects									
TOTAL RECEIPTS		.00	.00	2,668.18	.00	.00	.00	6,354.44	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	.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	2,668.18	.00	.00	.00	9,349.28	526.00
F. ENDING CASH (A + E)		2,990,503.96	2,990,503.96	2,993,172.14	2,993,172.14	2,993,172.14	2,993,172.14		
G. Ending Cash, Plus Cash Accruals and Adjustments									

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								
Books 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								

-91-

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	333,828.79	340,567.25	342,672.85	340,712.85		
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		38,715.00	19,471.24	4,485.60			90,561.13	50,070.00
Interfund Transfers In	8910-8929								
All Other Financing Sources	8930-8979								
Undefined Objects									
TOTAL RECEIPTS		.00	38,715.00	19,471.24	4,485.60	.00	.00	90,561.13	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	7,616.00	12,732.78	2,380.00	1,960.00		29,177.28	140,000.00
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	7,616.00	12,732.78	2,380.00	1,960.00	.00	133,850.04	248,253.00
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)

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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-	31,099.00	6,738.46	2,105.60	1,960.00-	.00	42,895.76-	198,183.00-
F. ENDING CASH (A + E)		302,729.79	333,828.79	340,567.25	342,672.85	340,712.85	340,712.85		
G. Ending Cash, Plus Cash Accruals and Adjustments									

-93-

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)

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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								

-95-

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	5,132.01-	5,132.01-	5,132.01-		
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			233.63				470.93	3,300.00
Interfund Transfers In	8910-8929								
All Other Financing Sources	8930-8979								
Undefined Objects									
TOTAL RECEIPTS		.00	.00	233.63	.00	.00	.00	470.93	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	253,873.00
Capital Outlays	6000-6599			10,578.23				10,578.23	
Other Outgo	7000-7499								
Interfund Transfers Out	7600-7629								
All Other Financing Uses	7630-7699								
Undefined Objects									
TOTAL DISBURSEMENTS		253,873.00	.00	10,578.23	.00	.00	.00	264,451.23	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	10,344.60-	.00	.00	.00	272,119.83-	250,573.00-
F. ENDING CASH (A + E)		5,212.59	5,212.59	5,132.01-	5,132.01-	5,132.01-	5,132.01-		
G. Ending Cash, Plus Cash Accruals and Adjustments									

-97-

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								
Fuels 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									

-99-

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								
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 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									

-101-

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: First Reading Board Policies

MEETING: May 19, 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 4118 Suspension/Disciplinary Action (revised)

AR 4118 Suspension/Disciplinary Action (revised)

BP 4121 Temporary Substitute Personnel (revised)

E 4212.5 Personnel Criminal Record Check (revised)

AR 4161.1, 4361.1 Personal Illness, Injury Leave (revised)

AR 4161.2, 4361.2 Personal Leave (revised)

AR 4261.1. Personal Illness/Injury Leave (revised)

BP 5125 Student Records (revised)

AR 5125 Student Records (revised)

AR 5141 Students Health Care and Emergencies (new)

AR 5141.21 Administering Medication And Monitoring Health Conditions (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 4118 Personnel

Suspension/Disciplinary Action

The Governing Board expects all employees to exhibit professional and appropriate conduct and serve as positive role models both at school and in the community. An employee may be suspended or disciplined for unprofessional or inappropriate conduct in accordance with law, the district's collective bargaining agreement, Board policy, and administrative regulation.

(cf. 4000 - Concepts and Roles)
(cf. 4112.5/4312.5 - Criminal Record Check)
(cf. 4117.4 - Dismissal)
(cf. 4119.21/4219.21/4319.21 - Professional Standards)
(cf. 4141/4241 - Collective Bargaining Agreement)

The Superintendent or designee may take disciplinary action as he/she deems appropriate in light of the particular facts and circumstances involved and based on the severity of the misconduct. Disciplinary actions may include, but not be limited to, verbal warnings, written warnings, reassignment, suspension, freezing or reduction of wages, compulsory leave, or dismissal.

The Superintendent or designee shall ensure that, consistent with law, disciplinary actions are taken in a consistent, nondiscriminatory manner and are appropriately documented.

(cf. 1312.1 - Complaints Concerning District Employees)
(cf. 4030 - Nondiscrimination in Employment)
(cf. 4032 - Complaints Concerning Discrimination in Employment)
(cf. 4112.6/4212.6/4312.6 - Personnel Files)
(cf. 4119.1/4219/4319.1 - Civil and Legal Rights)
(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

In accordance with law, the Superintendent or designee shall notify the Commission on Teacher Credentialing when the status of a credentialed employee has been changed as a result of alleged misconduct.

(cf. 4117.7 - Employment Status Reports)

Legal Reference:

EDUCATION CODE

~~44008 Effect of termination of probation~~
~~44009 Conviction of specified crimes~~
~~44010 Sex offense—definitions~~
~~44011 Controlled substance offense—definitions~~
~~44242.5 Reports and review of alleged misconduct~~
~~44425 Conviction of a sex or narcotic offense~~
~~44660-44665 Evaluation and assessment of performance of certificated employees~~

44830.1 Criminal record summary-certificated employees
44930-44988 Resignations, dismissal, and leave of absence, especially:
44940 Sex offenses and narcotic offenses; compulsory leave of absence
44940.5 Compulsory leave of absence
45055 Drawing of warrants for teachers
48907 Exercise of free speech, expression
48950 Speech and other communication
51530 Advocacy or teaching of communism

GOVERNMENT CODE

3543.2 Scope of representation

HEALTH AND SAFETY CODE

11054 Schedule I; substances included

11055 Schedule II; substances included

11056 Schedule III; substances included

11357-11361 Marijuana

11363 Peyote

11364 Opium

11370.1 Possession of controlled substances with a firearm

PENAL CODE

187 Murder

291 School employees arrest for sex offense

667.5 Prior prison terms, enhancement of prison terms

1192.7 Plea bargaining limitation

CODE OF REGULATIONS, TITLE 5

80303 Reports of change in employment status

80304 Notice of sexual misconduct

COURT DECISIONS

Crowl v. Commission on Professional Competence, (1990) 225 Cal. App. 3d 334

Management Resources:

COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS

California's Laws and Rules Pertaining to the Discipline of Professional-Certificated Personnel, 2007

WEB SITES

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

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

(10/93-7/00)-11/08

Suspension/Dismissal Procedures

~~*Note: Education Code 44932 and 44933 specify the causes for which a certificated employee may be suspended without pay or dismissed; see the accompanying administrative regulation.***~~**

The Superintendent shall notify the Board whenever he/she believes that there is cause to

suspend or dismiss an employee pursuant to Education Code 44932 or 44933.

When the Board finds that there is cause to suspend or dismiss an employee pursuant to Education Code 44932 or 44933, it may formulate a written statement of charges specifying instances of behavior and the acts or omissions constituting the charge, the statutes and rules that the employee is alleged to have violated when applicable, and the facts relevant to each charge. The Board shall also review any duly signed and verified written statement of charges filed by any other person. (Education Code 44934, 44934.1)

~~***Note: Pursuant to Education Code 44934, upon the formulation or receipt of a written statement of charges, the Governing Board may notify the employee of the Board's intent to suspend or dismiss him/her. Education Code 44934.1, as added by AB 215 (Ch. 55, Statutes of 2014), requires a similar notice for charges of egregious misconduct. ***~~

Based on the written statement of charges, the Board may, upon majority vote, give notice to the employee of its intention to suspend or dismiss him/her at the expiration of 30 days from the date the notice is served. (Education Code 44934, 44934.1)

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

~~***Note: Prior to serving the notice of suspension or dismissal, Education Code 44938 requires that, when the charge involves unsatisfactory performance or unprofessional conduct, the employee must be given time to correct the performance or conduct as provided in the following two paragraphs. According to Crowl v. Commission on Professional Competence, when the employee fully remediates the misconduct specified in the written notice, no disciplinary action may be taken. The Crowl decision did not address what could be done when the misconduct specified in the notice reoccurs. Because the lack of further misconduct may not necessarily be equal to full remediation, appropriate disciplinary action should be determined on a case-by-case basis in consultation with legal counsel and the collective bargaining agreement. ***~~

Prior to serving a suspension or dismissal notice that includes a charge of unsatisfactory performance, the district shall give the employee written notice of the unsatisfactory performance that specifies the nature of the unsatisfactory performance with such specific instances of behavior and with such particularity as to furnish the employee an opportunity to correct his/her faults and overcome the grounds for any unsatisfactory performance charges and, if applicable, that includes the evaluation made pursuant to Education Code 44660-44665. The written notice of the unsatisfactory performance shall be provided at least 90 days prior to the filing of the suspension or dismissal notice or prior to the last one-fourth of the school days in the year. (Education Code 44938)

(cf. 4115 - Evaluation/Supervision)

Prior to serving a suspension or dismissal notice that includes a charge of unprofessional

conduct, the district shall give the employee written notice that describes the nature of the unprofessional conduct with such specific instances of behavior and with such particularity as to furnish the employee an opportunity to correct his/her faults and overcome the grounds for any unprofessional conduct charges and, if applicable, that includes the evaluation made pursuant to Education Code 44660-44665. The written notice of the unprofessional conduct shall be provided at least 45 days prior to the filing of the suspension or dismissal notice. (Education Code 44938)

~~***Note: Education Code 44936, as amended by AB 215 (Ch. 55, Statutes of 2014), allows a suspension or dismissal notice to be given at any time of year, except when the charge is unsatisfactory performance in which case the notice must be given during the instructional year. As amended, Education Code 44936 also requires any written notice given during the instructional year to be served personally or by mail, whereas notices outside of the instructional year must be served personally upon the employee.***~~

Except for notices that only include charges of unsatisfactory performance, the written suspension or dismissal notice may be served at any time of year. Such notice shall be served upon the employee personally if given outside of the instructional year or, if given during the instructional year, may be served personally or by registered mail to the employee's last known address. Notices with a charge of unsatisfactory performance shall be given only during the instructional year of the school site where the employee is physically employed, and may be served personally or by registered mail to the employee's last known address. (Education Code 44936)

If an employee has been served notice and demands a hearing pursuant to Government Code 11505 and 11506, the Board shall either rescind its action or schedule a hearing on the matter. (Education Code 44941, 44941.1, 44943, 44944)

~~***Note: Pursuant to Education Code 44939, 44939.1, and 44940, the Board may immediately suspend an employee from his/her duties pending suspension or dismissal proceedings for specified causes.***~~

~~***Note: Pursuant to Education Code 44939, as amended by AB 215 (Ch. 55, Statutes of 2014), an employee who is immediately suspended for a charge other than egregious misconduct may, within 30 days of receiving the suspension notice, serve the Board and file a motion with the Office of Administrative Hearings to seek reversal of the suspension. The review will be limited to whether the facts as alleged in the statement of charges would be a sufficient basis for immediate suspension. A hearing will be held no later than 30 days after the motion is filed, and the administrative law judge will issue a decision no later than 15 days after the hearing. During the review of the motion or while dismissal charges are pending, the Board retains the authority to determine the physical placement and assignment of the employee.***~~

Pending suspension or dismissal proceedings for an employee who is charged with

egregious misconduct, immoral conduct, conviction of a felony or of any crime involving moral turpitude, incompetency due to mental disability, or willful refusal to perform regular assignments without reasonable cause as prescribed by district rules and regulations, the Board may, if it deems it necessary, immediately suspend the employee from his/her duties. If the employee files a motion with the Office of Administrative Hearings for immediate reversal of the suspension based on a cause other than egregious misconduct, the Board may file a written response before or at the time of the hearing. (Education Code 44939, 44939.1, 44940)

~~***Note: If an employee has requested a hearing upon receiving notice of suspension or dismissal, the hearing will be conducted by the Commission on Professional Competence or an administrative law judge pursuant to Education Code 44944 or 44944.1; see the accompanying administrative regulation. The hearing before the Commission on Professional Competence must begin within six months of the employee's request for the hearing, unless extended due to extraordinary circumstances. The Commission on Professional Competence consists of an administrative law judge of the Office of Administrative Hearings, a member appointed by the Board, and a member appointed by the employee. ***~~

When a suspension or dismissal hearing is to be conducted by a Commission on Professional Competence, the Board shall, no later than 45 days before the date set for the hearing, select one person with a currently valid credential to serve on the Commission. The appointee shall not be an employee of the district and shall have at least three years' experience within the past 10 years at the same grade span or assignment as the employee, as defined in Education Code 44944. (Education Code 44944)

Legal Reference:

EDUCATION CODE

- 44008 Effect of termination of probation
- 44009 Conviction of specified crimes
- 44010 Sex offense; definitions
- 44011 Controlled substance offense; definitions
- 44242.5 Reports and review of alleged misconduct
- 44425 Conviction of a sex or narcotic offense
- 44660-44665 Evaluation and assessment of performance of certificated employees
- 44830.1 Criminal record summary certificated employees
- 44929.21 Notice of reelection decision; districts with 250 ADA or more
- 44929.23 Reelection and dismissal of probationary employees; districts with ADA less than 250
- 44930-44988 Resignations, dismissal, and leave of absence
- 45055 Drawing of warrants for teachers
- 48907 Exercise of free speech, expression

48950 Speech and other communication

51530 Advocacy or teaching of communism

GOVERNMENT CODE

1028 Advocacy of communism

3543.2 Scope of representation

11505-11506 Hearing

HEALTH AND SAFETY CODE

11054 Schedule I; substances included

11055 Schedule II, substances included

11056 Schedule III, substances included

11357-11361 Marijuana

11363 Peyote

11364 Opium

11370.1 Possession of controlled substances with a firearm

PENAL CODE

187 Murder

291 School employees arrest for sex offense

667.5 Prior prison terms, enhancement of prison terms

1192.7 Plea bargaining limitation

11165.2-11165.6 Child abuse or neglect; definitions

CODE OF REGULATIONS, TITLE 5

80303 Reports of change in employment status

80304 Notice of sexual misconduct

COURT DECISIONS

Vergara v. California (Los Angeles Super.Ct.) BC484642

Crowl v. Commission on Professional Competence, (1990) 225 Cal. App. 3d 334

Morrison v. State Board of Education (1969) 1 Cal.3d 214

Management Resources:

COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS

California's Laws and Rules Pertaining to the Discipline of Professional Certificated Personnel, 2007

WEB SITES

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

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

(7/00 11/08) 12/14

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

First Reading: May 19, 2015

Adopted:

King City, California

Personnel

Suspension/Disciplinary Action

~~Suspension Without Pay~~

~~When a permanent certificated employee's unprofessional conduct is not considered serious enough to warrant dismissal, he/she may be suspended without pay on grounds of unprofessional conduct, following procedures designated in Education Code 44932-44938.~~

~~A probationary certificated employee may be suspended without pay for a specified period during the school year as an alternative to dismissal following procedures designated in Education Code 44948.3.~~

~~Prior to any disciplinary action on charges leading to suspension without pay on the grounds of unprofessional conduct, the Superintendent or designee shall give the employee written notice. This written notice shall: (Education Code 44938)~~

- ~~1. Indicate the nature of the employee's unprofessional conduct~~
- ~~2. Cite specific instances of unprofessional behavior~~
- ~~3. Give the employee a 45-day opportunity to correct the misconduct and overcome the ground(s) for the charge(s)~~
- ~~4. Include the evaluation made pursuant to Education Code 44660-44665, if applicable~~

~~(cf. 4115—Evaluation/Supervision)~~

Mandatory Leave of Absence

~~Upon being informed that a certificated employee has been charged with a "mandatory leave of absence offense," the Superintendent or designee shall immediately place the employee on a leave of absence. A mandatory leave of absence offense includes: (Education Code 44830.1, 44940)~~

- ~~1. Any sex offense as defined in Education Code 44010~~
- ~~2. Any offense involving the unlawful sale, use, or exchange to minors of controlled substances as listed in Health and Safety Code 11054, 11055, and 11056.~~

~~(cf. 4117.7—Employee Status Reports)~~

Upon receipt of notification from the Department of Justice by telephone that a current temporary, substitute, or probationary employee serving before March 15 of the his/her second probationary year has been convicted of a violent or serious felony, that employee shall be immediately placed on leave without pay. Upon receipt of written electronic notification of the conviction from the Department of Justice, such employee, as specified above, shall be automatically terminated, and without regard to any other termination procedure. (Education Code 44830.1)

(cf. 4112.5/4312.5—Criminal Record Check)

An employee's compulsory leave may extend for not more than 10 days after the entry of judgment in the proceedings. However, the Governing Board may extend a certificated employee's compulsory leave by giving notice, within 10 days after the entry of judgment in the proceedings, that the employee will be dismissed within 30 days from the date of service of the notice unless he/she demands a hearing. (Education Code 44940, 44940.5)

(cf. 4117.4—Dismissal)

Employee compensation during the period of compulsory leave shall be made in accordance with Education Code 44940.5.

~~*Note: The following optional administrative regulation should be revised to reflect provisions applicable to the size of the district as well as any related provisions of collective bargaining agreements. ***~~**

~~*Note: Pursuant to Government Code 3543.2, the district and certificated employee bargaining unit must, upon request of either party, negotiate causes and procedures for disciplinary action, other than dismissal and suspension beyond 15 days. If the Governing Board has adopted a collective bargaining agreement which includes such procedures, then, pursuant to Education Code 44932, the authorization to suspend an employee for up to 15 days pursuant to the procedures specified in Education Code 44933, 44934, 44934.1, 44935, 44936, 44937, 44943, and 44944 would not apply. The suspension procedures specified in Education Code 44934 and 44939, as amended by AB 215 (Ch. 55, Statutes of 2014), are explicitly for use only by districts that do not have a collective bargaining agreement. ***~~**

~~*Note: In Vergara v. State of California, a California superior court held that the state's current dismissal procedure is unconstitutional because it is so complex, time-consuming, and expensive that it effectively prohibits an effective, efficient, and fair dismissal of a grossly ineffective teacher. However, this decision has been stayed until appeals can be settled. ***~~**

~~*Note: Because Education Code provisions pertaining to employee suspension and dismissal are complex, districts are advised to consult with legal counsel before instituting such proceedings. ***~~**

Causes for Suspension or Dismissal

~~***Note: Education Code 44932 lists causes for which a certificated employee may be suspended without pay or dismissed. AB 215 (Ch. 55, Statutes of 2014) amended Education Code 44932 to add egregious misconduct, as defined, as a cause for dismissal and to delete membership in the Communist party.***~~

~~***Note: The causes listed in Education Code 44932 have been found to be so broad as to be sometimes difficult to apply. However, the California Supreme Court (Morrison v. State Board of Education) has articulated a seven-part test to determine fitness to teach, including (1) likelihood of recurrence of the questioned conduct or performance, (2) extenuating or aggravating circumstances, (3) effect of notoriety and publicity, (4) impairment of teacher-student relationships, (5) disruption of the education process, (6) motive, and (7) proximity or remoteness in time of conduct or performance. The conduct or performance that gives rise to the need to suspend or dismiss need not occur on or involve district property.***~~

A certificated employee with permanent status may be suspended without pay or dismissed only for one or more of the following causes: (Education Code 44932)

1. Immoral conduct including, but not limited to, egregious misconduct that is the basis for a sex offense or controlled substance offense described in Education Code 44010 or 44011 or child abuse and neglect as described in Penal Code 11165.2-11165.6
2. Unprofessional conduct
3. Commission, aiding, or advocating the commission of acts of criminal syndicalism
4. Dishonesty
5. Unsatisfactory performance
6. Evident unfitness for service
7. Physical or mental condition unfitting the employee to instruct or associate with children

(cf. 4112.4/4212.4/4312.4 - Health Examinations)

8. Persistent violation of or refusal to obey the school laws or regulations of the state or district
9. Conviction of a felony or of any crime involving moral turpitude

10. Violation of Education Code 51530 or Government Code 1028 (advocacy of communism)

11. Alcoholism or other drug abuse that makes the employee unfit to instruct or associate with children

(cf. 4115 - Evaluation/Supervision)

An employee may be suspended or dismissed on grounds of unprofessional conduct consisting of acts or omissions not listed above if the charge specifies instances of behavior deemed to constitute unprofessional conduct. (Education Code 44933)

An employee shall not be suspended, disciplined, reassigned, transferred, dismissed, or otherwise retaliated against solely for acting to protect a student, or for refusing to infringe on a student's protected conduct, when that student is exercising his/her free speech or press rights pursuant to Education Code 48907 or 48950. (Education Code 48907, 48950)

(cf. 4119.1/4219.1/4319.1 - Civil and Legal Rights)

(cf. 5145.2 - Freedom of Speech/Expression)

Suspension/Dismissal of Permanent Employees

~~***Note: Procedures for the suspension or dismissal of permanent employees are addressed in Education Code 44932-44947. Some of these procedures were amended by AB 215 (Ch. 55, Statutes of 2014), including the establishment of an alternative procedure for charges related solely to egregious misconduct.***~~

~~***Note: See the accompanying Board policy for information about Board responsibilities related to reviewing the statement of charges, providing notice to the employee of the Board's intent to suspend or dismiss him/her, and, when applicable, appointing a member of the Commission on Professional Competence that will conduct a hearing on the matter.***~~

When a permanent certificated employee is charged with one or more of the offenses specified in the section "Causes for Suspension or Dismissal" above, the following procedures shall apply:

1. The person preparing a written statement of charges that there is cause to suspend or dismiss an employee shall submit the signed statement to the Governing Board. (Education Code 44934, 44934.1)

2. Upon receiving notice of the Board's intent to suspend or dismiss him/her, the employee may request a hearing on the matter. The hearing shall be conducted by the Commission on Professional Competence, except that any case involving only egregious

misconduct shall be heard instead by an administrative law judge and, in any other case, the hearing may be conducted by an administrative law judge when both the district and employee so stipulate. (Education Code 44943, 44944, 44944.05, 44944.1, 44944.3)

3. Except when an employee is charged solely with egregious misconduct, the district may amend the charges less than 90 days before the hearing only upon showing of good cause and upon approval of the administrative law judge. (Education Code 44934)

4. The employee shall be suspended or dismissed when the Commission on Professional Competence or administrative law judge has issued its decision supporting suspension or dismissal or, if the employee did not request a hearing, at the expiration of 30 days after service of the notice of intent to suspend or dismiss. (Education Code 44941, 44943, 44944)

The State Administrator/Superintendent or designee shall notify the Commission on Teacher Credentialing when the employment status of a certificated employee has been changed as a result of alleged misconduct or while an allegation of misconduct is pending. (Education Code 44030.5, 44242.5, 44940; 5 CCR 80303)

(cf. 4117.7/4317.7 - Employment Status Reports)

Suspension/Dismissal of Probationary Employees

~~***Note: With proper notice, the district may choose not to rehire probationary employees for the following year without giving a statement of reasons; see AR 4117.6 - Decision Not to Rehire. However, during the school year, probationary employees may only be suspended without pay or dismissed for cause and in accordance with the applicable procedures specified in law.***~~

The district may choose not to rehire probationary employees for the following school year without giving a statement of reasons provided that it is done in accordance with AR 4117.6 - Decision Not to Rehire and proper notice is provided by March 15. (Education Code 44929.21, 44929.23)

(cf. 4116 - Probationary/Permanent Status)

(cf. 4117.6 - Decision Not to Rehire)

Compulsory Leave of Absence

~~***Note: Whenever a certificated employee is charged with a "mandatory leave of absence offense" as defined in Education Code 44940, the district is required to place him/her on a compulsory leave of absence. Penal Code 291 requires law enforcement, including the local police, sheriff, or California Highway Patrol, to telephone the Superintendent when a~~

~~school employee has been arrested for a sex offense and provide written notice to the County Superintendent of Schools and the Commission on Teacher Credentialing (CTC).~~
~~***~~

~~***Note: AB 215 (Ch. 55, Statutes of 2014) amended Education Code 44940 to add murder or attempted murder to the list of mandatory leave of absence offenses (item #2 below) and to delete exceptions regarding controlled substances (item #3 below).***~~

~~***Note: Pursuant to Education Code 44009 and 44425, the CTC will revoke the credential of an individual who has been convicted of a mandatory leave of absence offense.***~~

Upon being informed by law enforcement that a certificated employee has been charged with a "mandatory leave of absence offense," the State Administrator/Superintendent or designee shall immediately place the employee on a leave of absence. A mandatory leave of absence offense includes: (Education Code 44830.1, 44940)

1. Any sex offense as defined in Education Code 44010
2. Violation or attempted violation of Penal Code 187 (murder)
3. Any offense involving the unlawful sale, use, or exchange to minors of controlled substances as listed in Health and Safety Code 11054, 11055, and 11056

(cf. 4117.7/4317.7 - Employment Status Reports)

~~***Note: Education Code 44940 permits the Board to require compulsory leaves for certain "optional leave of absence offenses" as defined below. AB 215 (Ch. 55, Statutes of 2014) amended Education Code 44940 to move violations or attempted violations of Penal Code 187 from the list of optional leave of absence offenses to the list of mandatory leave of absence offenses.***~~

~~***Note: The following optional paragraph should be revised to reflect offenses which the Board has determined will require a compulsory leave of absence.***~~

The State Administrator/Superintendent or designee may place on an immediate compulsory leave of absence a certificated employee who is charged with an "optional leave of absence offense," defined as a controlled substance offense specified in Education Code 44011 and Health and Safety Code 11357-11361, 11363, 11364, and 11370.1 except as it relates to marijuana, mescaline, peyote, or tetrahydrocannabinols. (Education Code 44940)

If an employee is charged with an offense that falls into both the mandatory and optional leave of absence definitions, the offense shall be treated as a mandatory leave of absence offense. (Education Code 44940)

An employee's compulsory leave for a mandatory or optional leave of absence offense may extend for not more than 10 days after the entry of judgment in the criminal proceedings. However, the compulsory leave may be extended if the Board gives notice, within 10 days after the entry of judgment in the proceedings, that the employee will be dismissed within 30 days from the date of service of the notice unless he/she demands a hearing. (Education Code 44940, 44940.5)

~~***Note: Pursuant to Education Code 44940.5, while on compulsory leave, the employee may receive his/her salary if he/she provides a suitable bond or other acceptable security as a guarantee that he/she will repay the leave period salary if convicted of the charges or if he/she fails to return to district service. If the employee is acquitted or the charges are dismissed, the district must reimburse him/her for the cost of the bond upon return to service in the district. If an employee who does not furnish a bond or other security is acquitted or the charges are dismissed, the district must pay his/her salary for the time spent on leave upon return to service.~~

~~Education Code 44940.5 specifies that, if the charges against an employee are dismissed as a result of the employee's successful completion of a drug diversion program and the employee returns to service, the employee may elect to receive payment for his/her accrued leave and differential pay for the length of the employee's leave of absence. ***~~

During the period of compulsory leave, the employee shall be compensated in accordance with Education Code 44940.5.

Upon receipt of telephone or electronic notification from the Department of Justice that a current temporary, substitute, or probationary employee serving before March 15 of his/her second probationary year has been convicted of a violent or serious felony, the State Administrator/Superintendent or designee shall immediately place the employee on leave without pay. Upon receipt of electronic notification of the conviction from the Department of Justice, such employee shall be automatically terminated and without regard to any other termination procedure. (Education Code 44830.1)

(cf. 4112.5/4212.5/4312.5 - Criminal Record Check)

(7/00 11/08) 12/14

Optional Leave of Absence

The Board may require an immediate compulsory leave of absence when a certificated employee is charged with an "optional leave of absence offense" as specified in law. Such employees shall

be subject to the same requirements specified in Education Code 44940.5 regarding extension of the leave, furnishing of a bond, and payment of salaries for employees charged with mandatory leave of absence offenses. (Education Code 44940, 44940.5)

Protection of a Student's Free Speech or Press Rights

An employee shall not be suspended, disciplined, reassigned, transferred, dismissed, or otherwise retaliated against solely for acting to protect a student, or for refusing to infringe on a student's protected conduct, when that student is exercising his/her free speech or press rights pursuant to Education Code 48907 or 48950. (Education Code 48907, 48950)

(cf. 4119.1/4219.1/4319.1 - Civil and Legal Rights)

(cf. 5145.2 - Freedom of Speech/Expression)

~~(10/93-7/00) 11/08~~

(7/00 11/08) 12/14

Regulation: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

First Reading: May 19, 2015

Adopted:

King City, California

BP 4121 Personnel

Temporary/Substitute Personnel

The Governing Board recognizes that substitute and temporary personnel perform an essential role in promoting student achievement and desires to employ highly qualified, appropriately credentialed employees to fill such positions.

(cf. 4112.2 - Certification)

Hiring

The State Administrator/Superintendent or designee shall recommend candidates for substitute or temporary positions for Board approval, and shall ensure that all substitute and temporary employees are assigned in accordance with law and the authorizations specified in their credential.

(cf. 4113 - Assignment)

Substitute personnel may be employed on an on-call, day-to-day basis.

In addition, after September 1 of any school year, the Board may employ substitute personnel for the remainder of the school year for positions for which no regular employee is available. The district shall first demonstrate to the Commission on Teacher Credentialing the inability to acquire the services of a qualified regular employee. (Education Code 44917)

(cf. 4117.14/4317.14 - Postretirement Employment)

Permanent or probationary certificated employees who were laid off pursuant to Education Code 44955 and who have a preferred right of reappointment shall be given priority for substitute service in the order of their original employment. (Education Code 44956, 44957)

(cf. 4117.3 - Personnel Reduction)

Classification

At the time of initial employment and each July thereafter, the Board shall classify substitute and temporary employees as such. (Education Code 44915, 44916)

The Board may classify as substitute personnel a teacher hired to fill the position of a regularly employed person who is absent from service. (Education Code 44917)

The Board may classify as a temporary employee a teacher who is employed for at least one semester and up to one complete school year based on the need for additional certificated

employees when regular employees are absent due to leaves or long-term illness. Any person whose service begins in the second semester and before March 15 may be classified as a temporary employee even if employed for less than a semester. The Board shall determine the number of persons who shall be so employed, which shall not exceed the identified need based on the absence of regular employees. (Education Code 44920)

The Board also shall classify as temporary employees those certificated persons, other than substitute employees, who are employed to:

1. Serve from day-to-day during the first three months of any school term to teach temporary classes which shall not exist after that time, or perform any other duties which do not last longer than the first three months of any school term (Education Code 44919)
2. Teach in special day and evening classes for adults or in schools of migratory population for not more than four months of any school term (Education Code 44919)
3. Serve in a limited assignment supervising student athletic activities provided such assignments have first been made available to teachers presently employed in the district (Education Code 44919)

(cf. 4127/4227/4327 - Temporary Athletic Team Coaches)

4. Serve in a position for a period not to exceed 20 working days in order to prevent the stoppage of district business during an emergency when persons are not immediately available for probationary classification (Education Code 44919)
5. Serve only for the first semester because the district expects a reduction in student enrollment during the second semester due to midyear graduations (Education Code 44921)

For purposes of classifying employees pursuant to item #1 or 2 above, the school year shall not be divided into more than two school terms. (Education Code 44919)

Any employee hired to provide services in a categorically funded program or project may be employed for a period less than a full school year. He/she may be classified as a temporary employee if the period of employment will end at the expiration of that program or project. (Education Code 44909)

Salary and Benefits

The Board shall adopt and make public a salary schedule setting the daily or pay period rate(s) for substitute employees for all categories or classes of certificated employees of the district. (Education Code 44977, 45030)

OPTION 2: Substitute and hourly employees shall not participate in the health and welfare plans or other fringe benefits of the district.

Paid Sick Leave

~~***Note: Effective July 1, 2015, Labor Code 245-249 (the Healthy Workplaces, Healthy Families Act), as added by AB 1522 (Ch. 317, Statutes of 2014), require districts to grant a minimum of one hour of paid sick leave for every 30 hours worked to their employees who work for 30 days within a year of their employment, including temporary and substitute employees. In implementing Labor Code 246, the district must either (1) allow temporary and substitute employees to carry over accrued paid sick leave to the following year up to a maximum of 48 hours or six work days, in which case the district must track the amount of sick leave earned by each employee, or (2) grant 24 hours of paid sick leave to each such employee at the beginning of each year, in which case no sick leave carries over to the following year. Districts should select the option below which corresponds to their approach under Labor Code 246. ***~~

~~***Note: Additional requirements of Labor Code 245-249 include, but are not limited to, display of a poster containing specified information at every workplace, provision of each employee's sick leave balance on his/her wage statements, and maintenance of leave usage documentation for three years. The provisions of Labor Code 245-249 are very broad and only district employees covered by a valid collective bargaining agreement may be exempted from them, if the collective bargaining agreement expressly provides paid sick leave in an amount equal to or exceeding the amount of leave required pursuant to Labor Code 246, includes final and binding arbitration of disputes regarding the application of the paid sick days provisions, and provides premium wage rates for all overtime hours worked and a regular hourly rate of pay of not less than 30 percent more than the state minimum wage rate. Since many districts may not satisfy all the conditions for this exemption, the following optional section has been drafted to include the requirements of Labor Code 245-249. Any district whose collective bargaining agreement meets all the conditions for exemption may modify this section accordingly. For sick leave for full-time and part-time certificated employees and additional requirements of Labor Code 245-249, see AR 4161.1/4361.1—Personal Illness/Injury Leave. For sick leave for classified employees, see AR 4261.1—Personal Illness/Injury Leave. ***~~

OPTION 1: Any temporary or substitute employee who works for 30 or more days within a year of his/her employment shall be entitled to one hour of paid sick leave for every 30 hours worked. Such employee may begin to use accrued paid sick days on the 90th day of his/her employment, after which he/she may use the sick days as they are accrued. Accrued paid sick days shall carry over to the following year of employment, up to a maximum of 48 hours. (Labor Code 246)

OPTION 2: Any temporary or substitute employee who works for 30 or more days within a year of his/her employment shall be credited with 24 hours of paid sick leave for that

year. Unused sick leave shall not carry over to the following year of employment. (Labor Code 246)

~~***Note: The following paragraph applies to both options and reflects the intent of the legislature in enacting the Healthy Workplaces, Healthy Families Act, including to enable California workers to address their own and their family's health needs and to provide them with economic security when they need to take time off work for reasons of domestic violence, sexual assault, or stalking. The following paragraph may be revised to include additional reasons for which temporary or substitute employees may use sick leave, pursuant to district policy or practice.***~~

A temporary or substitute employee may use accrued sick leave for absences due to:
(Labor Code 246.5)

1. The diagnosis, care, or treatment of an existing health condition of, or preventive care for, the employee or his/her family member as defined in Labor Code 245.5
2. Need of the employee to obtain or seek any relief or medical attention specified in Labor Code 230(c) and 230.1(a) for the health, safety, or welfare of the employee, or his/her child, when the employee has been a victim of domestic violence, sexual assault, or stalking

(cf. 4161.1/4361.1 - Personal Illness/Injury Leave)
(cf. 4261.1 - Personal Illness/Injury Leave)

No employee shall be denied the right to use accrued sick days and the district shall not in any manner discriminate or retaliate against any employee for using or attempting to use sick leave, filing a complaint with the Labor Commissioner, or alleging district violation of Labor Code 245-249. The State Administrator/Superintendent or designee shall display a poster containing required information, provide notice to eligible employees of their sick leave rights, keep of records of employees' use of sick leave for three years, and comply with other requirements specified in Labor Code 245-249 and in AR 4161.1/4361.1 - Personal Illness/Injury Leave.

Release from Employment/Dismissal

The Board may dismiss a substitute employee at any time at its discretion. (Education Code 44953)

The Board may release a temporary employee at its discretion if the employee has served less than 75 percent of the number of days the regular schools of the district are maintained. After serving 75 percent of the number of days that district schools are maintained during one school

year, a temporary employee may be released as long as he/she is notified, before the last day of

June, of the district's decision not to reelect him/her for the following school year. (Education Code 37200, 44954)

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

Reemployment as a Probationary Employee

Unless released from employment pursuant to Education Code 44954, any person employed for one complete school year as a temporary employee shall, if reemployed for the following school year in a vacant position requiring certification qualifications, be classified as a probationary employee. With the exception of on-call, day-to-day substitutes, if a temporary or substitute employee performs the duties normally required of certificated employees for at least 75 percent of the number of days the regular schools of the district were maintained in that school year and is then employed as a probationary employee for the following school year, his/her previous employment as a temporary or substitute employee shall be credited as one year's employment as a probationary employee for purposes of acquiring permanent status. (Education Code 44917, 44918, 44920)

(cf. 4116 - Probationary/Permanent Status)

Vacant position means a position in which the employee is qualified to serve and which is not filled by a permanent or probationary employee. It shall not include a position which would be filled by a permanent or probationary employee except for the fact that such employee is on leave. (Education Code 44920, 44921)

A temporary employee hired pursuant to item #1 or #2 in the section "Classification" above shall be classified as a probationary employee if the duties continue beyond the time limits of the assignment. (Education Code 44919)

A person employed pursuant to item #5 in the section "Classification" above who is then continued in employment beyond the first semester shall be classified as a probationary employee for the entire school year and shall be reemployed to fill any vacant positions in the district for which he/she is certified. Preference for available positions shall be determined by the Board as prescribed by Education Code 44845 and 44846. (Education Code 44921)

With the exception of on-call, day-to-day substitutes, a temporary or substitute employee who was released pursuant to Education Code 44954 but who has nevertheless served for two consecutive school years, for at least 75 percent of each year, shall receive first priority if the district fills a vacant position for the subsequent school year at the grade level at which the employee served during either year. In the case of a departmentalized program, the employee shall have taught the subject matter in which the vacant position occurs. (Education Code 44918)

Legal Reference:

EDUCATION CODE

- 22455.5 Provision of retirement plan information to potential members
- 22515 Irrevocable election to join retirement plan
- 37200 School calendar
- 44252.5 State basic skills assessment required for certificated personnel
- 44300 Emergency teaching or specialist permits
- 44830 Employment of certificated persons; requirements of proficiency in basic skills
- 44839.5 Employment of retirant
- 44845 Date of employment
- 44846 Criteria for reemployment preferences
- 44909 Employees providing services through categorically funded programs
- 44914 Substitute and probationary employment computation for classification as permanent employee
- 44915 Classification of probationary employees
- 44916 Time of classification; statement of employment status
- 44917 Classification of substitute employees
- 44918 Substitute or temporary employee deemed probationary employee; reemployment rights
- 44919 Classification of temporary employees
- 44920 Employment of certain temporary employees; classifications
- 44921 Employment of temporary employees; reemployment rights (unified and high school districts)
- 44953 Dismissal of substitute employees
- 44954 Release of temporary employees
- 44955 Layoff of permanent and probationary employees
- 44956 Rights of laid-off permanent employees to substitute positions
- 44957 Rights of laid-off probationary employees to substitute positions
- 44977 Salary schedule for substitute employees
- 45030 Substitutes
- 45041 Computation of salary
- 45042 Alternative method of computation for less than one school year
- 45043 Compensation for employment beginning in the second semester
- 56060-56063 Substitute teachers in special education

GOVERNMENT CODE

- 3540.1 Educational Employment Relations Act, definitions

CODE OF REGULATIONS, TITLE 5

- 5502 Filing of notice of physical examination for employment of retired person
- 5503 Physical examination for employment of retired persons
- 5590 Temporary athletic team coach
- 80025-80025.5 Emergency substitute teaching permits

COURT DECISIONS

- McIntyre v. Sonoma Valley Unified School District (2012) 206 Cal.App.4th 170
- Stockton Teachers Association CTA/NEA v. Stockton Unified School District (2012) 204 Cal.App.4th 446

Neily v. Manhattan Beach Unified School District, (2011) 192 Cal.App.4th 187
California Teachers Association v. Vallejo City Unified School District, (2007) 149 Cal.App.4th
135
Bakersfield Elementary Teachers Assn. v. Bakersfield City School District, (2006) 145
Cal.App.4th 1260, 1277
Kavanaugh v. West Sonoma Union High School District, (2003) 29 Cal.4th 911

Management Resources:

WEB SITES

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

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

7/12

Policy SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

First Reading: May 19, 2015

Adopted:

King City, California

Personnel

Criminal Record Check

~~***Note:—The following is based on the sample Employee Statement Form provided by the California Department of Justice.—Such a form must be signed by an employee designated as custodian of records of criminal history information and any other individual granted access to this information by the custodian of records; see the accompanying administrative regulation.—***~~

SAMPLE EMPLOYEE STATEMENT FORM USE OF CRIMINAL JUSTICE INFORMATION

As an employee/volunteer of School District, you may have access to confidential criminal record information which is controlled by state and federal statutes. Misuse of such information may adversely affect the individual's civil rights and violate constitutional rights of privacy. Penal Code 502 prescribes the penalties relating to computer crimes. Penal Code 11105 and 13300 identify who has access to criminal history information and under what circumstances it may be disseminated. Penal Code 11140-11144 and 13301-13305 prescribe penalties for misuse of criminal history information. Government Code 6200 prescribes felony penalties for misuse of public records. Penal Code 11142 and 13300 state:

"Any person authorized by law to receive a record or information obtained from a record who knowingly furnishes the record or information to a person not authorized by law to receive the record or information is guilty of a misdemeanor."

Civil Code 1798.53, Invasion of Privacy, states:

"Any person who intentionally discloses information, not otherwise public, which they know or should reasonably know was obtained from personal or confidential information maintained by a state agency or from records within a system of records maintained by a federal government agency, shall be subject to a civil action, for invasion of privacy, by the individual."

CIVIL, CRIMINAL, AND ADMINISTRATIVE PENALTIES:

*Penal Code 11141: DOJ furnishing to unauthorized person (misdemeanor)

*Penal Code 11142: Authorized person furnishing to other (misdemeanor)

*Penal Code 11143: Unauthorized person in possession (misdemeanor)

*California Constitution, Article I, Section 1 (Right to Privacy)

* Civil Code 1798.53, Invasion of Privacy

*Title 18 USC 641, 1030, 1951, and 1952

Any employee who is responsible for such misuse may be subject to immediate dismissal.

Violations of this law may result in criminal and/or civil action.

I HAVE READ THE ABOVE AND UNDERSTAND THE POLICY REGARDING MISUSE
OF CRIMINAL RECORD INFORMATION.

Signature Date
Printed Name Title
Name of District

PLEASE NOTE: Do not return this form to the DOJ. Your Custodian of Records should
maintain these forms.

(10/97 7/10) 12/14

Exhibit: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

First Reading: May 19, 2015

Adopted:

King City, California

Personnel

Personal Illness/Injury Leave

Full-time certificated employees are entitled to 10 days leave of absence for personal illness or injury (sick leave) per school year, with full pay. Employees working less than five school days per week shall be granted comparable sick leave in proportion to the time they work. (Education Code 44978)

(cf. 4161/4261/4361 - Leaves)

(cf. 4161.9/4261.9/4361.9 - Catastrophic Leave Program)

An employee may take sick leave at any time during the school year, even if credit for sick leave has not yet been accrued. (Education Code 44978)

An employee who does not complete a given year of service shall be charged for any unearned sick leave used as of the date of termination of service.

Unused days of sick leave shall be accumulated from year to year without limitation. (Education Code 44978)

At the beginning of each school year, employees shall be notified of the amount of sick leave they have accumulated.

Any certificated employee who leaves the district after at least one school year of employment and accepts a certificated position in another district, county office of education, or community college district within one year shall have transferred with him/her the total amount of accumulated sick leave. The district shall not require new employees to waive leave accumulated in a previous district. (Education Code 44979, 44980)

Sick leave may be used by a certificated employee for absences due to:

1. Temporary inability to perform his/her duties because of illness, accident, or quarantine, whether or not the cause of the absence arises out of and in the course of employment (Education Code 44964)

(cf. 4157.1/4257.1/4357.1 - Work-Related Injuries)

2. Pregnancy, miscarriage, childbirth, and recovery (Education Code 44965, 44978)

(cf. 4161.8/4261.8/4361.8 - Family Care and Medical Leave)

3. Personal necessity (Education Code 44981)

(cf. 4161.2/4261.2/4361.2 - Personal Leaves)

4. Medical and dental appointments, in increments of not less than one hour
5. Industrial accidents or illnesses when leave granted specifically for that purpose has been exhausted (Education Code 44984)

(cf. 4161.11/4361.11 - Industrial Accident/Illness Leave)

6. Illness of the employee's child, parent, spouse, registered domestic partner, or domestic partner's child in an amount not less than the sick leave that would be accrued by the employee during six months at his/her then current rate of entitlement (Labor Code 233)

~~***Note: Pursuant to Labor Code 246.5, as added by AB 1522 (Ch. 317, Statutes of 2014), paid sick leave may also be used for the purposes specified in items #7 and #8 below. Labor Code 245.5, as added by AB 1522, defines "family member" for the purpose of item #7 to include a registered domestic partner, grandparent, and sibling. Item #8 applies only to employees who are victims of domestic violence, sexual assault, or stalking. For additional information about leaves for victims of domestic violence, sexual assault, or stalking, see AR 4161.2/4261.2/4361.2 - Personal Leaves.***~~

7. **Diagnosis, care, or treatment of an existing health condition of, or preventive care for, the employee or his/her family member as defined in Labor Code 245.5 (Labor Code 246.5)**

8. **Need of the employee to obtain or seek any relief or medical attention specified in Labor Code 230(c) and 230.1(a) for the health, safety, or welfare of the employee, or his/her child, when the employee has been a victim of domestic violence, sexual assault, or stalking (Labor Code 246.5)**

An employee may take sick leave at any time during the school year, even if credit for sick leave has not yet been accrued. (Education Code 44978)

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

An employee shall notify the district of his/her need to be absent as soon as such need is known, so that substitute services may be secured. This notification shall include an estimate of the expected duration of absence. If the absence becomes longer than estimated, the employee shall so notify the district. If the duration of absence becomes shorter than estimated, the employee shall notify the district not later than 3 p.m. of the day preceding the day on which he/she intends to return to work. If failure to so notify the district results in a substitute being secured, the cost of the substitute shall be deducted from the employee's pay.

(cf. 4121 - Temporary/Substitute Personnel)

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

At the beginning of each school year, employees shall be notified of the amount of sick leave they have accumulated.

The district shall not require new employees to waive leave accumulated in a previous district. (Education Code 44979, 44980)

~~***Note: Pursuant to Education Code 44979-44980, a certificated employee is entitled to have his/her accumulated sick leave transferred with him/her in the circumstances specified in the following optional paragraph.***~~

The State Administrator/Superintendent or designee shall notify any certificated employee who leaves the district after at least one school year of employment that if the employee accepts a certificated position in another district, county office of education, or community college district within one year, he/she may request that the district transfer his/her accumulated sick leave to the new employer. (Education Code 44979, 44980)

Continued Absence After Available Sick Leave Is Exhausted

During each school year, when a certificated employee has exhausted all available sick leave, including all accumulated sick leave, and, due to illness or injury, continues to be absent from his/her duties for an additional period up to five school months, the employee shall receive his/her regular salary minus the actual cost of a substitute to fill the position. If the district has made every reasonable effort to secure the services of a substitute and has been unable to do so, the amount that would have been paid to a substitute shall be deducted from the employee's salary. (Education Code 44977)

An employee shall not be provided more than one five-month period per illness or injury. However, if the school year ends before the five-month period is exhausted, the employee may take the balance of the five-month period in a subsequent school year. (Education Code 44977)

If a certificated employee is not medically able to resume his/her duties after the five-month period provided pursuant to Education Code 44977, the employee shall be placed either in another position or on a reemployment list. Placement on the reemployment list shall be for 24 months for probationary employees or 39 months for permanent employees and shall begin at the expiration of the five-month period. If during this time the employee becomes medically able, he/she shall be returned to employment in a position for which he/she is credentialed and qualified. (Education Code 44978.1)

(cf. 4116 - Probationary/Permanent Status)

Verification Requirements

After any absence due to illness or injury, the employee shall verify the absence by submitting a completed and signed district absence form to his/her immediate supervisor.

The State Administrator/Superintendent or designee may, at any time, require additional written verification by the employee's physician or other authorized health care provider. Such verification shall be required whenever an employee's absence record shows chronic absenteeism or a pattern of absences immediately before or after weekends and/or holidays or whenever clear evidence indicates that an absence is not related to illness or injury.

The State Administrator/Superintendent or designee may require an employee to visit a physician selected by the district, at district expense, in order to receive a report on the medical condition of the employee. The report shall include a statement as to the employee's need for further leave of absence and a prognosis as to when the employee will be able to return to work. If the report concludes that the employee's condition does not warrant continued absence, the State Administrator/Superintendent or designee may, after giving notice to the employee, deny further leave.

Before returning to work, an employee who has been absent for surgery, hospitalization, or extended medical treatment may be asked to submit a letter from his/her physician stating that he/she is able to return to duty and stipulating any necessary restrictions or limitations.

(cf. 4032 - Reasonable Accommodation)
(cf. 4113.4/4213.4/4313.4 - Temporary Modified/Light-Duty Assignment)

~~***Note: 42 USC 2000ff-1, the Genetic Information Nondiscrimination Act, and its implementing regulations, 29 CFR 1635.1-1635.12, specify that it is unlawful for a district to request, require, or purchase an employee's or his/her family member's individual genetic information except in complying with the medical certification requirements for family care and medical leave purposes or with the employee's prior written authorization. See AR 4161.8/4261.8/4361.8 - Family Care and Medical Leave. Pursuant to 29 CFR 1635.9, any such information received by the district must be kept confidential as specified below.***~~

Any district request for additional verification by an employee's physician or a district-selected physician shall be in writing and shall specify that the report to be submitted to the district should not contain the employee's genetic information.

Any genetic information received by the district on behalf of an employee shall be treated as a confidential medical record, maintained in a file separate from the employee's personnel file, and shall not be disclosed except in accordance with 29 CFR 1635.9.

Before returning to work, an employee who has been absent for surgery, hospitalization, or

extended medical treatment may be asked to submit a letter from his/her physician stating that he/she is able to return to duty and stipulating any necessary restrictions or limitations.

(cf. 4032 - Reasonable Accommodation)

(cf. 4113.4/4213.4/4313.4 - Temporary Modified/Light-Duty Assignment)

Healthy Workplaces, Healthy Families Act Requirements

~~***Note: Pursuant to Labor Code 245-249, as added by AB 1522 (Ch. 317, Statutes of 2014), all employers, including those that provide paid time off to their employees under existing policy or other law, must comply with the requirements specified in the following section. Pursuant to Labor Code 248.5, noncompliance with the Healthy Workplaces, Healthy Families Act could result in enforcement action against the employer, including the imposition of civil and monetary penalties. Any district with questions regarding the applicability of this new law should consult its legal counsel.***~~

No employee shall be denied the right to use accrued sick days and the district shall not in any manner discriminate or retaliate against an employee for using or attempting to use sick leave, filing a complaint with the Labor Commissioner, or alleging district violation of Labor Code 245-249.

To ensure the district's compliance with Labor Code 245-249, the State Administrator/Superintendent or designee shall:

1. At a conspicuous location in each workplace, display a poster on paid sick leave that includes the following information:
 - a. That an employee is entitled to accrue, request, and use paid sick days
 - b. The amount of sick days provided by Labor Code 245-249
 - c. The terms of use of paid sick days
 - d. That discrimination or retaliation against an employee for requesting or using sick leave is prohibited by law and an employee has the right to file a complaint with the Labor Commissioner if the district discriminates or retaliates against him/her
2. Provide at least 24 hours or three days of paid sick leave to each eligible employee to use per year and allow eligible employees to use accrued sick leave upon reasonable request
3. Provide eligible employees written notice, on their pay stub or other document issued with their pay check, of the amount of paid sick leave they have available

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

4. Keep a record documenting the hours worked and paid sick days accrued and used by each eligible employee for three years

Legal Reference:

EDUCATION CODE

- 44964 Power to grant leave of absence in case of illness, accident, or quarantine
- 44965 Granting of leaves of absence for pregnancy and childbirth
- 44976 Transfer of leave rights when school is transferred to another district
- 44977 Salary deduction during absence from duties up to five months after sick leave is exhausted
- 44978 Provisions for sick leave of certificated employees
- 44978.1 Inability to return to duty; placement in another position or on reemployment list
- 44979 Transfer of accumulated sick leave to another district
- 44980 Transfer of accumulated sick leave to a county office of education
- 44981 Leave of absence for personal necessity
- 44983 Exception to sick leave when district adopts specific rule
- 44984 Industrial accident or illness
- 44986 Leave of absence for disability allowance applicant

LABOR CODE

- 220 Sections inapplicable to public employees
- 230 Jury duty; legal actions by domestic violence, sexual assault and stalking victims, right to time off
- 230.1 Employers with 25 or more employees; domestic violence, sexual assault and stalking victims, right to time off
- 233 Illness of child, parent, spouse or domestic partner
- 234 Absence control policy
- 245-249 Healthy Workplaces, Healthy Families Act of 2014

CODE OF REGULATIONS, TITLE 5

- 5601 Transfer of accumulated sick leave

UNITED STATES CODE, TITLE 42

- 2000ff-2000ff-11 Genetic Information Nondiscrimination Act of 2008

CODE OF FEDERAL REGULATIONS, TITLE 29

- 1635.1-1635.12 Genetic Information Nondiscrimination Act of 2008

COURT DECISIONS

- Veguez v. Governing Board of Long Beach Unified School District, (2005) 127 Cal.App.4th 406

(3/02 7/10) 12/14

Legal Reference:

~~EDUCATION CODE~~

- ~~44964 Power to grant leave of absence in case of illness, accident, or quarantine~~
- ~~44965 Granting of leaves of absence for pregnancy and childbirth~~
- ~~44976 Transfer of leave rights when school is transferred to another district~~
- ~~44977 Salary deduction during absence from duties up to five months after sick leave is exhausted~~
- ~~44978 Provisions for sick leave of certificated employees~~
- ~~44978.1 Inability to return to duty; placement in another position or on reemployment list~~
- ~~44979 Transfer of accumulated sick leave to another district~~
- ~~44980 Transfer of accumulated sick leave to a county office of education~~
- ~~44981 Leave of absence for personal necessity~~
- ~~44983 Exception to sick leave when district adopts specific rule~~
- ~~44984 Industrial accident or illness~~
- ~~44986 Leave of absence for disability allowance applicant~~

~~LABOR CODE~~

- ~~220 Sections inapplicable to public employees~~
- ~~233 Illness of child, parent, spouse or domestic partner~~
- ~~234 Absence control policy~~

~~CODE OF REGULATIONS, TITLE 5~~

- ~~5601 Transfer of accumulated sick leave~~

~~UNITED STATES CODE, TITLE 42~~

- ~~2000ff 2000ff 11 Genetic Information Nondiscrimination Act of 2008~~

~~COURT DECISIONS~~

- ~~Veguez v. Governing Board of Long Beach Unified School District, (2005) 127 Cal.App.4th 406 (11/99 3/02) 7/10~~

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

First Reading: May 19, 2015

Adopted:

King City, California

Personnel

PERSONAL LEAVES

For the purpose of any personal leave offered pursuant to state law, a registered domestic partner shall have the same rights, protections, and benefits as a spouse and protections provided to a spouse's child shall also apply to a child of a registered domestic partner. (Family Code 297.5)

Whenever possible, employees shall request personal leaves in advance and prepare suitable lesson plans or instructions for a substitute employee.

(cf. 4121 - Temporary/Substitute Personnel)

Bereavement

Employees are entitled to three days of paid leave of absence, or five days if travel of more than 200 miles round trip is required on account of the death of any member of the employee's immediate family. This leave shall not be deducted from sick leave. (Education Code 44985, 45194)

1. The Governing Board shall require the use of Bereavement Leave before Personal Necessity Leave days are used for purposes used in this paragraph
2. Members of the immediate family include: (Education Code 44985, 45194)
 - A. The mother, father, grandmother, grandfather, or grandchild of the employee or of the employee's spouse
 - B. The employee's spouse, son, son-in-law, daughter, daughter-in-law, brother, or sister
 - C. Any relative living in the employee's immediate household

At the employee's request, bereavement leave may be extended under personal necessity leave provisions as provided below. (Education Code 44981, 45207)

(cf. 4161/4261/4361 - Leaves)

Personal Necessity

Employees may use up to seven days of their accrued sick leave during each contract year for reasons of personal necessity. (Education Code 44981, 45207)

(cf. 4161.1/4361.1 - Personal Illness/Injury Leave)
(cf. 4261.1 - Personal Illness/Injury Leave)

Acceptable reasons for the use of personal necessity leave include (certificated and classified employees):

1. Death of a member of the employee's immediate family when the number of days of absence exceeds the limits set by bereavement leave provisions (Education Code 44981, 45207)
2. An accident involving the employee's person or property or the person or property of a member of the employee's immediate family (Education Code 44981, 45207)
3. A serious illness of a member of the certificated employee's immediate family, as identified in Bereavement Leave (Education Code 44981)
4. Appearance in any court or before any administrative tribunal as a litigant, party, or witness under subpoena or other order (Education Code 45207)

~~***Note: Education Code 45207 provides that classified employees may use sick leave for required court appearances, as provided in item #4 below. Circumstances under which employees may take time off, with pay, for court appearances are described in the section on "Legal Duties" below.***~~

5. A classified employee's appearance in any court or before any administrative tribunal as a litigant, party, or witness under subpoena or other order (Education Code 45207)

~~***Note: Items #5 and #6 are optional and may be deleted or modified to reflect district practice.***~~

6. Fire, flood, or other immediate danger to the home of the employee
7. Personal business of a serious nature which the employee cannot disregard

Leave for personal necessity may be allowed for other reasons at the discretion of the State Administrator/Superintendent or designee. However, no such leave shall be granted for purposes of personal convenience, for the extension of a holiday or vacation, or for matters which can be taken care of outside of working hours. The State Administrator/Superintendent or designee shall have final discretion as to whether a request reflects personal necessity.

The employee shall request advance permission for personal necessity leave, ~~except in urgent situations such as the death of a member of the employee's immediate family or an accident involving the employee's person or property or the person or property of a member of his/her immediate family.~~ (Education Code 44981, 45207)

~~***Note: Education Code 44981 and 45207 specify circumstances under which certificated and classified employees cannot be required to seek advance permission for the leave. However, only certificated employees are afforded the right, pursuant to Education Code 44981, to not be required to provide advance notice for leave due to a serious illness of the employee's family member. Districts may, at their discretion, extend this right to all employees as stated in the following optional paragraph. Districts that wish to restrict the provision to certificated employees should revise the paragraph accordingly.***~~

~~***Note: Also see AR 4161.8/4261.8/4361.8 – Family Care and Medical Leave for requirements pertaining to requests for leaves that qualify under the federal Family and Medical Leave Act (29 USC 2601-2654) or the California Family Rights Act (Government Code 12945.1-12945.2), including provisions that allow employees to provide notice as soon as practicable when 30-day advance notice is not practicable due to lack of knowledge of the date the leave will be needed, a change in circumstances, or a medical emergency.***~~

Advance permission shall not be required of any employee in any case involving the death of a member of the employee's immediate family, an accident involving the employee's person or property or the person or property of a member of his/her immediate family, or the serious illness of a member of the employee's immediate family. (Education Code 44981, 45207)

However, the employee shall notify the State Administrator/Superintendent or designee of the need for the leave as soon as practicable.

~~***Note: Education Code 44981 and 45207 mandate the adoption of regulations requiring, and prescribing the manner of, proof of personal necessity. The following paragraph may be revised to specify the manner of proof required by the district.***~~

After any absence due to personal necessity, the employee shall verify the absence by submitting a completed and signed district absence form to his/her immediate supervisor.

After any absence due to personal necessity, the employee shall verify the absence by submitting a completed and signed district absence form to his/her immediate supervisor.

Legal Duties

*****Note: Pursuant to Education Code 44037, it is unlawful for the district or personnel commission to (1) adopt any rule, regulation, or policy that encourages employees to seek exemption from jury duty; (2) directly or indirectly solicit or suggest to any employee that he/she seek exemption from jury duty; or (3) discriminate against any employee with respect to assignment, employment, promotion, or in any other manner because of his/her service on a jury panel. However, the Board or personnel commission may establish a rule providing that only a percentage of district staff, which shall not be less than two percent, shall be granted such leave with pay at any one time. The following section may be revised to reflect district practice. *****

*****Note: Labor Code 230 prohibits the discharge of or discrimination or retaliation against an employee for taking time off for the activities specified in items #1-2 below. *****

An employee may take time off work in order to: (Labor Code 230)

- 1. Serve on an inquest jury or trial jury**
- 2. Comply with a subpoena or other court order to appear as a witness**

Notices, summons, and subpoenas for court appearances shall be submitted to the district office when requesting leave.

A classified employee called for jury duty shall be granted leave with pay up to the amount of the difference between his/her regular earnings and any amount received for jury fees. (Education Code 44037)

*****Note: The following optional paragraph is for use by districts that choose to provide leave of absence with pay for certificated employees called for jury duty, as authorized by Education Code 44036. Districts that do not grant such leave should delete this paragraph. *****

A certificated employee also shall be granted leave for jury duty with pay up to the amount of the difference between his/her regular earnings and any amount received for jury fees.

*****Note: Education Code 44036 allows the Board, at its discretion, to provide paid leaves for employees to appear as witnesses in court other than as litigants or to respond to orders from another governmental jurisdiction. The following paragraph is optional. Districts**

that do not grant such leave should delete this paragraph. ***

Employees shall be granted leave to appear in court as witnesses other than litigants or to respond to an official order from another governmental jurisdiction for reasons not brought about through the connivance or misconduct of the employee. Such employees shall receive pay up to the amount of the difference between the employee's regular earnings and any amount received for witness fees.

Leaves for Crime Victims

***Note: Labor Code 230.2 prohibits a district from taking adverse employment action against an employee who takes leave as described below. ***

An employee may be absent from work in order to attend judicial proceedings related to a crime when he/she is a victim, or an immediate family member, registered domestic partner, or child of a registered domestic partner of a victim, of any of the following crimes: (Labor Code 230.2)

1. A violent felony as defined in Penal Code 667.5(c)
2. A serious felony as defined in Penal Code 1192.7(c)
3. A felony provision of law proscribing theft or embezzlement

***Note: Pursuant to Labor Code 230.2, employees may use any of the types of leave listed in the following paragraph, unless otherwise provided by a collective bargaining agreement, although a collective bargaining agreement cannot diminish the entitlement of an employee. ***

For these purposes, the employee may use vacation, personal leave, personal illness/injury leave, unpaid leave, or compensatory time off that is otherwise available to the employee. (Labor Code 230.2)

Prior to taking time off, an employee shall give his/her supervisor a copy of the notice of each scheduled proceeding that is provided by the responsible agency, unless advance notice is not feasible. When advance notice is not feasible or an unscheduled absence occurs, the employee shall, within a reasonable time after the absence, provide documentation evidencing the judicial proceeding from the court or government agency setting the hearing, the district attorney or prosecuting attorney's office, or the victim/witness office that is advocating on behalf of the victim. (Labor Code 230.2)

The district shall keep confidential any records pertaining to the employee's absence from work by reason of this leave. (Labor Code 230.2)

Leaves for Victims of Domestic Violence, Sexual Assault and Stalking

~~***Note: Pursuant to Labor Code 230 and 230.1, as amended by SB 400 (Ch. 759, Statutes of 2013), the prohibition of adverse employment action against employees who are victims of domestic violence and sexual assault for taking leaves described in the following section is also applicable to victims of stalking. As amended, Labor Code 230 and 230.1 allow employees to use their available vacation, personal leave, or compensatory time off for this purpose, unless otherwise provided by applicable collective bargaining agreement. However, a collective bargaining agreement cannot diminish the entitlement of an employee. ***~~

~~***Note: Labor Code 246.5 (the Healthy Workplaces, Healthy Families Act), as added by AB 1522 (Ch. 317, Statutes of 2014), requires the district to allow the use of sick leave by any employee who is a victim of domestic violence, sexual assault, or stalking for the purpose of seeking or obtaining any relief or medical attention to ensure the employee's or his/her child's health, safety, and welfare, as specified below. ***~~

An employee who is a victim of domestic violence, sexual assault, or stalking as defined by law may use vacation, sick leave, personal leave, or compensatory time off that is otherwise available to him/her under the terms of his/her employment to attend to the following activities: (Labor Code 230, 230.1, 246.5)

1. Obtain or attempt to obtain any relief, including, but not limited to, a temporary restraining order, restraining order, or other injunctive relief to help ensure the health, safety, or welfare of the employee or his/her child

~~***Note: Labor Code 230.1, as amended by SB 400 (Ch. 759, Statutes of 2013), requires a district with 25 or more employees to grant time off to an employee who is a victim of sexual assault, domestic violence, or stalking for the following additional reasons. A district with fewer than 25 employees may use or delete items #2-5 below at its discretion. ***~~

2. Seek medical attention for injuries caused by domestic violence, sexual assault, or stalking
3. Obtain services from a domestic violence shelter, program, or rape crisis center as a result of domestic violence, sexual assault, or stalking
4. Obtain psychological counseling related to an experience of domestic violence, sexual assault, or stalking

5. Participate in safety planning and take other actions to increase safety from future domestic violence, sexual assault, or stalking, including temporary or permanent relocation

Prior to taking time off, an employee shall give reasonable notice to his/her supervisor, unless advance notice is not feasible. When an unscheduled absence occurs, the employee shall provide, within a reasonable period of time, certification of the absence in the form of any of the following: (Labor Code 230, 230.1)

- 1. A police report indicating that the employee was a victim of domestic violence, sexual assault, or stalking**
- 2. A court order protecting or separating the employee from the perpetrator of an act of domestic violence, sexual assault, or stalking, or other evidence from the court or prosecuting attorney that the employee has appeared in court**

*****Note: Pursuant to Labor Code 230, as amended by SB 400 (Ch. 759, Statutes of 2013), the list of professionals authorized to issue documentation to certify an employee's need for leaves within this section has been modified as specified in item #3 below. *****

- 3. Documentation from a domestic violence or sexual assault counselor as defined in Evidence Code 1037.1 or 1035.2, licensed medical professional or health care provider, or counselor that the employee was undergoing treatment for physical or mental injuries or abuse resulting in victimization from an act of domestic violence, sexual assault, or stalking**

The district shall maintain the confidentiality of such an employee to the extent authorized by law. (Labor Code 230, 230.1)

Personal Leave for a Child's School Activities

Any employee who is a parent/guardian, or grandparent having custody of one or more children who are enrolled in grades K-12, or who attend a licensed day care facility, may use up to 40 hours of personal leave, vacation, or compensatory time off each school year in order to participate in school or day care activities. Such leave shall not exceed eight hours in any month of the year, and the employee shall give reasonable advance notice of the absence. (Labor Code 230.8)

(cf. 1240 - Volunteer Assistance)

In lieu of using vacation, personal leave, or compensatory time off, eligible employees giving reasonable advance notice may take up to 40 hours without pay each school year for this purpose, not to exceed eight hours in any month.

AR 4161.2 (h)
4261.2
4361.2

If both parents/guardians of a child are employed at the same work site, this leave shall be allowed for the first parent/guardian who applies. Simultaneous absence by the second parent may be granted by the State Administrator/Superintendent or designee. (Labor Code 230.8)

Upon request by the State Administrator/Superintendent or designee, the employee shall provide documentation from the school or licensed day care facility that he/she participated in school or licensed day care facility activities on a specific date and at a particular time. (Labor Code 230.8)

Legal and Civic Duties

Employees shall be granted leave with pay to appear in court as jurors and may be granted leave to appear in court as witnesses other than litigants. (Education Code 44037)

Employees shall turn over to the district any jury or witness fees received. (Education Code 44036)

Notices, summons and subpoenas for court appearances shall be submitted to the district office when requesting leave.

Employees shall be granted up to 20 days of paid leave per year for service performed within the state on any boards, commissions, committees or groups authorized by Education Code 44987.3, provided that the service is in the state of California, the organization informs the district in writing of the service and the organization reimburses the district, upon the district's request, for compensation paid to the employee's substitute and to actual related administrative costs. (Education Code 44987.3)

~~Leaves for Crime Victims~~

~~An employee may be absent from work in order to attend judicial proceedings related to a crime when he/she is a victim, or an immediate family member, registered domestic partner, or child of a registered domestic partner of a victim, of any of the following crimes: (Labor Code 230.2)~~

- ~~1. A violent felony as defined in Penal Code 667.5(e)~~
- ~~2. A serious felony as defined in Penal Code 1192.7(c)~~
- ~~3. A felony provision of law proscribing theft or embezzlement~~

~~For these purposes, the employee may use vacation, personal leave, personal illness/injury leave, unpaid leave, or compensatory time off that is otherwise available to the employee. (Labor Code~~

~~230.2)~~

~~Prior to taking time off, an employee shall give his/her supervisor a copy of the notice of each scheduled proceeding that is provided by the responsible agency, unless advance notice is not feasible. When advance notice is not feasible or an unscheduled absence occurs, the employee shall, within a reasonable time after the absence, provide documentation evidencing the judicial proceeding from the court or government agency setting the hearing, the district attorney or prosecuting attorney's office, or the victim/witness office that is advocating on behalf of the victim. (Labor Code 230.2)~~

~~The district shall keep confidential any records pertaining to the employee's absence from work by reason of this leave. (Labor Code 230.2)~~

~~Leaves for Victims of Domestic Violence or Sexual Assault~~

~~An employee who is a victim of domestic violence or sexual assault as defined by law may use vacation, personal leave, or compensatory time off that is otherwise available to him/her under the terms of his/her employment to attend to the following activities: (Labor Code 230, 230.1)~~

- ~~1. Obtain or attempt to obtain any relief, including, but not limited to, a temporary restraining order, restraining order, or other injunctive relief to help ensure the health, safety, or welfare of the employee or his/her child~~
- ~~2. Seek medical attention for injuries caused by domestic violence or sexual assault~~
- ~~3. Obtain services from a domestic violence shelter, program, or rape crisis center as a result of domestic violence or sexual assault~~
- ~~4. Obtain psychological counseling related to an experience of domestic violence or sexual assault~~
- ~~5. Participate in safety planning and take other actions to increase safety from future domestic violence or sexual assault, including temporary or permanent relocation~~

~~Prior to taking time off, an employee shall give reasonable notice to his/her supervisor, unless advance notice is not feasible. When an unscheduled absence occurs, the employee shall provide, within a reasonable period of time, certification of the absence in the form of any of the following documents: (Labor Code 230, 230.1)~~

- ~~1. A police report indicating that the employee was a victim of domestic violence or sexual assault~~

~~2. — A court order protecting or separating the employee from the perpetrator of an act of domestic violence or sexual assault, or other evidence from the court or prosecuting attorney that the employee has appeared in court~~

~~3. — Documentation from a medical professional, domestic violence advocate or advocate for victims of sexual assault, health care provider, or counselor that the employee was undergoing treatment for physical or mental injuries or abuse resulting from an act of domestic violence or sexual assault~~

~~The district shall maintain the confidentiality of such an employee to the extent authorized by law. (Labor Code 230, 230.1)~~

Service on Education Boards and Committees

~~Upon request, a certificated employee shall be granted up to 20 school days of paid leave per school year for service performed within the state on any education board, commission, committee, or group authorized by Education Code 44987.3 provided that all of the following conditions are met: (Education Code 44987.3)~~

~~1. — The service is performed within the state.~~

~~2. — The board, commission, organization, or group informs the district in writing of the service.~~

~~3. — The board, commission, organization, or group agrees, prior to the service, to reimburse the district, upon the district's request, for compensation paid to the employee's substitute and for actual related administrative costs.~~

Religious Leave

The State Administrator/Superintendent or designee may grant employees up to three days of leave per year for religious purposes, provided that the leave is requested in advance and that it does not cause additional district expenditures, the neglect of assigned duties, or any other unreasonable hardship on the district. .

The State Administrator/Superintendent or designee shall deduct the cost of a substitute, when required, from the wages of the employee who takes religious leave.

No employee shall be discriminated against for using this leave or any additional days of unpaid leave granted for religious observances at the discretion of the State Administrator/Superintendent or designee.

Spouse on Leave from Military Deployment

An employee who works an average of 20 hours or more per week and whose spouse is a member of the United States Armed Forces, National Guard, or reserves may take up to 10 days of unpaid leave during a period that his/her spouse is on leave from deployment during a military conflict, as defined in Military and Veterans Code 395.10. (Military and Veterans Code 395.10)

Within two business days of receiving official notice that his/her spouse will be on leave from deployment, the employee shall provide the State Administrator/Superintendent or designee with notice of his/her intention to take the leave. The employee shall submit written documentation certifying that his/her spouse will be on leave from deployment during the time that the leave is requested. (Military and Veterans Code 395.10)

Service on Education Boards and Committees

Upon request, a certificated employee shall be granted up to 20 school days of paid leave per school year for service performed within the state on any education board, commission, committee, or group authorized by Education Code 44987.3 provided that all of the following conditions are met: (Education Code 44987.3)

1. The service is performed within the state.
2. The board, commission, organization, or group informs the district in writing of the service.
3. The board, commission, organization, or group agrees, prior to the service, to reimburse the district, upon the district's request, for compensation paid to the employee's substitute and for actual related administrative costs.

Employee Organization Activities

~~***Note: The following optional section may be deleted by any district whose collective bargaining agreements expressly provide for a paid leave of absence for participation in the activities described in this section.***~~

~~***Note: Education Code 44987 and 45210 provide that certificated and classified employees may take time off without loss of compensation to serve as elected officers of their local, statewide, or national employee organization. Following the district's payment to the employee for the leave of absence, the employee organization must reimburse the district within 10 days after receiving the district's certification of payment of compensation to the employee. This leave of absence is in addition to the release time granted to representatives of an employee organization pursuant to Government Code~~

3543.1.***

Upon request, any certificated or classified employee shall be granted a leave of absence without loss of compensation to serve as an elected officer of a district employee organization or any statewide or national employee organization with which the employee organization is affiliated. The leave shall include, but is not limited to, absence for purposes of attending periodic, stated, special, or regular meetings of the body of the organization. (Education Code 44987, 45210)

(cf. 4140/4240/4340 - Bargaining Units)
(cf. 4143/4243 - Negotiations)

~~***Note: Education Code 45210 requires districts to grant a paid leave of absence to a reasonable number of classified employees serving as unelected members of the employee organization or a statewide or national public employee organization when the employee attends "important organizational activities authorized by the public employee organization." Compensation must include the required retirement fund contributions. The employee will continue to earn full service credit during the leave and must pay member contributions as specified. The maximum amount of service credit an employee may earn cannot exceed 12 years. Education Code 45210 also requires that an employee organization provide reasonable notification to the district when requesting a leave of absence without loss of compensation for an employee. ***~~

Upon request of an employee organization in the district or its state or national affiliate, a reasonable number of unelected classified employees shall be granted a leave of absence without loss of compensation for the purpose of attending important organizational activities authorized by the organization. The employee organization shall provide reasonable notification to the State Administrator/Superintendent or designee when requesting a leave of absence for employees for this purpose. (Education Code 45210)

When leave is granted for any of the above purposes, the employee organization shall reimburse the district within 10 days after receiving the district's certification of payment of compensation to the employee. (Education Code 44987, 45210)

Leave for Emergency Duty

An employee may take time off to perform emergency duty as a volunteer firefighter, a reserve peace officer, or emergency rescue personnel. (Labor Code 230.3)

An employee who is a volunteer firefighter shall be permitted to take temporary leaves of absence, not to exceed an aggregate total of 14 days per calendar year, for the purpose of engaging in fire or law enforcement training. (Labor Code 230.4)

Civil Air Patrol Leave

An employee may take up to 10 days of unpaid leave per calendar year, beyond any leave otherwise available to him/her, to respond to an emergency operational mission of the California Civil Air Patrol, provided that the employee has been employed by the district for at least a 90-day period immediately preceding the leave. Such leaves shall not exceed three days for a single mission, unless an extension is granted by the governmental entity authorizing the mission and is approved by the State Administrator/Superintendent or designee. (Labor Code 1501, 1503)

The employee shall give the district as much advance notice as possible of the intended dates of the leave. The State Administrator/Superintendent or designee may require certification from the proper Civil Air Patrol authority to verify the eligibility of the employee for the leave and may deny the leave if the employee fails to provide the required certification. (Labor Code 1503)

Legal Reference:

EDUCATION CODE

~~44036-44037 Leaves of absence for judicial and official appearances~~
~~44963 Power to grant leaves of absence (certificated)~~
~~44981 Leave of absence for personal necessity (certificated)~~
~~44985 Leave of absence due to death in immediate family (certificated)~~
~~44987 Service as officer of employee organization (certificated)~~
~~44987.3 Leave of absence to serve on certain boards, commissions, etc.~~
~~45190 Leaves of absence and vacations (classified)~~
~~45194 Bereavement leave of absence (classified)~~
~~45198 Effect of provisions authorizing leaves of absence~~
~~45207 Personal necessity (classified)~~
~~45210 Service as officer of employee organization (classified)~~
~~45240-45320 Merit system, classified employees~~

FAMILY CODE

~~297-297.5 Registered domestic partner rights, protections, and benefits~~

GOVERNMENT CODE

~~3543.1 Release time for representatives of employee organizations~~
~~12945.1-12945.2 California Family Rights Act~~

LABOR CODE

~~230-230.2 Leave for victims of domestic violence, sexual assault, or specified felonies~~
~~230.3 Leave for emergency personnel~~
~~230.4 Leave for volunteer firefighters~~
~~230.8 Leave to visit child's school~~
~~233 Illness of child, parent, spouse, domestic partner or domestic partner's child~~
~~234 Absence control policy~~
~~1500-1507 Civil Air Patrol leave~~

MILITARY AND VETERANS CODE

AR 4161.2 (n)
4261.2
4361.2

~~395.10 Leave when spouse on leave from military deployment~~

~~PENAL CODE~~

~~667.5 Violent felony, defined~~

~~1192.7 Serious felony, defined~~

~~CALIFORNIA CONSTITUTION~~

~~Article 1, Section 8 Religious discrimination~~

~~UNITED STATES CODE, TITLE 29~~

~~2601-2654 Family and Medical Leave Act~~

~~UNITED STATES CODE, TITLE 42~~

~~2000d-2000d-7 Title VII, Civil Rights Act of 1964~~

~~COURT DECISIONS~~

~~Rankin v. Commission on Professional Competence, (1988) 24 Cal.3d 167~~

~~PUBLIC EMPLOYMENT RELATIONS BOARD DECISIONS~~

~~Berkeley Council of Classified Employees v. Berkeley Unified School District, (2008) PERB
Decision No. 1954~~

~~Management Resources:~~

~~WEB SITES~~

~~California Federation of Teachers: <http://www.cft.org>~~

~~California School Employees Association: <http://www.csea.com>~~

~~California Teachers Association: <http://www.cta.org>~~

~~Public Employment Relations Board: <http://www.perb.ca.gov>~~

~~(11/07-3/10) 11/12~~

~~Legal Reference:~~

~~EDUCATION CODE~~

~~44036-44037 Leaves of absence for judicial and official appearances~~

~~44963 Power to grant leaves of absence (certificated)~~

~~44981 Leave of absence for personal necessity (certificated)~~

~~44985 Leave of absence due to death in immediate family (certificated)~~

~~44987 Service as officer of employee organization (certificated)~~

~~44987.3 Leave of absence to serve on certain boards, commissions, etc.~~

~~45190 Leaves of absence and vacations (classified)~~

~~45194 Bereavement leave of absence (classified)~~

~~45198 Effect of provisions authorizing leaves of absence~~

~~45207 Personal necessity (classified)~~

~~45210 Service as officer of employee organization (classified)~~

~~45240-45320 Merit system, classified employees~~

~~EVIDENCE CODE~~

~~1035.2 Sex assault counselor; definition~~

~~1037.1 Domestic violence counselor; definition~~

AR 4161.2 (o)
4261.2
4361.2

FAMILY CODE

297-297.5 Registered domestic partner rights, protections, and benefits

GOVERNMENT CODE

3543.1 Release time for representatives of employee organizations

12945.1-12945.2 California Family Rights Act

LABOR CODE

230-230.2 Leave for victims of domestic violence, sexual assault, or specified felonies

230.3 Leave for emergency personnel

230.4 Leave for volunteer firefighters

230.8 Leave to visit child's school

233 Illness of child, parent, spouse, domestic partner or domestic partner's child

234 Absence control policy

246.5 Paid sick days, purposes for use

1500-1507 Civil Air Patrol leave

MILITARY AND VETERANS CODE

395.10 Leave when spouse on leave from military deployment

PENAL CODE

667.5 Violent felony, defined

1192.7 Serious felony, defined

CALIFORNIA CONSTITUTION

Article 1, Section 8 Religious discrimination

UNITED STATES CODE, TITLE 29

2601-2654 Family and Medical Leave Act

UNITED STATES CODE, TITLE 42

2000d-2000d-7 Title VII, Civil Rights Act of 1964

COURT DECISIONS

Rankin v. Commission on Professional Competence, (1988) 24 Cal.3d 167

PUBLIC EMPLOYMENT RELATIONS BOARD DECISIONS

Berkeley Council of Classified Employees v. Berkeley Unified School District, (2008) PERB Decision No. 1954

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WEB SITES

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California School Employees Association: <http://www.csea.com>

California Teachers Association: <http://www.cta.org>

Public Employment Relations Board: <http://www.perb.ca.gov>

(3/10 11/12) 12/14

AR 4161.2 (p)
4261.2
4361.2

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

First Reading: May 19, 2015

Adopted:

King City, California

Personnel

Personal Illness/Injury Leave

Purposes of Leave

A classified employee may use personal illness or injury leave granted by the district for the following purposes:

1. Absences caused by accident or illness, whether or not the absence arises out of or in the course of employment, or by quarantine which results from contact during the performance of the employee's duties with other persons having a contagious disease (Education Code 45199)

2. Absences due to pregnancy, childbirth, and recovery (Education Code 45193)

(cf. 4161.8/4261.8/4361.8—Family Care and Medical Leave)

3. Cases of personal necessity as specified in Education Code 45207

(cf. 4161.2/4261.2/4361.2—Personal Leaves)

4. Medical or dental appointments, in increments of not less than one hour

5. Cases of industrial accident or illness when leave granted specifically for that purpose has been exhausted (Education Code 45192)

(cf. 4261.11—Industrial Accident/Illness Leave)

6. Illness of the employee's child, parent, spouse, registered domestic partner, or domestic partner's child, up to the amount of leave that would be accrued during six months for personal illness or injury (Labor Code 233)

~~***Note: The following optional administrative regulation is subject to collective bargaining. Twelve days of paid personal illness or injury leave (sick leave) per year is the minimum prescribed by Education Code 45191 for classified employees in both merit and non-merit system districts. The Governing Board may allow additional days at its discretion; if it does so, the following paragraph should be revised accordingly. ***~~

~~***Note: Effective July 1, 2015, Labor Code 245-249 (the Healthy Workplaces, Healthy Families Act), as added by AB 1522 (Ch. 317, Statutes of 2014), require districts to grant a minimum of one hour of paid sick leave for every 30 hours worked to their employees who work for 30 days within a year of their employment, including classified employees. Additional requirements of Labor Code 245-249 include, but are not limited to, display of a poster containing specified information at every workplace, provision of each employee's~~

~~sick leave balance on his/her wage statements, and maintenance of leave usage documentation for three years. The provisions of Labor Code 245-249 are very broad and only district employees covered by a valid collective bargaining agreement may be exempted from them, if the collective bargaining agreement expressly provides paid sick leave in an amount equal to or exceeding the amount of leave required pursuant to Labor Code 246, includes final and binding arbitration of disputes regarding the application of the paid sick days provisions, and provides premium wage rates for all overtime hours worked and a regular hourly rate of pay of not less than 30 percent more than the state minimum wage rate. Since many districts may not satisfy all the conditions for this exemption, this administrative regulation has been drafted to include the requirements of Labor Code 245-249. Any district whose collective bargaining agreement meets all the conditions for exemption may modify this administrative regulation accordingly. ***~~

~~***Note: See sections titled "Healthy Workplaces, Healthy Families Act Requirements" and "Short Term and Substitute Employees" below for more details of AB 1522 requirements. For sick leave for certificated employees, see AR 4161.1/4361.1 - Personal Illness/Injury Leave. ***~~

Classified employees employed five days per week are entitled to 12 days leave of absence, with full pay, for personal illness or injury (sick leave) per fiscal year. Employees who work less than a full fiscal year or fewer than five days a week (part-time employees) shall be granted sick leave in proportion to the time they work, except when the sick leave will be less than the district grants short-term or substitute employees pursuant to Labor Code 246. (Education Code 45191; Labor Code 245-249)

(cf. 4161/4261/4361 - Leaves)

Classified employees may use sick leave for absences due to:

1. Accident or illness, whether or not the absence arises out of or in the course of employment, or by quarantine which results from contact with other persons having a contagious disease during the employee's performance of his/her duties (Education Code 45199)

2. Pregnancy, childbirth, and recovery (Education Code 45193)

(cf. 4161.8/4261.8/4361.8 - Family Care and Medical Leave)

3. Personal necessity as specified in Education Code 45207

(cf. 4161.2/4261.2/4361.2 - Personal Leaves)

~~***Note: Optional item #4 below may be revised to specify a different minimum increment. ***~~

~~4. Medical or dental appointments, in increments of not less than one hour~~

5. Industrial accident or illness when leave granted specifically for that purpose has been exhausted (Education Code 45192)

(cf. 4261.11 - Industrial Accident/Illness Leave)

~~***Note: Pursuant to Labor Code 233, any employer who provides sick leave for employees must permit them to use sick leave in any calendar year to attend to the illness of their child, parent, spouse, domestic partner, or domestic partner's child, in an amount not less than the sick leave that would be accrued during six months at the employee's then current rate of entitlement (e.g., six days accrued during six months for full-time classified employees, unless the district has established an amount that is higher than the legal minimum). Classified employees also may use sick leave for personal necessity, including the serious illness of a member of the employee's immediate family pursuant to Education Code 45207; see AR 4161.2/4261.2/4361.2 - Personal Leaves. Districts are cautioned to consult legal counsel regarding the possible interaction of sick leave and personal necessity leave provisions in the Education Code and Labor Code.***~~

6. Illness of the employee's child, parent, spouse, domestic partner, or domestic partner's child for up to the amount of leave that would be accrued during six months for personal illness or injury (Labor Code 233)

~~***Note: Pursuant to Labor Code 246.5, as added by AB 1522 (Ch. 317, Statutes of 2014), paid sick leave may also be used for the purposes specified in items #7 and #8 below. Labor Code 245.5, as added by AB 1522, defines "family member" for the purpose of item #7 to include a registered domestic partner, grandparent, and sibling. Item #8 applies only to employees who are victims of domestic violence, sexual assault, or stalking. For more details of AB 1522 requirements, see sections titled "Healthy Workplaces, Healthy Families Act Requirements" and "Short Term and Substitute Employees" below. For additional information about leaves for victims of domestic violence, sexual assault, or stalking, see AR 4161.2/4261.2/4361.2 - Personal Leaves.***~~

7. Diagnosis, care, or treatment of an existing health condition of, or preventive care for, the employee or his/her family member as defined in Labor Code 245.5 (Labor Code 246.5)

8. Need of the employee to obtain or seek any relief or medical attention specified in Labor Code 230(c) and 230.1(a) for the health, safety, or welfare of the employee, or his/her child, when the employee has been a victim of domestic violence, sexual assault, or stalking (Labor Code 246.5)

An employee may take leave for personal illness or injury at any time during the year, even if credit for such leave has not yet been accrued. However, a new full-time classified

employee shall not be entitled to more than six days of sick leave until he/she has completed six months of active service with the district. (Education Code 45191)

Unused days of sick leave shall be accumulated from year to year without limitation. (Education Code 45191)

~~***Note: The following paragraph is optional.***~~

~~At the beginning of each school year, each classified employee shall be notified of the amount of sick leave which he/she has accumulated.~~

~~***Note: The following paragraph is optional.***~~

An employee shall reimburse the district for any unearned sick leave used as of the date of his/her termination.

The district shall not require newly employed classified employees to waive leave accumulated in a previous district. However, if the employee's previous employment was terminated for cause, the transfer of the accumulated leave shall be made only if approved by the Governing Board. (Education Code 45202)

~~***Note: Pursuant to Education Code 45202, a classified employee is entitled to have accumulated sick leave transferred with him/her in the circumstances specified in the following optional paragraph.***~~

The State Administrator/Superintendent or designee shall notify any classified employee who leaves the district after at least one school year of employment that if the employee accepts employment in another district, county office of education, or community college district within one year, he/she may request that the district transfer his/her accumulated sick leave to the new employer. (Education Code 45202)

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

Notification of Absence

An employee shall notify the State Administrator/Superintendent or the designated manager or supervisor of his/her need to be absent as soon as such need is known so that the services of a substitute may be secured as necessary. This notification shall include an estimate of the expected duration of absence. If the absence becomes longer than estimated, the employee shall so notify the district. If the duration of absence becomes shorter than estimated, the employee shall notify the district not later than 3 p.m. of the day proceeding the day on which he/she intends to return to work.

Verification Requirements

After any absence due to illness or injury, the employee shall submit a completed and signed district absence form to his/her immediate supervisor.

The State Administrator/Superintendent or designee may, at any time, require additional written verification by the employee's physician or medical practitioner. Such verification shall be required whenever an employee's absence record shows chronic absenteeism or a pattern of absences immediately before or after weekends and/or holidays or whenever clear evidence indicates that an absence is not related to illness or injury.

The State Administrator/Superintendent or designee may require an employee to visit a physician selected by the district and at district expense in order to receive a statement as to the employee's need for further leave of absence and a prognosis as to when the employee will be able to return to work. If the statement concludes that the employee's condition does not warrant continued absence, the State Administrator/Superintendent or designee, after giving notice to the employee, may deny further leave.

Before returning to work, an employee who has been absent for surgery, hospitalization, or extended medical treatment may be asked to submit a letter from his/her physician stating that he/she is able to return and stipulating any recommended restrictions or limitations.

(cf. 4032 - Reasonable Accommodation)

(cf. 4113.4/4213.4/4313.4 - Temporary Modified/Light-Duty Assignment)

~~***Note: Education Code 45191 mandates the Board to adopt regulations that require proof of illness or injury and prescribe the means of verification. However, Education Code 45191 provides that these regulations shall not discriminate against evidence of treatment and the need for treatment by the practice of a well-recognized religion. The following section should be modified to reflect district practice and any procedures that have been specified in negotiated agreements.***~~

In addition, the State Administrator/Superintendent or designee may require an employee to visit a physician selected by the district, at district expense, in order to receive a report on the medical condition of the employee. The report shall include a statement as to the employee's need for additional leave of absence and a prognosis as to when the employee will be able to return to work. If the report concludes that the employee's condition does not warrant continued absence, the State Administrator/Superintendent or designee may, after giving notice to the employee, deny the request for additional leave.

Verification requirements shall not discriminate against any employee on the basis of his/her religious practice.

(cf. 4030 - Nondiscrimination in Employment)

(cf. 4031 - Complaints Concerning Discrimination in Employment)

Continued Absence After Available Sick Leave Is Exhausted/Differential Pay

~~***Note: Pursuant to Education Code 45196, a district is authorized to pay any employee who has exhausted his/her paid leaves his/her salary minus the actual pay received by a substitute for the remainder of a five-month absence to which the employee is entitled (Option 1 below). Alternatively, such an employee may be compensated at 50 percent or more of his/her salary for up to 100 working days, regardless of whether or not a substitute is hired (Option 2 below).***~~

~~***Note: Districts that maintain a catastrophic leave program for their classified employees should specify how the program will affect the differential leave pay to which the employee may be entitled.***~~

OPTION 1:

~~***Note: In 53 Ops. Cal. Atty. Gen. 111 (1970), the Attorney General clarified that a classified employee is entitled to a total period of five months, commencing with the first day of illness, during which the amount deducted from his/her salary may not exceed the sum which is actually paid a substitute. This five-month period runs concurrently with any other paid leave. After the employee has exhausted all paid leaves, he/she is entitled to differential pay for the balance of the five-month period.***~~

~~***Note: In California School Employees Association v. Tustin Unified School District, the court ruled that a district could deduct from the absent employee's salary only the cost of an outside substitute employee, not the cost of existing classified employee(s) working additional hours to fill the position during the absence.***~~

~~***Note: Pursuant to Education Code 45196, the amount paid to a substitute must be less than the absent employee's salary unless the Board has adopted a salary schedule for substitutes.***~~

A classified employee who has exhausted all paid leaves, including sick leave, shall for the remainder of the five-month period of absence to which he/she is entitled, receive his/her salary minus the actual amount paid a substitute to fill the employee's position during his/her absence. (Education Code 45196)

The five-month period shall commence on the first day of the leave of absence and shall run concurrently with any other paid leave.

OPTION 2:

~~***Note: Education Code 45196 authorizes but does not require a district to annually credit regular classified employees with at least 100 working days of paid sick leave, and to compensate any such employee at 50 percent or more of the employee's regular salary for~~

~~the remainder of the 100 working days after the employee has exhausted all leaves for which he/she would be entitled to a full salary. Any district that chooses this option is mandated to adopt a rule to that effect. Such districts should note that this option is exclusive of other paid leave, holidays, or vacation. In California School Employees Association v. Colton Joint Unified School District, the court ruled that the district's practice of coordinating or combining vacation with the 100 days differential leave contradicts the express provision of Education Code 45196.***~~

~~***Note: The following paragraph may be revised to specify more than 100 working days and/or the level of compensation the district will pay an employee, if it chooses to pay more than 50 percent of the employee's salary.***~~

~~Each year, each regular classified employee shall be credited with no fewer than 100 working days of paid leave for personal illness or injury, including current year and accumulated days of leave. When the current year and accumulated days at full pay are exhausted, the remainder of the 100 days shall be compensated at 50 percent of the employee's regular salary. Any of the 100 days of leave not used during the year in which they are credited shall be forfeited and shall not accumulate from year to year. This paid leave shall be exclusive of any other paid leave, holidays, vacation, or compensatory time to which the employee may be entitled. (Education Code 45196)~~

Accrual of Leave

Any classified employees employed five days a week is entitled to 12 days leave of absence, with full pay, for personal illness or injury per fiscal year. An employee who serves less than a full fiscal year or fewer than five days a week shall be granted comparable leave in proportion to the time he/she works. (Education Code 45191)

(cf. 4161/4261/4361 - Leaves)
(cf. 4161.9/4261.9/4361.9 - Catastrophic Leave Program)

An employee may take leave for personal illness or injury at any time during the year, even if credit for such leave has not yet been accrued. However, a new employee shall not be entitled to more than six days of such leave until he/she has completed six months of active service with the district. (Education Code 45191)

Unused days of personal illness or injury leave shall be accumulated from year to year without limitation. (Education Code 45191)

At the beginning of each school year, each employee shall be notified of the amount of leave which he/she has accumulated.

Upon employment with the district, a new classified employee shall receive credit for any personal illness or injury leave accumulated in a previous school district, county office of education, or community college district if he/she left employment with that district within the previous year and had been employed by the previous district for at least one year. If the employee's previous employment had been terminated for cause, the Governing Board may determine whether to accept the transfer of the accumulated leave. (Education Code 45202)

An employee who does not complete a given year of service shall be charged for any unearned personal illness or injury leave used as of the date of termination.

Extension of Leave

A permanent employee who is absent because of a personal illness or injury and who has exhausted all available personal illness or injury leave, vacation, compensatory overtime, and any other paid leave shall be so notified, in writing, and offered an opportunity to request additional leave. The Board may grant the employee additional leave, paid or unpaid, for a period not to exceed six months and may renew this leave for two additional six-month periods or for lesser periods. Total leave so granted shall not exceed 18 months. (Education Code 45195)

(cf. 4216 - Probationary/Permanent Status)

If the employee is still unable to resume his/her duties after all available paid and unpaid leaves have been exhausted, the employee shall be placed on a reemployment list for a period of 39 months. If during this time the employee becomes able to resume the duties of his/her position, he/she shall be reemployed in the first vacancy in the classification of his/her previous assignment. The employee's reemployment shall take preference over all other applicants except those laid off for lack of work or lack of funds, in which case the employee shall be ranked according to his/her seniority. (Education Code 45195)

Compensation

A classified employee who has exhausted all paid leave, including personal illness or injury leave shall receive his/her salary, minus the actual amount paid a substitute employed to fill the position during the employee's absence for the remaining days within a total five-month period of absence. (Education Code 45196)

The five-month period shall commence on the first day of the leave of absence and shall run concurrently with any other paid leave.

Healthy Workplaces, Healthy Families Act Requirements

~~*Note: Pursuant to Labor Code 245-249, as added by AB 1522 (Ch. 317, Statutes of 2014), all employers, including those that provide paid time off to their employees under existing policy or other law, must comply with the requirements specified in the following~~**

~~section. Pursuant to Labor Code 248.5, noncompliance with the Healthy Workplaces, Healthy Families Act could result in enforcement action against the employer, including the imposition of civil and monetary penalties. Any district with questions regarding the applicability of this new law should consult its legal counsel. ***~~

No employee, including a short-term or substitute employee, shall be denied the right to use accrued sick days and the district shall not in any manner discriminate or retaliate against an employee for using or attempting to use sick leave, filing a complaint with the Labor Commissioner, or alleging district violation of Labor Code 245-249.

To ensure the district's compliance with Labor Code 245-249, the State Administrator/Superintendent or designee shall:

1. At a conspicuous location in each workplace, display a poster on paid sick leave that includes the following information:
 - a. That an employee is entitled to accrue, request, and use paid sick days
 - b. The amount of sick days provided by Labor Code 245-249
 - c. The terms of use of paid sick days
 - d. That discrimination or retaliation against an employee for requesting or using sick leave is prohibited by law and an employee has the right to file a complaint with the Labor Commissioner if the district discriminates or retaliates against him/her
2. Provide at least 24 hours or three days of paid sick leave to each eligible employee to use per year and allow eligible employees to use accrued sick leave upon reasonable request
3. Provide eligible employees written notice, on their pay stub or other document issued with their pay check, of the amount of paid sick leave they have available
4. Keep a record documenting the hours worked and paid sick days accrued and used by each eligible employee for three years

Short-Term and Substitute Employees

~~***Note: In addition to the requirements specified above, Labor Code 245-249, as added by AB 1522 (Ch. 317, Statutes of 2014), requires a district to either (1) allow short-term and substitute employees to carry over accrued paid sick leave to the following year up to a maximum of 48 hours or 6 work days, in which case the district must track the amount of sick leave earned by each employee, or (2) grant 24 hours of paid sick leave to each such employee at the beginning of each year, in which case no sick leave carries over to the following year. Districts should select the option below which corresponds to their~~

~~approach under Labor Code 246.***~~

~~OPTION 1: Any short-term or substitute employee who works for 30 or more days within a year of his/her employment shall be entitled to one hour of paid sick leave for every 30 hours worked. Such employee may begin to use accrued paid sick days on the 90th day of his/her employment, after which he/she may use the sick days as they are accrued. Accrued paid sick days shall carry over to the following year of employment, up to a maximum of 48 hours. (Labor Code 246)~~

~~OPTION 2: Any short term or substitute employee who works for 30 or more days within a year of his/her employment shall be credited with 24 hours of paid sick leave for that year. Unused sick leave shall not carry over to the following year of employment. (Labor Code 246)~~

~~***Note: The following paragraph applies to both options and reflects the intent of the legislature in enacting the Healthy Workplaces, Healthy Families Act, including to enable California workers to address their own and their family's health needs and to provide them with economic security when they need to take time off work for reasons of domestic violence, sexual assault, or stalking.***~~

A short-term or substitute employee may use accrued sick leave for absences due any condition specified in item #7 or #8 above. (Labor Code 246.5)

Legal Reference:

EDUCATION CODE

45103 Substitute employees

45190 Leaves of absence and vacations

45191 Leaves of absence for illness and injury

45193 Leave of absence for pregnancy (re use of sick leave under certain circumstances)

45195 Additional leave for nonindustrial accident or illness; reemployment preference

45196 Salary; deductions during sick leave

45202 Transfer of accumulated sick leave and other benefits

LABOR CODE

230 Jury duty; legal actions by domestic violence, sexual assault and stalking victims, right to time off

230.1 Employers with 25 or more employees; domestic violence, sexual assault and stalking victims, right to time off

233 Illness of child, parent, spouse or domestic partner

245-249 Healthy Workplaces, Healthy Families Act of 2014

COURT DECISIONS

California School Employees Association v. Colton Joint Unified School District, (2009) 170 Cal.App.4th 957

**California School Employees Association v. Tustin Unified School District, (2007) 148
Cal.App.4th 510
ATTORNEY GENERAL OPINIONS
53 Ops.Cal.Atty.Gen. 111 (1970)**

(3/02 7/07) 12/14

Legal Reference:

EDUCATION CODE

~~45103 Substitute employees~~

~~45190 Leaves of absence and vacations~~

~~45191 Leaves of absence for illness and injury~~

~~45193 Leave of absence for pregnancy (re-use of sick leave under certain circumstances)~~

~~45195 Additional leave for nonindustrial accident or illness; reemployment preference~~

~~45196 Salary; deductions during sick leave~~

~~45202 Transfer of accumulated sick leave and other benefits~~

LABOR CODE

~~233 Illness of child, parent, spouse or domestic partner~~

COURT DECISIONS

~~California School Employees Association v. Tustin Unified School District, (2007) 148~~

~~Cal.App.4th 510~~

ATTORNEY GENERAL OPINIONS

~~53 Ops.Cal.Atty.Gen. 111 (1970)~~

~~(11/99 3/02) 7/07~~

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

First Reading: May 19, 2015

Adopted:

King City, California

BP 5125 Students

Student Records

The Governing Board recognizes the importance of keeping accurate, comprehensive student records as required by law. The State Administrator/Superintendent or designee shall ensure that the district's administrative regulation and school site procedures for maintaining the confidentiality of student records are consistent with state and federal law.

The State Administrator/Superintendent or designee shall establish regulations governing the identification, description, and security of student records, as well as timely access for authorized persons. These regulations shall ensure parental rights to review, inspect, and copy student records and shall protect the student and his/her family from invasion of privacy.

(cf. 3580 - District Records)

(cf. 4040 - Employee Use of Technology)

(cf. 5125.1 - Release of Directory Information)

(cf. 5125.2 - Withholding Grades, Diploma or Transcripts)

(cf. 5125.3 - Challenging Student Records)

The State Administrator/Superintendent or designee shall designate a certificated employee to serve as custodian of records with responsibility for student records at the district level. At each school, the principal or a certificated designee shall act as custodian of records for students enrolled at that school. The custodian of records shall be responsible for implementing Board policy and administrative regulation regarding student records. (5 CCR 431)

Student Records from Social Media

~~***Note: The following section is optional. Pursuant to Education Code 49073.6, as added by AB 1442 (Ch. 799, Statutes of 2014), any district considering a program to gather information from students' social media activity, as defined, must first notify students and parents/guardians and provide an opportunity for public comment. The notification may be provided as part of the annual parental notification required pursuant to Education Code 48980. If such a program is then adopted, the district must comply with program requirements reflected in the section "Student Records from Social Media" in the accompanying administrative regulation.***~~

~~***Note: The district should consult legal counsel before gathering any other online information that does not meet the definition of social media in Education Code 49073.6.***~~

The State Administrator/Superintendent or designee may gather and maintain information from the social media of any district student, provided that the district first notifies students and parents/guardians about the proposed program, offers an opportunity for public comment at a regularly scheduled Board meeting, and gathers only information that

directly pertains to school safety or student safety. (Education Code 49073.6)

- (cf. 0450 - Comprehensive Safety Plan)
- (cf. 5131.2 - Bullying)
- (cf. 5145.6 - Parental Notifications)
- (cf. 9322 - Agenda/Meeting Materials)
- (cf. 9323 - Meeting Conduct)

Contract for Digital Storage, Management, and Retrieval of Student Records

~~***Note: Education Code 49073.1, as added by AB 1584 (Ch. 800, Statutes of 2014), authorizes districts to enter into a contract with a third party for the digital storage, management, and retrieval of student records and/or for software designed for this purpose. A district that chooses to enter into such a contract is mandated to adopt policy allowing such contracts and must ensure that the contract includes all the provisions specified in Education Code 49073.1. Also see BP 3312 - Contracts.***~~

The State Administrator/Superintendent or designee may enter into a contract with a third party for the digital storage, management, and retrieval of student records and/or to authorize a third party provider of digital software to access, store, and use student records, provided that the contract meets the requirements of Education Code 49073.1 and other applicable state and federal laws.

- (cf. 3312 - Contracts)

Legal Reference:

EDUCATION CODE

17604 Contracts

48201 Student records for transfer students who have been suspended/expelled

48853.5 Foster youth; placement, immunizations

48902 Notification of law enforcement of specified violations

48904-48904.3 Withholding grades, diplomas, or transcripts

48918 Rules governing expulsion procedures

48980 Parental notifications

48985 Notices in parent/guardian's primary language

49060-49079 Student records

49091.14 Parental review of curriculum

51747 Independent study

56041.5 Rights of students with disabilities

56050 Surrogate parents

56055 Foster parents

69432.9 Cal Grant program; notification of grade point average

BUSINESS AND PROFESSIONS CODE

22580-22582 Digital privacy
22584-22585 Student Online Personal Information Protection Act
CODE OF CIVIL PROCEDURE
1985.3 Subpoena duces tecum
FAMILY CODE
3025 Access to records by noncustodial parents
6552 Caregiver's authorization affidavit
GOVERNMENT CODE
6252-6260 Inspection of public records
HEALTH AND SAFETY CODE
120440 Immunizations; disclosure of information
PENAL CODE
245 Assault with deadly weapon
WELFARE AND INSTITUTIONS CODE
681 Truancy petitions
701 Juvenile court law
16010 Health and education records of a minor
CODE OF REGULATIONS, TITLE 5
430-438 Individual student records
16020-16027 Destruction of records of school districts
UNITED STATES CODE, TITLE 20
1232g Family Educational Rights and Privacy Act
1232h Protection of Pupil Rights Amendment
UNITED STATES CODE, TITLE 26
152 Definition of dependent child
UNITED STATES CODE, TITLE 42
11434a McKinney-Vento Homeless Assistance Act; definitions
CODE OF FEDERAL REGULATIONS, TITLE 16
Part 312 Children's Online Privacy Protection Rule
CODE OF FEDERAL REGULATIONS, TITLE 34
99.1-99.67 Family Educational Rights and Privacy
300.501 Opportunity to examine records for parents of student with disability
Management Resources:
FEDERAL REGISTER
Final Rule and Analysis of Comments and Changes, Family Educational Rights and
Privacy, December 9, 2008, Vol. 73, No. 237, pages 74806-74855
NATIONAL SCHOOL BOARDS ASSOCIATION PUBLICATIONS
Data in the Cloud: A Legal and Policy Guide for School Boards on Student Data Privacy in
the Cloud Computing Era, April 2014
U.S. DEPARTMENT OF EDUCATION PUBLICATIONS
Joint Guidance on the Application of the Family Educational Rights and Privacy Act
(FERPA) and the Health Insurance Portability and Accountability Act of 1996 (HIPAA) to
Student Health Records, 2008
Balancing Student Privacy and School Safety: A Guide to the Family Educational Rights

and Privacy Act for Elementary and Secondary Schools, October 2007

WEB SITES

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

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

U.S. Department of Education, Family Policy Compliance,
<http://www.ed.gov/policy/gen/guid/fpco>

(11/00 3/09) 12/14

Legal Reference:

~~EDUCATION CODE~~

~~48201 Student records for transfer students who have been suspended/expelled~~

~~48904 48904.3 Withholding grades, diplomas, or transcripts~~

~~48918 Rules governing expulsion procedures~~

~~49060 49079 Student records~~

~~49091.14 Parental review of curriculum~~

~~51747 Independent study programs~~

~~56050 Surrogate parents~~

~~56055 Foster parents~~

~~CODE OF CIVIL PROCEDURE~~

~~1985.3 Subpoena duces tecum~~

~~FAMILY CODE~~

~~3025 Access to records by noncustodial parents~~

~~GOVERNMENT CODE~~

~~6252 6260 Inspection of public records~~

~~HEALTH AND SAFETY CODE~~

~~120440 Immunizations; disclosure of information~~

~~WELFARE AND INSTITUTIONS CODE~~

~~681 Truancy petitions~~

~~16010 Health and education records of a minor~~

~~CODE OF REGULATIONS, TITLE 5~~

~~430 438 Individual student records~~

~~16020 16027 Destruction of records of school districts~~

~~UNITED STATES CODE, TITLE 20~~

~~1232g Family Educational Rights and Privacy Act~~

~~CODE OF FEDERAL REGULATIONS, TITLE 34~~

~~99.1 99.67 Family Educational Rights and Privacy~~

~~300.501 Opportunity to examine records for parents of student with disability~~

Management Resources:

~~FEDERAL REGISTER~~

~~Final Rule and Analysis of Comments and Changes, Family Educational Rights and Privacy, December 9, 2008, Vol. 73, No. 237, pages 74806-74855~~

~~U.S. DEPARTMENT OF EDUCATION PUBLICATIONS~~

~~Joint Guidance on the Application of FERPA and HIPAA to Student Health Records,
November 2008~~

~~WEB SITES~~

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

~~U.S. Department of Education, Family Policy Compliance Office,
<http://www.ed.gov/policy/gen/guid/fpco/index.html>~~

(7/99-11/00) 3/09

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

First reading: May 19, 2015

Adopted:

King City, California

Students

Student Records

Definitions

Student means any individual who is or has been in attendance at the district and regarding whom the district maintains student records. (34 CFR 99.3)

Attendance includes, but is not limited to, attendance in person or by paper correspondence, videoconference, satellite, Internet, or other electronic information and telecommunication technologies for students who are not physically present in the classroom, and the period during which a person is working under a work-study program. (34 CFR 99.3)

Student records are any items of information (in handwriting, print, tape, film, computer, or other medium) gathered within or outside the district that are directly related to an identifiable student and maintained by the district, required to be maintained by an employee in the performance of his/her duties, or maintained by a party acting for the district. Any information maintained for the purpose of second-party review is considered a student record. Student records include the student's health record. (34 CFR 99.3; Education Code 49061, 49062; 5 CCR 430)

Student records do not include: (34 CFR 99.3; Education Code 49061, 49062; 5 CCR 430)

1. Directory information

(cf. 5125.1 - *Release of Directory Information*)

2. Informal notes compiled by a school officer or employee which remain in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to any other person except a substitute

3. Records of the law enforcement unit of the district, subject to the provisions of 34 CFR 99.8

(cf. 3515 - *Campus Security*)

(cf. 3515.3 - *District Police/Security Department*)

4. Records created or received by the district after an individual is no longer a student in attendance and that are not directly related to the individual's attendance as a student

5. Grades on peer-graded papers before they are collected and recorded by a teacher

Mandatory permanent student records are those records which are maintained in perpetuity and which schools have been directed to compile by state law, regulation, or administrative directive. (5 CCR 430)

Mandatory interim student records are those records which the schools are directed to compile and maintain for stipulated periods of time and are then destroyed in accordance with state law, regulation, or administrative directive. (5 CCR 430)

Permitted student records are those records having clear importance only to the current educational process of the student. (5 CCR 430)

Access means a personal inspection and review of a record, an accurate copy of a record or receipt of an accurate copy of a record, an oral description or communication of a record, and a request to release a copy of any record. (Education Code 49061)

Disclosure means to permit access to, or the release, transfer, or other communication of, personally identifiable information contained in education records to any party, except the party that provided or created the record, by any means including oral, written, or electronic. (34 CFR 99.3)

Personally identifiable information includes, but is not limited to: (34 CFR 99.3)

1. The student's name
2. The name of the student's parent/guardian or other family members
3. The address of the student or student's family
4. A personal identifier, such as the student's social security number, student number, or biometric record (e.g., fingerprints, retina and iris patterns, voiceprints, DNA sequence, facial characteristics, and handwriting)
5. Other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name
6. Other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty
7. Information requested by a person who the district reasonably believes knows the identity of the student to whom the student record relates

Adult student is a person who is or was enrolled in school and who is at least 18 years of age. (5 CCR 430)

Parent/guardian means a natural parent, an adopted parent, legal guardian, surrogate parent, or foster parent. (Education Code 49061, 56050, 56055)

School officials and employees are officials or employees whose duties and responsibilities to

the district, whether routine or as a result of special circumstances, require that they have access to student records. School officials and employees include contractors, consultants, volunteers, or other parties to whom the district has outsourced district functions and who perform services for which the district would otherwise use employees.

A *legitimate educational interest* is one held by school officials and employees whose duties and responsibilities to the district, whether routine or as a result of special circumstances, require that they have access to student records.

Custodian of records is the employee responsible for the security of student records maintained by the district and for devising procedures for assuring that access to such records is limited to authorized persons. (5 CCR 433)

County placing agency means the county social service department or county probation department. (Education Code 49061)

Persons Granted Access Without Prior Written Consent

The following persons or agencies shall have absolute access to any and all student records in accordance with law:

1. Parents/guardians of students younger than age 18 years, including the parent who is not the student's custodial parent (Education Code 49069; Family Code 3025)
2. An adult student age 18 or older or a student under the age of 18 who attends a postsecondary institution, in which case the student alone shall exercise rights related to his/her student records and grant consent for the release of records (34 CFR 99.3, 99.5)
3. Parents/guardians of an adult student with disabilities who is age 18 years or older and has been declared incompetent under state law (Education Code 56041.5)

(cf. 6159 - Individualized Education Program)

In addition, the following persons or agencies shall have access to those particular records that are relevant to their legitimate educational interest: (34 CFR 99.31; Education Code 49076)

1. Parents/guardians of a dependent student age 18 or older (Education Code 49076; 34 CFR 99.31)
2. Students who are age 16 or older or who have completed the 10th grade (Education Code 49076; 34 CFR 99.31)
3. School officials and employees consistent with definition provided in the section "Definitions" above (Education Code 49076; 34 CFR 99.31)

4. Members of a school attendance review board (SARB) and any volunteer aide age 18 or older who has been investigated, selected, and trained by the SARB to provide follow-up services to a referred student (Education Code 49076)

(cf. 5113.1 – *Truancy and Chronic Attendance*)

5. Officials and employees of other public schools, school systems, or postsecondary institutions where the student intends or is directed to enroll, including local, county, or state correctional facilities where educational programs leading to high school graduation are provided, or where the student is already enrolled, as long as the disclosure is for purposes related to the student's enrollment or transfer (Education Code 49076; 34 CFR 99.31)

When the district discloses personally identifiable information to officials of another school, school system, or postsecondary institution where the student seeks or intends to enroll, the State Administrator/Superintendent or designee shall make a reasonable attempt to notify the parent/guardian or adult student at his/her last known address, provide a copy of the record that is disclosed, and give the parent/guardian or adult student an opportunity for a hearing to challenge the record. (34 CFR 99.34)

6. Any county placing agency acting as an authorized representative of a state or local educational agency which is required to audit or evaluate a state or federally supported education program pursuant to item #6 above (Education Code 49076)
7. Federal, state, and local officials, as needed for an audit, evaluation, or compliance activity related to a state or federally funded education program and in accordance with a written agreement developed pursuant to 34 CFR 99.35 (Education Code 49076; 34 CFR 99.3, 99.31, 99.35)

~~***Note: Pursuant to Education Code 49076, county placing agencies authorized to assess the effectiveness of a state or federally funded program on behalf of federal, state, or local officials and agencies may be allowed access to student records. Education Code 49076 also authorizes districts, county offices of education, and county placing agencies to develop cooperative agreements to facilitate confidential access to and exchange of student information by email, facsimile, electronic format, or other secure means, provided the agreement complies with the requirements of 34 CFR 99.35.***~~

8. Any county placing agency acting as an authorized representative of a state or local educational agency which is required to audit or evaluate a state or federally supported education program pursuant to item #7 above (Education Code 49076)

9. Any person, agency, or organization authorized in compliance with a court order or lawfully issued subpoena (Education Code 49077; 5 CCR 435; 34 CFR 99.31)

Unless otherwise instructed by the court, the State Administrator/Superintendent or designee shall, prior to disclosing a record pursuant to a court order or subpoena, give the parent/guardian or adult student at least three days' notice of the name of the requesting agency and the specific record requested, if lawfully possible within the requirements of the judicial order. (Education Code 49077; 5 CCR 435; 34 CFR 99.31)

10. Any district attorney who is participating in or conducting a truancy mediation program or participating in the presentation of evidence in a truancy petition (Education Code 49076)
11. A prosecuting agency for consideration-against a parent/guardian for failure to comply with compulsory education laws (Education Code 49076)
12. Any probation officer district attorney or counsel of record for a minor student for the purposes of conducting a criminal investigation or an investigation in regards to declaring the minor student a ward of the court or involving a violation of a condition of probation subject to specified evidentiary rules (Education Code 49076)

When disclosing records for these purposes, the State Administrator/Superintendent or designee shall obtain written certification from the recipient of the record(s) that the information will not be disclosed to another party without prior written consent of the student's parent/guardian or the holder of the student's educational rights, unless specifically authorized by state or federal law. (Education Code 49076)

13. Any judge or probation officer for the purpose of conducting a truancy mediation program for a student or for the purpose of presenting evidence in a truancy petition pursuant to Welfare and Institutions Code 681 (Education Code 49076)

In such cases, the judge or probation officer shall certify in writing to the State Administrator/Superintendent or designee that the information will be used only for truancy purposes. Upon releasing student information to a judge or probation officer, the State Administrator/Superintendent or designee shall inform, or provide written notification to, the student's parent/guardian within 24 hours. (Education Code 49076)

14. Any county placing agency for the purpose of preparing a health and education summary pursuant to Welfare and Institutions Code 16010 for a child placed in foster care, fulfilling educational case management responsibilities required by the juvenile court or by law, or assisting with the school transfer or enrollment of a student (Education Code 49076)

(*cf.* 6173.1 - *Education for Foster Youth*)

In such cases, the judge or probation officer shall certify in writing to the State Administrator/Superintendent or designee that the information will be used only for truancy purposes. Upon releasing student information to a judge or probation officer,

the State Administrator/Superintendent or designee shall inform, or provide written notification to, the student's parent/guardian within 24 hours. (Education Code 49076)

15. Foster family agencies with jurisdiction over currently enrolled or former students may access those students' records of grades and transcripts and any individualized education program (IEP) developed and maintained by the district with respect to such students. (Education Code 49069.3)

(cf. 6159 - Individualized Education Program)

When authorized by law to assist law enforcement in investigations of suspected kidnapping, the State Administrator/Superintendent or designee shall provide information about the identity and location of the student as it relates to the transfer of that student's records to another public school district or California private school. The information shall be released only to designated peace officers, federal criminal investigators, and federal law enforcement officers whose names have been submitted in writing by their law enforcement agency in accordance with the procedures specified in Education Code

49076.5. (Education Code 49076.5)

15. Appropriate law enforcement authorities, in circumstances where Education Code 48902 requires that the district provide special education and disciplinary records of a student with disabilities who is suspended or expelled for committing an act violating Penal Code 245

(Education Code 48902, 49076)

16. Designated peace officers or law enforcement agencies in cases where the district is authorized by law to assist law enforcement in investigations of suspected criminal conduct or kidnapping and a written parental consent, lawfully issued subpoena, or court order is submitted to the district, or information is provided to it indicating that an emergency exists in which the student's information is necessary to protect the health or safety of the student or other individuals (Education Code 49076.5; 34 CFR 99.1-99.67)

~~***Note: AB 1068 (Ch. 713, Statutes of 2013) amended Education Code 49076 to add authorization to disclose records pursuant to items #15-17 below. ***~~

17. A student age 14 years or older who is both a homeless student and an unaccompanied minor as defined in 42 USC 11434a (Education Code 49076)

(cf. 6173 - Education for Homeless Children)

18. An individual who completes items 1-4 of the caregiver's authorization affidavit pursuant to Family Code 6552 and signs the affidavit for the purpose of enrolling a minor in school (Education Code 49076)

19. A caseworker or other representative of a state or local child welfare agency or

tribal organization that has legal responsibility for the care and protection of a student, provided that the information is directly related to providing assistance to address the student's educational needs (Education Code 49076; 20 USC 1232(g))

20. Appropriate law enforcement authorities, in circumstances where Education Code 48902 requires that the district provide special education and disciplinary records of a student with disabilities who is suspended or expelled for committing an act violating Penal Code 245 (Education Code 48902, 49076)

When disclosing such records, the State Administrator/Superintendent or designee shall obtain written certification by the recipient of the records as described in item #12 above. (Education Code 49076)

21. Designated peace officers or law enforcement agencies in cases where the district is authorized by law to assist law enforcement in investigations of suspected criminal conduct or kidnapping and a written parental consent, lawfully issued subpoena, or court order is submitted to the district, or information is provided to it indicating that an emergency exists in which the student's information is necessary to protect the health or safety of the student or other individuals (Education Code 49076.5; 34 CFR 99.1-99.67)

In such cases, the State Administrator/Superintendent or designee shall provide information about the identity and location of the student as it relates to the transfer of that student's records to another public school district or California private school. (Education Code 49076.5)

Any person, agency, or organization granted access is prohibited from releasing information to another person, agency, or organization without written permission from the parent/guardian or adult student unless specifically allowed by state law or the federal Family Educational Rights and Privacy Act. (Education Code 49076)

In addition, the parent/guardian or adult student may provide written consent for access to be granted to persons, agencies, or organizations not afforded access rights by law. The written consent shall specify the records to be released and the party or parties to whom they may be released. (Education Code 49075)

Only a parent/guardian having legal custody of the student may consent to the release of records to others. Either parent/guardian may grant consent if both parents/guardians notify the district, in writing, that such an agreement has been made. (Education Code 49061)

(cf. 5021 - Noncustodial Parents)

When disclosing such records, the State Administrator/Superintendent or designee shall obtain written certification by the recipient of the records as described in item #11 above. (Education Code 49076)

At his/her discretion, the State Administrator/Superintendent or designee may release information from a student's records to the following: (34 CFR 99.31, 99.36; Education Code 49076)

1. Appropriate persons, including parents/guardians of a student, in an emergency, if the health and safety of the student or other persons are at stake

When releasing information to any such appropriate person, the State Administrator/Superintendent or designee shall record information about the threat to the health or safety of the student or any other person that formed the basis for the disclosure and the person(s) to whom the disclosure was made. (Education Code 49076; 34 CFR 99.32)

2. Accrediting associations

3. Under the conditions specified in Education Code 49076 and 34 CFR 99.31, organizations conducting studies on behalf of educational institutions or agencies for the purpose of developing, validating, or administering predictive tests, administering student aid programs, or improving instruction, provided that:

- a. The study is conducted in a manner that does not permit personal identification of parents/guardians and students by individuals other than representatives of the organization who have legitimate interests in the information.
- b. The information is destroyed when no longer needed for the purposes for which the study is conducted.
- c. The district enters into a written agreement with the organization that includes the information in 34 CFR 99.31.

4. Officials and employees of private schools or school systems where the student is enrolled or intends to enroll

5. Local health departments operating countywide or regional immunization information and reminder systems and the California Department of Public Health, in which case the

State Administrator/Superintendent or designee shall notify the student's parent/guardian of his/her rights in accordance with law prior to releasing the information (Health and Safety Code 120440)

6. Contractors and consultants having a legitimate educational interest based on services or functions which have been outsourced to them through a formal written agreement or contract by the district, excluding volunteers or other parties (Education Code 49076)

(cf. 3600 - Consultants)

7. Agencies or organizations in connection with the student's application for or receipt of financial aid, provided that, information permitting the personal identification of a student or his/her parents/guardians for these purposes may be disclosed only as may be necessary to determine the eligibility of the student for financial aid, determine the amount of financial aid, determine the conditions which will be imposed regarding the financial aid, or enforce the terms or conditions of the financial aid (Education Code 49076; 34 CFR 99.31, 99.36)
8. County elections officials for the purpose of identifying students eligible to register to vote or offering such students an opportunity to register, subject to the provisions of 34 CFR 99.37 and under the condition that any information provided on this basis shall not be used for any other purpose or transferred to any other person or agency (Education Code 49076; 34 CFR 99.31, 99.37)

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

The **State Administrator**/Superintendent or designee may release information specified in law regarding a student's immunization record to local health departments operating countywide or regional immunization information and reminder systems and the California Department of Public Health. Prior to releasing such information, the State Administrator/Superintendent or designee shall notify the parent/guardian of his/her rights in accordance with law. (Health and Safety Code 120440)

Persons Granted Access With Prior Written Consent

Persons, agencies, or organizations not afforded access rights by law may be granted access only through written permission of the parent/guardian or adult student, or by judicial order. (Education Code 49075)

Only a parent/guardian having legal custody of the student may consent to the release of records to others. Either parent may grant consent if both parents notify the district, in writing, that such an agreement has been made. (Education Code 49061)

(cf. 5021 - Noncustodial Parents)

Any person, agency, or organization granted access is prohibited from releasing information to another person or agency without written permission from the parent/guardian or adult student unless specifically allowed by state law or the federal Family Educational Rights and Privacy Act. (Education Code 49076)

De-Identification of Records

When authorized by law for any program audit, educational research, or other purposes the **State Administrator** Superintendent or designee may release information from a student record without prior consent of the parent/guardian or adult student after the removal of all personally identifiable information, a reasonable determination that the student's identity is not personally identifiable, whether through single or multiple releases, and taking into account other

reasonably available information. (34 CFR 99.31)

Process for Providing Access to Records

Student records shall be maintained in a central file at the school attended by the student or, when records are maintained in different locations, a notation shall be placed in the central file indicating where other records may be found. Parents/guardians shall be notified of the location of student records if not centrally located. (Education Code 49069; 5 CCR 433)

The custodian of records shall be responsible for the security of student records and shall ensure that access is limited to authorized persons. (5 CCR 433)

The custodian of records shall develop reasonable methods, including physical, technological, and administrative controls, to ensure that school officials and employees obtain access to only those student records in which they have legitimate educational interests. (34 CFR 99.31)

To inspect, review, or obtain copies of student records, authorized persons shall submit a request to the custodian of records. Prior to granting the request, the custodian of records shall authenticate the individual's identity. For those individuals for whom the law requires that access be granted based on a legitimate educational interest, the request shall specify such interest involved.

When prior written consent is required by law, the parent/guardian shall provide a written, signed and dated consent before the district discloses the student record. Such consent may be given through electronic means in those cases where it can be authenticated. The district's consent form shall specify the records that may be disclosed, state the purpose of the disclosure, and identify the party or class of parties to whom the disclosure may be made. Upon request by the parent/guardian, the district shall provide him/her a copy of the records disclosed. (34 CFR 99.30)

Within five business days following the date of request, a parent/guardian or other authorized person shall be granted access to inspect, review, and obtain copies of student records during regular school hours. (Education Code 49069)

Qualified certificated personnel shall be available to interpret records when requested. (Education Code 49069)

The custodian of records or the State Administrator/Superintendent or designee shall prevent the alteration, damage, or loss of records during inspection. (5 CCR 435)

Access Log

A log shall be maintained for each student's record which lists all persons, agencies, or organizations requesting or receiving information from the records and the legitimate educational interest of the requester. (Education Code 49064)

In every instance of inspection by persons who do not have assigned educational responsibility, the custodian of records shall make an entry in the log indicating the record inspected, the name of the person granted access, the reason access was granted, and the time and circumstances of inspection. (5 CCR 435)

The log does not need to include record of access by: (Education Code 49064)

1. Parents/guardians or adult students
2. Students who are 16 years of age or older or who have completed the 10th grade
3. Parties obtaining district-approved directory information

(cf. 5125.1 - Release of Directory Information)

4. Parties who provide written parental consent, in which case the consent notice shall be filed with the record pursuant to Education Code 49075
5. School officials and employees who have a legitimate educational interest

The log shall be accessible only to the parent/guardian, adult student, dependent adult student, student age who is 16 years or older or who has completed the 10th grade, custodian of records, and certain state/federal officials. (Education Code 49064; 5 CCR 432)

Duplication of Student Records

To provide copies of any student record, the district shall charge a reasonable fee not to exceed the actual cost of providing the copies. No charge shall be made for providing up to two transcripts or up to two verifications of various records for any former student. No charge shall be made to locate or retrieve any student record. (Education Code 49065)

Changes to Student Records

No additions except routine updating shall be made to a student's record after high school graduation or permanent departure without prior consent of the parent/guardian or adult student. (5 CCR 437)

Only a parent/guardian having legal custody of the student or an adult student may challenge the content of a record or offer a written response to a record. (Education Code 49061)

(cf. 5125.3 - Challenging Student Records)

Retention and Destruction of Student Records

All anecdotal information and assessment reports maintained as student records shall be dated and

signed by the individual who originated the data. (5 CCR 431)

Mandatory Permanent Student Records

The following *Mandatory Permanent Student Records* shall be kept indefinitely: (5 CCR 432, 437)

1. Legal name of student
2. Date and place of birth and method of verifying birth date

(cf. 5111 - Admission)

3. Sex of student
4. Name and address of parent/guardian of minor student
 - a. Address of minor student if different from the above
 - b. Annual verification of parent/guardian's name and address and student's residence

(cf. 5111.1 - District Residency)

(cf. 5111.12 - Residency Based on Parent/Guardian Employment)

5. Entrance and departure dates of each school year and for any summer session or other extra session
6. Subjects taken during each year, half-year, summer session, or quarter, and marks or credits given

(cf. 5121 - Grades/Evaluation of Student Achievement)

7. Verification of or exemption from required immunizations

(cf. 5141.31 - Immunizations)

8. Date of high school graduation or equivalent

Mandatory Interim Student Records

Mandatory Interim Student Records, unless forwarded to another district, shall be maintained subject to destruction during the third school year following a determination that their usefulness has ceased or the student has left the district. These records include: (Education Code 48918, 51747; 5 CCR 432, 437, 16027)

1. Expulsion orders and the causes therefor

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

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

2. A log identifying persons or agencies who request or receive information from the student record

3. Health information, including verification or waiver of the health screening for school entry

(cf. 5141.32 - *Health Screening for School Entry*)

4. Information on participation in special education programs, including required tests, case studies, authorizations, and evidence of eligibility for admission or discharge

(cf. 6159 - *Individualized Education Program*)

(cf. 6164.4 - *Identification and Evaluation of Individuals for Special Education*)

5. Language training records

(cf. 6174 - *Education for English Language Learners*)

6. Progress slips/notices required by Education Code 49066 and 49067

7. Parental restrictions/stipulations regarding access to directory information

8. Parent/guardian or adult student rejoinders to challenged records and to disciplinary action

9. Parent/guardian authorization or denial of student participation in specific programs

10. Results of standardized tests administered within the past three years

(cf. 6162.51 - *Standardized Testing and Reporting Program*)

(cf. 6162.52 - *High School Exit Examination*)

11. Written findings resulting from an evaluation conducted after a specified number of missed

assignments to determine whether it is in a student's best interest to remain in independent study

(cf. 6158 - *Independent Study*)

Permitted student records may be destroyed six months after the student completes or

withdraws from the educational program, including: (5 CCR 432, 437)

1. Objective counselor and/or teacher ratings
2. Standardized test results older than three years
3. Routine disciplinary data

(*cf.* 5144 - *Discipline*)

4. Verified reports of relevant behavioral patterns
5. All disciplinary notices
6. Supplementary attendance records

Records shall be destroyed in a way that assures they will not be available to possible public inspection in the process of destruction. (5 CCR 437)

Transfer of Student Records

If a student transfers into this district from any other school district or a private school, the State Administrator/Superintendent or designee shall inform the parent/guardian of his/her rights regarding student records, including the right to review, challenge, and receive a copy of student records. (Education Code 49068; 5 CCR 438)

When a student transfers into this district from another district, the State Administrator/Superintendent or designee shall request that the student's previous district provide any records, either maintained by that district in the ordinary course of business or received from a law enforcement agency, regarding acts committed by the transferring student that resulted in his/her suspension or expulsion. (Education

Code 48201)

(*cf.* 4158/4258/4358 - *Employee Security*)

(*cf.* 5119 - *Students Expelled From Other Districts*)

When a student transfers from this district to another school district or to a private school, the

State Administrator/Superintendent or designee shall forward a copy of the student's mandatory permanent record as requested by the other district or private school. The original record or a copy shall be retained permanently by this district. If the transfer is to another California public school, the student's entire mandatory interim record shall also be forwarded. If the transfer is out of state or to a private school, the mandatory interim record may be forwarded. Permitted student records may be forwarded to any other district or private school. (Education Code 48918; 5 CCR 438)

Upon receiving a request from a county placing agency to transfer a student in foster care out of a district school, the State Administrator/Superintendent or designee shall transfer the student's records to the next educational placement within two business days. (Education Code 49069.5)

All student records shall be updated before they are transferred. (5 CCR 438)

Student records shall not be withheld from the requesting district because of any charges or fees owed by the student or parent/guardian. (5 CCR 438)

If the district is withholding grades, diploma, or transcripts from the student because of his/her damage or loss of school property, this information shall be sent to the requesting district along with the student's records.

(cf. 5125.2 - *Withholding Grades, Diploma or Transcripts*)

Changes to Student Records

Only a parent/guardian having legal custody of a student or an adult student may challenge the content of a record or offer a written response to a record. (Education Code 49061)

(cf. 5125.3 - **Challenging Student Records**)

No additions except routine updating shall be made to a student's record after high school graduation or permanent departure without prior consent of the parent/guardian or adult student. (5 CCR 437)

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. 5145.3 - **Nondiscrimination/Harassment**)

Retention and Destruction of Student Records

~~***Note: 5 CCR 431 mandates that the district establish written policies and procedures regarding the signing and dating of anecdotal information, as specified below.***~~

All anecdotal information and assessment reports maintained as student records shall be dated and signed by the individual who originated the data. (5 CCR 431)

The following mandatory permanent student records shall be kept indefinitely: (5 CCR 432, 437)

1. Legal name of student
2. Date and place of birth and method of verifying birth date
(cf. 5111 - Admission)
3. Sex of student
4. Name and address of parent/guardian of minor student
 - a. Address of minor student if different from the above
 - b. Annual verification of parent/guardian's name and address and student's residence
(cf. 5111.1 - District Residency)
(cf. 5111.12 - Residency Based on Parent/Guardian Employment)
5. Entrance and departure dates of each school year and for any summer session or other extra session
6. Subjects taken during each year, half-year, summer session, or quarter, and marks or credits given
(cf. 5121 - Grades/Evaluation of Student Achievement)
7. Verification of or exemption from required immunizations
(cf. 5141.31 - Immunizations)
8. Date of high school graduation or equivalent

Mandatory interim student records, unless forwarded to another district, shall be maintained subject to destruction during the third school year after the school year in which they originated, following a determination that their usefulness has ceased or the student has left the district. These records include: (Education Code 48918, 51747; 5 CCR 432, 437, 16027)

1. Expulsion orders and the causes therefor
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
2. A log identifying persons or agencies who request or receive information from the student record

3. **Health information, including verification or waiver of the health screening for school entry**

(cf. 5141.32 - Health Screening for School Entry)

4. **Information on participation in special education programs, including required tests, case studies, authorizations, and evidence of eligibility for admission or discharge**

(cf. 6159 - Individualized Education Program)

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

5. **Language training records**

(cf. 6174 - Education for English Language Learners)

6. **Progress slips/notices required by Education Code 49066 and 49067**

7. **Parental restrictions/stipulations regarding access to directory information**

8. **Parent/guardian or adult student rejoinders to challenged records and to disciplinary action**

9. **Parent/guardian authorization or denial of student participation in specific programs**

10. **Results of standardized tests administered within the past three years**

(cf. 6162.51 - State Academic Achievement Tests)

(cf. 6162.52 - High School Exit Examination)

11. **Written findings resulting from an evaluation conducted after a specified number of missed assignments to determine whether it is in a student's best interest to remain in independent study**

(cf. 6158 - Independent Study)

Permitted student records may be destroyed six months after the student completes or withdraws from the educational program, including: (5 CCR 432, 437)

1. **Objective counselor and/or teacher ratings**

2. **Standardized test results older than three years**

3. **Routine disciplinary data**

(cf. 5144 - Discipline)

4. Verified reports of relevant behavioral patterns
5. All disciplinary notices
6. Supplementary attendance records

Records shall be destroyed in a way that assures they will not be available to possible public inspection in the process of destruction. (5 CCR 437)

Transfer of Student Records

When a student transfers into this district from any other school district or a private school, the State Administrator/Superintendent or designee shall inform the student's parent/guardian of his/her rights regarding student records, including the right to review, challenge, and receive a copy of student records. (Education Code 49068; 5 CCR 438)

~~***Note: Education Code 48201 requires districts to request records of a transferring student regarding acts that resulted in the student's suspension or expulsion from the previous school, as specified below. Once the record is received, the State Administrator/Superintendent or designee must inform the student's teachers of the acts; see AR 4158/4258/4358 - Employee Security.***~~

When a student transfers into this district from another district, the State Administrator/Superintendent or designee shall request that the student's previous district provide any records, either maintained by that district in the ordinary course of business or received from a law enforcement agency, regarding acts committed by the transferring student that resulted in his/her suspension or expulsion. (Education Code 48201)

(cf. 4158/4258/4358 - Employee Security)
(cf. 5119 - Students Expelled From Other Districts)

~~***Note: Pursuant to Education Code 49068, a district is required to transfer a copy of a student's records to another school in which the student is enrolled or intends to enroll within 10 school days of receiving a request for the records. However, this would not affect a situation where a more restrictive timeline is required. For example, a district is required to transfer the records of a student who is a foster youth to the new school within two business days, pursuant to Education Code 48853.5.***~~

When a student transfers from this district to another school district or to a private school, the State Administrator/Superintendent or designee shall forward a copy of the student's mandatory permanent record within 10 school days of the district's receipt of the request for the student's records. The original record or a copy shall be retained permanently by this district. If the transfer is to another California public school, the student's entire mandatory interim record shall also be forwarded. If the transfer is out of state or to a private school, the mandatory interim record may be forwarded.

Permitted student records may be forwarded to any other district or private school. (Education Code 48918, 49068; 5 CCR 438)

Upon receiving a request from a county placing agency to transfer a student in foster care out of a district school, the State Administrator/Superintendent or designee shall transfer the student's records to the next educational placement within two business days. (Education Code 49069.5)

All student records shall be updated before they are transferred. (5 CCR 438)

Student records shall not be withheld from the requesting district because of any charges or fees owed by the student or parent/guardian. (5 CCR 438)

If the district is withholding grades, diploma, or transcripts from the student because of his/her damage or loss of school property, this information shall be sent to the requesting district along with the student's records.

(cf. 5125.2 - Withholding Grades, Diploma or Transcripts)

Notification of Parents/Guardians

Upon any student's initial enrollment, and at the beginning of each school year thereafter, the State Administrator/Superintendent or designee shall notify parents/guardians and eligible students, in writing, of their rights related to student records. Insofar as practicable, the district shall provide these notices in the student's home language and shall effectively notify parents/guardians or eligible students who are disabled. (34 CFR 99.7; Education Code 49063)

(cf. 5145.6 - Parental Notifications)

The notice shall include: (34 CFR 99.7, 99.34; Education Code 49063)

1. The types of student records kept by the district and the information contained therein
2. The title(s) of the official(s) responsible for maintaining each type of record
3. The location of the log identifying those who request information from the records
4. District criteria for defining school officials and employees and for determining legitimate educational interest
5. District policies for reviewing and expunging student records
6. The right to inspect and review student records and the procedures for doing so
7. The right to challenge and the procedures for challenging the content of a student record

that the parent/guardian or student believes to be inaccurate, misleading, or otherwise in violation of the student's privacy rights

(cf. 5125.3 - *Challenging Student Records*)

8. The cost, if any, charged for duplicating copies of records
9. The categories of information defined as directory information pursuant to Education Code 49073
10. The right to consent to disclosures of personally identifiable information contained in the student's records except when disclosure without consent is authorized by law
11. The availability of the curriculum prospectus developed pursuant to Education Code 49091.14 containing the titles, descriptions, and instructional aims of every course offered by the school

(cf. 5020 - *Parent Rights and Responsibilities*)

12. Any other rights and requirements set forth in Education Code 49060-49078, and the right of parents/guardians to file a complaint with the United States Department of Education concerning an alleged failure by the district to comply with 20 USC 1232g
13. A statement that the district forwards education records to other agencies or institutions that request the records and in which the student seeks or intends to enroll or is already enrolled as long as the disclosure is for purposes related to the student's enrollment

(3/06-3/08) 3/09

Student Records from Social Media

~~***Note: The following optional section is for use by districts that have adopted a program, pursuant to Education Code 49073.6, as added by AB 1442 (Ch. 799, Statutes of 2014), to gather or maintain any information obtained from students' social media activity that pertains directly to school safety or student safety. Districts that adopt such a program, as specified in the accompanying Board policy, must comply with the requirements described below. Districts that have not adopted such a program should delete the following section.***~~

For the purpose of gathering and maintaining records of students' social media activity, the State Administrator/Superintendent or designee shall: (Education Code 49073.6)

1. Gather or maintain only information that pertains directly to school safety or student safety
2. Provide a student with access to any information that the district obtained from

his/her social media activity and an opportunity to correct or delete such information

3. Destroy information gathered from social media and maintained in student records within one year after a student turns 18 years of age or within one year after the student is no longer enrolled in the district, whichever occurs first

4. Notify each parent/guardian that the student's information is being gathered from social media and that any information maintained in the student's records shall be destroyed as provided in item #3 above. The notification shall also include, but is not limited to, an explanation of the process by which a student or his/her parent/guardian may access the student's records for examination of the information gathered or maintained and the process by which removal of the information may be requested or corrections to the information may be made. The notification may be provided as part of the annual parental notification required pursuant to Education Code 48980.

5. If the district contracts with a third party to gather information on a student from social media, ensure that the contract:

a. Prohibits the third party from using the information for purposes other than those specified in the contract or from selling or sharing the information with any person or entity other than the district, the student, or his/her parent/guardian

b. Requires the third party to destroy the information immediately upon satisfying the terms of the contract, or when the district notifies the third party that the student has turned 18 years of age or is no longer enrolled in the district, whichever occurs first

(11/11 11/12) 12/14

Regulation: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

First Reading: May 19, 2015

Adopted:

King City, California

Students

Health Care And Emergencies

Emergency Contact Information

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

In order to facilitate contact in case of an emergency or accident, the principal or designee shall annually request that parents/guardians provide the following information:

1. Home address and telephone number
2. Parent/guardian's business address and telephone number
3. Parent/guardian's cell phone number and email address, if applicable
4. Name, address, and telephone number of an alternative contact person to whom the student may be released and who is authorized by the parent/guardian to care for the student in cases of emergency or when the parent/guardian cannot be reached
5. Local physician to call in case of emergency

(cf. 5021 - Noncustodial Parents)

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

(cf. 5142 - Safety)

In addition, parents/guardians shall be encouraged to notify the school whenever their emergency contact information changes.

Notification/Consent for Medical Treatment

Whenever a student requires emergency or urgent medical treatment while at school or a school-sponsored activity, the principal or designee shall contact the parent/guardian or other person identified on the emergency contact form in order to obtain consent for the medical treatment.

~~***Note: Pursuant to Education Code 49407, the district may not be held liable for the reasonable treatment of a student during regular school hours if the parent/guardian cannot be reached, unless the parent/guardian has previously filed a written objection to any medical treatment other than first aid.***~~

If the student's parent/guardian or other contact person cannot be reached to provide consent, the principal may seek reasonable medical treatment for the student as needed, unless the parent/guardian has previously filed with the district a written objection to any medical treatment

other than first aid.

~~***Note: Family Code 6550 provides authorization for a caregiver 18 years of age or older who has signed a caregiver's affidavit to enroll a minor in school and consent to school-related medical care on behalf of the minor when the minor is residing with the caregiver. A sample caregiver's affidavit can be found in Family Code 6552. See also AR 5111.1 District Residency.***~~

~~***Note: Pursuant to Family Code 6550, any person who provides medical care in good faith reliance on a caregiver's affidavit is not subject to criminal or civil liability or professional disciplinary action for such reliance unless he/she has actual knowledge of facts contrary to those stated on the affidavit.***~~

A person who has filed with the district a completed caregiver's authorization affidavit pursuant to Family Code 6550-6552 shall have the right to consent to or refuse school-related medical care on behalf of the minor student. The caregiver's authorization shall be invalid if the district receives notice from the caregiver that the minor student is no longer living with the caregiver. (Family Code 6550)

(cf. 5111.1 - District Residency)

The caregiver's consent to medical care shall be superseded by any contravening decision of the parent or other person having legal custody of the student, provided that this contravening decision does not jeopardize the student's life, health, or safety. (Family Code 6550)

Automated External Defibrillators

~~***Note: The following optional section is for use by districts that choose to place automated external defibrillators (AEDs) in school facilities.***~~

~~***Note: Education Code 49417, as added by AB 2217 (Ch. 812, Statutes of 2014), and Health and Safety Code 1797.196 clarify that a district or district employee will not be liable for civil damages resulting from any act or omission in the rendering of emergency care or treatment provided the employee complies with the requirements of Health and Safety Code 1797.196 as specified below and does not act with gross negligence or willful or wanton misconduct by using, attempting to use, or maliciously failing to use an AED to render emergency care or treatment.***~~

When an automated external defibrillator (AED) is placed in a district school, the State Administrator/Superintendent or designee shall ensure that there is a written plan in place which describes the procedures to be followed in the event of an emergency that may involve the use of an AED, including, but not limited to, requirements for immediate notification of the 911 emergency telephone number and trained office personnel at the start of the procedures. (Health and Safety Code 1797.196)

~~***Note: Health and Safety Code 1797.196 requires that the district provide school employees with an approved brochure describing the proper use of an AED. Such a brochure is available on the web site of the American Heart Association. ***~~

The State Administrator/Superintendent or designee shall annually provide school employees a brochure that describes the proper use of an AED and is approved in content and style by the American Heart Association or American Red Cross. Similar information shall be posted next to every AED. In addition, school employees shall be notified annually of the location of all AED units on campus. (Health and Safety Code 1797.196)

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

The principal shall designate the trained employees who shall be available to respond to an emergency that may involve the use of an AED during the hours of classroom instruction or when a school-sponsored activity is occurring on school grounds. (Health and Safety Code 1797.196)

The State Administrator/Superintendent or designee shall ensure that all AEDs are maintained and regularly tested in accordance with applicable laws and the operation and maintenance guidelines set forth by the manufacturer, American Heart Association, and American Red Cross. (Health and Safety Code 1797.196)

Each AED shall be checked for readiness after each use and at least every 30 days if the AED has not been used in the preceding 30 days. The State Administrator/Superintendent or designee shall maintain records of these checks. (Health and Safety Code 1797.196)

(cf. 3580 - District Records)

(3/05 11/05) 12/14

Regulation: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

First Reading: May 19, 2015

Adopted:

King City, California

Students

Administering Medication And Monitoring Health Conditions

Definitions

Authorized health care provider means an individual who is licensed by the State of California to prescribe or order medication, including, but not limited to, a physician or physician assistant. (Education Code 49423; 5 CCR 601)

Other designated school personnel means any individual employed by the district, including a nonmedical school employee, who has volunteered or consented to administer the medication or otherwise assist the student and who may legally administer the medication to the student or assist the student in the administration of the medication. (5 CCR 601, 621)

Medication may include not only a substance dispensed in the United States by prescription, but also a substance that does not require a prescription, such as over-the-counter remedies, nutritional supplements, and herbal remedies. (5 CCR 601)

Emergency medical assistance for a student suffering an epileptic seizure means the administration of an emergency antiseizure medication such as diazepam rectal gel and other emergency medications approved by the federal Food and Drug Administration for patients suffering from epileptic seizures. (Education Code 49414.7)

Epinephrine auto-injector means a disposable drug delivery system with a spring-activated needle that is designed for emergency administration of epinephrine to provide rapid, convenient first aid for persons suffering a potentially fatal reaction to anaphylaxis. (Education Code 49414)

Anaphylaxis means a potentially life-threatening hypersensitivity to a substance, which may result from an insect sting, food allergy, drug reaction, exercise, or other cause. Symptoms may include shortness of breath, wheezing, difficulty breathing, difficulty talking or swallowing, hives, itching, swelling, shock, or asthma. (Education Code 49414)

(cf. 5141.23 - Asthma Management)

(cf. 5141.27 - Food Allergies/Special Dietary Needs)

Notifications to Parents/Guardians

At the beginning of each school year, the State Administrator/Superintendent or designee shall notify parents/guardians of the options available to students who need to take prescribed medication during the school day and the rights and responsibilities of parents/guardians regarding those options. (Education Code 49480)

(cf. 5145.6 - Parental Notifications)

In addition, the State Administrator/Superintendent or designee shall inform the parents/guardians of any student on a continuing medication regimen for a nonepisodic condition of the following requirements: (Education Code 49480)

1. The parent/guardian is required to inform the school nurse or other designated employee of the medication being taken, the current dosage, and the name of the supervising physician.
2. With the parent/guardian's consent, the school nurse or other designated employee may communicate with the student's physician regarding the medication and its effects and may counsel school personnel regarding the possible effects of the medication on the student's physical, intellectual, and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission, or overdose.

Parent/Guardian Responsibilities

The responsibilities of the parent/guardian of any student who may need medication during the school day shall include, but are not limited to:

1. Each year, providing required parent/guardian and authorized health care provider written statements as described in the sections "Parent/Guardian Statement" and "Health Care Provider Statement" below. In addition, the parent/guardian shall provide a new authorized health care provider's statement if the medication, dosage, frequency of administration, or reason for administration changes. (Education Code 49414.5, 49414.7, 49423, 49423.1; 5 CCR 600)
2. If the student is on a continuing medication regimen for a nonepisodic condition, informing the school nurse or other designated certificated employee of the medication being taken, the current dosage, and the name of the supervising physician. (Education Code 49480)
3. If the student suffers from epilepsy, notifying the principal or designee whenever the student has had an emergency antiseizure medication administered to him/her within four hours before a school day. (Education Code 49414.7)
4. Providing medications in properly labeled, original containers along with the authorized health care provider's instructions. For prescribed or ordered medication, the container also shall bear the name and telephone number of the pharmacy, the student's identification, and the name and phone number of the authorized health care provider.

Parent/Guardian Statement

When district employees are to administer medication to a student, the parent/guardian's written statement shall:

1. Identify the student
2. Grant permission for an authorized district representative to communicate directly with the student's authorized health care provider and pharmacist, as may be necessary, regarding the

authorized health care provider's written statement or any other questions that may arise with regard to the medication

3. Contain an acknowledgment that the parent/guardian understands how district employees will administer or otherwise assist the student in the administration of medication
4. Contain an acknowledgment that the parent/guardian understands his/her responsibilities to enable district employees to administer or otherwise assist the student in the administration of medication including, but not limited to, the parent/guardian's responsibility to provide a written statement from the authorized health care provider, to ensure that the medication is delivered to the school in a proper container by an individual legally authorized to be in possession of the medication, and to provide all necessary supplies and equipment
5. Contain an acknowledgment that the parent/guardian may terminate consent for such administration at any time

In addition to the requirements in items #1-5 above, if a parent/guardian has requested that his/her child be allowed to carry and self-administer prescription auto-injectable epinephrine or prescription inhaled asthma medication, the parent/guardian's written statement shall: (Education Code 49423, 49423.1)

1. Consent to the self-administration
2. Release the district and school personnel from civil liability if the student suffers an adverse reaction as a result of self-administering the medication

In addition to the requirements in items #1-5 above, if a parent/guardian wishes to designate an individual who is not an employee of the district to administer medication to his/her child, the parent/guardian's written statement shall clearly identify the individual and shall state:

1. The individual's willingness to accept the designation
2. That the individual is permitted to be on the school site
3. Any limitations on the individual's authority

Health Care Provider Statement

When district employees are to administer medication to a student or when a student is to be allowed to carry and self-administer prescription diabetes medication, auto-injectable epinephrine, or prescription inhaled asthma medication during school hours, the authorized health care provider's written statement shall include:

1. Clear identification of the student (Education Code 49414.7, 49423, 49423.1; 5 CCR 602)
2. The name of the medication (Education Code 49414.7, 49423, 49423.1; 5 CCR 602)

3. The method, amount, and time schedules by which the medication is to be taken (Education Code 49414.7, 49423, 49423.1; 5 CCR 602)
4. If a parent/guardian has requested that his/her child be allowed to self-administer medication, confirmation that the student is able to self-administer the medication (Education Code 49423, 49423.1; 5 CCR 602)

(cf. 5141.23 - Asthma Management)

(cf. 5141.27 - Food Allergies/Special Dietary Needs)

***Note: Items #5-7 below may be revised to reflect district practice. ***

5. For medication that is to be administered on an as-needed basis, the specific symptoms that would necessitate administration of the medication, allowable frequency for administration, and indications for referral for medical evaluation
6. Possible side effects of the medication
7. Name, address, telephone number, and signature of the student's authorized health care provider

When authorizing a district employee to administer emergency antiseizure medication to a student, the authorized health care provider's written statement shall also include the following: (Education Code 49414.7; 5 CCR 626)

1. Detailed seizure symptoms, including frequency, type, or length of seizures that identify when the administration of the medication becomes necessary
2. Any potential adverse responses by the student and recommended mitigation actions, including when to call emergency services
3. A protocol for observing the student after a seizure, including, but not limited to, whether he/she should rest in the school office or return to his/her class and the length of time he/she should be under direct observation
4. A statement that following a seizure, a school administrator or other staff member shall contact the school nurse and the student's parent/guardian to continue the observation plan

District Responsibilities

The school nurse or other designated school personnel shall:

1. Administer or assist in administering medications in accordance with the authorized health care provider's written statement
2. Accept delivery of medications from parents/guardians and count and record them upon receipt

3. Maintain a list of students needing medication during the school day, including those authorized to self-administer medications, and note on the list the type of medication and the times and dosage to be administered
4. Maintain a medication log which may:
 - a. Specify the student's name, medication, dose, method of administration, and time of administration during the regular school day, date(s) on which the student is required to take the medication and the authorized health care provider's name and contact information
 - b. Contain space for daily recording of the date, time, and amount of medication administered, and the signature of the individual administering the medication
5. Maintain a medication record which may include the authorized health care provider's written statement, the parent/guardian's written statement, the medication log, and any other written documentation related to the administration of medication to the student
6. Ensure that student confidentiality is appropriately maintained

(cf. 5125 - Student Records)

7. Coordinate the administration of medication during field trips and after-school activities

(cf. 5148.2 - Before/After School Programs)

(cf. 6145.2 - Athletic Competition)

(cf. 6153 - School-Sponsored Trips)

8. Report to the parent/guardian and the site administrator any refusal by the student to take his/her medication
9. Keep all medication to be administered by the district in a locked drawer or cabinet
10. As needed, communicate with the authorized health care provider and pharmacist regarding the medication and its effects
11. Counsel other designated school personnel regarding the possible effects of the medication on the student's physical, intellectual, and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission, or overdose
12. Ensure that unused, discontinued, or outdated medication is returned to the student's parent/guardian at the end of the school year or, if the medication cannot be returned, dispose of it in accordance with state laws and local ordinances
13. Provide immediate medical assistance, if needed, and report to the site administrator and parent/guardian instances when the medication is not administered properly, including administration of the wrong medication or failure to administer the medication in accordance with authorized health care provider's written statement

Upon receiving such notification, the site administrator may notify the student's authorized health care provider and shall document the error in the medication log.

(7/10 11/10) 11/11

Additional Requirements for Management of Epileptic Seizures

~~***Note: Pursuant to Education Code 49414.7, when a district chooses to participate in a program to train nonmedical district employees who volunteer to provide emergency medical assistance to students suffering from epileptic seizures when licensed health care professionals are not available onsite, the district is required to satisfy specific requirements, including developing a district plan with certain components. The requirements of Education Code 49414.7 that are similar to the requirements for administration of other types of medication are addressed in previous sections. Other requirements that are unique to this program are reflected in the following section.***~~

In addition to applicable provisions in the sections above, the State Administrator/Superintendent or designee shall make arrangements for assisting students with epilepsy who may suffer a seizure at school. Such arrangements shall include the following: (Education Code 49414.7; 5 CCR 620-627)

1. Whenever a parent/guardian requests that a nonmedical district employee be trained to provide emergency medical assistance to his/her child, notification to the parent/guardian that the child may qualify for services or accommodations pursuant to 20 USC 1400-1482, the Individuals with Disabilities Education Act (IDEA), or 29 USC 794, Section 504 of the federal Rehabilitation Act of 1973 (Section 504).

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

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

The State Administrator/Superintendent or designee shall assist the parent/guardian to explore that option and shall encourage him/her to adopt the option if the student is determined to be eligible for such service or accommodation.

2. The creation of an individualized health plan, seizure action plan, or other appropriate health plan designed to acknowledge and prepare for the student's health care needs in school, if his/her parent/guardian refuses to have him/her assessed for services or accommodations under IDEA or Section 504.

(cf. 6159 - Individualized Education Program)

3. **Request for Volunteers:** The State Administrator/Superintendent or designee shall distribute an electronic notice to school staff no more than twice per school year per student whose parent/guardian has requested provision of emergency medical assistance pursuant to Education Code 49414.7. The notice shall be in bold print and, in accordance with Education Code 49414.7, shall contain a description of the request for a volunteer school employee, the training that such volunteer school employee will receive, the voluntary nature of the program,

and the timelines for the volunteer school employee to rescind his/her offer. No other means of soliciting volunteer school employees shall be conducted.

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

4. **Training:** Any employee who volunteers to administer an emergency antiseizure medication shall receive from a licensed health care professional the training specified in 5 CCR 623 before administering such medication. The training shall include, but is not limited to:

- a. **Recognition and treatment of different types of seizures**
- b. **Administration of an emergency antiseizure medication**
- c. **Basic emergency follow-up procedures, including, but not limited to, a requirement for the principal or designee to call the emergency 911 telephone number and to contact the student's parent/guardian, but not necessarily to transport the student to an emergency room**
- d. **Techniques and procedures to ensure student privacy**

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

(cf. 5022 - Student and Family Privacy Rights)

When a trained employee has not administered an emergency antiseizure medication to a student within two years after completing the training and a student who may need the administration of an emergency antiseizure medication is enrolled in the school, the employee shall be retrained in order to retain the ability to administer an emergency antiseizure medication.

5. The distribution of an electronic notice to school staff no more than twice per school year, for each student whose parent/guardian has requested provision of emergency medical assistance pursuant to Education Code 49414.7. The notice shall be in bold print and, in accordance with Education Code 49414.7, shall contain a description of the request for a volunteer school employee, the training that such volunteer school employee will receive, the voluntary nature of the program, and the timelines for the volunteer school employee to rescind his/her offer.

If no employee volunteers to administer emergency antiseizure medication to a student, the State Administrator/Superintendent or designee shall again notify the student's parent/guardian of the option to have the student assessed for services and accommodations under IDEA or Section 504.

6. An assurance that any employee who volunteers to administer an emergency antiseizure medication shall receive from a licensed health care professional the training specified in 5 CCR 623 before administering such medication.

When a trained employee has not administered an emergency antiseizure medication to a student within two years after completing the training and a student who may need the administration

of an emergency antiseizure medication is enrolled in the school, the employee shall be retrained in order to retain the ability to administer an emergency antiseizure medication.

5. ~~An assurance that any training provided for district employees who volunteer to administer emergency antiseizure medication to students shall include, but is not limited to:~~

a. ~~Recognition and treatment of different types of seizures~~

b. ~~Administration of an emergency antiseizure medication~~

c. ~~Basic emergency follow-up procedures, including, but not limited to, a requirement for the principal or designee to call the emergency 911 telephone number and to contact the student's parent/guardian, but not necessarily to transport the student to an emergency room~~

d. ~~Techniques and procedures to ensure student privacy~~

(~~cf. 5022 Student and Family Privacy Rights~~)

7. A process for notifying the credentialed school nurse, or the State Administrator/Superintendent or designee as applicable, whenever an employee administers an emergency antiseizure medication to a student at a school site.

8. Supervision of volunteer school employees by a licensed health care professional, in accordance with 5 CCR 627.

~~(11/10 11/11) 12/13~~

Emergency Epinephrine Auto-Injectors

~~***Note: As amended by SB 1266 (Ch. 321, Statutes of 2014), Education Code 49414 requires districts to provide epinephrine auto-injectors to school nurses or other employees who volunteer and receive training, which they may use to provide emergency medical aid to persons suffering, or reasonably believed to be suffering, from an anaphylactic reaction. SB 1266 deleted the requirement to develop a district plan related to the use of epinephrine auto-injectors.***~~

The State Administrator/Superintendent or designee shall provide epinephrine auto-injectors to school nurses or other employees who have volunteered to administer them in an emergency and have received training. The school nurse, or a volunteer employee when a school nurse or physician is unavailable, may administer an epinephrine auto-injector to provide emergency medical aid to any person suffering, or reasonably believed to be suffering, from potentially life-threatening symptoms of anaphylaxis at school or a school activity. (Education Code 49414)

~~***Note: As amended by SB 1266 (Ch. 321, Statutes of 2014), Education Code 49414 requires the following annual notification to all staff.***~~

At least once per school year, the State Administrator/Superintendent or designee shall distribute to all staff a notice requesting volunteers to be trained to administer an epinephrine auto-injector and describing the training that the volunteer will receive. (Education Code 49414)

~~***Note: Education Code 49414 specifies topics to be included in training for employees who volunteer to be trained in the use of epinephrine auto-injectors. As amended by SB 1266 (Ch. 321, Statutes of 2014), Education Code 49414 requires the State Administrator/Superintendent of Public Instruction, in consultation with specified agencies and organizations, to review the minimum standards for the training at least every five years. These standards are available on the California Department of Education's web site.***~~

The principal or designee at each school may designate one or more volunteers to receive initial and annual refresher training, which shall be provided by a school nurse or other qualified person designated by a physician and surgeon authorized pursuant to Education Code 49414, and shall be based on the standards developed by the State Administrator/Superintendent of Public Instruction. Written materials covering the required topics for training shall be retained by the school for reference. (Education Code 49414)

~~***Note: Education Code 49414, as amended by SB 1266 (Ch. 321, Statutes of 2014), specifies the type of epinephrine auto-injectors that must be provided to each school and the district personnel authorized to obtain the prescriptions. The following paragraphs may be revised to reflect the position(s) assigned to fulfill this responsibility and the grade levels maintained by the district.***~~

A school nurse or other qualified supervisor of health, or a district administrator if the district does not have a qualified supervisor of health, shall obtain a prescription for epinephrine auto-injectors for each school from an authorized physician and surgeon. Such prescription may be filled by local or mail order pharmacies or epinephrine auto-injector manufacturers. Elementary schools shall, at a minimum, be provided one adult (regular) and one junior epinephrine auto-injector. Secondary schools shall be provided at least one adult (regular) epinephrine auto-injector, unless there are any students at the school who require a junior epinephrine auto-injector. (Education Code 49414)

If an epinephrine auto-injector is used, the school nurse or other qualified supervisor of health shall restock the epinephrine auto-injector as soon as reasonably possible, but no later than two weeks after it is used. In addition, epinephrine auto-injectors shall be restocked before their expiration date. (Education Code 49414)

Information regarding defense and indemnification provided by the district for any and all civil liability for volunteers administering epinephrine auto-injectors shall be provided to each volunteer and retained in his/her personnel file. (Education Code 49414)

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

A school may accept gifts, grants, and donations from any source for the support of the school in carrying of the requirements of Education Code 49414, including, but not limited to, the acceptance of epinephrine auto-injectors from a manufacturer or wholesaler. (Education Code 49414)

(cf. 3290 - Gifts, Grants and Bequests)

The State Administrator/Superintendent or designee shall maintain records regarding the acquisition and disposition of epinephrine auto-injectors for a period of three years from the date the records were created. (Business and Professions Code 4119.2)

(cf. 3580 - District Records)

(11/11 12/13) 12/14

Regulation SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

First Reading: May 19, 2015

Adopted:

King City, California

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

SUBJECT: Resolution #10: 14/15 Call for Election for Open Seats on the South Monterey County Joint Union High School District Board of Education

MEETING: May 19, 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
- X Ensure compliance with Education/Other Codes/Updating Board Policies and Administrative Regulations

Summary:

Whenever a school board member's term of office is coming to an end the school district must pass a resolution ordering the election of those seeking to hold a seat on the school board. In December 2015, Mr. Michael Foster and Mr. Robert White current terms of office will be concluded. Therefore, the school district must order that an election be conducted with the Monterey County Elections Office. Both individuals may seek re-election.

The election will be consolidated with all other elections to be conducted in Monterey County in November, 2015 per Elections Code 10400.

Recommendation:

It is recommended that the State Administrator approve resolution #10: 14/15 Ordering an Election and Requesting Consolidation of the Election with other County Offices in November 2015.

Fiscal Impact:

Cost to the district will range between \$39,384 and \$59,076.

Submitted By:



Daniel R. Moirao Ed.D.
State Administrator

Approved:



Daniel R. Moirao Ed.D.
State Administrator

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Resolution No. 10:14/15

Resolution Ordering an Election, Requesting the County Elections Department to Conduct the Election, and Requesting Consolidation of the Election

WHEREAS, pursuant to Elections Code Section 10002, the State Administrator/Governing Body of any city or district may by resolution request the Board of Supervisors of the county to permit the county elections official to render specified services to the city or district relating to the conduct of an election; and

WHEREAS, the resolution of the State Administrator/Governing Body of the city or district shall specify the services requested; and,

WHEREAS, pursuant to Elections Code Section 10002, the city or district shall reimburse the county in full for the services performed upon presentation of a bill to the city or district; and

WHEREAS, Education Code Section 5000 calls for a regular biennial Election for the purpose of electing members of this State Administrator/Governing Board to be held on November 3, 2015; and

WHEREAS, Education Code Section 5322 requires this State Administrator/Governing Board to order elections held in this district; and

WHEREAS, There will be a total of 2 offices within this District to be filled at said Election, said offices now filled by the following Board Members:

Mike Foster
Bob White

WHEREAS, Elections Code Section 13307 requires this State Administrator/Governing Board to fix and determine the number of words that a candidate may submit on the candidate's statement to be either 200 words and to determine if the Candidate or the District will pay the cost of the Statement; and

WHEREAS, Education Code Section 5342 authorizes the consolidation of School District Elections with other Elections held on the same day whose boundaries may totally or partially be coterminous within the District; and

WHEREAS, Education Code Section 5016 requires the District to decide in advance the method to be used in determining the winner when the final vote is tied between two or more candidates.

NOW, THEREFORE, BE IT RESOLVED:

- That the South Monterey County Joint Union High School District hereby orders an Election be held on November 3, 2015 for the purpose of electing 2 Members to this Governing Board.
- That the South Monterey County Joint Union High School District has resolved that all costs of the Candidate's statement be paid by the candidate and that no candidate may submit a statement a statement of over 200 words.
- The State Administrator/Governing Board resolves that the candidate shall submit payment to the Monterey County Elections Department upon submission of the candidate's statement.
- This State Administrator/Governing Board further resolves that it be authorized and requested to effect a consolidation of our Election with any other Election to be held on

the same day whose boundaries may totally or partially be contained within this District for the ease and convenience to our voters in casting their ballots and the possible election cost reduction to this District.

- Tie votes shall be determined by drawing lots as specified in California State Education Code Section 5016.

PASSED AND ADOPTED by the State Administrator of the South Monterey County Joint Union High School District on May 19, 2015.

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

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

SUBJECT: Approval of the Donation from Black Diamond Ranch/Employee Recognition

MEETING: May 19, 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:

Acknowledging the work of both our Certificated and Classified staff is an annual event. Typically, the Board of Education adopts a resolution to that end. This year, staff decided they would like to present staff with a token of appreciation. Such tokens are very limited when funded by the general fund. This year staff sought donations from private sources. Black Diamond Ranch was the first to step forward with such a donation of \$100.00.

As a result staff has been provided with a notebook complete with pen and post-its as an appreciation to the staff.

Recommendation:

It is recommended that the State Administrator accept the donation for gifts of appreciation from the Black Diamond Ranch.

Fiscal Impact:

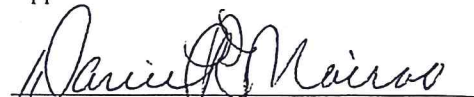
No impact on the district budgets.

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**

SUBJECT: Approval of the Donation from JK Architects/
Employee Recognition

MEETING: May 19, 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:

Acknowledging the work of both our Certificated and Classified staff is an annual event. Typically, the Board of Education adopts a resolution to that end. This year, staff decided they would like to present staff with a token of appreciation. Such tokens are very limited when funded by the general fund. This year staff sought donations from private sources. JK Architects made such a donation of \$500.00.

As a result staff has been provided with a notebook complete with pen and post-its as an appreciation to the staff.

Recommendation:

It is recommended that the State Administrator accept the donation for gifts of appreciation from the JK Architects.

Fiscal Impact:

No impact on the district budgets.

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**

SUBJECT: Approval of Certificated and Classified Management Agreements **MEETING:** May 19, 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
- X Ensure compliance with Education/Other Codes/Updating Board Policies and Administrative Regulations

Summary:

Negotiations with Certificated and Classified Bargaining units were settled before the winter break. Neither Classified nor Certificated management are represented by a bargaining unit. Just as the bargaining units deserve the right to adjustments to salary, within the confines of the district budget, so does the management staff. In addition, with the recent settlement of negotiations with the represented units many administrators' daily rates fell below those of some staff, yet they work a longer work year.

School Services has been contracted to conduct a study of salaries, but their report will not be completed in a timely manner to warrant any adjustments to management staff before the end of this academic year. During the meeting a settlement offer will be presented to the Board for approval.

Recommendation:

It is recommended that the State Administrator approve the salary adjustment for management staff.

Fiscal Impact:

Salary adjustments will continue to keep the district fiscally solvent for the next three years at least.

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: Approval of Agreement with Alpha Vista

MEETING: May 19, 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:

Alpha Vista is a speech and language contracted service provider. The District has entered into a contract to provide direct service to one student for a total of six hours for the remainder of the 2014-2015 school year.

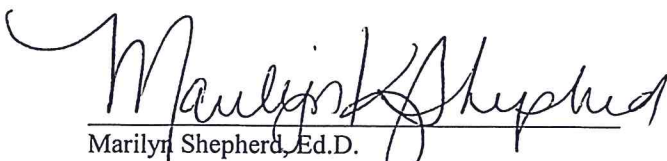
Recommendation:

The recommendation is being made for the State Administrator to approve the contract with Alpha Vista


Fiscal Impact:

The funding will be coming from Special Education.

Submitted By:


Marilyn Shepherd, Ed.D.
Director, Special Education

Approved:


Daniel R. Moirao, Ed.D.
State Administrator



MASTER SERVICES AGREEMENT

THIS MASTER SERVICES AGREEMENT ("Agreement") is entered into on **May 1, 2015** between **Alpha Vista Services Inc. ("Provider")**, with its principal place of business located at **1290 Kifer Road, Suite #301, Sunnyvale, CA 94086**, and **South Monterey UJHSD ("Client")**, with its principal place of business located at **800 Broadway St, King City, CA 93930**

RECITALS

WHEREAS, Provider is engaged in the business of providing personnel for the performance of certain specified services ("Services").

WHEREAS, Client wishes to retain Provider to provide Services to Client in connection with the project or projects set forth in the Statement of Work attached hereto as Exhibit A and incorporated herein by reference, and Provider wishes to be so engaged.

NOW, THEREFORE, Provider and Client agree as follows:

1. **Scope of Services**

Provider shall use reasonable efforts to provide the Services and provide certain personnel (the "Supplied Personnel") to perform the work (the "Work") described in Exhibit A: Statement of Work ("Statement of Work") for Client in accordance with the terms and conditions of this Agreement.

2. **Price and Payment Terms**

A. Client will pay Provider for the Services and Supplied Personnel at the rates set forth in the Statement of Work and will also pay any additional costs or fees set forth in this Agreement. Provider will invoice Client for services provided under this Agreement on a semi-monthly basis. Payment is due on receipt of invoice. Invoices will be supported by the pertinent time sheets or other agreed system for documenting time worked by the Supplied Personnel. Client's signature or other agreed method of approval of the work time submitted for Supplied Personnel certifies that the documented hours are correct and authorizes Provider to bill Client for those hours. If a portion of any invoice is disputed, Client will pay the undisputed portion.

B. A finance charge of 1.5% per month on the unpaid amount of an invoice, or the maximum amount allowed by law, will be charged on past due accounts. Payments by Client will thereafter be applied first to accrued interest and then to the principal unpaid balance. Any attorneys' fees, court costs, or other costs incurred in collection of delinquent accounts shall be paid by Client. If payment of invoices is not current, Provider may suspend performing further work.

C. Supplied Personnel are presumed to be nonexempt from laws requiring premium pay for overtime, holiday work, or weekend work. Provider will charge Client special rates for premium work time only when Supplied Personnel's work on assignment to Client, viewed by itself, would legally require premium pay and Client has authorized, directed, or allowed the Supplied Personnel to work such premium work time. Client's special billing rate for premium hours will be the same multiple of the regular billing rate as Provider is required to apply to the Supplied Personnel's regular pay rate. (For example, when federal law requires 150% of pay for work exceeding 40 hours in a week, Client will be billed at 150% of the regular bill rate.)



3. Relationship of the Parties

A. The Supplied Personnel are employees of Provider. Provider is, for example, responsible for withholdings and payment of any applicable local, state or federal payroll taxes, and payment for workers' compensation protection. Provider will indemnify and hold Client harmless against any claims made or brought by Supplied Personnel, government or taxing authority relating to such payments or withholdings.

B. Provider's performance of its duties and obligations under this Agreement will be that of an independent contractor, and nothing herein shall create or imply an agency relationship between Provider and Client, nor will this Agreement be deemed to constitute a joint venture or partnership between the parties.

4. Term and Termination

Unless terminated as provided herein, this Agreement will extend to and terminate upon completion of the Work as provided herein. Client may terminate this Agreement without cause upon thirty (30) days written notice. In the event of termination without cause, Client agrees to pay Provider for all of the Work performed up to the date of termination. Either party may terminate this Agreement for material breach upon twenty four (24) hours' written notice. Termination for breach will not preclude the terminating party from exercising any other remedies for breach.

5. Ownership

A. For purposes of this Agreement, "Work Product" shall include, without limitation, all designs, discoveries, creations, works, devices, models, work in progress, deliverables, inventions, products, computer programs, procedures, improvements, developments, drawings, notes, documents, business processes, information and materials made, conceived or developed by Provider alone or with others which result from the Services performed hereunder. Provider and Client agree that Provider owns all rights, title and interest in and to the Work Product. Provider's rights under this Section will include, but not be limited to: (i) all copies of the Work Product, in whole or in part; (ii) all intellectual property rights in the Work Product, including patent, copyright, trade secret, trademark and other proprietary rights; and (iii) all modifications to, and derivative works based upon, the Work Product, including but not limited to any corrections, enhancements, derivative works, updates or other modifications, including custom modifications, whether made by Client or any third party.

6. Provider's Proprietary Information; Confidentiality.

A. Provider possesses and will possess certain Provider Proprietary Information which is important to its business. For purposes of this Agreement, "Provider Proprietary Information" is information that was or will be developed, created, or discovered by or on behalf of Provider, or which became or will become known by, or was or is conveyed to Provider, which has commercial value in Provider's business. "Provider Proprietary Information" includes, but is not limited to, Services, all information related to Provider products or services, including, without limitation, trade secrets, inventions (whether or not patentable), techniques, data, databases, know-how, processes, algorithms, computer code, software design and architecture, schematics, forecasts, strategies, ideas, customer and product development plans, names and expertise of employees and consultants, and all other technical, business, financial and confidential information which is received in confidence by or for Provider from any other person. Client understands that this Agreement creates a relationship of confidence and trust between Client and Provider with respect to Provider Proprietary Information.

B. Provider possesses or will possess "Provider Materials" which are important to its business. For purposes of this Agreement, "Provider Materials" are documents or other media or tangible items that contain or embody Provider Proprietary Information or any other information concerning the business, operations or plans of Provider, whether such documents have been prepared by Provider or by others. "Provider Materials" include, but are not limited



to, drawings, photographs, charts, graphs, notebooks, customer or client lists, information relating to the salary, compensation or qualifications of employees or consultants, computer disks, tapes or printouts, sound recordings and other printed, typewritten or handwritten documents, as well as samples, prototypes, models, products and the like.

C. All Provider Proprietary Information and all rights, title and interest in and to all patents, patent rights, copyrights, trade secret rights and other intellectual property and rights anywhere in the world (collectively "Provider Rights") in connection therewith shall be the sole property of Provider.

D. Except as expressly allowed under this Agreement, at all times, both during term of this Agreement and after its termination, Client agrees (a) to hold the Provider Proprietary Information in strict confidence as a fiduciary and to take all precautions Client employs with respect to its most confidential materials, but no less than reasonable precautions, to protect such Provider Proprietary Information, (b) not to disclose any such Provider Proprietary Information, or any information derived there from except to those employees or consultants that have a "legitimate need to know" and are similarly bound in writing, (c) not to make any use whatsoever at any time of such Provider Proprietary Information except for the sole business purpose approved by Provider in writing, and (d) not to copy, reverse engineer, reverse compile or attempt to derive the composition or underlying information, structure or ideas of any Provider Proprietary Information.

E. Without granting Client any right or license, the foregoing shall not apply with respect to information that Client can document (i) was rightfully in Client's possession without an obligation of confidentiality, as evidenced by written documentation, prior to receipt thereof from Provider; (ii) is or hereafter becomes, through no act or failure to act on Client's part, generally known on a non-confidential basis in the relevant industry; (iii) is furnished to Client by a third party as a matter of right without restriction on disclosure; or (iv) is independently developed by Client without use of or reference to Provider Proprietary Information. Client may make disclosures required by court order provided Client uses its best efforts to limit disclosure and to obtain confidential treatment or a protective order and has allowed Provider to participate in the proceeding.

F. All Provider Materials shall be the sole property of Provider. Client agrees that during the term of this Agreement, Client will not remove any Provider Materials from Client's business premises or deliver any Provider Materials to any person or entity outside of Client or Provider, except as required in connection with this Agreement. Client further agrees that, immediately upon the termination of this Agreement by Client or by Provider for any reason, or during the term of this Agreement, if so requested by Provider at any time, Client will immediately cease all use of and promptly return all Proprietary Information, Provider Materials, all documents or media containing any Proprietary Information, and any and all copies and extracts thereof, excepting only that information or material (i) expressly allowed by Provider hereunder, (ii) previously distributed by Client with Provider's prior written consent; and (iii) distributed generally to the public by Provider.

G. All Proprietary Information which Provider makes, conceives, reduces to practice or develops (in whole or in part, either alone or jointly with others) during the term of the Agreement shall be the sole property of Provider to the maximum extent permitted by law. Provider shall be the sole owner of all Provider Rights in connection therewith.

H. Client will promptly notify Provider of any unauthorized release of Provider Proprietary Information. Client acknowledges and agrees that due to the unique nature of the Provider Proprietary Information, there can be no adequate remedy at law for any breach of Client's obligations hereunder, that any such breach may allow Client or third parties to unfairly compete with Provider resulting in irreparable harm to Provider, and therefore, that upon any such breach or any threat thereof, Provider shall be entitled to appropriate equitable relief in addition to all other remedies available at law and to be indemnified by Client from any loss or harm, including, without limitation, attorneys' fees in connection with any breach or enforcement of Client's obligations hereunder or the unauthorized use or release of any such Provider Proprietary Information.

I. Client's obligations under this Section 7 shall continue in effect after termination of the Agreement,

regardless of the reason or reasons for termination, and whether such termination is voluntary or involuntary on Client's part.

8. Limitation of Liability

A. In no event will Provider be liable for any loss of profit or revenue by Client, or for any other consequential, incidental, indirect or economic damages incurred or suffered by Client arising as a result of or related to the Work, whether in contract, tort or otherwise, even if Client has advised of the possibility of such loss or damages. Client further agrees that the total liability of Provider for all claims of any kind arising as a result of or related to this Agreement, or to any act or omission of Provider, whether in contract, tort or otherwise, will not exceed an amount equal to the amount actually paid by Client to Provider for the Work during the three (3) month period preceding the date the claim arises.

B. Client will indemnify and hold Provider harmless against any claims by third parties, including all costs, expenses and attorneys' fees incurred by Provider therein, arising out of or in conjunction with Client's performance under or breach of this Agreement.

C. As a condition precedent to indemnification, the party seeking indemnification will inform the other party within five (5) business days after it receives notice of any claim, loss, liability, or demand for which it seeks indemnification from the other party; and the party seeking indemnification will cooperate in the investigation and defense of any such matter.

D. The provisions in this paragraph 8 of this Agreement constitutes the complete agreement between the parties with respect to indemnification, and each party waives its right to assert any common-law indemnification or contribution claim against the other party.

9. Non-Solicitation of Employees and/or Subcontractors.

A. Except as may be otherwise agreed in writing by the Client and Provider, during the term of this Agreement and for twelve (12) months thereafter, Client shall not offer employment to or employ, either directly or indirectly, whether as an independent contractor, consultant, employee or otherwise, any individual who is or was during the validity of the Agreement and the preceding 12 months, an employee of Provider, or was involved in the performance of this Agreement. In the event of a breach of any provision in this clause, Provider shall have the right, without limiting any other remedies available to it under the law, to seek an injunction, in any court having jurisdiction, enjoining Client from continuing its breach.

B. It is acknowledged that solicitation by Client of any of Provider's employees or subcontractors will cause Provider to incur substantial economic damages and losses of types and in amounts which are impossible to compute and ascertain with certainty as a basis for recovery by Provider of actual damages, and that liquidated damages represent a fair, reasonable and appropriate estimate thereof. Accordingly, in lieu of actual damages for such solicitation, Client agrees that liquidated damages may be assessed and recovered by Provider as against Client, in the event of wrongful solicitation and without Provider being required to present any evidence of the amount or character of actual damages sustained by reason thereof; therefore Client shall be liable to Provider for payment of liquidated damages in the amount of Twenty Thousand Dollars (\$20,000) for each employee or subcontractor wrongfully solicited by Client. Such liquidated damages are intended to represent estimated actual damages and are not intended as a penalty, and Client shall pay them to Provider without limiting Provider's right to terminate this Agreement for breach as provided elsewhere herein.

10. Arbitration



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The Provider and Client agree that any dispute or controversy arising out of or relating to any interpretation, construction, performance or alleged breach of this Agreement shall be settled and determined solely and exclusively by arbitration to be held in the County of Santa Clara, State of California, and to be administered by the Judicial Arbitration and Mediation Service ("JAMS") in accordance with the JAMS Commercial Arbitration Rules then in effect. The arbitration shall be conducted by a single arbitrator who shall be appointed by agreement of the Parties or, if no agreement can be reached, by JAMS pursuant to its rules. The arbitrator may grant injunctions or other relief in such dispute or controversy. The decision of the arbitrator shall be final, conclusive, and binding on the Parties to the arbitration. Judgment may be entered on the arbitrator's decision in any court of competent jurisdiction. The Provider and Client shall each pay one-half of the costs and expenses of such arbitration, and the Provider and Client shall each pay its own attorneys' fees and expenses. However, the arbitrator shall award reasonable attorneys' fees and costs to the prevailing Party in the arbitration. Nothing in this section is intended to prevent either party from obtaining injunctive relief in court to prevent irreparable harm pending the conclusion of any such arbitration.

11. Miscellaneous.

11.1 Governing Laws. It is the intention of the parties hereto that the internal laws of the State of California (irrespective of its choice of law principles) shall govern the validity of this Agreement, the construction of its terms, and the interpretation and enforcement of the rights and duties of the parties hereto.

11.2 Binding upon Successors and Assigns. Subject to, and unless otherwise provided in, this Agreement, each and all of the covenants, terms, provisions, and agreements contained herein shall be binding upon, and inure to the benefit of, the permitted successors, executors, heirs, representatives, administrators and assigns of the parties hereto.

11.3 Severability. If any provision of this Agreement, or the application thereof, shall for any reason and to any extent be invalid or unenforceable, the remainder of this Agreement and application of such provision to other persons or circumstances shall be interpreted so as best to reasonably effect the intent of the parties hereto. The parties further agree to replace such void or unenforceable provision of this Agreement with a valid and enforceable provision which will achieve, to the extent possible, the economic, business and other purposes of the void or unenforceable provision.

11.4 Entire Agreement. This Agreement, the exhibits hereto, the documents referenced herein, and the exhibits thereto, constitute the entire understanding and agreement of the parties hereto with respect to the subject matter hereof and thereof and supersede all prior and contemporaneous agreements or understandings, inducements or conditions, express or implied, written or oral, between the parties with respect hereto and thereto. The express terms hereof control and supersede any course of performance or usage of the trade inconsistent with any of the terms hereof.

11.5 Amendment and Waivers. Any term or provision of this Agreement may be amended, and the observance of any term of this Agreement may be waived (either generally or in a particular instance and either retroactively or prospectively) only by a writing signed by the party to be bound thereby. The waiver by a party of any breach hereof or default in the performance hereof shall not be deemed to constitute a waiver of any other breach or default or any succeeding breach or default.

11.6 No Waiver. The failure of any party to enforce any of the provisions hereof shall not be construed to be a waiver of the right of such party thereafter to enforce such provisions.

11.7 Attorneys' Fees. Should an action be brought to enforce or interpret any part of this Agreement, the prevailing party shall be entitled to recover, as an element of the costs of suit and not as damages, reasonable attorneys' fees to be fixed by the court (including without limitation, costs, expenses and fees on any appeal). The prevailing party shall be the party entitled to recover its costs of suit, regardless of whether such suit

proceeds to final judgment. A party not entitled to recover its costs shall not be entitled to recover attorneys' fees. No sum for attorneys' fees shall be counted in calculating the amount of a judgment for purposes of determining if a party is entitled to recover costs or attorneys' fees.

11.8 Notices. Whenever any party hereto desires or is required to give any notice, demand, or request with respect to this Agreement, each such communication shall be in writing and shall be effective only if it is delivered by personal service or mailed, United States certified mail, postage prepaid, addressed as follows:

AlphaVista Services, Inc. 1290 Kifer Rd., Suite #301
Sunnyvale, CA 94086
Fax: 408-519-3457
Attn: Evelyn Robinson

To Client: South Monterey UJHSD
800 Broadway St
King City, CA 93930
Attn: Dr. Marilyn Shepard, Special Ed Administrator

Such communications shall be effective when they are received by the addressee thereof; but if sent by certified mail in the manner set forth above, they shall be effective five (5) days after being deposited in the United States mail. Any party may change its address for such communications by giving notice thereof to the other party in conformity with this Section.

11.9 Further Assurances. Each party agrees to cooperate fully with the other parties and to execute such further instruments, documents and agreements and to give such further written assurances, as may be reasonably requested by any other party to better evidence and reflect the transactions described herein and contemplated hereby and to carry into effect the intents and purposes of this Agreement.

11.10 Construction of Agreement. This Agreement has been negotiated by the respective parties hereto and their attorneys and the language hereof shall not be construed for or against any party. The titles and headings herein are for reference purposes only and shall not in any manner limit the construction of this Agreement, which shall be considered as a whole.

11.11 Client's Representations. Client represents and warrants that it is free to enter into this Agreement and to perform each of the terms and covenants of it. Client represents and warrants that it is not restricted or prohibited, contractually or otherwise, from entering into and performing this Agreement, and that its execution and performance of this Agreement is not a violation or breach of any other agreement between the Client and any other person or entity.



11.12 Advice of Counsel. EACH PARTY ACKNOWLEDGES THAT, IN EXECUTING THIS AGREEMENT, SUCH PARTY HAS HAD THE ADVICE OF INDEPENDENT LEGAL COUNSEL, AND HAS READ AND UNDERSTOOD ALL OF THE TERMS AND PROVISIONS OF THIS AGREEMENT.

11.13 Counterparts. This Agreement may be executed by facsimile and in one or more counterparts, each of which shall be deemed an original and all of which shall constitute one and the same agreement.

11.14 Force Majeure. Neither party will be held responsible for any delay or failure in performance of any part of this Agreement to the extent such delay is caused by events or circumstances beyond the delayed party's reasonable control.



IN WITNESS WHEREOF, the parties have executed this Agreement on the date first set forth above.

PROVIDER : ALPHAVISTA SERVICES, INC	CLIENT: SOUTH MONTEREY UJHSD
Signature: 	Signature: 
Name: Pradeesh Thomas	Name: <i>K. Anne Wolcott</i>
Title: CEO	Title: <i>CEO</i>
Date: <i>5/1/15</i>	Date: <i>5/5/15</i>



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EXHIBIT A: STATEMENT OF WORK

1.0 Statement of Work

Provider agrees to provide State licensed Speech Language Pathologists, Occupational & Physical Therapists (hereinafter referred to as "SLPs", "OTs" & "PTs") to Client as requested by Client. Any SLPs, OTs & PTs provided will hold and maintain appropriate registration and licensure to practice in the state. Evidence of registration and licensure will be provided to Client by provided upon commencement of the Work. Provider also agrees to provide supervision for its Clinical Fellows ("CFs").

Providers SLPs, OTs, PTs & CFs will provide therapy services in compliance with applicable state and federal regulations and in accordance with Client's policies, procedures, rules and regulations. Client will inform provider and the SLPs, OTs, PTs & CFs of Client's policies, procedures, rules and regulations prior to commencement of the Work.

Client shall notify Provider immediately and in writing of any SLP's, OT's, PT's or CF's failure to comply with any state or federal regulations or of Client's appropriate policies, procedures, rules and regulations.



SLPs, OTs, PTs and CFs shall have access to any records necessary to provide services required herein accordance with all applicable federal, state and local statutes, rules and regulations, as well as under HIPPA regulations and Client's policies, procedures, rules and regulations.

2.0 Billing Rate

Client will pay Provider for the Services rendered pursuant to this Agreement at the hourly rate as follows:

SLP 6 Hours @ \$120 per Hour

3.0 Special Conditions

PROVIDER : ALPHAVISTA SERVICES, INC	CLIENT: SOUTH MONTEREY UJHSD
Signature: 	Signature: 
Name: Pradeesh Thomas	Name: <i>K. Duane Wolgast</i>
Title: CEO	Title: <i>CEO</i>
Date: <i>5/1/15</i>	Date: <i>5-5-15</i>

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

SUBJECT: Approval of Greenfield High School Site Plan For Student Achievement

MEETING: May 19, 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:

The Single Plan for Student Achievement is a requirement that each school develop goals, objectives and a plan to use categorical funds for student improvement. This plan is based on achievement data and written with input from staff and the School Site Council.

Recommendation:

The recommendation is being made for the State Administrator to approve the Greenfield High School Single Plan for Student Achievement.

Fiscal Impact:


This is required to approve expenditures of State and Federal program funds.

Submitted By:



Diana Jiménez
Director of Educational Services

Approved:



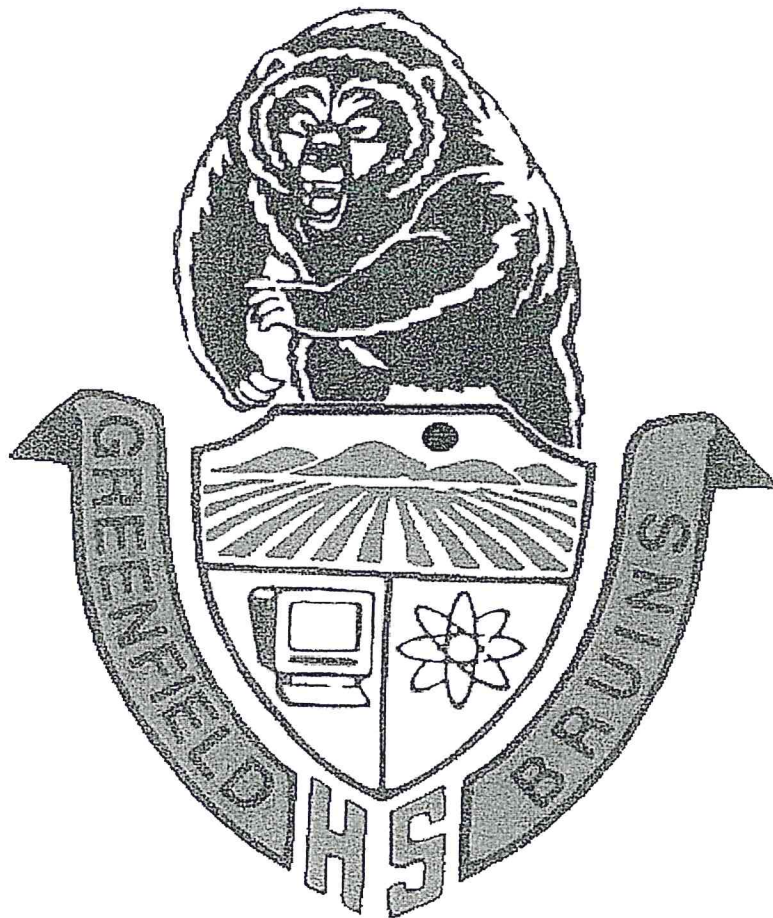
Daniel R. Moirao, Ed.D.
State Administrator

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GREENFIELD HIGH SCHOOL

Single Plan for Student Achievement

2015-2016



The Single Plan for Student Achievement

School: Greenfield High School

District: South Monterey County Joint Union High School District

County-District School (CDS) Code: 27-66068

Principal: Francis M. Lynch

Date of this revision: June 2015

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Francis M. Lynch

Position: Principal

Telephone Number: 831-674-2751

Address: 225 South El Camino Real, Greenfield, CA 93927

E-mail Address: flynch@smcjuhsd.org

The District Governing Board approved this revision of the SPSA on Enter Date.



Table of Contents

Planned Improvements in Student Performance

Centralized Services for Planned Improvements in Student Performance

Form C: Programs Included in This Plan

Form D: School Site Council Membership

Form E: Recommendations and Assurances

Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

The **WASC Visiting Committee Report for March 2013** identified six critical areas of need. The following areas are addressed in the 2015-16 GHS SPSA:

1. Develop further methods of data gathering so that teachers and staff use all means of data analysis to enhance learning and to inform instruction.
2. Develop additional means to re-designate EL students so that they can engage in traditional learning.
5. The students and staff reported to the committee the possibility of an underlying gang problem in the community. Students were concerned about their personal property.
6. Improve articulation with middle school and the elementary school district in the areas of math, language arts, and behavior expectations.

The following critical areas of need identified in the WASC Visiting Committee Report for March 2013 are not addressed in the 2015-16 GHS SPSA although they have been addressed by the school through the addition of electives, an option for students to take driver's ed in King City, and a district change in graduation requirements:

3. Explore options in order to offer more varied elective courses such as Home Ec, Drivers training, Agriculture, Band and Art.
4. Develop a plan to arrange for a two-year contract to change the graduation requirements for graduating students affected by the schedule change in 2011 and 2012.

All LCAP 2014-17 goals and performance measures are in italics.

English Language Arts (ELA)

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

LCAP Priority #4 Student Achievement

LCAP Priority: #2 Implementation of the CCSS

WASC VC Report March 2013:

Critical Area of Need #1: Develop further methods of data gathering so that teachers and staff use all means of data analysis to enhance learning and to inform instruction.

Critical Area of Need #6: Improve articulation with middle school and the elementary school district in the areas of math, language arts and behavior expectations.

SCHOOL GOAL ELA1: By May 2016 70% of the 10th graders will pass the ELA CAHSEE, thus attaining a score of proficient or better.

What data did you use to form this goal?

CAHSEE Results 2008-2015
ARC January 2015
Analysis of 2014-15 SPSA
WASC Three-Year-Term Report March 2013
Teacher Survey

What were the findings from the analysis of this data?

As measured by the ELA CAHSEE from 2008 – 2015, the percent of 10th graders achieving a passing score has decreased from 2008; however, the recent five year trend shows a decrease of 5% in the passing rate.

	% PASSED
	ELA
2008	64
2009	60
2010	71
2011	69
2012	65
2013	62
2014	61
2015	

The overall change in percentage of 10th graders passing the ELA portion of the CAHSEE in 2013 was 62 and in 2015 it was ??.

How will the school evaluate the progress of this goal?

*LCAP: Performance on standardized tests**

- 10th grade ELA CAHSEE passing rates

**Extrapolate results by student subgroup: Low SES, EL, Foster Child, Students with Disabilities*

STRATEGY 1A.1: During 2014-15 GHS will create and/or modify pacing guides and benchmark and common formative assessments. The pacing guides and results of the benchmark and common formative assessments will be the focus of PLC work.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>1A.1.1 By September 1, 2015, pacing guides and PBA-type writing benchmarks will be modified as needed to align with the ELA CCSS for ELA grades 9 and 10.</p> <p>By September 1, 2015, pacing guides and PBA-type writing benchmarks will be developed to align with the ELA CCSS for ELA grade 11.</p> <p>Quarterly SMART goals and performance tasks</p>	<p>Site Administration Department Chair Instructional Coach IT ELA Teachers</p>	<p>ELA teachers will attend training to write/modify ELA pacing guides, build unit assessments aligned with the SBAC, and establish benchmarks.</p> <p>Train new ELA teachers in the pacing guides.</p> <p>Provide additional support and materials in CM to help meet the rigor of the CCSS.</p> <p>Provide collaboration time to accomplish tasks.</p> <p>Create quarterly performance tasks and evaluate results by subgroups (EL,SpEd).</p> <p>Monitor student progress using district-adopted data management system.</p>	<p>Title I Release Days / Subs \$2,500 Allocated</p> <p>Title I Release Days / Subs \$2,500 Allocated</p>

STRATEGY 1A.2: During 2015-16, all 11th and 12th grade students who have not passed the ELA CAHSEE, and/or are in need of tutoring will be enrolled in a CAHSEE Prep class or attending an extended learning day opportunity.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>1.A.2.1 By the end of the first quarter, enroll target students in CAHSEE Prep class or extended learning opportunities:</p> <ul style="list-style-type: none"> • CAHSEE prep before/after school, on Saturdays, and during summer • CAHSEE prep class during the school day 	<p>Administration Student Support Services Instructors of the extended day programs</p>	<p>CAHSEE preparation will be offered during the school day and as an extended learning opportunity (beyond the school day). Coordinate the CAHSEE preparation with all extended learning day services through the creation of documents which identify the purpose, the eligible students, delivery system, schedule, and delineate the plan for program monitoring.</p> <p>Use the same system for monthly monitoring of student attendance as in other extended learning day opportunities.</p> <p>Use the same evaluation template used by every extended learning day teacher/provider that includes attendance and data-based results to evaluate program effectiveness.</p> <p>Before the support program starts, CAHSEE prep teachers will analyze student performance on the ELA CAHSEE by strand and create a pacing guide to insure</p>	<p>Title I ELA CAHSEE teacher \$2,500 Allocated</p> <p>Title I ELA tutorial teachers \$2,500 Allocated</p> <p>Title I Hourly Salaries and Benefits \$25,000 Allocated</p>

		<p>that students are receiving remediation in the highest areas of need. Teachers compare and analyze pre- and post-assessment data to determine effectiveness of program.</p> <p>Purchase research-based materials and technology that promote CAHSEE success.</p> <p>Contact the parents of the target students, making sure they understand the purpose, schedule, and contact information.</p> <p>Establish a calendar for end of the semester reports to the SSC on the progress of students enrolled in all extended learning opportunities including CAHSEE and SES.</p>	<p>Title I SES \$40,000 Allocated \$10,000 Materials and supplies</p> <p>USA Test Prep</p>
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STRATEGY 1A.3: During 2015-16, all eligible 9th graders will be placed in a Read-180 class that is a double block of time for intensive reading intervention.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>1.A.3.1 By August 2015, enroll target students in READ 180 classes:</p> <p>221-</p>	<p>Administration Student Support Services Instructors of the READ-180 Program</p>	<p>READ -180 will be offered during the school day</p> <p>Teacher will be selected and trained in the READ -180.</p> <p>Purchase necessary items, i.e. licenses, materials, etc, and place them in the READ – 180 classes.</p> <p>Work with IT Dept. to prepare classrooms with necessary software and hardware for implementation of program.</p> <p>Establish a calendar for end of the quarter/semester reports to the SSC on the progress of students enrolled in READ -180 program.</p> <p>Contact the parents of the target students, making sure they understand the purpose, schedule, and parameters of the program.</p>	<p>Title I Read 180 teacher training \$5,000 Allocated</p> <p>Read 180 Materials and Supplies \$8,000 Allocated</p>

Mathematics

LEA GOAL: Performance Goal 1B: All students will reach high standards, at a minimum, attaining proficiency or better in mathematics, by 2014-15. The implementation of the Math Visions Project (MVP) is the district's Program Improvement (PI) corrective action.

LCAP Priority #4 Student Achievement

LCAP Priority: #2 Implementation of the CCSS

WASC VC Report March 2013:

Critical Area of Need #1: Develop further methods of data gathering so that teachers and staff use all means of data analysis to enhance learning and to inform instruction.

Critical Area of Need #6: Improve articulation with middle school and the elementary school district in the areas of math, language arts and behavior expectations.

SCHOOL GOAL MATH 1B: By May 2016 75% of the 10th graders will pass the Math CAHSEE.

What data did you use to form this goal?

CAHSEE Results 2007-2014
 SACARC January 2014
 Analysis of 2013-14 SPSA
 WASC Three-Year-Term Report March 2013
 Teacher Survey

What were the findings from the analysis of this data?

As measured by the Math CAHSEE from 2007 – 2014, the percent of 10th graders achieving a passing score has increased from 2007 and an increase from 2013 to 2014; however, the recent five year trend shows a decrease of 4% from the highest passing rate gained in 2010.

	% PASSED
	MATH
2007	54
2008	60
2009	67
2010	74
2011	70.9
2012	67
2013	59
2014	69
2015	

How will the school evaluate the progress of this goal?

LCAP: Performance on standardized tests*

- 10th grade Math CAHSEE passing rates***

**Extrapolate results by student subgroup: Low SES, EL, Foster Child, Students with Disabilities*

STRATEGY 1B.1: Develop and implement a plan for the continued implementation of Math 1.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1B.1.1 By August 2015 Develop and implement a plan for the continued implementation of Math 1.	Site Administration Math Department Chair Math teachers Counselor Instructional Coach IT Dept.	The plan for Math 1 will include: <ul style="list-style-type: none"> • Revision of the 8 common modules' assessments and pacing guide. • Development of a calendar for the administration and scoring of the common benchmark tasks. • Needed professional development and other support including summer training in MVP (Math Visions Project) at MCOE • A description of how and when the MVP modules will be duplicated and distributed. • The dates on which the SSC and the DSLT will receive progress reports on Math I upon development of the calendar. • Provide collaboration time to devise the plan and to compare assessment results • Students with mild to moderate disabilities will receive Math 1 instruction. • Collaboration with KCHS on the plan for Math I • Implementation of Math I honors with pacing guide and benchmarks • Provide strategic math support classes for students below grade level in Math I during the school day which will include skills for CAHSEE prep. Articulation with middle school and the elementary school district in the area of math, and behavior expectations. Provide additional support and materials in CM to help meet the rigor of the CCSS. Provide additional Aeries Analytics and USA Test prep training.	Title I Release time / Subs \$2,500 Allocated

-223-

STRATEGY 1B.2 Develop and implement a plan for the implementation of Math 2.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)

<p>1B.2.1 By August 2015 Develop and implement a plan for the continued implementation of Math 2.</p>	<p>Site Administration Math Department Chair Math Teachers Counselor IT Dept.</p>	<p>The plan for Math 2 will include:</p> <ul style="list-style-type: none"> • Development of the 8 common modules' assessments and pacing guide. • Development of a calendar for the administration and scoring of the common benchmark tasks. • Needed professional development and other support including summer training in MVP at MCOE and Aeries Analytics training for Teachers of Math II • A description of how and when the MVP modules will be duplicated and distributed. • The dates on which the SSC and the DSLT will receive progress reports on Math II upon development of the calendar. • Provide collaboration time to devise the plan and compare assessment results • Students with mild to moderate disabilities will receive Math II instruction. • Collaboration with KCHS on the plan for Math II. • Implementation of Math II honors with pacing guide and benchmarks <p>Provide additional support and materials in CM to help meet the rigor of the CCSS. Provide additional Aeries and USA Test prep training.</p> <p>CAHSEE tutoring in math will be offered during the school day and as an extended learning opportunity (beyond the school day). Coordinate the CAHSEE tutoring with all extended learning day services through the creation of documents which identify the purpose, the eligible students, delivery system, schedule, and delineate the plan for program monitoring.</p>	<p>Title I Release Days / subs \$2,500 Allocated</p>
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-224-

STRATEGY 1B.3 Develop and implement a plan for the implementation of Math 3.			
Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)

<p>1B.3.1 By August 2015 Develop and implement a plan for the implementation of Math 3.</p>	<p>Site Administration Math Department Chair Math Teachers Counselor IT Dept.</p>	<p>The plan for Math 3 will include:</p> <ul style="list-style-type: none"> • Development of the 8 common modules' assessments and pacing guide. • Development of a calendar for the administration and scoring of the common benchmark tasks. • Needed professional development and other support including summer training in MVP at MCOE and Aeries Analytics training for Teachers of Math II • A description of how and when the MVP modules will be duplicated and distributed. • The dates on which the SSC and the DSLT will receive progress reports on Math II upon development of the calendar. • Provide collaboration time to devise the plan and compare assessment results • Students with mild to moderate disabilities will receive Math 3 instruction. • Collaboration with KCHS on the plan for Math 3. • Implementation of Math 3 honors with pacing guide and benchmarks <p>Provide additional support and materials in CM to help meet the rigor of the CCSS. Provide additional Aeries and USA Test prep training.</p> <p>Develop a plan for the implementation of the CC Math class for students whose grades demonstrate a need.</p>	<p>Title I Release Days / subs \$2,500 Allocated</p>
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-225-

<p><u>Science</u></p> <p><u>LEA GOAL:</u> <u>LCAP Priority:</u> #2 Implementation of the CCSS <u>LCAP Priority:</u> #4 Student Achievement <u>WASC VC Report March 2013:</u> <u>Critical Area of Need #1:</u> Develop further methods of data gathering so that teachers and staff use all means of data analysis to enhance learning and to inform instruction.</p>			
<p><u>SCHOOL GOAL Science:</u> By <u>May, 2016</u>, <u>50%</u> of the <u>students in grade 10</u> will score within the <u>advanced and proficient levels</u> on the Life Science CST.</p>			
<p>Action/Date</p>	<p>Person(s) Responsible</p>	<p>Task/Date</p>	<p>Cost and Funding Source (Itemize for Each Source)</p>

By June 2016 develop a comprehensive plan for the implementation of the Next Generation Science Standards by 2016-17.

By August 2015 develop a comprehensive plan for the implementation of STEM coursework through the PLTW program and the Introduction to Engineering Design classes.

Administration
Science Department Chair
Science Teachers
Instructional Coach
Counselor
IT

1. Revise pacing guides and benchmarks to align with NGSS (Next Generation Science Standards)
2. Provide department time for NGSS lesson planning and revision of pacing guides and benchmark creation.
3. Collaborate with the Ag Science dept.
4. Create performance tasks and quarterly benchmarks and measure the results.
5. Create SMART Goals through use of Common Formative Assessments. Analyze the results by subgroup and determine strategies for re-teaching or advancement of curriculum.
6. Provide collaboration time with KCHS to align the science programs
7. Develop a calendar for administrating and scoring the benchmarks.
8. Receive professional development:
 - Visit STEM Programs and high schools that are implementing NGSS
 - Attend STEM Conference(s) and NGSS workshops and share information with staff
 - Use of the district-adopted data analysis system.
9. Provide additional support and materials in CM to help meet the rigor of the NGSS.
10. Utilize ELA, Math and cross-curricular components in lessons to promote student success on the SBAC.

In 2014-15, only the Life Science CST was offered.
The charts illustrate the trends in scores.

The data below shows that the number of students scoring in the advanced and proficient categories in Life Science has remained consistent at 28% - 29% since 2010.

LIFE SCIENCE CST:

	Advanced		Proficient		Basic		Below Basic		Far Below Basic	# Gr. 10 Students Tested	
10th Life Sci - 2010		10%		18%		41%		20%		12%	212
10th Life Sci - 2011		9%		20%		37%		21%		13%	204
10th Life Sci - 2012		10%		19%		35%		15%		21%	205
10 th Life Sci - 2013		10%		16%		39%		20%		15%	202

Title 1
Conferences and materials
\$5,000 Allocated

STEM program will be implemented at GHS using "Project Lead The Way" (PLTW) and a partnership with Chevron as a funding source. The Introduction to Engineering Design (IED) class will be included in the Master Schedule.

- A teacher will be trained in the PLTW program
- Students will work on PLTW Curriculum for the approved courses.

Social Science

LEA GOAL:

LCAP Priority: #2 Implementation of the CCSS

LCAP Priority: #4 Student Achievement

WASC VC Report March 2013:

Critical Area of Need #1: Develop further methods of data gathering so that teachers and staff use all means of data analysis to enhance learning and to inform instruction.

SCHOOL GOAL Social Science: Quarterly, 100% of SS teachers will create common formative assessments, compare and analyze pre- and post-results by subgroup and use the results to measure student achievement and effectiveness of teaching strategies.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Begin Implementation of CCSS Literacy Standards in the Social Studies classes. Begin the Implementation of the College and Career Readiness Standards. Quarterly SMART goals	Administration Social Science Department Teachers and Chair Instructional Coach IT Dept.	<ol style="list-style-type: none"> 1. AP professional development 2. Continue offering AP Human Geography and prepare to offer AP European History in the 2016-17 school year. 3. Provide additional support and materials in CM to help meet the rigor of the CCRS 4. Attend Common Core training 5. Attend technology training 	Title I Release time / Subs \$2,500 Allocated

	<p>6. Build CFA's for U.S. and World History to reflect CCSS/CCR standards.</p> <p>7. Provide cross-curricular collaboration time to discuss and utilize ELA and cross-curricular components in lessons to promote student success on the SBAC ELA.</p> <p>8. Create performance tasks and measure the results.</p> <p>9. Create CCSS SMART Goals through the use of CFA's via the PLC process, using district-adopted data system. Establish a plan to review assessment data by subgroups and devise strategies for re-teaching or advancing the curriculum.</p>	
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Business

LEA GOAL:

LCAP Priority: #2 Implementation of the CCSS

LCAP Priority: #4 Student Achievement

WASC VC Report March 2013:

Critical Area of Need #1: Develop further methods of data gathering so that teachers and staff use all means of data analysis to enhance learning and to inform instruction.

SCHOOL GOAL Business: By June 2015, 100% of the business dept. will have participated in CCRS training and CM and will utilize the CM strategies daily in their classrooms to implement the CCRS focus areas.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
August 2014 CCRS focus area 2014-15/ongoing p.d.	Administration District Personnel Department Chair Business, Math and ELA Depts. Instructional Coach IT	<p>Develop a pacing guide of technology skills and tools needed for students to succeed on the SBAC.</p> <p>Work with ELA and Math Depts. to create and implement writing tasks that promote computer literacy and support the ELA and Math SBAC exams.</p> <p>Receive professional development in STEM and CCRS.</p> <p>Receive additional training and materials in CM and implement to help meet the rigor of CCRS.</p>	Title I Release time / Subs \$2,500 Allocated

	<p>Participate in Aeries Analytics and USA Test Prep training to utilize the programs to house and extrapolate student assessment data.</p> <p>Develop a system of monitoring the use of CCR and CM.</p> <p>Provide structured collaboration time for business teachers to collaborate over pacing guide, strategies, CCRS focus area, and common assessments.</p>	
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Agriculture

LEA GOAL:

LCAP Priority: #2 Implementation of the CCSS

LCAP Priority: #4 Student Achievement

WASC VC Report March 2013:

Critical Area of Need #1: Develop further methods of data gathering so that teachers and staff use all means of data analysis to enhance learning and to inform instruction.

SCHOOL GOAL Agriculture: By the end of the school year, 100% of the Ag staff will be trained on CCR implementation in their focus area and will utilize CCRS and CM daily in the classroom.

229

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
August 2014 CCRS focus area 2014-15/ongoing p.d.	Administration ELA, Math and Ag Dept. Instructional Coach IT Dept.	Receive additional training and materials in CM and common core to help meet the rigor of CCRS. Work with ELA and Math Depts. to create and implement reading, writing, listening and speaking tasks that promote and support the ELA and Math SBAC exams. Receive professional development in STEM and CCRS. Participate in Aeries and USA Test Prep training to utilize the program to house student assessment data, study student levels of performance by subgroup, create formative assessments and extrapolate student data to drive instruction. Collaborate with teachers from KCHS Ag. Dept. over curriculum and instruction. Ag Science teachers collaborate with Science Dept.	Title I Release time / Subs \$2,500 Allocated

Physical Education

LEA GOAL:

LCAP Priority: #2 Implementation of the CCSS

LCAP Priority: #4 Student Achievement

WASC VC Report March 2013:

Critical Area of Need #1: Develop further methods of data gathering so that teachers and staff use all means of data analysis to enhance learning and to inform instruction.

SCHOOL GOAL Physical Education: By June 2015, Physical Fitness test results in Aerobic Capacity, Abdominal Strength and Upper Body Strength will yield a 10% improvement over the 2012-13 results.

What data did you use to form this goal?

California Physical Fitness Test Results
Training has not been provided to PE teachers in CM

What were the findings from the analysis of this data? 2012-13 Physical Fitness Test results, found below, indicate that GHS students are performing below the state's recommendations in each of the 6 assessed physical fitness areas.

Physical Fitness Area	% Grade 9 Students in HFZ ²	% Grade 9 Students in HFZ ²
	GREENFIELD HIGH SCHOOL	STATE OF CALIFORNIA
Aerobic Capacity	41.3	63.0
Body Composition	46.6	58.9
Abdominal Strength	80.7	86.5
Trunk Extension Strength	89.2	91.3
Upper Body Strength	54.7	75.7
Flexibility	64.1	84.7

How will the school evaluate the progress of this goal?

California Physical Fitness Test Results
Lesson plans
Sign in sheets from CM training
Performance task creation and implementation

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
PD/Ongoing 2014-15	Administration PE Department Instructional Coach IT Dept.	<p>Continue training and implementation of CCR focus area Listening Speaking, Reading and Writing skills</p> <p>Incorporate physical fitness activities towards improvement in the critical areas of Aerobic Capacity, Abdominal Strength and Upper Body Strength abdominal strength,</p> <p>Receive CM training and materials, and implement CM strategies as appropriate to the discipline</p> <p>Observe PE instruction in schools, including Vista Verde, that utilize writing, listening and speaking components in their lessons, and lessons/activities that focus on the critical areas of physical fitness measured in the state physical fitness exam.</p> <p>Participate in Aeries Analytics and USA test prep training to analyze and evaluate student levels of proficiency by subgroup.</p>	Title I Release time / Subs, materials \$2,500 Allocated

Fine Arts

LEA GOAL:

LCAP Priority: #2 Implementation of the CCSS

LCAP Priority: #4 Student Achievement

WASC VC Report March 2013:

Critical Area of Need #1: Develop further methods of data gathering so that teachers and staff use all means of data analysis to enhance learning and to inform instruction.

SCHOOL GOAL Fine Arts: during the 2014-15 school year, 100% of the fine Arts Dept. will demonstrate use of CCRS in the classroom daily.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
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<p>August 2015, establish a CCRS focus area and develop Project-Based Assessments aligned with that area.</p> <p>Professional Development in this area will be on-going throughout the year.</p> <p>Quarterly SMART goals</p>	<p>Administration Department Chair Teachers Instructional Coach IT Dept.</p>	<p>Revise pacing guides to include CCRS</p> <p>Adapt curriculum to meet the CCRS</p> <p>Continue training and implementation of CCR focus areas Listening, Speaking, Reading and Writing skills.</p> <p>Incorporate measurable performance tasks that utilize cross-curricular components including math and ELA to promote success of the SBACs.</p> <p>Observe and collaborate with teachers of core subjects and like subjects on site and at other school locations</p> <p>Receive additional training and materials in CM and common core to help meet the rigor of CCRS.</p> <p>Participate in Aeries Analytics and USA test prep training to analyze student data and evaluate student levels of proficiency by subgroup.</p> <p>Create quarterly pre- and post-formative CCSS assessments through Aeries and USA Test Prep and analyze the results by subgroup to determine strategies for reteaching or advancement of curriculum.</p>	<p>Title I Release time / Subs \$2,500 Allocated</p>
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-232-

English Learners

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

LCAP Priority #1 Basic Services

LCAP Priority #2 Implementation of the CCSS

LCAP Priority #3 Parent Involvement

LCAP Priority #4 Student Achievement

WASC VC Report March 2013

Critical Area of Need #1: Develop further methods of data gathering so that teachers and staff use all means of data analysis to enhance learning and to inform instruction.

Critical Area of Need #2: Develop additional means to redesignate ELL students so that they can engage in traditional learning.

SCHOOL GOAL English Learners: By May 2016 50% of the ELs will increase by one performance level on the CELDT.

SCHOOL GOAL English Learners: By May 2016 35% of the ELs will be redesignated as FEP.

SCHOOL GOAL English Learners: By May 2016 35% of the 10th grade ELs will pass the ELA CAHSEE.

SCHOOL GOAL English Learners: By May 2016 50% of the 10th grade ELs will pass the Math CAHSEE.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
<p>Analysis of 2013-14 GHS SPSA ELSSA and AMAOs EL performance on the 2012-13 ELA and Math CSTs CAHSEE results WASC Three-Year-Term Report March 2013 Teacher survey EL student placement</p>	<p>In 2012-13:</p> <ul style="list-style-type: none"> • 5% of the English learners scored at proficient or above on the ELA CST as compared to 33% of all students. • 7% of the English learners scored at proficient or above on the Math CST as compared to 9% of all students. • 33% of the 10th grade English learners passed the ELA CAHSEE as compared to 63% of all 10th graders. • 41% of the 10th grade English learners passed the Math CAHSEE as compared to 60% of all 10th graders. • 36.5% of EL students met the state's AMAO1 target of advancing one CELDT level from the previous year. • 4.9% of EL students who were classified as ELs for less than 5 years met the state's reclassification status and received reclassification status to Fluent English Proficient (RFEP) in AMAO2, Cohort 1. • 22.2% of EL students who were classified as EL for 5 years or more met the state's reclassification status and were reclassified to Fluent English Proficient (RFEP) in AMAO2, Cohort 2. • 20 students were reclassified FEP in 2012-13. <p>In 2013-14,</p> <ul style="list-style-type: none"> • 45 students were reclassified FEP, more than doubling the prior year's rate. 	<p>ELSSA and AMAOs Percent of ELs who increase at least one CELDT level from their prior year's assessment CAHSEE passing rate disaggregated by subgroups Percent of ELs that become English proficient EL reclassification rate Implementation of Next Generation ELD Standards for ELs Documented efforts to seek input of EL parents and students Promotion of EL parent participation ELAC agendas, sign in sheets, minutes SSC agendas, minutes, sign in sheets Master Schedule</p>

STRATEGY 2.1: Hire an EL Specialist to insure that the EL Master Plan is fully implemented.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2.1.1 Establish a full-time EL Specialist position	State Administrator HR Admin. EL Specialist	<p>By August 2015, in conjunction with district personnel, evaluate the position of the EL Specialist in terms of the responsibilities outlined in the EL Master Plan and revise the position description if necessary.</p> <p>By May 2016 the EL Specialist will have completed the annual evaluation of the EL Program as outlined in the EL Master Plan and implemented all activities for ELs in the GHS SPSA.</p> <p>EL Specialist to provide ongoing strategic training in SDAIE and ELD strategies for classroom teachers</p> <p>ELD Specialist to train ELD teachers to administer CELDT reading and writing in the classroom by Sept. 2014</p> <p>EL Specialist to administer CELDT listening and speaking to EL students by Oct. 2014</p> <p>EL Specialist to provide CELDT workshops to parents and teachers, including analysis of CELDT strand requirements and performance.</p> <p>EL Specialist to track ELD student's progress and R-FEP students' progress for two years after re-designation.</p>	Title 3/EIA-LEP \$53,000 Full-time EL Specialist Salary
2.1.2 By May 2016, apply the new re-designation criteria to all ELs and re-designate all who qualify to Fluent English Proficient.	EL Specialist	Effective immediately, utilize new re-designation criteria of SRI level/ELA CAHSEE Passing Score and CELDT level to reclassify students as determined by DELAC and EL Master Plan. Distribute, collect and maintain appropriate reclassification documents.	
2.1.3 Hold a reclassification ceremony by May 2016	EL Specialist Teachers Admin	By May 2016, provide reclassification assembly for qualifying students and their parents to celebrate their reclassification to RFEP.	EIA \$2,500 for materials and supplies

STRATEGY 2.2: Place all English Learners in appropriate ELA/ELD and core content classes.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)

<p>2.2.1 August 2015 Continue to appropriately place all ELs, including ELs who are also students with disabilities, in ELD and SDAIE classes.</p>	<p>Admin Student Support Services EL Specialist ELD teachers</p>	<p>Establish a calendar of quarterly meetings between the EL Specialist and the SPED teachers to coordinate services to and monitor the progress of ELs with IEPs.</p> <p><i>For 2014-15 offer ELD 1 and ELD 2 as separate classes.</i></p> <p>By August 2015, develop a pacing guide and benchmarks for ELD 1-4 and meet with ELD Dept. for input and feedback.</p> <p>By August 2014, place long term English learners with CELDT levels 3, 4 and 5 in mainstream English class to meet UC requirements, and a separate class for ELD according to CELDT level.</p> <p>By August 2014, develop pacing guides for each SDAIE class based on the pacing guide of the parallel class for general education students. The pacing guide should describe how the SDAIE class will be different in terms of pedagogy, teaching strategies and curriculum delivery. The benchmark exams should be the same as those of the parallel general education class.</p> <p>Purchase ancillary EDGE materials to supplement the EL core curriculum.</p> <p>Articulation with middle school and the elementary school district in the area of ELD and shared EL data.</p>	<p>EIA \$25,000 materials</p>
<p>2.2 Develop a plan for the transition to the Next Generation ELD Standards by 2015-16</p>	<p>DO Personnel Admin EL Specialist ELD teachers Instructional Coach</p>	<p>Coordinate and facilitate meetings with admin, DO personnel, ELD teachers and Instructional coach to draft the transition plan.</p> <p>Present transition plan to SMCJUHSD Board of Ed.</p> <p>Provide training and professional development for teachers of ELD</p>	

STRATEGY 2.3: During 2015-16, all English Learners in need of additional ELD will be attending an extended learning day opportunity.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>2.3.1 Enroll all ELs in need of additional ELD in after school ELD tutoring class.</p>	<p>EL Specialist Admin Student Support Services</p>	<p>By August 30, 2015,</p> <ul style="list-style-type: none"> Develop the plan for 2015-16 ELD tutorials that will occur outside of the regular school day. Schedule the tutorials and invite students, contact parents. Evaluate the effectiveness of the ELD tutorials: how many ELs needed tutoring, attended tutoring, and what evidence is there that attending tutoring classes affected the level of achievement. 	<p>EIA:LEP - 2 ELD tutorial teachers \$20,000 Allocated Supplementary materials for ELD \$15,000</p>

2.3.2 Enroll 9 th and 10 th grade ELs in summer READ 180 class and summer math common core support class.	GEAR Up Admin. EL Specialist Teacher Counselor	Before the summer READ 180 and common core math support class begin, develop a written document which identifies the purpose of the classes and how the program's success will be measured. Schedule a presentation on the success of the summer READ 180 and math support classes to the SSC for the beginning of the school year. Re-evaluate quantity materials for READ 180, if data supports READ 180 instruction.	EIA \$4,000 salaries and materials
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STRATEGY 2.4: Meet all Title III parent involvement requirements.			
Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2.4.1 The GHS ELAC will be re-instated to assume the responsibilities of ELAC for the 2015-16 school year.	Principal EL Specialist SSC Secretary	By September 2015, the ELAC will no longer defer its responsibilities to the School Site Council and will be re-established. The ELAC will elect officers, including SSC representatives, and determine a meeting schedule for the 2015-16 school year.	
2.4.2. Develop and implement a plan to increase all EL parents' understanding of ELDT, reclassification, high school graduation, A-G requirements and other areas identified as critical to student achievement.	EL Specialist Parent Involvement Coordinator ELD Liaison	Address May 2013 Parent Survey results: <ul style="list-style-type: none"> Establish a program to teach parents about the education system. Parent workshop schedule, following each ELAC Meeting. Contract with a parent involvement program to address the areas of concern. Provide parents opportunities to learn about colleges/universities and how to get their student into post-secondary education. Attend CABA with parents. Parent Needs Assessment survey will be redone August 2015. Meet all FPM parent notification compliance requirements; see the EL Master Plan.	Title 3 EIA \$5,000 Allocated CABA EIA \$1,000

<u>Highly Qualified Teachers</u> <u>LEA GOAL: Performance Goal 3: By 2014-15, all students will be taught by highly qualified teachers.</u> <u>LCAP Priority #1 Basic Services</u>
<u>WASC VC Report March 2013:</u>
<u>Critical Area of Need #1: Develop further methods of data gathering so that teachers and staff use all means of data analysis to enhance learning and to inform instruction.</u>
<u>SCHOOL GOAL Constructing Meaning: 100% of teachers will be certified in Constructing Meaning.</u>
<u>SCHOOL GOAL Constructing Meaning: By June of 2016, 100% of teachers will have their Content and Language Goals posted in their room.</u>

SCHOOL GOAL Constructing Meaning: By June of 2016, teachers will increase their implementation of CM reading strategies from 65% to 90%.

SCHOOL GOAL Constructing Meaning: By June of 2016, teachers will increase their implementation of CM oral language strategies from 25% to 50%.

SCHOOL GOAL Constructing Meaning: By June of 2016, teachers will increase their implementation of CM writing strategies from 51% to 70%.

SCHOOL GOAL Constructing Meaning: By June of 2016, 100% teachers will participate in walkthroughs to collect observational data on CM strategies being implemented.

SCHOOL GOALS: Professional Learning Communities: 100% of teachers will belong to, and operate in, an effective Professional Learning Community in order to analyze student data on common formative and summative assessments to inform their teaching practices and improve student learning. The effectiveness of the Professional Learning Communities (PLCs) will be based on the analysis of student achievement data and the sharing of best teaching practices to increase student learning.

SCHOOL GOALS: Professional Learning Communities: By August of 2015, 25% of teachers will have received training in the area of Professional Learning Communities and data analysis, PLC leads will be chosen and trained.

SCHOOL GOALS: Professional Learning Communities: By August of 2015, a comprehensive calendar of PLC meeting dates and members will be established and widely communicated.

SCHOOL GOALS: Professional Learning Communities: By Fall of 2015, GHS PLC leads will have been selected and work in collaboration with the administration to create common PLC protocols, forms and reporting procedures.

SCHOOL GOALS: Professional Learning Communities: By Fall of 2015, members of PLCs will have been trained on the common PLC protocols, forms and reporting procedures.

SCHOOL GOALS: Professional Learning Communities: By June 2016, administration will participate in the PLC teams by way of walkthroughs to provide input and guidance where needed. Administration will provide regular feedback on the attendance/note-taking forms and return them to the PLC teams regarding process and progress.

What data did you use to form this goal?

SARC January 2014
Admin walk-through data sheets 2012-13 and 2013-14
CM in the Classroom sheets 2013-14
Spring 2014 analysis of CM implementation
WASC Three-Year-Term Report March 2013
Collegial walk-through sheets 2012-13

What were the findings from the analysis of this data?

CM implementation was analyzed during 2012-13 and 2013-14.

In 2014, teachers turned in CM in the classroom sheets weekly, indicating their content and language goal and identifying a second Constructing Meaning strategy they were implementing. The CM sheets were analyzed for accuracy and walk-throughs were conducted by the instructional coach and admin.

- 84% showed use of content and language goals
- 65% use writing and note taking strategies
- 51% used writing strategies

How will the school evaluate the progress of this goal?

Rate of teacher miss-assignment
Ongoing monitoring of CM implementation through walk-throughs, CM in the Classroom sheets, evidence on walls.
Ongoing monitoring of the use of PLC time through
Sign in sheets indicating agenda, items discussed, next steps and artifacts
Data gathered and documented from focused walk-throughs.

	<ul style="list-style-type: none"> 25% use oral language and vocabulary strategies 	
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STRATEGY 3.1 Provide training and ongoing support for DOK and school wide implementation of CM.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
3.1.1 Increase the school wide implementation of Constructing Meaning.	Administration Instructional coach Literacy Team	Provide CM Training for new teachers and new or untrained administrators Provide brief CM training for RSP IAs. Choose and implement three strategies (from each domain) for annual focus Collect and analyze observational data Calibrate observations with administration Purchase any necessary CM Materials for all classes. Facilitate Learning Walks and debriefs with teams of teachers Link strategies to CCSS transition and local CCSS benchmarks aligned to CCR standards Provide additional training for teachers on DOK (Depth of Knowledge) and include use of DOK in observational data.	Title I 1.0 Instructional Coach \$50,000 Allocated \$34,857.13 Expenditures EIA:LEP:LCAP CM training summer: \$5000 Allocated Subs/extra time during school \$5000 Allocated

STRATEGY 3.2: Provide training and support to ensure that all staff have the knowledge and skills to effectively use the Professional Learning Community release time.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)

3.2.1 By June 2016 improve the level of implementation of PLCs	Administration Instructional Coach Teachers	<p>Provide additional training to staff in the skills needed to effectively participate in a PLC, including but not limited to the creation and enforcement of norms, the development of formative assessments, how to analyze and respond to the results of these assessments.</p> <p>Identify PLC leads, agree on and outline protocols and duties.</p> <p>Implement the PLC Calendar and protocol.</p> <p>Review the composition of the PLC teams at the beginning of the year.</p> <p>Administration will provide feedback on the attendance/note-taking forms and return the forms to the PLC leads for their next meeting.</p>	<p>Title 1: PLC training/materials</p> <p>\$1,000 Allocated</p>
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Safe, Drug-free, Conducive to Learning Environment

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

LCAP Priority #1 Basic Services

LCAP Priority #6 School Climate

IASC VC Report March 2013:

Critical Area of Need #1: Develop further methods of data gathering so that teachers and staff use all means of data analysis to enhance learning and to inform instruction.

Critical Area of Need #5: The students and staff reported to the committee the possibility of an underlying gang problem in the community. Students were concerned about their personal property.

School Goal: By May 2016, create a safe campus as measured by student participation, attendance and behavior statistics.

School Goal: By May 2016, increase student participation rates in extra-curricular activities, i.e. clubs and athletics.

<p>What data did you use to form this goal?</p> <p>California Healthy Kids Survey 2012-13 (CHKS)</p>	<p>What were the findings from the analysis of this data?</p> <p>Discipline Data</p> <ul style="list-style-type: none"> Suspensions <table border="1" data-bbox="331 1317 995 1382"> <thead> <tr> <th>GHS Suspensions</th> <th>2012-13</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td></td> <td>297</td> <td>93</td> </tr> </tbody> </table>	GHS Suspensions	2012-13	2013-14		297	93	<p>How will the school evaluate the progress of this goal?</p> <p><i>Student suspension rates*</i></p> <p><i>Student expulsion rates</i></p>
GHS Suspensions	2012-13	2013-14						
	297	93						

SARC January 2015
 Facility survey April 2014
 Williams Settlement Report October 2014
 Suspension, expulsion and attendance rates Aeries database

Most Common Reasons for Suspension	2013-14	2014-15
Fighting	6	
Disruption of Activities	1	
Defiance Disruptive Behavior	18	
Disruptive Behavior	18	
Possession of Drugs	9	

Greenfield High School utilized alternative options to suspension starting in 2013-14, including parent supervision in school, contracting, conflict-resolution, alternative programming, referrals to counseling and/or behavioral therapy, and conferences. Additionally, students may have adjusted to campus rules, policies, and new administration. Administration is consistent in rule enforcement. This could be why the data shows fewer suspensions, expulsions and office referrals. The administration of GHS is implementing a pyramid of interventions that start with classroom interventions, build to administrative and counseling interventions, and culminate with district-level interventions. Teachers will be trained in this program during the summer retreat scheduled for June 2015.

- Expulsions

GHS Expulsions	2013-14	2014-15
	0	???

The SMCJUHSD utilized alternative options to expulsion, such as transfers to Alt Ed programs, such as continuation school or independent study.

Attendance data

- Enrollment

Enrollment by month and year

Month	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12	12/13	13/14
1	904	913	922	980	959	919	902	882	880	929
2	903	894	926	981	967	914	898	862	900	937
3	913	886	922	987	930	909	900	866	910	938
4	901	881	832	958	915	884	878	853	895	932
5	897	870	913	935	919	887	881	852	889	913

Student attendance rates
 Club rosters.
 Athletic team rosters.
 CHKS 2014-15 Survey

**Rates by student subgroup: Low SES, EL, Foster Child, Students with Disabilities*

6	890	869	917	944	937	888	867	867	887	924
7	887	855	914	928	914	869	870	863	883	928
8	881	852	873	942	919	867	868	859	873	928
9	875	851	876	920	914	863	863	854	877	924
10	947	853	884	929	911		860	844	856	926
11										

Average	899.8	872.4	897.9	950.4	928.5	888.889	878.7	860.2	885	927.9
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Student enrollment increased in 2013-14 and is projected to be about the same in 2014-15. The attendance rate was higher only in 2007-08, about the same in 2008-09, and all other years was lower.

- Attendance Rates

Month	Attendance rates by month and year									
	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12	12/13	13/14
1	95.52	94.91	98.36	96.49	96.03	95.92	95.82	95.51	96.17	96.28
2	94.92	92.17	96.17	95.21	95.31	95	95.16	95.70	95.54	96.77
3	94.55	92.98	94.86	94.31	95.21	91.37	93.21	95.85	92.63	94.99
4	89.47	92.18	92.83	93.02	95.72	91.17	92.55	95.41	93.4	94.9
5	92.06	93.8	93.89	94.40	93.95	95.06	93.34	94.72	94.99	93.45
6	94.23	91.71	99.87	94.89	95.06	94.55	93.95	94.42	94.63	93.76
7	93.69	92.39	95.75	95.38	94.28	94.86	94.47	95.36	94.51	93.78
8	93.77	94.04	94.88	95.38	93.67	93.82	94.13	94.69	95.19	93.98
9	89.82	92.95	94.20	94.26	93.95	93.56	93.57	94.18	89.52	93.18
10	93.35	93.88	94.85	94.92	92.97		94.3	95.13	89.89	92.00
11										
Average	93.14	93.10	95.57	94.83	94.62	93.92	94.05	95.10	93.65	94.31

The attendance rate, although increased from the prior year, appears to be average in 2013-14 when compared over ten years.

Overall facility rating is "good," per Williams Settlement report.

The main findings of the 2012-13 CHKS pertaining to school environment by participants from gr. 9 and 11 were, on a scale of high, moderate and low:

- The majority of students indicated a moderate level of caring adult relationships
- The majority of students indicated a moderate level of high expectations
- The majority of students indicated low opportunities for meaningful participation
- Just over 50% felt connected to the school

	<p>The results were consistent throughout subgroups.</p> <p>Attendance, tardies, consequences and incentives to improve those areas have been implemented and will continue through the 2015-16 school year. Attendance/truancy meetings are held weekly with the Assistant Principal, Attendance Clerk or Registrar, and students and parents to address excessive absences and tardiness. Students are referred to Saturday School, After-School Detention, and possibly the County District Attorney based on the results of these meetings.</p>	
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STRATEGY 4.1: Continue to implement Link Crew.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>4.1.1. Continue to implement Link Crew. January 2015 evaluate effectiveness</p> <p>-242-</p>	<p>Link Crew Advisers Admin Students</p>	<p>As a comprehensive transition program Link Crew can provide support for freshmen throughout their first year of high school. It can:</p> <ul style="list-style-type: none"> • increase attendance • reduce disciplinary referrals • reduce harassment of freshmen • provide peer buddy system • increase involvement in co-curricular activities • improve school climate (CHKS) • provide leadership development in staff members • allow for positive interaction between staff and students (CHKS) • decrease chemical dependency (CHKS) • increase academic accountability <p>For Link Crew upper classmen leaders, Link Crew Class provides and builds:</p> <ul style="list-style-type: none"> • Leadership skills • Peer support system • Organizational skills • Academic and cultural networking • Productive collaboration skills • Positive character traits • Time management skills <p>Create and administer Link Crew Surveys to Link Crew Freshmen and Link Crew Leaders By January 2015, analyze the extent to which the initial year of implementation of Link Crew contributed to any of the above outcomes.</p> <p>Develop a plan to improve Link Crew by August 2015, maintaining the scheduling of two sections of Link Crew into the master schedule.</p>	<p>Gear Up \$200</p> <p>Title 1 \$15,000 Salaries, materials, supplies, conferences</p>

STRATEGY 4.2: Continue to hold Club Rush and Electives Fairs.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
4.2.1 By September 2015 hold Club Rush	Admin Club Advisers Students	Hold Club Rush in September 2015, this event will be planned through the ASB Leadership class and approved/advised by the ASB Director and school administration. The intent of Club Rush is to provide opportunities to join a variety of different clubs and to create new clubs, in order to build a culture of belonging and promote school connections to student interests.	
4.2.2 By February 2016 hold Electives Fair	Electives Teachers Students	During second semester, hold the electives fair in the student union during the day for current students and during the evening during gr. 8 Information Night and Gr. 8 Registration Night.	

STRATEGY 4.3: Staff and Administration will implement a “pyramid of interventions” to improve student behaviors and reduce referrals, suspensions, and expulsions.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
3.1 By September 2015 develop a uniform system of classroom interventions.	Admin Teachers Counselors Classified Staff	Teachers will be trained on the “pyramid of interventions” during the June 2015 Summer Retreat/Institute. By August 2015, Teachers will develop or revise a classroom management plan that addresses differing levels of intervention and support for students. Administration will assist teachers in the development and monitoring of these plans, providing feedback on effectiveness and possible modification to these plans.	Title I \$10,000 Allocated (2014-15 Budget)

Graduation from High School

LEA GOAL: Performance Goal 5: *All students will graduate from high school.*

LCAP Priority #5 Student Engagement

LCAP Priority #7 Course Access

LCAP Priority #4 Student Achievement

LCAP Priority #3 Parent Involvement

WASC VC Report March 2013:

Critical Area of Need #1: Develop further methods of data gathering so that teachers and staff use all means of data analysis to enhance learning and to inform instruction.

SCHOOL GOAL: By May 2015 the total school graduation rate will increase to 90% and the EL subgroup graduation rate will increase to 80%.

What data did you use to form this goal?

SARC January 2014
 WASC Three-Year-Term Report March 2013
 Graduation Rates from CDE
 Attendance rates
 Master Schedule

What were the findings from the analysis of this data?

Greenfield High School's graduation rate increased from 82.5% in 2009 to 83.96% in 2010, to 86.57% in 2011, dropped to 83.4 in 2012, then rose to 85% in 2012-13. The state of California's rate was 80.2% in 2012-13. A difference of 13% is noted between the graduation rate of GHS overall and the graduation rate of the EL subgroup. The EL cohort subgroup graduation rate dropped 3% from 2012 to 2013. The drop-out rate between GHS students overall and the EL subgroup is approximately a 7% difference.

Year	GHS Overall Graduation Rate	EL Cohort Graduation Rate	GHS Overall Drop-out Rate	EL Cohort Drop-out Rate
2007 - 08	91.90%			
2008 - 09	82.52%			
2009 - 10	83.96%			
2010 - 11	88.38%			
2011 - 12	83.4%	74.7 %	13.7%	21.5%
2012 - 13	85%	71.8 %	11.6%	21.8%

3% of the students completed a CTE program and earned a high school diploma.
 In 2011-12, 30.1% of the graduates had completed courses required for UC/CSU admission
 In 2012-13, 63.1% of the students were enrolled in courses required for UC/CSU admission.
 In 2012-13

In 2012-13 8 Advanced Placement courses were offered:

- 2 AP English Literature and Composition
- 1 AP English Language and Composition
- 1 AP Calculus

How will the school evaluate the progress of this goal?

- School attendance rates**
- Absenteeism rates**
- High school dropout rates**
- High school graduation rates**
- Share of students that are career/college ready**
- Share of students that pass Advanced Placement exams with a 3 or higher**
- Share of students determined prepared for college by the Early Assessment Program**
- Student access and enrollment in all required areas of study*
- A-G completion rate**
- Parent participation rate*

**Rates by student subgroup: Low SES, EL, Foster Child, Students with Disabilities*

1 AP Biology (2 period block)
 1 AP Spanish Language and Composition
 1 AP U.S. History
 1 AP Economics

In 2013-2014, 10 Advanced Placement courses were offered:
 1 AP English Literature and Composition
 2 AP English Language and Composition
 2 AP U.S. History
 1 AP Economics
 1 AP Civics
 1 AP Biology (double block three days a week)
 1 AP Spanish Literature and Composition
 1 AP Calculus

In 2014-15, 11 Advanced Placement courses will be offered:
 An Advanced Placement class, entitled AP Human Geography, will be an addition to the Advanced Placement class offerings.
 (AP Spanish language will change to AP Spanish Language and Culture)
 The AP Biology course will be given two periods: 1 for lab and one for classwork, therefore changing from a double block three days a week to double block 5 days a week, in order to better prepare students for the AP Biology exam.

STRATEGY 5.1: Insure that all students have a graduation plan and the study skills to earn a diploma.

<p>5.1.1. By the end of Quarter 3 all 9th and 10th graders will meet with the student support services to review their 4 year plans.</p>	<p>Student Support Services Gear Up Ed Talent Search</p>	<p>Create a 4 yr. plan for every freshman during registration, which includes a list of the courses needed to graduate. By the end of the third quarter, review the four year plans for freshmen and sophomores.</p>	<p>Title I Software \$3,500 Allocated</p>
<p>5.1.2 By the end of Quarter 2 all juniors will have had their 4 year plans reviewed and revised as necessary</p>	<p>Student Support Services</p>	<p>Review/create a 4 yr. plan for every student by the end of the third quarter which includes the list of courses needed to graduate. Conduct individual classroom presentations and individual meetings with students.</p>	<p>Title 1 Conference \$750 Allocated</p>

5.1.3 By close of quarter 1, all seniors will have had their 4 year plans reviewed		Review seniors' 4-yr. plans during their registration while in 11 th grade. Review 4 year plans in August and September of their senior year.	
5.1.4 By August 2014 provide a planner to every student.	Teachers Admin Student Support Services	Create a plan to monitor and evaluate the use of the student planners. Calendar a presentation to the SSC at the end of each semester with evidence of the success of the planners.	Title 1 \$4,000
5.1.5 Ongoing: Teachers maintain current grades and assignments in Aeries gradebook and website.	Teachers Admin Student Support Services IT Dept.	By Aug. 2014, provide gradebook training and website training to new teachers and refresher training to returning teachers. Develop and implement a plan for monitoring the Aeries gradebook and EdLio website and accuracy and usage.	Title 1 5,000

STRATEGY 5.3 Insure that every student at risk of not meeting the graduation requirements is enrolled in a support class or extended learning day opportunity.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
-246- 3.1. By August 30, 2014, implement a comprehensive plan for students who need credit recovery.	IT Dept. Admin. Student Support Services	Schedule a presentation to SSC by September 2015 of the results of the 2014-15 credit recovery opportunities including OdysseyWare credit recovery during the school day, after school and Saturdays. Based on the results of the 2013-14 credit recovery opportunities, develop the plan for credit recovery for students in grades 9-12 with goals, target students, recruitment procedures, curriculum, a description of how the different types will be monitored and evaluated (attendance, walk-throughs, etc.).	\$4,800 Gear Up to assist with summer 2015 Credit Recovery interventions Title 1 \$14,000 salaries
5.3.2. By August 30, 2014, implement a comprehensive plan for all 11 th and 12 th grade students who have not passed CAHSEE.	IT Dept. Admin. Student Support Services District personnel	Develop the plan for serving students who have not passed CAHSEE with goals, target students, recruitment procedures, curriculum, a description of how the different types will be monitored and evaluated (attendance, walk-throughs, etc.). The master schedule will include CAHSEE prep for ELA and Math for students performing below grade level in 9 th grade. CAHSEE prep tutoring will be provided during the school day, after school and on Saturdays for both math and English content areas. Include gr. 10 – 12 students in SES to prepare for CAHSEE.	Title 1 \$20,000 salaries \$10,000 after school and Sat. salaries. Total SES allocation from Title 1 \$32,580

STRATEGY 5.4 Insure that every student is graduating college and career ready.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
5.4.1. By October 2014 develop a plan to increase the A-G completion rate.(LCAP)	Admin Student support services teachers	2014-15 master schedule will show an increase in A-G enrollments: ELA Core Elimination of Life Science Increase in Ag science courses Three years of math: Math I, II, and III Enrollment in Pre-Calc, AP Calc., Honors Math 1, and Honors Math 2 Add academic peer tutor sections in classrooms to the master schedule, peer tutors qualify through application process with established criteria Continue GEAR-Up college tutors in classrooms Explore additional counselor/part time counselor, or augment student support services with title 1 coordinator. Explore additional EL student support personal to augment student support services.	
5.4.2. By October 2014 develop a plan to increase the number of AP offerings and the number of students earning a score of 3 or higher on AP exams. (LCAP)	Teachers Admin District personnel Instructional Coach	Teachers assigned to teach AP courses will participate in training. Planned additional AP courses for the 2014-15 school year are: <ul style="list-style-type: none"> • AP Human Geography • AP Spanish Language and Culture • AP Biology (double period daily) 	LCAP Training Costs
5.4.3. Increase the Career and technical education (LCAP) course offerings	Admin District personnel Teachers	Work with the consortium.	

STRATEGY 5.5 Develop a plan for the implementation of AVID in 2015-16.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
5.5.1. By January 2016 develop a plan for the implementation of a Freshman Orientation Program in 2016-17.	District Personnel Admin Student Support Services AVID Adviser AVID Teachers	Work with district personnel to develop the plan. Ascertain who is interested in teaching AVID and form the site team. Provide training, curriculum and support for AVID teachers and site team. Consider a stipend for an AVID site coordinator position.	Title 1 \$10,000 training, release time, curriculum

STRATEGY 5.6: 10th grade students are members of a 'house' who share a group of core teachers with common goals for school and student improvement.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
5.6.1. By August 2015 develop a plan for the implementation of a 10th grade House.	Teachers within the house from ELA, Math, History & Sp. Ed. Depts. Counselor Admin.	<p>Create a master schedule in which teachers who share the grade 10 students have the same prep period for sharing data, focusing on specific student behaviors, RtI strategies, methods of content delivery and lesson-planning. Improve student performance, culture of belonging, and build relationships with students through a team approach.</p> <p>Set meeting dates and agendas</p> <p>Establish shared norms and goals for students in the house that include improvement in attendance, achievement and behavior with tools that measure the improvement in each area.</p> <p>Measure the CAHSEE passing rate of this cohort and compare it to previous year's' passing rates for gr. 10.</p> <p>Measure the attendance rate of this cohort and compare it with last year's grade 9 and previous year's gr. 10 cohorts.</p> <p>Monitor graduation rate of this cohort and compare to that of prior years.</p> <p>Share goals, agendas and progress with DSLT and SSC</p>	<p>Title 1 Stipend for house leader \$1,000</p> <p>Title I Release Days and/or Summer Work Days / Subs \$1,000</p>

-248-

STRATEGY 5.7 Continue to implement a plan for the school wide focus on academics and higher education.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
5.7.1. By September 2015 develop a calendar for the school wide focus on academics and higher education.	Gear-Up Ed Talent Search Admin Link Crew Leadership FFA Student Support Services	<p>Coordinate all the groups focused on academic achievement and higher education including Migrant Education, GEAR Up, Talent Search, Link Crew through the creation of a year-long calendar with events such as the following:</p> <p>Academic and test rallies</p> <p>CAHSEE dance</p> <p>College Night</p> <p>Honor Roll and Principal's Honor Roll recognition</p> <p>Guest/motivational speakers</p> <p>Spirit weeks</p> <p>FAFSA Workshops</p> <p>Extended school day support</p> <p>Scholarship and Awards Night</p> <p>Attendance certificates</p> <p>Reclassification ceremony</p>	<p>Title 1 20,000 materials and supplies</p>

		Purchase materials such as technology needed to provide CCSS readiness and support curriculum in all core areas.	
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STRATEGY 5.8: Coordinate parent involvement activities.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
5.8.1. By September 30, 2015, create a plan for the coordination of all parent involvement activities.	Admin EL Specialist Migrant Education SRO Counselor Gear Up PIQE 4C4P Ed Talent Search Parents	<ol style="list-style-type: none"> 1. Create a document which summarizes the purpose and responsibilities of all groups involving parents including PIQE, GEAR Up, Educational Talent Search, Parent Information Night and the calendar for the delivery of their services. 2. <i>Continue working with GEAR Up Community Liaison</i> 3. <i>Establish a site parent/teacher/student association</i> 4. Establish a quarterly meeting for school staff with parent involvement responsibilities and with representatives from all supplemental programs. 5. Continue Parent Information Nights and Workshops on such topics as Title 1, Healthy Students, Community Resources, Common Core, Gangs, Drugs and Violence, College-Going Culture and FAFSA completion, 4C4P 6. Utilize student planner as school to home communication 7. Technology training for parents in Aeries to monitor their student's grades, attendance and behavior; continue to provide parent computer kiosk. 8. Provide translation of documents from English to Spanish for Spanish-speaking parents 	Title 1 \$1,000 child care, materials, presenters, supplies EIA 3,000 translations, PIQE child care

-249-

STRATEGY 5.9: Maintain a functioning School Site Council as a tool for shared staff-parent decision making.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
5.9.1. By August 30, 2015, continue to maintain a functioning SSC.	Principal SSC Chair & Secretary EL Specialist	<p>Continue to implement a process of forming/maintaining a strong SSC:</p> <ul style="list-style-type: none"> • Hold staff, parent, and student elections as necessary. • Provide required training. • Maintain ELAC responsibilities through end of two-year term. • Develop a calendar of 2014-15 meetings with draft topics which will enable the SSC to perform all of its responsibilities including monitoring the implementation of the SPSA and the WASC Three-Year Action Plan. 	Materials for parent events and SSC meetings Title 1 \$500

STRATEGY 5.10: Continue to implement Freshmen Seminar.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
5.10.1 Continue to implement Freshmen Seminar 2015-16 Evaluate program January 2016	Teacher Student Support Services Admin	Freshmen Seminar is designed to help 9 th graders successfully transition to high school. Topics to be covered include: Tutorials Personal (Identity, Habit Forming, Self-Improvement) Intellectual (Learning HOW to learn, Study Skills) Social and Interpersonal (Building Relationships, Teamwork, Leadership) Emotional (Stress Management, Self-Esteem) Physical (Wellness) Self-Reflection (How can I improve?) Your Future (Goal Setting) Anti-bullying Tolerance Drug awareness Guest Speakers Career Day Conference(s) for prof. development and curriculum development Collaborate with KCHS Freshman Seminar teacher(s) By January 30, 2015 analyze the implementation of Freshmen Seminar and its results. Based on the analysis, develop a plan to improve Freshmen Seminar in 2014-15.	Title 1 LCAP Salary, conference(s), materials and supplies \$15,000 Allocated

-250-

STRATEGY 5.11: Implement a process for the referral of student to a Student Study Team..

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
5.11.1 Train teachers in classroom interventions to be implemented prior to a referral to the Student Study Team (SST). 5.11.2 Train teachers in the SST process.	Teacher Support Services Admin	By June 2015, Teachers will be trained By January 30, 2015 analyze the implementation of Freshmen Seminar and its results. Based on the analysis, develop a plan to improve Freshmen Seminar in 2014-15.	Title 1/Salary, conference(s), materials and supplies/\$25,000

Special Education

LEA GOAL: Performance Goal 6: LEA Goal will be available by July 1, 2015.

LCAP Priority: #2 Implementation of the CCSS

LCAP Priority: #4 Student Achievement

WASC VC Report March 2013:

Critical Area of Need #1: Develop further methods of data gathering so that teachers and staff use all means of data analysis to enhance learning and to inform instruction.

SCHOOL GOAL Special Education: By the end of the school year, 100% of the Sp Ed staff will be trained on CCSS implementation in their content area and will utilize content area the CCSS with content and language objectives daily.

<p>What data did you use to form this goal?</p> <p>Special Education Profile will be available by June 2105.</p>	<p>What were the findings from the analysis of this data?</p>	<p>How will the school evaluate the progress of this goal?</p>	<p>What data did you use to form this goal?</p> <p>California Healthy Kids Survey 2012-13 (CHKS) SARC January 2015 Facility survey April 2014 Williams Settlement Report October 2014 Suspension, expulsion and attendance rates Aeries database</p>
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STRATEGY 6.1: Implement a process for Special Education students to recover credits.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
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-251-

6.1.1 The district will establish a method for Special Education students to recover credits.	Administration Special Education Department Instructional Coach IT	Attend APEX Online training. Purchase the materials, licenses, and software/hardware for the implementation of the Credit Recovery program. Complete reports each semester on program results, i.e. credits earned, for the SSC and/or the Board of Trustees.	Title I Release time / Subs \$1,000 Allocated
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STRATEGY 6.2: Increase all teachers' understanding of Special Education student performance on assessments and classroom assignments..

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
6.2.1 All PLC's will include an overview of SpEd student subgroup data in their analyses of CFA Performance.	Administration Special Education Department Instructional Coach IT	Teachers will receive training in the district-adopted data management system.	Title I Release time / Subs \$1,000 Allocated

Form B: Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in Form B must be aligned with the Consolidated Application.

Title I SES

Title III EL Specialist

Title I Instructional Coach

Actions to be Taken to Reach This Goal ¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date ² Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
Provide GHS with an instructional coach to provide training and ongoing support to teachers in the implementation of PLCs, CCSS, CM and EL strategies.	Aug. – May 2014-15	Hire instructional coach	\$50,000	Title I Gear Up

Actions to be Taken to Reach This Goal ³ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date ⁴ Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
1. Provide GHS with an EL Specialist to insure that every EL is identified and served as described in the EL Master Plan and to provide ongoing training and support teachers of EL students.	Aug. – May 2014-15	Hire EL Specialist	\$25,000	Title 3 \$24,536.16
2. Provide GHS with the ELSSA	Aug. 2014	Contract with MMARS	\$250.00	EIA: \$250.00
3. Provide annual TOT to EL Specialist	June 2015	MCOE TOT CELDT registration	\$50.00	EIA: \$50.00

¹ See Appendix A: Chart of Legal Specifics for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

² List the date an action will be taken, or will begin, and the date it will be completed.

³ See Appendix A: Chart of Legal Specifics for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

⁴ List the date an action will be taken, or will begin, and the date it will be completed.

Note: Centralized services may include the following direct services:

- Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff
- District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches
- After-School and Summer School programs funded by categorical programs
- Data analysis services, software, and training for assessment of student progress

Centralized services do not include administrative costs.

Please duplicate this form as necessary.

Form C: Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: for many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility), which are described at: <http://www.cde.ca.gov/fg/aa/co/ca12sguiappcatprog.asp>

State Programs	Allocation
<input type="checkbox"/> California School Age Families Education Purpose: Assist expectant and parenting students to succeed in school	\$
<input type="checkbox"/> Economic Impact Aid/State Compensatory Education (EIA-SCE) Purpose: Help educationally disadvantaged students succeed in the regular program	\$
<input type="checkbox"/> Economic Impact Aid/Limited English Proficient (EIA-LEP) Purpose: Develop fluency in English and academic proficiency of English learners	\$
<input type="checkbox"/> Peer Assistance and Review Purpose: Assist teachers through coaching and mentoring	\$
<input type="checkbox"/> Professional Development Block Grant Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$
<input type="checkbox"/> Pupil Retention Block Grant Purpose: Prevent students from dropping out of school	\$
<input type="checkbox"/> Quality Education Investment Act (QEIA) Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$
<input type="checkbox"/> School and Library Improvement Program Block Grant Purpose: Improve library and other school programs	\$
<input type="checkbox"/> School Safety and Violence Prevention Act Purpose: Increase school safety	\$
<input type="checkbox"/> Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$
<input type="checkbox"/> List and Describe Other State or Local Funds (e.g., CA State Lottery Funds – Restricted and Unrestricted)	\$141,698
Total amount of state categorical funds allocated to this school	\$141,698

Federal Programs		Allocation
Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs) <input checked="" type="checkbox"/> Includes \$32,580 SES allocation of 20% of Title 1 allocation (required reservation based on PI status. Available Title I allocation for SES: \$35,580		\$185,624
<input checked="" type="checkbox"/> Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$1,856	
<input checked="" type="checkbox"/> For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$18,562	
<input type="checkbox"/> Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals		\$
<input checked="" type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards		\$ 31,913
<input type="checkbox"/> Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs		\$
<input type="checkbox"/> For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement		\$
<input type="checkbox"/> Other federal funds (Title III, IMM)		\$2,951
<input type="checkbox"/> Other federal funds (list and describe)		\$
<input type="checkbox"/> Other federal funds (list and describe)		\$
Total amount of federal categorical funds allocated to this school		\$220,488
Total amount of state and federal categorical funds allocated to this school		\$362,186

Form D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.⁵ The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Francis M. Lynch	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Daniel Villasenor, Chairperson	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sandra Wilson-Brusch, Vice-chairperson	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Laura Villagomez, Secretary	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bernie Barge	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maggie Nuño	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gail White	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Abigay Romero	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Jose Luis Pacheco	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Florentino Salas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Angelica Andrade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Fernanda Sanchez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Bryan Torrez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Melissa Gonzalez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Numbers of members in each category	1	3	2	5	3

⁵ EC Section 52852

Form E: Recommendations and Assurances

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

- 1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- 2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
- 3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

- State Compensatory Education Advisory Committee _____ Signature
- English Learner Advisory Committee _____ Signature
- Special Education Advisory Committee _____ Signature
- Gifted and Talented Education Advisory Committee _____ Signature
- District/School Liaison Team for schools in Program Improvement Signature: _____
- Compensatory Education Advisory Committee _____ Signature
- Departmental Advisory Committee (secondary) _____ Signature
- Other committees established by the school or district (list) DELAC, LCAP Signature: _____

- 4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
- 5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- 6. This SPSA was adopted by the SSC at a public meeting on: May 11, 2015

Attested:

Francis M. Lynch, Greenfield High School Principal

Signature of School Principal

Date

Sandra Wilson Brusck, SSC Vice Chair

Signature of SSC Vice Chair

Date

Daniel Villasenor, SSC Chairperson

Signature of SSC Chairperson

Date

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

SUBJECT: Approval of King City High School Site Plan For Student Achievement

MEETING: May 19, 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:

The Single Plan for Student Achievement is a requirement that each school develop goals, objectives and a plan to use categorical funds for student improvement. This plan is based on achievement data and written with input from staff and the School Site Council.

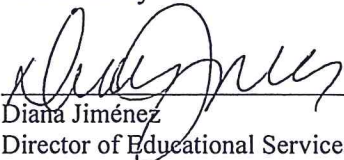
Recommendation:

The recommendation is being made for the State Administrator to approve the King City High School Single Plan for Student Achievement.

Fiscal Impact:


This is required to approve expenditures of State and Federal program funds.

Submitted By:



Diana Jiménez
Director of Educational Services

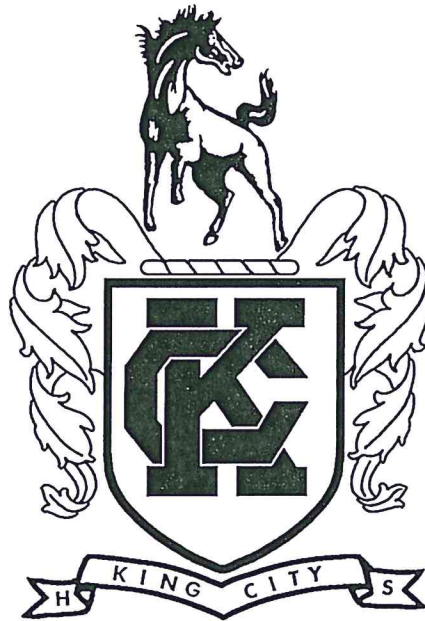
Approved:



Daniel R. Moirao, Ed.D.
State Administrator

2015-16 Single Plan for Student Achievement

King City High School



Part II: The Single Plan for Student Achievement Template

School: King City High School

District: South Monterey County Joint Union High School District

County-District School (CDS) Code: 27-66068

Principal: Janet Sanchez-Matos

Date of this revision: **May 11, 2015**

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Janet Sanchez-Matos

Position: Principal

Telephone Number: 831-385-0606

Address: 720 Broadway St
King City CA 93930

E-mail Address: jmatos@kingcity.k12.ca.us

The District Governing Board approved this revision of the SPSA on May 19, 2015.

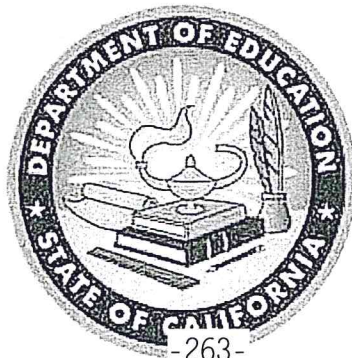


Table of Contents

Planned Improvements in Student Performance

Centralized Services for Planned Improvements in Student Performance

Form C: Programs Included in This Plan

Form D: School Site Council Membership

Form E: Recommendations and Assurances

Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

All LCAP 2014-17 goals and performance measures are in italics:

English Language Arts (ELA)

LEA GOAL: Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in ELA by 2015-16 as measured by SBAC Interim Assessment results and local benchmarks.

LCAP Priority #4 Student Achievement

LCAP Priority: #2 Implementation of the CCSS

WASC VC Report March 2014: The school needs to insure that all students, including English learners and students with disabilities, are able to successfully demonstrate mastery of critical academic skills on state mandated assessments.

SCHOOL GOAL ELA1A: By May 2015 80% (an increase of 2%, from 78% in 2015) of the 10th graders will pass the ELA CAHSEE.

SCHOOL GOAL ELA1A.2: By May 2016 22% (an increase from 18% on the 2014 EAP) of the 11th graders will receive a "ready for college" designation on the EAP and SBAC exams (TBD upon release of SBAC score reports in May of 2015).

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?								
<p>2014-15 CAHSEE ELA Data 2014 EAP Data Student performance in CAHSEE Prep Class Weekly Practice Quizzes in Eng. 2 Classes SARC January 2014 Analysis of 2014-15 SPSA WASC Three-Year-Term Report March 2014 ELA local benchmarks</p>	<p>As measured by the ELA CST from 2010-2013, the percent of students scoring proficient or above by grade level has dropped from 41% to 38%. On the 2013 ELA CST the following subgroups scored proficient or advanced:</p> <ul style="list-style-type: none"> • 34% of the Latino students • 33% of the low SES • 8% of the ELs • 19% of the students with disabilities • 67% of the white students <p>As measured by the ELA CAHSEE from 2010-2013, the percent of 10th graders scoring proficient or advanced has increased from 45% to 49%.</p> <table border="1" data-bbox="867 1317 1249 1443"> <tbody> <tr> <td>2014-15</td> <td>78%</td> </tr> <tr> <td>2013-14</td> <td>73%</td> </tr> <tr> <td>2012-13</td> <td>75%</td> </tr> <tr> <td>2011-12</td> <td>71%</td> </tr> </tbody> </table>	2014-15	78%	2013-14	73%	2012-13	75%	2011-12	71%	<p>How will the school evaluate the progress of this goal?</p> <p><i>LCAP: Performance on standardized tests*</i></p> <ul style="list-style-type: none"> • 10th grade ELA CAHSEE passing rates • % of _____ graders who score proficient or advanced on the _____ <p><i>Complete with SBAC and EAP data when available</i></p> <p><i>*Rates by student subgroup: Low SES, EL, Foster Child, Students with Disabilities</i></p>
2014-15	78%									
2013-14	73%									
2012-13	75%									
2011-12	71%									

STRATEGY 1A.1: During the 2015-16 school year, KCHS will continue to modify pacing guides, benchmarks and common formative assessments to meet the needs of students. The pacing guides and results of the benchmark and common formative assessments will be the focus of PLC work.

STRATEGY 1A.1.b: During 2015-16 KCHS will utilize the interim assessment blocks from SBAC to build common formative assessments that will be the focus of PLC work.

STRATEGY 1A.1.c: During 2015-16 KCHS will continue to utilize the interim assessment blocks from SBAC to build common formative assessments that will be the focus of PLC work, and continue to modify pacing guides as necessary to focus on increasing the effectiveness of the curriculum.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>1A.1. By June of 2015 pacing guides and PBA-type writing benchmarks will be modified as needed to align with the ELA CCSS for ELA grades 9 and 12.</p> <p>By September of 2015 1st quarter PBA writing benchmarks will be delivered and assessed for all grade levels with the ELA CCSS for ELA grade 11.</p> <p>By August 2015, all ELA teachers will be trained in the Interim assessment blocks and use them for common formative assessments with their students.</p> <p>Ongoing for 2015-16 school year, teachers will analyze the results of the interim assessments within the PLC.</p>	<p>Site Administration Department Chair Instructional Coach PLC members</p>	<ol style="list-style-type: none"> 1. ELA teachers will revisit the established pacing guides and benchmarks to make modifications to for the 2015-16 school year. <ul style="list-style-type: none"> • Continue to review results of 2015-2016 local assessments, CELDT, and SBAC interim assessments to revise pacing guides as necessary • Continue to hold ELA Department in the development and analysis of PBA-type writing benchmarks. • Create and follow an annual-ELA Dept. release day calendar for calibrating and scoring benchmarks. • Before August, 2015, train any new ELA teachers in the pacing guides and delivery of the benchmarks. 2. ELA teachers will be trained in accessing the interim assessment blocks and formative assessments housed in SBAC. 3. ELA teachers will be trained in the use of the SBAC Digital Library and how to read and use the interim assessment student data reports for focus in the PLC. 4. ELA teachers within their PLCs will utilize the IABs for formative assessment and instructional decisions. 	<p>Title I Release Days / Subs \$4,000 Allocated</p> <p>Title I Release Days / Subs \$1,000 Allocated</p> <p>6 release days/allocation for subs for calibration and revising pacing</p>

STRATEGY 1A.2: During 2015-16 all 9th and 10th grade students scoring below 800 on the SRI Lexile reading inventory will be placed in READ 180, the ELA intervention program, as the intensive intervention with the goal to improve by a minimum of 100 Lexile points.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1A.2.a By May, 2015, identify potential ELA intensive intervention students for placement in summer intervention program, READ 180 (select and train teachers).	Site Administration Department Chair Instructional Coach Trained Read 180 Instructor(s).	<ol style="list-style-type: none"> 1. Use SRI Reading results to create a list of students who are potential candidates for ELA intervention program. 2. Order any additional Intervention program instructional materials. 3. Assist the READ 180 teacher in creating weekly reports which will summarize the results of the summer program and present results to SSC by September 30, 2015. 	\$13,000 (see Scholastic READ 180 quote)
1A.2.b Schedule READ 180 into the master planning, retest students to determine roster. Select teacher and determine placement.	Administration Counselor	<ol style="list-style-type: none"> 1. Schedule READ 180 classes on the 2015-16 master schedule. 2. Prepare a classroom/lab with updated materials and technology. 	
1A.2.c. On a quarterly basis analyze the progress of students enrolled in Saturday ELA intervention program.	READ 180 teacher	<ol style="list-style-type: none"> 1. Establish a calendar for end of the quarter reports to the SSC on the progress of students enrolled in the Saturday READ 180 classes. 	\$0

STRATEGY 1A.3: During 2015-16, all 11th and 12th grade students who have not passed the ELA CAHSEE (replace with SBAC possibly), and/or are in need of tutoring will be attending an extended learning day opportunity.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>1.A.3.a By the end of quarter one enroll target students in extended learning opportunities:</p> <ul style="list-style-type: none"> • Tutoring before/after school, on Saturdays, and during summer • CAHSEE/SBAC prep. <p>1.A.3.b Saturday session offered during the school year, but not monitored.</p> <p>1.A.3.c Embed a CAHSEE/SBAC English support block into a 10th grade ELD ¾ course to target EL students proactively.</p>	Administration Student Support Services	<ol style="list-style-type: none"> 1. The CAHSEE tutoring is an extended learning opportunity (beyond the school day). Coordinate the CAHSEE tutoring with all extended learning day services through the creation of documents which identify the purpose, the eligible students, delivery system, schedule, and delineate the plan for program monitoring. 2. Use the same system for monthly monitoring of student attendance as in other extended learning day opportunities. 3. Use the same evaluation template used by every extended learning day teacher/provider which includes attendance and data-based results to evaluate program effectiveness. 4. Before the tutorial starts, CAHSEE prep teachers will analyze subgroup performance on the ELA CAHSEE by strand and create a pacing guide to insure that students are receive remediation in the highest areas of need. 5. Purchase necessary materials and technology. 6. Contact the parents of the target students, making sure they understand the purpose, schedule, and contact information. 7. Establish a calendar for end of the semester reports to the SSC on the progress of students enrolled in all extended learning opportunities including CAHSEE and SES. 	<p>Title I ELA CAHSEE teacher \$5,000</p> <p>Title I ELA tutorial teachers \$5,000</p> <p>Title I Hourly Salaries and Benefits \$22,473</p> <p>Title I SES \$40,000</p>
1A.3.2 Implement a summer program for entering 9 th grade (Read 180).	Principal GEAR Up	<ol style="list-style-type: none"> 1. By May 30, 2015, create a written document all the summer programs which: <ul style="list-style-type: none"> • clarifies the purpose, goals, placement procedures, • identifies the needed professional development, other instructional support, and materials, • describes how the success of each summer program will be evaluated quantitatively and qualitatively. If possible, use the same evaluation template that all other extended learning day programs are using. 2. Schedule the summer program staff to present its report on the summer school program to SSC by September 30, 2015. 	\$20,000 Title 1

Mathematics

LEA GOAL: Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in Mathematics by 2015-16 as measured by SBAC Interim Assessment results and local benchmarks.

LCAP Priority #4 Student Achievement

LCAP Priority: #2 Implementation of the CCSS

WASC VC Report March 2014: The school needs to insure that all students, including English learners and students with disabilities, are able to successfully demonstrate mastery of critical academic skills on state mandated assessments.

SCHOOL GOAL MATH 1B: By May 2016 82% (an increase from 78%) of the 10th graders will pass the Math CAHSEE.

SCHOOL GOAL MATH 1B: By May 2016 17% (an increase from 2%) of the 11th graders will receive a “ready for college” designation on the EAP.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
<p>Math CST data 2000-10 to 2012-13 CAHSEE (AYP) ARC January 2015 Analysis of 2014-15 SPSA WASC Three-Year-Term Report March 2014</p>	<p>As measured by the Math CST from 2010-2013, the percent of students scoring proficient or above by grade level has dropped from 34% to 11%. On the 2013 Math CST, the following subgroups scored proficient or advanced:</p> <ul style="list-style-type: none"> • 10% of the Latino students • 10% of the low SES • 5% of the ELs • 8% of the students with disabilities • 20% of the white students <p>As measured by the Math CAHSEE from 2010-2013, the percent of 10th graders scoring proficient or advanced has dropped from 52% to 46%. On the 2013 Math CAHSEE, the following subgroups scored proficient or advanced:</p> <ul style="list-style-type: none"> • 43% of the Latino students • 42% of the low SES • 14% of the ELs • 5% of the students with disabilities • 89% of the white students <p>The WASC VC noted that “The most dramatic decline in performance occurred with Students with Disabilities with a significant decline in API, graduation rate, widening achievement gap, and</p>	<p>LCAP: Performance on standardized tests*</p> <ul style="list-style-type: none"> • % of 10th graders passing the math CAHSEE • % of 11th graders scoring college-ready on the EAP <p><i>*Rates by student subgroup: Low SES, EL, Foster Child, Students with Disabilities</i></p>

	significant decrease in CAHSEE proficiency and passing rates.”											
	<table border="1"> <tr> <td>2014-15</td> <td>78%</td> </tr> <tr> <td>2013-14</td> <td>78%</td> </tr> <tr> <td>2012-13</td> <td>72%</td> </tr> <tr> <td>2011-12</td> <td>73%</td> </tr> <tr> <td>2010-11</td> <td>80%</td> </tr> </table>	2014-15	78%	2013-14	78%	2012-13	72%	2011-12	73%	2010-11	80%	
2014-15	78%											
2013-14	78%											
2012-13	72%											
2011-12	73%											
2010-11	80%											

STRATEGY 1B.1: Develop and implement a plan for the continued implementation of Math I.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1B.1.1 By August 2015 Develop and implement a plan for the continued implementation and revision of Math I.	Site Administration Math Department Chair	<ol style="list-style-type: none"> The plan for Math I will include: <ul style="list-style-type: none"> Continue the revision of the 8 common modules' assessments. Continue to create an annual calendar for the administration and scoring of the common benchmark tasks. Continue to provide needed professional development and other support. A description of how and when the Math Visions Project modules will be duplicated and distributed. Prepare reports for the SSC and the DSLT will receive progress reports on Math I A and B. 	Title I Release time / Subs \$1,000 Title I USA Test Prep \$10,000

-270-

STRATEGY 1B.2 Develop and implement a plan for the implementation of Math II.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1B.2 By August 2015 develop a comprehensive plan for the continued implementation and revision of Math II.	Math Department Chair Counselor	<ol style="list-style-type: none"> The plan for Math II will include: <ul style="list-style-type: none"> Continue the revision of the 8 common modules' assessments. Continue to create an annual calendar for the administration and scoring of the common benchmark tasks. Continue to provide needed professional development and other support. A description of how and when the Math Visions Project modules will be duplicated and distributed. 	Title I Release Days / subs \$1,000

		3. Prepare reports for the SSC and the DSLT will receive progress reports on placement chart identifying which students will continue to Math II and which will be enrolled in Math I A/B.	
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STRATEGY 1B.3 Develop and implement a plan for the implementation of Math I A and B.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1B.3 By August 2015 implement Math I A and B. -271-	Administration Math Department Chair	<ol style="list-style-type: none"> The plan for Math I A and B will include: <ul style="list-style-type: none"> Review and revise the pacing guides and module assessments with their administration and scoring dates as a focus of PLC work Needed professional development and other support A description of how and when the Math Visions Project modules will be duplicated and distributed. Follow the placement chart identifying which students will continue to Math II and which will be enrolled in Math I A/B. Prepare reports for the SSC and the DSLT to receive progress reports on Math I A and B. 	Title I MCOE Trainings /Subs \$1,000

STRATEGY 1B.4 Develop and implement a plan for the implementation of Math III AND Common Core Review.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
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<p>1B.4 By August 2015 develop a comprehensive plan for the implementation of Math III and Common Core Review.</p>	<p>Administration Math Department Chair</p>	<p>1. The plan for Math III and Common Core Review will include:</p> <ul style="list-style-type: none"> • The pacing guide and module assessments with their administration and scoring dates • Needed professional development and other support • A description of how and when the Math Visions Project modules will be duplicated and distributed. • A placement chart identifying which students will continue to Math III and which will be enrolled in Common Core Review. <p>2. Prepare reports for the SSC and the DSLT to receive progress reports on Math III and Common Core Review.</p>	<p>Title I MCOE Trainings /Subs \$1,000</p>
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Science

LEA GOAL: 1C

LCAP Priority: #2 Implementation of the CCSS

LCAP Priority: #4 Student Achievement

WASC VC Report March 2014 Critical Area of Need # 3: The administration and all teachers need to prioritize the implementation of curriculum and instructional strategies based on the CCSS and the NGSS in English, math, and science, and the implementation in every class of the College and Career Readiness Anchor Standards for reading, writing, listening-speaking, and language.

SCHOOL GOAL Science:

SCHOOL GOALSCIENCE 1B: By May 2016 75% of the Science students will score proficient on the NGSS science department common assessment.

SCHOOL GOALSCIENCE 1B.1 By May 2016 50% 10th graders will score proficient on the life science CST.

-273

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1.C.1 By May 2016 develop a comprehensive plan for the implementation of the Next Generation Science Standards by 2016-2017.	Administration Science Department Chair	<ol style="list-style-type: none"> 1. Continue to develop common district pacing guides and benchmarks in all science courses to include NGSS. 2. Develop a calendar for administrating and scoring the common assessments. 3. Receive professional development: <ul style="list-style-type: none"> • On the Vernier equipment and other technology needed to support engineering. • For all AP science teachers. • Implement the use of data disaggregation program • MCOE NGSS trainings continuation 4. Visitation to engineering programs and high schools that are implementing NGSS. 5. Attendance at the Project Lead the Way training Intro to Engineering. 6. Development of new science courses and UC Approval. 	NGSS supplementary materials Cost of Professional development Title 1 \$2,000 AP PD Paid via LCAP

Social Science

LEA GOAL: 1.D

LCAP Priority: #2 Implementation of the CCSS

LCAP Priority: #4 Student Achievement

WASC VC Report March 2014 Critical Area of Need # 3: The administration and all teachers need to prioritize the implementation of curriculum and instructional strategies based on the CCSS and the NGSS in English, math, and science, and the implementation in every class of the College and Career Readiness Anchor Standards for reading, writing, listening-speaking, and language.

SCHOOL GOAL Social Science: The total number of students enrolled in AP Social Science courses by 2015-2016 will increase by 10% when compared to the previous year, as an increase in students taking AP level courses increases the skill sets of those students in preparation for the CCSS.

-274- Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1.D. Continue the transition to the College and Career Readiness Standards.	Administration Social Science Department Chair	<ol style="list-style-type: none"> 1. Continue to attend AP professional development <ul style="list-style-type: none"> • AP Professional Development (AP US, AP European, AP HG) • Review the implementation of two new AP classes AP US Government and AP Human Geography (2014-2015) • Implement one new AP course (AP European History) 2. Receive copies of the Social Science framework draft to begin study <ul style="list-style-type: none"> • Develop pacing guide of historical thinking skills for 10th grade World History • Begin development of Course Outlines, Pacing Guides, and align lessons to the CCSS for all new/existing AP Courses (Time outside of school at our hourly rate) 3. Develop a support class for AP US History/AP Language students (Historical Documents). 	AP workshops Funded by LCAP Title 1 \$5,000 To take place during summer, weekends, evenings, holidays, etc. to develop and align curriculum.

			Title 1 \$10,000 Support classes need the buying of a prep period
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Business

LEA GOAL: 1.E

LCAP Priority: #2 Implementation of the CCSS

LCAP Priority: #4 Student Achievement

WASC VC Report March 2014 Critical Area of Need # 3: The administration and all teachers need to prioritize the implementation of curriculum and instructional strategies based on the CCSS and the NGSS in English, math, and science, and the implementation in every class of the College and Career Readiness Anchor Standards for reading, writing, listening-speaking, and language.

SCHOOL GOAL Business: By Fall 2016, 50% of the KCHS Student Body will be enrolled in a Computer Applications course to prepare them with the skills necessary to be successful on the SBAC.
By the Fall of 2017, 55% of the KCHS student body will be enrolled in a Computer Applications course to prepare them with the skills necessary to be successful on the SBAC.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1.E Students will be enrolled in computer classes that prepare them with college and career skills	Administration Department Chair	<ol style="list-style-type: none"> Develop a pacing guide of technology skills needed to succeed on SBAC. Need release time in order to complete pacing guides. 	Title 1 \$1,000 Hire subs for release time

Agriculture

LEA GOAL: 1.F.

LCAP Priority: #2 Implementation of the CCSS

LCAP Priority: #4 Student Achievement

WASC VC Report March 2014 Critical Area of Need # 3: The administration and all teachers need to prioritize the implementation of curriculum and instructional strategies based on the CCSS and the NGSS in English, math, and science, and the implementation in every class of the College and Career Readiness Anchor Standards for reading, writing, listening-speaking, and language.

By May 2016 70% of agriculture students will receive a passing rate on the agriculture common assessment focusing on CCRA standard writing.

By May 2017 55% of the agriculture program completer students will receive an agriculture industry career readiness certification in one agriculture career sector.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1.f. By August of 2015 implement new agriculture courses with a focus on the CCRs and certificate completion program.	Administration Department Chair	<ol style="list-style-type: none"> 1. Continue to develop and implement new pacing guides that incorporates the certifications and CCSS. (ongoing) 2. Continue to develop and implement common assessments focusing on CCRA Standards. (ongoing) 3. Continue to develop certifications in our individual courses to be assessed by our local agriculture advisory committee. (Fall of 2015) <ul style="list-style-type: none"> • Attend CATA Conference in June 2015 • Meet with Local Advisory Board June 2015 4. Develop and implement new agriculture courses <ul style="list-style-type: none"> • Honors Ag Bio • UCOP Courses <ol style="list-style-type: none"> a) Agriculture and Soil Chemistry 	CATA Conference-Perkins Ag covers all these expenses: Through Perkins and AG incentive grant Printing supplies for student portfolio & certifications Cost of Industry Certification tests

- b) Agriscience System Management
- c) Sustainable Agriculture Biology

Physical Education

LEA GOAL: 1.g

LCAP Priority: #2 Implementation of the CCSS

LCAP Priority: #4 Student Achievement

WASC VC Report March 2014 Critical Area of Need # 3: The administration and all teachers need to prioritize the implementation of curriculum and instructional strategies based on the CCSS and the NGSS in English, math, and science, and the implementation in every class of the College and Career Readiness Anchor Standards for reading, writing, listening-speaking, and language.

SCHOOL GOAL Physical Education: By end of 3rd quarter 70% of the 9th grade boys will achieve the HFZ in the mile run. By the end of the 3rd quarter 65 % of 9th grade girls will achieve the HFZ in the mile run.

-277-

<p>What data did you use to form this goal? California Physical Fitness Test Results</p>	<p>What were the findings from the analysis of this data? As of 2nd quarter benchmarks results showed 70.8% of 9th grade boys achieved the HFZ and 62.5% of 9th grade girls achieved the HFZ.</p>	<p>How will the school evaluate the progress of this goal? Performance on the California Physical Fitness Test</p>	
<p align="center">Action/Date</p>	<p align="center">Person(s) Responsible</p>	<p align="center">Task/Date</p>	<p align="center">Cost and Funding Source (Itemize for Each Source)</p>
<p>1.g. Window for PFT is February-June. Testing to be completed by March 20th</p>	<p>Administration Physical Education teachers</p>	<p>1. Visit other PE programs implementing CCRs</p>	<p>Substitute costs/mileage Title 1 \$1,000</p>

Fine Arts

LEA GOAL: Performance Goal 1: *All students will reach high standards, at a minimum, attaining proficiency or better in ELA by 2015-16.*

LCAP Priority: #2 Implementation of the CCSS

LCAP Priority: #4 Student Achievement

WASC VC Report March 2014 Critical Area of Need # 3: The administration and all teachers need to prioritize the implementation of curriculum and instructional strategies based on the CCSS and the NGSS in English, math, and science, and the implementation in every class of the College and Career Readiness Anchor Standards for reading, writing, listening-speaking, and language.

SCHOOL GOAL Fine Arts: Students enrolled in the fine arts will increase their proficiency on CCR local assessments

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1.g By July 2015 Research for 2015 Summer 2015 2015-2016 Summer 2015 2015-2016 school year	Administration Department Chair	1. During the 2015-16 school year, fine art teachers will receive training in the following during the 2015-16 : <ul style="list-style-type: none"> • Spanish teachers attend CLTA/CLWP World Language Conference • MCOE workshops in Salinas for CCR/CCSS implementation in Fine Arts • AP Conferences for Spanish • National Arts Education Association Conference 2. Supplies to run fine art programs will be purchased, to include: <ul style="list-style-type: none"> • Supplies for art: white boards (for improved literacy/vocabulary instruction) and art storage • The purchase of art room equipment for diversification of program offered • Install Smart Board in Mr. Graham's room to improve uniformity of instruction among all departments. • Supplies for (new) music teacher: Music notation software 	Conferences Workshops Trainings AP Conferences Title 1 \$10,000 LCAP will pay for AP Conf Supplies Title 1

-278-

<p>Prior to 2015-2016 school year</p>		<p>3. New Music teacher: Attend California Music Educators Conference OR Cal Band Directors Association conference</p> <ul style="list-style-type: none"> • Spanish for Spanish Speakers textbook (current one is from 1987) • Subscription to <i>Art Scholastics</i> 	<p>\$1,000</p> <p>Text books General funds</p>
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English Learners

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

LCAP Priority #1 Basic Services

LCAP Priority #2 Implementation of the CCSS

LCAP Priority #3 Parent Involvement

LCAP Priority #4 Student Achievement

WASC VC Report March 2014: The school needs to insure that all students, including English learners and students with disabilities, are able to successfully demonstrate mastery of critical academic skills on state mandated assessments.

SCHOOL GOAL English Learners: By May 2016 45% of the ELs will increase their level on the CELDT (up from 36% in 12-13).

SCHOOL GOAL English Learners: By May 2016 25% of the ELs will be redesignated English language proficient (up from 22% in 2015).

SCHOOL GOAL English Learners: By May 2016 50% of the 10th grade ELs will pass the ELA CAHSEE (up from 41% 13-4).

SCHOOL GOAL English Learners: By May 2016 62% of the 10th grade ELs will pass the Math CAHSEE (up from 59% in 13-14)

School Site Council will review data at their May meeting when EL data is released.

<p>What data did you use to form this goal?</p> <p>Analysis of 2013-14 KCHS SPSA ELSSA CELDT data EL performance on the ELA CST CAHSEE results WASC Three-Year-Term Report March 2014</p>	<p>What were the findings from the analysis of this data?</p> <p>In 2013-14: 6% of the 10th grade English learners scored at proficient or above on the ELA CAHSEE as compared to 48% of all 10th graders. 14% of the 10th grade English learners scored at proficient or above on the ELA CAHSEE as compared to 45% of all 10th graders.</p> <p>The redesignation rate for ELs</p> <table border="1" data-bbox="705 456 1066 695"> <tr> <td>2014-15</td> <td>22% (+CPMS may get counted by CDE)</td> </tr> <tr> <td>2013-14</td> <td>21%</td> </tr> <tr> <td>2012-13</td> <td>6%</td> </tr> </table>	2014-15	22% (+CPMS may get counted by CDE)	2013-14	21%	2012-13	6%	<p>How will the school evaluate the progress of this goal?</p> <p>Percent of ELs who increase at least one CELDT level Percent of ELs that become English proficient EL reclassification rate Implementation of Next Generation ELD Standards for ELs Efforts to seek input of EL parents Promotion of EL parent participation ELAC agendas, sign in sheets, minutes DELAC agendas, sign in sheets, minutes</p>
2014-15	22% (+CPMS may get counted by CDE)							
2013-14	21%							
2012-13	6%							

-280-

STRATEGY 2.1: Hire an EL Specialist to insure that the EL Master Plan is fully implemented.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2.1.1 Hire a full time EL Specialist	State Administrator HR	1. By June 2015 hire and evaluate the position of the EL Specialist as outlined in the EL Master Plan and revise if necessary.	Title III EL Specialist
2.1.1 Continue to employ an EL Liaison	Administrator Principal	2. By May 2016 the EL Specialist will have completed the annual evaluation of the EL Program as outlined in the EL Master Plan and implemented all activities for ELs in the KCHS SPSA. 3. Continue to employ and professionally develop an EL Liaison	EIA EL Specialist

STRATEGY 2.2: Place all English Learners in appropriate ELA/ELD and core content classes.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
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2.2.1 Continue to appropriately place all ELs, including ELs who are also students with disabilities, in ELD and SDAIE classes.	Principal Student Support Services EL Specialist	<ol style="list-style-type: none"> 1. For 2015-16 offer ELD ¾ as separate grade level classes. 2. Offer a separate ELD for on track 3s in program less than 5 years. Reduce class sizes for English Learners to 25:1. 3. Develop pacing guides and Constructing Meaning units of study with benchmarks for all ELD courses 4. Develop pacing guides (of strategies and supports NOT content) for each SDAIE class. 5. Use multiple measures to place ELD students properly (i.e. benchmarks, SRI, YIP, not just CELDT level). 	EIA Cost of subs \$3,000
2.2.2 Continue the transition to the Next Generation ELD Standards by 2015-16 2.2.2 Professional development for ELD teachers to develop NGELD units	Principal EL Specialist ELD teacher	<ol style="list-style-type: none"> 1. Continue to provide Professional development during the 2015-16 School year for the implementation of NGELD 2. Provide professional development support over the summer of 2015 for NGELD unit preparation. 	EIA Cost of PD and Subs \$4,000

STRATEGY 2.3: During 2013-14, all English Learners in need of additional ELD will be attending an extended learning day opportunity.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2.3.1 Enroll all ELs in need of additional ELD in after school ELD tutoring class.	EL Specialist	<ol style="list-style-type: none"> 1. By August 30, 2016, evaluate the effectiveness of the 2015-16 ELD tutorials: how many ELs needed tutoring, attended tutoring, and what evidence is there that attending tutoring affected the level of achievement. 2. Develop the plan for 2015-16 ELD tutorials 	EIA:LEP - 2 ELD tutorial teachers \$20,000 Supplementary materials for ELD \$15,000

STRATEGY 2.4: Meet all Title III parent involvement requirements.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2.4.1 Establish a functioning EL advisory committee (ELAC). If ELAC is delegated to and accepted	EL Specialist	1. Continue to follow EL Master Plan for steps and calendar.	EIA:LEP Refreshments, mailing, child care \$ 2,000 Allocated

Highly Qualified Teachers

LEA GOAL: Performance Goal 3: *By 2014-15, all students will be taught by highly qualified teachers.*

LCAP Priority #1 Basic Services

WASC VC Report March 2014 Critical Areas of Need:

1. The administration needs to continue to support the work of the Instructional Coach as she supports the broad and deep implementation of all CM strategies.
2. The administration and department heads need to prioritize the implementation of PLCs in every department and to provide professional development, support, and monitoring so that teachers are able to use all the tools that the PLC format requires.
3. The administration and all teachers need to prioritize the implementation of curriculum and instructional strategies based on the CCSS and the NGSS in English, math, and science, and the implementation in every class of the College and Career Readiness Anchor Standards for reading, writing, listening-speaking, and language.

SCHOOL GOALS: Constructing Meaning

GOAL 3.1.: 100% of teachers will be certified in Constructing Meaning.

GOAL 3.1.a: By June of 2016, teachers will increase their implementation of CM reading strategies from 64% to 90% (72%).

GOAL 3.1.b: By June of 2016, teachers will increase their implementation of CM oral language strategies from 59% to 70%.

GOAL 3.1.c: By June of 2017, teachers will increase their implementation of CM oral language strategies from 70% to 90%.

GOAL 3.2: By June of 2016, teachers will increase their implementation of CM oral language strategies from 28% to 50% (59%).

GOAL 3.2.b: By June of 2016, teachers will increase their implementation of CM oral language strategies from 59% to 70%.

GOAL 3.2.c: By June of 2017, teachers will increase their implementation of CM oral language strategies from 70% to 90%.

GOAL 3.3: By June of 2015, teachers will increase their implementation of CM writing strategies from 58% to 70% (43%).

GOAL 3.3.b: By June of 2016, teachers will increase their implementation of CM writing strategies from 58% to 65%

GOAL 3.3.c: By June of 2017, teachers will increase their implementation of CM oral language strategies from 65% to 80%.

GOAL 3.4.: By June of 2015, 75% (9) teachers will participate in voluntary walkthroughs to collect observational data on CM strategies being implemented.

GOAL 3.4.b: By June of 2016, 80% of teachers will participate in voluntary walk throughs to collect observational data on CM strategies being implemented.

GOAL 3.4.c: By June of 2016, 85% of teachers will participate in voluntary walk throughs to collect observational data on CM strategies being implemented.

SCHOOL GOALS: Professional Learning Communities

GOAL 3.5.: 100% of teachers will belong to, and operate in, an effective Professional Learning Community in order to analyze student data on common formative and summative assessments to inform their teaching practices and improve student learning. The effectiveness of the Professional Learning Communities (PLCs) will be based on the analysis of student achievement data and the sharing of best teaching practices to increase student learning.

GOAL 3.6: By August of 2015, 100% (an increase from 92%) of teachers will have received training in the area of Professional Learning Communities and data analysis, PLC leads will be chosen.

GOAL 3.6.a: By May of 2016, we will continue to have 100% of teachers will have received training in the area of Professional Learning Communities and data analysis, PLC leads will be chosen.

GOAL 3.6.b.: By May of 2015, a comprehensive calendar of PLC meeting dates and members will be established and widely communicated.

GOAL 3.6.c.: By May of 2016, a comprehensive calendar of PLC meeting dates and members will be established and widely communicated.

GOAL 3.7: By August of 2015, KCHS PLC leads will have been selected and work in collaboration with the administration to create common PLC protocols, forms and reporting procedures.

GOAL 3.7.a: By August of 2015, KCHS PLC leads will have been selected and work in collaboration with the administration to create common PLC protocols, forms and reporting procedures. Completed

GOAL 3.7.b: By fall of 2014, members of PLCS will have been trained on the common PLC protocols, forms and reporting procedures.

GOAL 3.7.c: By fall of 2015, members of PLCS will have been trained on the common PLC protocols, forms and reporting procedures.

GOAL 3.8b: By June 2015, administration will have conducted two observations for each PLCs operation and provided feedback to the successful implementation of the PLCs goals.

GOAL 3.8.c By June 2016, administration will have monitored the operation of PLCs through walkthroughs and review and feedback to the successful implementation of the PLCs goals. Completed and supported through PLC lead meetings

What data did you use to form this goal?

SARC January 2014
 Spring 2014 analysis of CM implementation
 WASC Three-Year-Term Report March 2014

CM In the Classroom Walkthrough Data
 CM/PLC teacher reflection survey

What were the findings from the analysis of this data?

In 2014-15 there was one teacher misassigned (one long term sub in the SPED department).
 Teachers' self-assessment of their progress towards implementing Constructing Meaning:

- 25/37 (68%) use writing and note taking strategies (The WASC VT confirmed this by reviewing the CM in the Classroom Binder.)
- 14/37 (38%) use oral language and vocabulary strategies

Data table below is constructed of 192 observations (not all classrooms represented)

CM Competency	Admin Walk through	IC CM walk through	Teacher self-rating (32/35)
% of teachers CM trained		91%	
% of admin trained		100%	
Learning and Language Goal		82.2%	90%
Language as content		77.8	74.3
Oral Language routines		91.1	59.4
Note-making		97.8	71.9
Academic Writing		81.7	43.8

WASC VC noted that:

- Not all departments function equally effectively as PLCs
- Strategies/resources needed to be identified, assessments developed, used, and analyzed, and lesson plans tested and made available to others.
- All staff members need to learn sets of sophisticated skills that many staff members do not now have.
- The school needs to be clear about how it will accomplish the above.

How will the school evaluate the progress of this goal?

Rate of teacher misassignment
 Ongoing monitoring of CM implementation through: walk through observational data and needs assessment survey results
 Ongoing monitoring of the use of PLC time through: review and feedback to the PLC note-taking sheets and needs assessment survey results

-286-	PLC data findings	
	PLC training for teachers (9-17-14)	92%
	PLC leads selected and trained	100%
	PLCs observed and feedback given (emails, in PLC observation, and PLC lead meetings)	100%
	In my PLC we focus on continuous refinement of our practice	68%
	I am prepared for my PLC with student's work and data to discuss in my PLC as a means to drive instruction and refine classroom practices to improve student learning	68%
	I use formative assessments as a means of monitoring student progress and "checks for understanding" as a means to improve student mastery of the content and language	59.4%
	I modify instructional sequence, re-teach or accelerate learning based on student progress	65.6%
	I follow the norms of my PLC and meet with colleagues to actively engage in constructive conversations about improving teaching and student learning	81%
	I engage in the collaborative inquiry process via peer observations, walk-throughs, classroom visits, and coaching opportunities to improve my practice.	60%

STRATEGY 3.1-3.4 Provide training and ongoing support for the school wide implementation of Constructing Meaning (CM).

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
3.1.1-3.4 Increase the school wide implementation of Constructing Meaning. Making progress each year.	Administration Instructional coach Literacy Team	<ol style="list-style-type: none"> Continue to provide CM Training for new teachers and new or untrained administrators each new school year Choose three strategies (from separate domains) for annual focus to monitor implementation through the collection and reporting of data Continue to calibrate observations with administration and provide schoolwide feedback and support. 	Title I 1.0 Instructional Coach Expenditures EIA:LEP CM training summer:

		<ul style="list-style-type: none"> 4. Increase the number of teachers involved in learning walks and debriefs 5. Continue to link CM strategies to CCSS implementation and local CCSS benchmarks aligned to CCR standards 	<p>\$5000 Allocated Subs/extra time during school \$5000 Allocated</p>
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STRATEGY 3.5-3.8: Provide training and support to ensure that all staff have the knowledge and skills to effectively use the Professional Learning Community release time.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>3.5.1-3. 8 By June 2016 improve the level of implementation of PLCs</p> <p style="text-align: center;">-287-</p>	Administration Instructional Coach	<ul style="list-style-type: none"> 1. Continue to provide additional training to staff in the “sophisticated skills” needed to effectively participate in a PLC including the creation and enforcement of norms, the development of formative assessments, how to analyze and respond to the results of these assessments. With additional focus in 15-16 for the development and analysis of common formative assessments. 2. Review and revise the composition of the Professional Learning Communities for greatest efficacy. 3. Create and review the early release day calendar with input from the staff. 4. Continue to support PLC leads, agree on outline protocols and duties. Implement the PLC Calendar and protocol. 5. Increase the amount of monitoring of PLC time through administrative walkthroughs, review and feedback on note taking sheets. 	<p>Title 1 PLC training/materials \$10,000 Allocated</p>

STRATEGY 3.10: Provide training and support for the full implementation of the new Aeries grade book.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)

3.10.1 By June 2016 train all teachers in the use of the new Aeries grade book.	Administration tech	1. Tech department will train all teachers in the updated Aeries grade book system	
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Safe, Drug-free, Conducive to Learning Environment

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

LCAP Priority #1 Basic Services
LCAP Priority #3 Parent Involvement
LCAP Priority #6 School Climate

School Goal:

Continue to reduce the rate of suspensions and offer alternative interventions through student and parent counseling.

What data did you use to form this goal?

SARC January 2015
 King City High School data profile Spring 2015
 CALPADS

What were your findings?

	Suspension	Expulsions
2014-15	73 up to date 5/11/15	1 up to date 5/11/15
2013-14	147/102	0
2012-13	158/110	0
2011-12	373/180	10

Year	Drop Outs	Graduates	A-g comp.
2015			
2014	11	178=93.2%	22=12%
2013	17	179=90.0%	27=15%
2012	16	158=87%	19=12%

How will the school evaluate the progress of this goal?

*Student suspension rates**
Student expulsion rates

**Rates by student subgroup: Low SES, EL, Foster Child, Students with Disabilities*

-289-

STRATEGY 4.1: Continue to implement Link Crew.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
4.1.1. Continue to implement Link Crew.	Site Admin Link Crew Staff	<ol style="list-style-type: none"> 1. As a comprehensive transition program Link Crew can provide support for freshmen throughout their first year of high school. It can: <ul style="list-style-type: none"> • increase attendance • reduce disciplinary referrals • reduce hazing and harassment of freshmen (CHKS) • provide leadership development in upperclassmen • increase involvement in co-curricular activities • improve school climate (CHKS) • provide leadership development in staff members • allow for positive interaction between staff and students (CHKS) • decrease chemical dependency(CHKS) 2. By May 2015, administer survey to all freshman class comparing the impact of Link Crew from August 2014 to May 2015. 3. By May 2015, survey results will be analyzed by Link Crew Coordinators and Link Crew Leaders to refine the Link Crew program for 2015-16. 4. By August 2015, implement the revised plan for the Link Crew program. 	<p>Title 1 \$1,000</p> <p>Title 1 CHKS Survey Cost</p>

STRATEGY 4.2: Assess school climate

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>4.2.1. Create and administer a student climate survey and analyze its results.</p> <p>4.2.2 Create and administer a classified climate survey and analyze its results.</p> <p>4.2.3 Create and administer a certificated climate survey and analyze its results.</p> <p>4.2.4 Create and administer CAP climate survey and analyze its results.</p> <p>4.2.5 Create and administer a parent climate survey and analyze its results.</p>	<p>Site Admin ASB teacher Athletic Director Parent Involvement Coordinator Union Rep (CSEA and Certificated) Tech</p>	<ol style="list-style-type: none"> 1. Finalize individual surveys by October 2015 2. Administer surveys by February 2016 3. Staff, SSC, and ELAC will analyze the results of surveys by March 2016 4. Compare results to 2013 surveys 	

Graduation from High School

LEA GOAL: Performance Goal 5: *All students will graduate from high school.*

LCAP Priority #4 Student Achievement

LCAP Priority #5 Student Engagement

LCAP Priority #7 Course Access

WASC VC Report March 2014: The WASC VC Report recommended that KCHS address the issue of credit-deficient 9th graders through prevention strategies which it further defined as early identification and responsive intervention and remediation to keep students from becoming credit deficient. Action steps should include:

- Good first time instruction
- Continuing to expand and evaluate the effectiveness of interventions
- Examining grading policies
- Further engaging parents
- Examining whether current belief systems are conducive to developing a culture of high expectations for all students

SCHOOL GOAL: Increase the graduation rate by 2% from 89.6% to 91.6%.

-292-

What data did you use to form this goal?

SARC January 2014
WASC Three-Year-Term Report
March 2014

What were the findings from the analysis of this data?

The dropout rate has declined for all students from 13% in 2011-12 to 6.8% in 2013-14.
The dropout rate for ELs in 2011-12 was 15.1%
The graduation rate for all students has increased from 77.57 in 2009-10 to 97.2% in 2013-14.
The graduation rate for ELs in 2011-12 was 79.3%
54 students participated in career technical education in 2012-13. 54% of these students completed a CTE program and earned a high school diploma. No courses were sequenced/articulated between the school and institutions of postsecondary education.
In fall 2013 almost 50% of 9th graders were 5-35 (out of 30 attempted) credits behind at the end of the first semester.
In 2012-13 55.7% of the students were enrolled in courses required for UC/CSU admission.

How will the school evaluate the progress of this goal?

*School attendance rates**
*High school dropout rates**
*High school graduation rates**
*Percent of students that are career/college ready**
*Percent of students that pass Advanced Placement exams with a 3 or higher**
*Percent of students determined prepared for college by the Early Assessment Program**
Student access and enrollment in all required areas of study
*A-g completion rate**

**Rates by student subgroup: Low SES, EL, Foster Child, Students with Disabilities*

<p>Based on Master Schedule</p>	<p>In 2011-12 11.9% of the graduates had completed courses required for UC/CSU admission.</p> <p>In 2012-13 8 Advanced Placement courses were offered: 2 in English 3 in Math 1 in Science 2 in Social Science</p> <p>In 2014-15 10 Advanced Placement courses were offered: 2 in English (3 sections) 1 in Math (1 section) 1 in Science (1 section) 5 in Social Science (10 sections) 1 in Language (1 section)</p>	
<p>Freshman Seminar grade reporting data</p>	<p>Freshman with the lowest 60 GPAs were placed in the program and 22 and raised their GPA to a 2.0 – 3.14. That is a GPA increase for 37% of students.</p>	
<p>-293-</p>	<p>At the end of the 1st semester 30% of our 9th grade students failed one course, a decrease of 20% from one year ago.</p>	
<p>After school online credit recovery program</p>	<p>The program number varies between 50 to about 100 students actively enrolled in program. Approximately 205 credits were recovered in the Fall of 2014.</p>	
<p>Graduation status report</p>	<p>2013/14 Non-Grad 11 Enrolled Alt Ed 5th Year Seniors Certificate 0 HS Diploma CAHSEE exempt 0 Met A-G requirements HS Diploma 22 HS Diploma 182 Total Students</p>	
<p>Parent Survey Results Spring 2015</p>	<p>Parent Survey Results</p>	

STRATEGY 5.1: Ensure that all students have a graduation plan.

5.1. By the end of Quarter 2 fall 2015 all 9th graders will have a 4-year plan	Student Support Services	1. Continue to create a 4 yr. plan for every freshman which includes a list of the courses needed to graduate.	
5.1.2. By the end of Quarter 3 all 10th and 11th grade students will have had their 4 year plans reviewed and revised as necessary	Student Support Services	1. Continue to review 4 yr. plans for all students sophomore through junior year by the end of 3rd quarter which includes a list of the courses needed to graduate.	

STRATEGY 5.2 Insure that every student in danger of not meeting the graduation requirements is enrolled in a support class or extended learning day opportunity.

-294- Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
5.2.1. By August 1, 2015, implement a comprehensive plan for all credit-recovery.	Site Admin Counselor	<ol style="list-style-type: none"> 1. Develop the plan for credit recovery for students in grades 9-12 with goals, target students, recruitment procedures, curriculum, a description of how the different types will be monitored (attendance, walk throughs, etc.) and evaluated. 2. Continue to offer an afterschool online credit recovery program. Continue to offer online credit recovery 3 days per week to target students who were in need of courses to get back on track for graduation. 	\$4,300 Gear Up to assist with summer 2015 Credit Recovery interventions Title 1 \$20,000
5.2.2. By August 1, 2015, implement a comprehensive plan for all 11th and 12th grade students who have not passed CAHSEE.	Site Admin Counselor	1. Continue offering Saturday and after school CAHSEE academies. Continue strategic EL pacing. Develop the plan for serving students who have not passed CAHSEE with goals, target students, recruitment procedures, curriculum, a description of how the different types will be monitored (attendance, walk throughs, etc.) and evaluated.	Title 1 \$20,000

STRATEGY 5.3 Ensure that every student in danger of not meeting the graduation requirements is enrolled in a support class or extended learning day opportunity.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
5.3.1. By August 1, 2015, implement a comprehensive plan for all credit-recovery.	Site Admin Counselor	<ol style="list-style-type: none"> 1. Develop the plan for credit recovery for students in grades 9-12 with goals, target students, recruitment procedures, curriculum, a description of how the different types will be monitored (attendance, walk throughs, etc.) and evaluated. 2. Continue to offer an afterschool online credit recovery program. Continue to offer online credit recovery 3 days per week to target students who were in need of courses to get back on track for graduation. 	\$4,300 Gear Up to assist with summer 2015 Credit Recovery interventions Title 1 \$20,000
5.3.2. By August 1, 2015, implement a comprehensive plan for all 11th and 12th grade students who have passed CAHSEE.	Site Admin Counselor	<ol style="list-style-type: none"> 2. Continue offering Saturday and after school CAHSEE academies. Continue strategic EL pacing. Develop the plan for serving students who have not passed CAHSEE with goals, target students, recruitment procedures, curriculum, a description of how the different types will be monitored (attendance, walk throughs, etc.) and evaluated. 	Title 1 \$20,000

2015

STRATEGY 5.4 Insure that every student is graduating college and career ready.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
5.4.1. By October 2014 develop a plan to increase the A-G completion rate.(LCAP)	Site Admin Counselor Curriculum Council	<ol style="list-style-type: none"> All student complete Science courses that are A-G approved. Implementation of Math 3. Continue to work with district office staff on revising the graduation requirements to include 3 years of Math. Use online credit recovery to increase the number of students completing A-G requirements. Class offered after school 2x per week 	Title 1 \$4,000
5.4.2. By October 2014 develop a plan to increase the number of AP offerings and the number of students earning a score of 3 or higher on AP exams. (LCAP)	Site Admin Counselor Curriculum Council	<ol style="list-style-type: none"> Continue to provide training to teachers assigned to teach AP courses. By August 2015 administration will meet with each AP teacher to review district profile data instructional planning reports and their students' AP performance and develop a plan to improve results and number of test takers. Propose the addition of Great Documents, a support class for AP students. 	LCAP Funding Title 1 \$10,000
5.4.3. Increase the career and technical education (LCAP) course offerings	Site Admin Counselor Curriculum Council	<ol style="list-style-type: none"> Implement the first course in the STEM pathway, Introduction to Engineering Design 	LCAP

STRATEGY 5.5: Increase Parental Involvement

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
5.5.1. By September 30, 2015, create a plan for the coordination of all parent involvement activities.	Principal Community Liaison	<ol style="list-style-type: none"> Create a document which summarizes the purpose and responsibilities of all groups involving parents including PIQE, GEAR Up, Educational Talent Search, and the calendar for the delivery of their services. Continue to employ a Community Liaison. Research additional professional development (for example group facilitation) Establish a site parent/teacher/student association (PTO Initial stages developing bylaws gathering interest looking for board members) Establish a quarterly meeting for school staff with parent involvement responsibilities and with representatives from all supplemental programs. 	Title 1 PIQE \$6,000 Title 1 Open PO \$1,500 Safe way

		(SSC / ELAC / Gear-up / PIQE / Graduation Committee / PTO / Mustang Bench / FFA Booster) 5. Continue to bring community resources per parents request 6. Explore the possibilities of creating a parent resource center. 7. Research parent conferences for parents to attend (CABE) 8. Schedule quarterly "Coffee with the Principal" Meetings	Title 1 Office supplies Title 1 parent conf \$5,000
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STRATEGY 5.6: Maintain a functioning School Site Council as a tool for shared staff-parent decision making.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
5.6.1. By August 30, 2015, continue to maintain a functioning SSC. -297-	Administration	1. Continue to implement a process of forming/maintaining a strong SSC: 2. Hold staff, parent, and student elections as necessary. 3. Provide required training. 4. Develop a calendar of 2015-16 meetings with draft topics which will enable the SSC to perform all of its responsibilities including monitoring the implementation of the SPSA and the WASC Three-Year Action Plan.	Materials for parent events and SSC meetings Title 1 \$1,000

STRATEGY 5.7: Continue to implement Freshmen Seminar.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
5.7.1 Continue to implement Freshmen Seminar.	Teachers teacher class Admin	1. Freshmen Seminar is designed to help 9th graders successfully transition to high school. Topics to be covered include: <ul style="list-style-type: none"> • Personal (Identity, Habit Forming, Self-Improvement) • Intellectual (Learning HOW to learn, Study Skills) • Social and Interpersonal (Building Relationships, Teamwork, Leadership) • Emotional (Stress Management, Self-Esteem) • Physical (Wellness) • Self-Reflection (How can I improve?) • Your Future (Goal Setting) 	Title 1

		<p>2. By May 2015 administer Post-Course Surveys to Freshman Seminar students measuring the above targets as compared against August 2014 administration of same survey.</p> <p>3. By August 2015 analyze the continued implementation of Freshmen Seminar and its results. Based on the analysis, develop a plan to improve Freshmen Seminar in 2015-16.</p>	Gear Up
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STRATEGY 5.8: Gear Up Implementation and Support

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
5.8.1 Continue to implement monitor grades 10 and -298-	GEAR Up Administration	<p>1. Step Up to College is designed to:</p> <ul style="list-style-type: none"> • Continue offering in class tutorial support to cohort 10 and 11. • Continue to provide after school tutoring. • Build college awareness through field trips and parent education and workshops 	Gear Up

STRATEGY 5.9: Implement the SST process

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
5.9.1 Train all staff in classroom interventions 5.9.2 Train all staff in the SST process by October 2015			

STRATEGY 5.10: Hire an additional counselor

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
-299- 5.9.1 Hire an additional counselor	Administration Human resources		LCAP

Special Education

LEA GOAL: PERFORMANCE GOAL 6: Will be available by June 2015

LCAP Priority: #2 Implementation of the CCSS

LCAP Priority: #4 Student Achievement

WASC VC Report March 2014 Critical Area of Need # 3:

The administration and all teachers need to prioritize the implementation of curriculum and instructional strategies based on the CCSS and the NGSS in English, math, and science, and the implementation in every class of the College and Career Readiness Anchor Standards for reading, writing, listening-speaking, and language.

The school needs to insure that all students, including English learners and students with disabilities, are able to successfully demonstrate mastery of critical academic skills on state mandated assessments.

Involve teachers and site and district administration in a comprehensive review of research and best practices in curriculum and instruction for Students with Disabilities to determine the most appropriate model moving forward.

-300- **HOOL GOAL Special Education:** To increase the proficiency level of Students with Disabilities (SWDs) as measured by SBAC.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
These charts will be completed by 9/15 with the district and site level data profile for SWDs		

STRATEGY 6.1 develop a SPED plan for how the department will operate.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
6.1 By August 2015 SPED Administration along with SPED teachers and staff will develop a plan for how the department will run	Sped Director Site Admin Sped Department Chair Sped Teachers	<ol style="list-style-type: none"> 1. By June of 2015, administration and SPED staff will begin plans for changes to the overall SPED program, including: 2. Student scheduling, progress monitoring, 	

STRATEGY 6.2 Implement Read 180 and system 44 for SWDs reading far below grade level

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
By August 2015 SPED teachers will receive training in System 44 and implement the program.	Sped Director Site Admin Sped Department Chair Sped Teachers	<ol style="list-style-type: none"> 1. By August 2015 SPED teachers will receive training in Read 180 System 44 and implement the program. 2. Purchase Next Generation Read 180 System 44 material and prepare a classroom with tech. 	Title 1 \$15,000

STRATEGY 6.2 Special Education students will be offered credit recovery through APEX during the school day.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
6.2 By August of 2015, Special ed teachers will receive training in APEX in order to service SWDs during the school day		<ol style="list-style-type: none"> 1. Continue to offer credit recovery during the school day and through APEX. 2. Sped teachers will receive a release day for training 	Title 1 \$1,500 cost of subs

STRATEGY 6.3 Increase the success of all SWD students enrolled in general education classrooms.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
6.3 Notify all general education teachers of the SWDs on rosters including their accommodations and qualifications for services.	SPED Director SPED teachers Site Admin Sped Secretary	<ol style="list-style-type: none"> 1. By August 2015, the SPED staff will hold a work day to distribute case loads, notify teachers of SWDs, eligibility of SWDs, and behavior plans. 2. All teachers will be notified of Aide's schedules for supporting SWDs 	

Form B: Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in Form B must be aligned with the Consolidated Application.

Title I SES
 USA Test Prep License
 On Line Credit Recovery APEX, Odyssey

Actions to be Taken to Reach This Goal ¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date ² Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
Provide KCHS with an instructional coach to provide training and ongoing support to teachers in the implementation of PLCs, CCSS, CM and EL strategies.	2014-15	Hire instructional coach	\$50,000	Title I Title III Gear Up

SCHOOL GOAL English Learners: By May 2016 45% of the ELs will increase their level on the CELDT (up from 36% in 12-13).

SCHOOL GOAL English Learners: By May 2016 25% of the ELs will be redesignated English language proficient (up from 22% in 2015).

SCHOOL GOAL English Learners: By May 2016 50% of the 10th grade ELs will pass the ELA CAHSEE (up from 41% 13-4).

SCHOOL GOAL English Learners: By May 2016 62% of the 10th grade ELs will pass the Math CAHSEE (up from 59% in 13-14)

Actions to be Taken to Reach This Goal ³ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date ⁴ Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
1. Provide KCHS with an EL Specialist to insure that every EL is identified and served as described in the EL Master Plan and to provide ongoing training and support to ELD teachers.	Aug – May 2014-15	Hire EL Specialist	\$50,000	EIA:LEP

¹ See Appendix A: Chart of Legal Specifics for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

² List the date an action will be taken, or will begin, and the date it will be completed.

³ See Appendix A: Chart of Legal Specifics for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

⁴ List the date an action will be taken, or will begin, and the date it will be completed.

2. Provide KCHS with the ELSSA	Aug. 2014	Contract with MMARS	\$250.00	EIA:LEP
3. Provide annual TOT to EL Specialist	June 2015	MCOE TOT CELDT registration	\$50.00	EIA:LEP

Note: Centralized services may include the following direct services:

- Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff
- District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches
- After-School and Summer School programs funded by categorical programs
- Data analysis services, software, and training for assessment of student progress

Centralized services do not include administrative costs.

Form C: Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. The totals on these pages should match the cost estimates in Form A and the school’s allocation from the ConApp.

Note: for many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility), which are described at: <http://www.cde.ca.gov/fg/aa/co/ca12sqiappcatprog.asp>

State Programs	Allocation
<input type="checkbox"/> California School Age Families Education Purpose: Assist expectant and parenting students to succeed in school	\$
<input type="checkbox"/> Economic Impact Aid/State Compensatory Education (EIA-SCE) Purpose: Help educationally disadvantaged students succeed in the regular program	\$
<input checked="" type="checkbox"/> Economic Impact Aid/Limited English Proficient (EIA-LEP) Purpose: Develop fluency in English and academic proficiency of English learners	\$
<input type="checkbox"/> Peer Assistance and Review Purpose: Assist teachers through coaching and mentoring	\$
<input type="checkbox"/> Professional Development Block Grant Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$
<input type="checkbox"/> Pupil Retention Block Grant Purpose: Prevent students from dropping out of school	\$
<input type="checkbox"/> Quality Education Investment Act (QEIA) Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$
<input type="checkbox"/> School and Library Improvement Program Block Grant Purpose: Improve library and other school programs	\$
<input type="checkbox"/> School Safety and Violence Prevention Act Purpose: Increase school safety	\$
<input type="checkbox"/> Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$
<input type="checkbox"/> List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], Gifted and Talented Education [GATE])	\$

Total amount of state categorical funds allocated to this school		\$
Federal Programs		Allocation
<input checked="" type="checkbox"/> Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)		\$193,769
<input type="checkbox"/> Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$	
<input type="checkbox"/> For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$	
<input type="checkbox"/> Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals		\$
<input checked="" type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards		\$ 18,185
<input type="checkbox"/> Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs		\$
<input type="checkbox"/> For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement		\$
<input type="checkbox"/> Other federal funds (SES funding 20% of District Total Title I)		\$
<input type="checkbox"/> Other federal funds (list and describe) Lottery Unrestricted		\$96,224
<input type="checkbox"/> Other federal funds (list and describe)		\$
Total amount of federal categorical funds allocated to this school		\$
Total amount of state and federal categorical funds allocated to this school		

Form D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.⁵ The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Janet Sanchez Matos	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dariana Sanchez (2 years 14-16)	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J.C Tamayo (2 years 13-15)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>
Terry Umbarger (2 years 13-15)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>
Nancy Reyes (2 years 14-16)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>
Chris Houston (2 years 13-15)	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chris Hanson (2 years 14-16)	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bruce Graham (2 years 13-15)	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pam Grant (2 years 13-15)	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Daniela Ramirez 12 th grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>
Monserat Tejeda 12 th grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>
Ian Espino 10 th grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>
Numbers of members in each category	1 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	3 <input type="checkbox"/>	3 <input type="checkbox"/>

⁵ EC Section 52852

Form E: Recommendations and Assurances

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

- State Compensatory Education Advisory Committee _____ Signature
- English Learner Advisory Committee _____ Signature
- Special Education Advisory Committee _____ Signature
- Gifted and Talented Education Advisory Committee _____ Signature
- District/School Liaison Team for schools in Program Improvement _____ Signature
- Compensatory Education Advisory Committee _____ Signature
- Departmental Advisory Committee (secondary) _____ Signature
- Other committees established by the school or district (list) _____ Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: May 1, 2015

Attested:

Janet Sanchez Matos

Typed name of School Principal

Signature of School Principal

Date

Nancy Reyes

Typed name of SSC Chairperson

Signature of SSC Chairperson

Date

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

SUBJECT: Approval of Portola-Butler High School Site Plan
For Student Achievement

MEETING: May 19, 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:

The Single Plan for Student Achievement is a requirement that each school develop goals, objectives and a plan to use categorical funds for student improvement. This plan is based on achievement data and written with input from staff and the School Site Council.

Recommendation:

The recommendation is being made for the State Administrator to approve the Portola-Butler High School Single Plan for Student Achievement.

Fiscal Impact:


This is required to approve expenditures of State and Federal program funds.

Submitted By:



Diana Jiménez
Director of Educational Services

Approved:



Daniel R. Moirao, Ed.D.
State Administrator

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
PORTOLA-BUTLER CONTINUATION HIGH SCHOOL
2015-16

Single Plan for Student Achievement



The Single Plan for Student Achievement

School: Portola-Butler Continuation High School

District: South Monterey County Joint Union High School District

County-District School (CDS) Code: _____

Principal: David Croy

Date of this revision:

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: David Croy

Position: Principal

Telephone Number: 831-385-4661

Address: 760 Broadway Street, King City, CA 93930-3311

E-mail Address: dcroy@smcjuhsd.k12.ca.us

The District Governing Board approved this revision of the SPSA on _____



Table of Contents

School Site Planned Improvements in Student Performance

Centralized Services for Planned Improvements in Student Performance

Form C: Programs Included in This Plan

Form D: School Site Council Membership

Form E: Recommendations and Assurances

Form A: Planned Improvements in Student Performance

The School Site Council and staff have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, the following school goals, related actions, and expenditures have been adopted to raise the academic performance of students not yet meeting state standards:

LEA GOAL: English language arts (ELA). All students will attain proficient or better in ELA by 2015-16.

SCHOOL GOAL 1A:

By June 2016 improve school wide student achievement in English language arts from 4% proficient or advanced in 2012-13 to 20% proficient or advanced in 2015-16. (Target is 100% proficient or advanced by 2014-15.)

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
ELA CST data 2006-07 to 2011-12 ELSSA -313-	<ul style="list-style-type: none"> The percent of students achieving at the Proficient or Advanced level on the ELA CST remained the same (4%) from 2009-10 to 2011-12. The Portola-Butler API decreased from 148 in 2010-11 to -182 in 2011-12. About 50% of the students are English Learners. 	Collegial learning walks CM walkthroughs with instructional coach Results on local writing benchmarks Results on common formative assessments disaggregated per proficiency level per significant subgroup. ELA CST results

STRATEGY 1A.1.1. During 2015-16, Portola-Butler will create and/or modify ELA instructional pacing guides and a series of benchmark and common formative assessments. The pacing guides and the results of the formative and benchmark assessments will be the focus of PLC work.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1a.1.1 By September 1, 2015, pacing guides and writing benchmarks will be revised/modified as needed for ELA grades 10, 11, and 12.	Principal Instructional Coach	Provide all staff the opportunity to review results of 2013 CSTs, CELDT, and CAHSEE and released items from these state assessments and create/revise pacing guides and ELA benchmark exams as necessary. Train any new ELA teachers in the pacing guides.	Title I and EIA if needed

STRATEGY 1A.2.1. Implement collaboration time for vertical and horizontal articulation.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1. By June 2015 improve the level of implementation of the PLCs	Principal Teachers	<p>By September 30, 2015, analyze level of implementation of the PLCs</p> <p>Use data from analysis of level of implementation of the PLCs to set 1-2 PLC goals for 2015-16 and a support plan including any needed materials or professional development.</p> <p>Train all teachers to fully use Aeries for the development of benchmark exams and the creation and analysis of reports of individual and subgroup performance.</p> <p>Train all teachers in the implementation of SMART goal cycles.</p> <p>Monitor quality use of PLC time through PLC sign-ins, agendas, minutes and next steps.</p> <p>By May, 2016, repeat analysis of level of implementation of PLCs activity completed in the fall and set goals for 2016-17.</p>	\$0
2. Selected staff will participate in district-organized horizontal collaboration opportunities with KCHS and GHS.	Director of Ed. Services Principal	<p>By September 30, 2015, establish a purpose, goals and publish a calendar for quarterly district wide horizontal collaboration.</p> <p>Monitor quality of district wide collaboration through meeting sign-ins, agendas, minutes and next steps disseminated to all staff.</p> <p>By May, 2016, analyze quality of district-wide collaboration and develop plan for 2016-17.</p>	Release days and/or extra hours \$1200 Title I
3. Selected staff will participate in district-organized vertical collaboration opportunities with the feeder district's staff.	Director of Ed. Services Principal	<p>By September 30, 2015, establish a purpose, goals and publish a calendar for collaboration with the feeder district.</p> <p>Monitor quality of the vertical collaboration through meeting sign-ins, agendas, minutes and next steps disseminated to all staff.</p> <p>By May, 2016, analyze quality of vertical collaboration and develop plan for 2016-17.</p>	Release days and/or extra hours \$1200 Title I

STRATEGY 1A.3.1: During 2014-15, all students will receive a tiered set of timely and appropriate academic interventions to insure ongoing achievement in ELA, math, and ELD.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
By September 30, 2015, implement an intervention plan for students in danger of failing and/or dropping out will be in place.	Principal Teachers	Create a written plan for timely and appropriate intervention for students in danger of failing and/or dropping out as identified in the Aeries Early Warning System. <ul style="list-style-type: none"> • Include a system for systematic monitoring of the interventions and follow up. • Establish a calendar for proactive reviewing of the progress of individual students. 	\$0

STRATEGY 1A.4.1: During the 2015-16, all students will be on the diploma track by passing the ELA CAHSEE.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
By September 30, 2015, write and implement an intervention plan for students in danger of not passing the ELA CAHSEE.	Principal Teachers	Analyze the individual student CAHSEE reports for areas of strength and weakness. Revise pacing guides, benchmarks, and common formative assessments as necessary. Provide professional development as needed. Purchase necessary materials and technology. Establish a calendar for proactive reviewing of the progress of individual students towards mastery of the CAHSEE standards.	\$1500 Title I, Title II

LEA GOAL: Performance Goal 1: Mathematics: All students will attain proficient or better in mathematics by 2015-16.

SCHOOL GOAL 1B: By June 2016 improve school wide student achievement in math from 0% proficient or advanced in 2011-12 to 10% proficient or advanced in 2015-16. (Target is 100% proficient or advanced by 2015-16.)

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
Math CST data 2006-07 to 2011-12 ELSSA	<ul style="list-style-type: none"> The percent of students achieving at the Proficient or Advanced level on the math CSTs remained the same (0%) from 2009-10 to 2011-12. 	Collegial learning walks CM walkthroughs with instructional coach Administrative CM walkthroughs Local quarterly benchmark results Common formative assessment results Math CST/Summative Assessment results

STRATEGY 1B.1.1 During the 2015-16, Portola-Butler will modify math instructional pacing guides as needed and a series of benchmark and formative assessments. The pacing guides and the results of the formative and benchmark assessments will be the focus of PLC work.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
By September 1, 2015, pacing guides and writing benchmarks will be revised/modified as needed for math.	Principal Instructional Coach	Provide all staff the opportunity to review results of 2013 CSTs, CELDT, and CAHSEE and released items from these state assessments and create/revise pacing guides and math benchmark exams as necessary. Train any new teachers in the pacing guides.	\$5000 Title I

STRATEGY 1B.2.1: During the 2015-16, all students will be on the diploma track by passing the math CAHSEE.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1. By September 30, 2015, create and implement an intervention plan for students in danger of not passing the math CAHSEE.	Principal Teachers	Analyze the individual student CAHSEE reports for areas of strength and weakness. Revise pacing guides, benchmarks, and common formative assessments as necessary. Provide professional development as needed. Purchase necessary materials and technology. Establish a calendar for proactive reviewing of the progress of individual students towards mastery of the CAHSEE standards.	\$5000 Title I

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

SCHOOL GOAL 2: By June 2016, EL students will reach the targets for AMAO 1, 2, and make progress towards meeting the target for AMAO 3 ELA.

- The percentage of ELs meeting AMAO 1 (increasing one CELDT level per year) will increase from 59.6% to 70%.
- The percentage of ELs meeting AMAO 2 (achieving levels 4/5 on the CELDT) will increase from 44.9% to 55%.
- The percentage of ELs meeting AMAO 3 (at the proficient or advanced level on the ELA CST) will increase from 4% to 20%. (The target for 2015-16 is 100 %.)
- The percentage of ELs meeting AMAO 3 (at the proficient or advanced level on the Math CSTs) will increase from 0% to 10%. The target for 2015-16 is 100 %.)

What data did you use to form this goal?

ELSSA
EL performance on the ELA CST
EL performance on the Math CST
EL performance on the CAHSEE
EL Parent Survey results

What were the findings from the analysis of this data?

About 50% of the ELs are meeting AMAO 1 and 2.
No ELs are meeting AMAO 3.
Of 55 ELs enrolled, 14 were scoring at the beginning/early intermediate level on the CELDT.

How will the school evaluate the progress of this goal?

ELSSA
ELA/math CST results by EL subgroup
ELA/math CAHSEE results by EL subgroup
Benchmark results by EL subgroup
Evaluation of ELD instruction

LEA GOAL: Performance Goal 3: *By 2015-16 all students will be taught by highly qualified teachers.*

SCHOOL GOAL 3 : *Increase the school wide implementation of research-based instructional strategies including Constructing Meaning and the Professional Learning Community implementation and the transition to the CCSS.*

<p>What data did you use to form this goal?</p> <p>The spring 2015 WASC report.</p>	<p>What were the findings from the analysis of this data?</p>	<p>How will the school evaluate the progress of this goal?</p>
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STRATEGY 3.1.1 Provide training and ongoing support for CM implementation, transition to the CCSS and teacher collaboration (PLCs).

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>1. Provide training and ongoing support for CM implementation. transition to the CCSS and teacher collaboration (PLCs).</p> <p>2. Regular collaboration to address issues.</p> <p>3. Training and ongoing support for CCSS.</p> <p>4. Ongoing support for CM and PLC's.</p> <p>5.</p>	<p>Director of Ed. Services Instructional coach</p>	<p>Analyze the current level of CM implementation. Develop and publish a plan to increase the level through training and ongoing support. The plan includes:</p> <ul style="list-style-type: none"> • Training of administrator coaches • CM Learning Walks and observation sheets • sign-ins, and note taking sheets for each PLC • Evaluation of the level of CM. <p>• District calendar for the collaboration for the 2015-16 school year.</p>	<p>.10 Instructional Coach \$10,000 Title I funding</p> <p>\$1000 CM materials Title I funding</p>
<p>3.1.2. Continue to assist staff in the transition to the CCSS</p>	<p>Principal</p>	<p>By September 30, 2015, develop and publish the 2015-16 plan for implementation of the CCSS by content area including training and ongoing support across the curriculum.</p> <p>Begin to test all students on SRI.</p>	<p>Subs/extra time/registration fees during school year Title I: \$2000</p>
<p>3.1.3 Continue the on-going support for PLC's</p>		<p>By August, 2015, select a PLC lead.</p> <ul style="list-style-type: none"> • Implement District calendar for the collaboration for 	

		the 2015-16 school year.	
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LEA GOAL: Performance Goal 4: <i>All students will be educated in learning environments that are safe, drug-free, and conducive to learning.</i>
SCHOOL GOAL: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

What data did you use to form this goal? Portola-Butler 2012-13 SARC Portola Butler data profile for 2015	What were the findings from the analysis of this data? <ul style="list-style-type: none"> The number of suspensions increased from 4 in 2009-10 to 6 in 2013-14. The dropout rate declined from 16.9% in 2008-09 to 14.3% in 2012-13. 	How will the school evaluate the progress of this goal? The number of suspensions, expulsions, and dropouts.
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-320-

STRATEGY 4.1.1: Utilize existing technology to improve communication with all parents and to increase their knowledge of school events and programs.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1. Increase parent/staff communication by June 2016	Principal	<p>By August 30, 2015, analyze staff use of email and develop a plan of training and ongoing support to increase its use.</p> <p>Continue to mail quarterly reports with letter grades every five weeks.</p> <p>Maintain school website with a newsletter from the Principal and a calendar of events.</p> <p>By the end of the first quarter a method a record in place for parent notification of students' progress.</p>	\$0

		Research the motoring of grades and attendance with the use of technology.	
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STRATEGY 4.2.1: Continue to explore opportunities for student activities and involvement.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1. Create a student advisory committee for a school involvement.	Principal or Designee	By August 30, 2015 hold student election for student advisory committee. Work with the student advisory committee in developing activity plan.	

STRATEGY 4.3.1: Maintain a functioning School Site Council as a tool for shared staff-parent decision making.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1. Maintain a functioning SSC.	Principal	By August 1, 2015, begin the process of forming/maintaining a strong SSC: <ul style="list-style-type: none"> • Hold staff, parent, and student elections as necessary. • Provide required training. • Develop a calendar of 2015-16 meetings with draft topics which will enable the SSC to perform all of its responsibilities. 	Materials for parent events and SSC meetings

LEA GOAL: Performance Goal 5: All students will graduate from high school.

SCHOOL GOAL: The graduation rate will improve from 77.42% in 2010-11 to 95% by the end of the 2015-16 school year.

What data did you use to form this goal?

Portola-Butler data profile for 2015

What were the findings from the analysis of this data?

- The graduation rate increased from 60.7% in 2008-09 to 82.6% in 2012-13.

How will the school evaluate the progress of this goal?

The annual graduation rate

STRATEGY 5.1.1: All students will receive a tiered set of timely and appropriate academic interventions to insure ongoing achievement in ELA, math, and ELD.

<p>1. Develop a system for monitoring formative assessment, progress, credit and performance.</p> <p>2. Develop at least one academic interventions for ELA, Math and ELD</p> <p>-322-</p>	<p>Principal</p>	<ul style="list-style-type: none"> • Visit other alternative programs by October 2015 and see how the monitor academic progress and interventions. • By October 2015, Staff development of a sustainable system to include any staff development and the purchase of technology. 	<p>\$1000 Title I</p>
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STRATEGY 5.2.1: explore options to provide (A- G courses.)

<p>1. Explore providing lab science class.</p>	<p>Principal</p>	<ul style="list-style-type: none"> • By October 2015, develop opportunities for students to take lab classes through APEX 	<p>Cost is included in APEX</p>
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STRATEGY 5.3.1: Increase opportunity credit accrual.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1. Implementation of APEX	Principal	<ul style="list-style-type: none"> • Train all credit recovery teachers in using APEX. • By August students will be using the APEX credit recovery system. 	\$6000 from Title I

STRATEGY 5.4.1: Improve interdistrict transition.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1. Create document for entering and exiting Portola Butler. 2. Train all users of the intake process of the document. 3. Ensure that comprehensive sites know the concern of the returning students.	Principal Dir. Ed. Services	<ul style="list-style-type: none"> • Explore other continuation criteria's for transition. • By June 2015 a written document will be completed. 	\$0

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in Form B must be aligned with the Consolidated Application.

School Goals

#1A By June 2016 improve school wide student achievement in English language arts from 4% proficient or advanced in 2012-13 to 20% proficient or advanced in 2015-16. (Target is 100% proficient or advanced by 2015-16).

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#1B: By June 2016 improve school wide student achievement in math from 0% proficient or advanced in 2011-12 to 10% proficient or advanced in 2015-16. (Target is 100% proficient or advanced by 2015-16.)

Actions to be Taken to Reach This Goal ¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date ² Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
Provide Portola-Butler with an instructional coach to provide training and ongoing support to teachers in the implementation of PLCs, CCSS, CM and EL strategies.	2015-16	Hire instructional coach	\$10,000	Title I

¹ See Appendix A: Chart of Legal Specifics for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

² List the date an action will be taken, or will begin, and the date it will be completed.

School Goal # 2: By June 2016, EL students will reach the targets for AMAO 1, 2, and make progress towards meeting the target for AMAO 3 ELA.
 The percentage of ELs meeting AMAO 1 (increasing one CELDT level per year) will increase from 59.6%% to 70%.
 The percentage of ELs meeting AMAO 2 (achieving levels 4/5 on the CELDT) will increase from 44.9% to 55%.
 The percentage of ELs meeting AMAO 3 (at the proficient or advanced level on the ELA CST) will increase from 4% to 20%. (The target for 2015-16 is 100 %.)
 The percentage of ELs meeting AMAO 3 (at the proficient or advanced level on the Math CSTs) will increase from 0% to 10%. The target for 2015-16 is 100 %.

Actions to be Taken to Reach This Goal ³ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date ⁴ Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
1. Provide Portola-Butler with a part-time EL Specialist to insure that every EL is identified and served as described in the EL Master Plan and to provide ongoing training and support to teachers.	Aug – May 2015-16	Hire EL Specialist	\$10,000	EIA:LEP
2. Provide Portola-Butler with the ELSSA	Aug. 2015	Contract with MMARS	0	EIA:LEP

³ See Appendix A: Chart of Legal Specifics for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

⁴ List the date an action will be taken, or will begin, and the date it will be completed.

School Goal #3 Increase the school wide implementation of research-based instructional strategies including Constructing Meaning and the Professional Learning Community implementation and the transition to the CCSS.

Actions to be Taken to Reach This Goal ⁵ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date ⁶ Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
1. Create and implement a plan for horizontal collaboration among GHS, KCHS and Portola-Butler ELA, and math teachers.	Sept. 2015 – May 2016	Teacher extra hours @ \$40/hour X 6 teachers X 5 hours	\$1,200	Title I

Note: Centralized services may include the following direct services:

- Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff
- District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches
- After-School and Summer School programs funded by categorical programs
- Data analysis services, software, and training for assessment of student progress

Centralized services do not include administrative costs.

⁵ See Appendix A: Chart of Legal Specifics for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

⁶ List the date an action will be taken, or will begin, and the date it will be completed.

Form C: Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: for many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility), which are described at: <http://www.cde.ca.gov/fg/aa/co/ca12sguiappcatprog.asp>

State Programs	Allocation
<input type="checkbox"/> California School Age Families Education Purpose: Assist expectant and parenting students to succeed in school	\$
<input type="checkbox"/> Economic Impact Aid/State Compensatory Education (EIA-SCE) Purpose: Help educationally disadvantaged students succeed in the regular program.	\$
<input checked="" type="checkbox"/> Economic Impact Aid/Limited English Proficient (EIA-LEP) Purpose: Develop fluency in English and academic proficiency of English learners	\$0
<input type="checkbox"/> Peer Assistance and Review Purpose: Assist teachers through coaching and mentoring	\$
<input type="checkbox"/> Professional Development Block Grant Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$
<input type="checkbox"/> Pupil Retention Block Grant Purpose: Prevent students from dropping out of school	\$
<input type="checkbox"/> Quality Education Investment Act (QEIA) Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$
<input type="checkbox"/> School and Library Improvement Program Block Grant Purpose: Improve library and other school programs	\$
<input type="checkbox"/> School Safety and Violence Prevention Act Purpose: Increase school safety	\$
<input type="checkbox"/> Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$
<input type="checkbox"/> List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], Gifted and Talented Education [GATE])	\$
Total amount of state categorical funds allocated to this school	\$

Federal Programs		Allocation
<input checked="" type="checkbox"/>	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$18,266
<input checked="" type="checkbox"/>	Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	
<input checked="" type="checkbox"/>	For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	
<input type="checkbox"/>	Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$
<input checked="" type="checkbox"/>	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$89
<input type="checkbox"/>	Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$
<input type="checkbox"/>	For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$
<input type="checkbox"/>	Other federal funds (list and describe)	\$
<input type="checkbox"/>	Other federal funds (list and describe)	\$
<input type="checkbox"/>	Other federal funds (list and describe)	\$
Total amount of federal categorical funds allocated to this school		\$
Total amount of state and federal categorical funds allocated to this school		\$36,154

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

Form D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.⁷ The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
David Croy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hortencia Lopez	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mrs. Raquel Sandoval	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mrs. Alicia Gallardo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Rhonda Chambers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Randy Rigdon	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mike Ciccerelli	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Joanne Gallardo	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ms. Gladys Arreda	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category					

⁷ EC Section 52852

Form E: Recommendations and Assurances

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

- State Compensatory Education Advisory Committee _____ Signature
- English Learner Advisory Committee _____ Signature
- Special Education Advisory Committee _____ Signature
- Gifted and Talented Education Advisory Committee _____ Signature
- District/School Liaison Team for schools in Program Improvement _____ Signature
- Compensatory Education Advisory Committee _____ Signature
- Departmental Advisory Committee (secondary) _____ Signature
- Other committees established by the school or district (list) _____ Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: 4/23/F15.

Attested:

David Croy _____
 Typed name of School Principal Signature of School Principal Date

Linda Benway _____
 Typed name of SSC Chairperson Signature of SSC Chairperson Date

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Approval to Award Bid –
Demolition of Old District Office

MEETING: May 19, 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 prepared bid documents and went out to bid for the demolition of the old District Office. The Bid opening occurred after the deadline for the Board Agenda. The District will present the bid results and its recommendation for award of the bid at the 5/19/15 Board Meeting.


Recommendation:

The recommendation is being made for the State Administrator to award the bid for the demolition of the old District Office.

Fiscal Impact:


Fund 25 – Developer Fees

Submitted By:



Duane Wolgamott
Chief Business Official

Approved:



Daniel R. Moirao, Ed.D.
State Administrator

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

SUBJECT: Approval to Award Bid –
GHS track resurfacing Project

MEETING: May 19, 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 prepared bid documents and went out to bid for the Greenfield High School Track Resurfacing. The Bid opening occurred after the deadline for the Board Agenda. The District will present the bid results and its recommendation for award of the bid at the 5/19/15 Board Meeting.

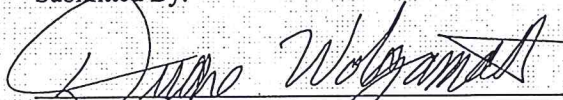
Recommendation:

The recommendation is being made for the State Administrator to award the bid for the Greenfield High School Track Resurfacing.

Fiscal Impact:


General Fund - Resource 8150 – Maintenance Repairs

Submitted By:



Duane Wolgamott
Chief Business Official

Approved:



Daniel R. Moirao, Ed.D.
State Administrator

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
GOVERNING BOARD

SUBJECT: Approval of Second Reading Board Policies

MEETING: May 19, 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
<u> X </u>	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 approval:

BP 0420.1 School Based Program Coordination (deleted)
AR 0420.1 School-Based Program Coordination (deleted)

BP 0440 District Technology Plan (new)
AR 0440 District Technology Plan (new)

AR 1220 Citizen Advisory Committees (new)

BP 1240 Volunteer Assistance (revised)
AR 1240 Volunteer Assistance (revised)

BP 3100 Business and Noninstructional Operations (revised)
AR 3100 Business and Noninstructional Operations (revised)

AR 4112.4/4212.4/4312.4 Health Examinations (revised)

BP 5141.4 Child Abuse Prevention and Reporting (revised)
AR 5141.4 Child Abuse Prevention and Reporting (revised)

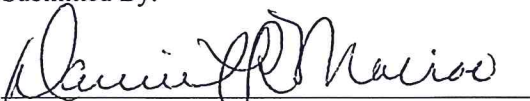
Recommendation:

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.

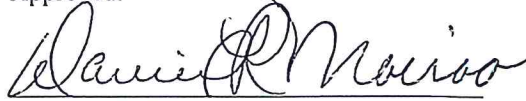
Fiscal Impact:

No fiscal impact

Submitted By:


Daniel R. Moirao, Ed. D.
State Administrator

Approved:


Daniel R. Moirao, Ed.D.
State Administrator

Philosophy, Goals, Objectives and Comprehensive Plans

District Technology Plan

The Governing Board recognizes that technological resources can enhance student achievement by increasing student access to information, supporting teacher effectiveness, and facilitating the administration of student assessments. Effective use of technology can also increase the efficiency of the district's noninstructional operations and governance.

(cf. 6162.51 - State Academic Achievement Tests)

The State Administrator/Superintendent or designee shall develop, for Board approval, a comprehensive three-year technology plan based on an assessment of current uses of technology in the district and an identification of future needs. The Superintendent or designee may appoint an advisory committee consisting of a variety of staff and community stakeholders to assist with the development of the technology plan.

(cf. 0400 - Comprehensive Plans)
(cf. 1220 - Citizen Advisory Committees)
(cf. 9140 - Board Representatives)

The plan shall be integrated into the district's vision and goals for student learning and shall contain research-based strategies and methods for the effective use of technology. When required for state or federal grant programs in which the district participates, the plan shall also address all components required for receipt of such grants.

(cf. 0000 - Vision)
(cf. 0200 - Goals for the School District)
(cf. 0460 - Local Control and Accountability Plan)
(cf. 6000 - Concepts and Roles)

The State Administrator/Superintendent or designee shall ensure that any use of technological resources in the district protects the private and confidential information of students and employees in accordance with law.

(cf. 4112.6/4212.6/4312.6 - Personnel Files)
(cf. 5125 - Student Records)

Legal Reference:
BUSINESS AND PROFESSIONS CODE
22584-22585 Student Online Personal Information Protection Act

EDUCATION CODE

10550-10555 Telecommunications standards
11800 K-12 High Speed Network grant program
49060-49085 Student records
51006 Computer education and resources
51007 Programs to strengthen technological skills
51865 California distance learning policy
51870-51871.5 Educational technology planning
60010 Instructional materials, definition
66940 Distance learning

PENAL CODE

502 Computer crimes, remedies

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act
1232h Protection of Pupil Rights Amendment

UNITED STATES CODE, TITLE 47

254 Universal service discounts (E-rate)
CODE OF FEDERAL REGULATIONS, TITLE 16
Part 312 Children's Online Privacy Protection Rule
CODE OF FEDERAL REGULATIONS, TITLE 34
Part 99 Family Educational Rights and Privacy
CODE OF FEDERAL REGULATIONS, TITLE 47
54.500-54.523 Universal service support for schools

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California K-12 Education Technology Plan Template, Criteria, and Guiding Questions,
November 2014

Empowering Learning: A Blueprint for California Education Technology 2014-2017, April 2014

FEDERAL COMMUNICATIONS COMMISSION PUBLICATIONS

E-rate Modernization Order, July 11, 2014

WEB SITES

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

California Department of Education, Education Technology Office: <http://www.cde.ca.gov/ls/et>

California Educational Technology Professionals Association: <http://www.cetpa.net>

Computer-Using Educators: <http://www.cue.org>

Federal Communications Commission: <http://www.fcc.gov>

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

Technology Information Center for Administrative Leadership: <http://www.portical.org>

(6/95 7/07) 12/14

Policy: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Adopted: May 19, 2015

King City, California

Philosophy, Goals, Objectives and Comprehensive Plans

District Technology Plan

The district's technology plan shall address, at a minimum, the following components:

1. Background Information: A guide to the district's use of technology for the next three years, including:
 - a. Specific starting and ending dates of the plan
 - b. An overview of the district's location and demographics
 - c. A description of how stakeholders from the district and community were involved in the planning process
 - d. A description of the relevant research behind the strategies and/or methods in the plan and how the research supports the plan's curricular and professional development goals
 2. Curriculum: Clear goals and realistic strategies for using telecommunications and information technology to improve educational services, including:
 - a. A description of teachers' and students' current access to instructional technology and current use of digital tools, including district policies or practices to ensure equitable technology access for all students
 - b. Goals and an implementation plan, including annual activities, for:
 - (1) How technology will be used to improve teaching and learning, how these goals align with district curricular goals and other plans, how the district budget and local control and accountability plan support these goals, and whether future funding proposals or partnerships may be needed for successful implementation
 - (2) How and when students will acquire the technology skills and information literacy skills needed for college and career readiness
 - (3) Internet safety and the appropriate and ethical use of technology in the classroom
- (cf. 0000 - Vision)
 (cf. 0200 - Goals for the School District)
 (cf. 0400 - Comprehensive Plans)
 (cf. 0460 - Local Control and Accountability Plan)
 (cf. 5131 - Conduct)
 (cf. 5131.2 - Bullying)
 (cf. 6141 - Curriculum Development and Evaluation)

(cf. 6162.54 - Test Integrity/Test Preparation)
(cf. 6162.6 - Use of Copyrighted Materials)
(cf. 6163.4 - Student Use of Technology)

3. Professional Development: A professional development strategy to ensure that staff understands how to use new technologies to improve education services, including:

- a. A summary of teachers' and administrators' current technology proficiency and integration skills and needs for professional development
- b. Goals and an implementation plan, including annual activities, for providing professional development opportunities based on district needs assessment data and the curriculum component of the technology plan

(cf. 4040 - Employee Use of Technology)
(cf. 4131 - Staff Development)
(cf. 4222 - Teacher Aides/Paraprofessionals)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

4. Infrastructure, Hardware, Technical Support, Software, and Asset Management: An assessment of the telecommunication services, hardware, software, asset management, and other services that will be needed to improve education services, including:

- a. A description of existing hardware, Internet access, electronic learning resources, technical support, and asset management in the district
- b. A description of technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, technical support, and asset management needed by district teachers, students, and administrators to support the activities in the curriculum and professional development components of the plan

(cf. 3100 - Budget)
(cf. 7000 - Facilities Master Plan)

5. Monitoring and Evaluation: An evaluation process that enables the school to monitor progress toward the specific goals and mid-course corrections in response to new developments and opportunities as they arise, including:

- a. The process for evaluating the plan's overall progress and impact on teaching and learning
- b. The schedule for evaluating the effect of plan implementation and a description of the process and frequency of communicating evaluation results to technology plan stakeholders

(cf. 0500 - Accountability)

6. Noninstructional Uses of Technology: A description of how technology will be used to improve district governance, district and school site administration, support services, and communications

(cf. 1113 - District and School Web Sites)

(cf. 1114 - District-Sponsored Social Media)

(cf. 3580 - District Records)

7. Cost: An estimate of the cost for each year of the plan and each of its major components

(6/95 7/07) 12/14

Regulation: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Adopted: May 19, 2015

King City, California

Community Relations

Citizen Advisory Committees

Committee Charge

When committees are appointed, committee members shall receive written information including, but not limited to:

1. The committee members' names
2. The procedure to be used in the selection of the committee chairperson and other committee officers
3. The name(s) and contact information of staff member(s) assigned to support the work of the committee
4. The goals and specific charge(s) of the committee, including its topic(s) for study
5. The specific period of time that the committee is expected to serve
6. Legal requirements regarding meeting conduct and public notifications
7. Resources available to help the committee perform its tasks
8. Timelines for progress reports and/or final report
9. Relevant Board policies and administrative regulations

Members of advisory committees are not vicariously liable for injuries caused by the act or omission of the district or a committee and are not liable for injuries caused by an act or omission of a committee member acting within the scope of his/her role as a member of the committee. However, a member may be liable for injury caused by his/her own wrongful conduct. (Government Code 815.2, 820.9)

(cf. 1240 - Volunteer Assistance)

(cf. 3530 - Risk Management/Insurance)

Committees Subject to Brown Act Requirements

Any committee created by formal action of the Governing Board shall comply with Brown Act requirements pertaining to open meetings, notices, and public participation pursuant to Government Code 54950-54963, including, but not necessarily limited to, the following:

1. Advisory committee established pursuant to Education Code 56190-56194 related to

special education

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

2. Advisory committee established pursuant to Education Code 8070 related to career technical education

(cf. 6178 - Career Technical Education)

3. Committee established to assist in development of a student wellness policy pursuant to 42 USC 1758b

(cf. 5030 - Student Wellness)

4. Committee established pursuant to Education Code 17387-17391 related to the use or disposition of excess real property

(cf. 3280 - Sale or Lease of District-Owned Real Property)

5. Citizens' oversight committee established to examine the expenditure of general obligation bond or school facilities improvement bond revenues passed with a 55 percent majority of the voters pursuant to Education Code 15278 and 15359.3

(cf. 7213 - School Facilities Improvement Districts)

(cf. 7214 - General Obligation Bonds)

6. Parent advisory committee and English learner parent advisory committee established pursuant to Education Code 52063 to review and comment on the local control and accountability plan (LCAP) and, if applicable, any advisory committee established pursuant to Education Code 52060 to consult with the district on LCAP development

(cf. 0460 - Local Control and Accountability Plan)

(cf. 9130 - Board Committees)

(cf. 9320 - Meetings and Notices)

(cf. 9321 - Closed Session Purposes and Agendas)

(cf. 9321.1 - Closed Session Actions and Reports)

(cf. 9323 - Meeting Conduct)

Committees Not Subject to Brown Act Requirements

The following committees are exempt from the Brown Act but must conform with procedural meeting requirements established in Education Code 35147:

1. School site councils established pursuant to Education Code 52852 and 64001 to develop and approve a single plan for student achievement

(cf. 0420 - School Plans/Site Councils)

2. District or school advisory committees established pursuant to Education Code 52176 related to programs for English learners

(cf. 6174 - Education for English Language Learners)

3. School advisory committees established pursuant to Education Code 54425(b) related to compensatory education

(cf. 6171 - Title I Programs)

4. Any district advisory committee established pursuant to Education Code 54444.2 related to migrant education programs

(cf. 6175 - Migrant Education Program)

5. School committees established pursuant to Education Code 11503 related to parent involvement

(cf. 6020 - Parent Involvement)

Meetings of the above councils or committees shall be open to the public. Any member of the public shall have the opportunity to address the council or committee during the meeting on any item within its jurisdiction. Notice of the meeting shall be posted at the school site or other appropriate accessible location at least 72 hours before the meeting, specifying the date, time, and location of the meeting and containing an agenda that describes each item of business to be discussed or acted upon. (Education Code 35147)

The above councils or committees shall not take action on any item not listed on the agenda unless all members present unanimously find that there is a need to take immediate action and that this need came to the council's or committee's attention after the agenda was posted. In addition to addressing items on the agenda, members of the council, committee, or public may ask questions or make brief statements that do not have a significant effect on district students or employees or that can be resolved solely by providing information. (Education Code 35147)

Any council or committee violating the above procedural requirements must, at the demand of any person, reconsider the item at the next meeting, first allowing for public input on the item. (Education Code 35147)

Any materials provided to a school site council shall be made available to any member of the

public upon request pursuant to the California Public Records Act. (Education Code 35147; Government Code 6250-6270)

(cf. 1340 - Access to District Records)

Committees created by the State Administrator/Superintendent or designee to advise the administration and which do not report to the Board are not subject to the requirements of the Brown Act or Education Code 35147.

(cf. 2230 - Representative and Deliberative Groups)

(7/05 7/07) 12/14

Regulation: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Adopted: May 19, 2015

King City, California

BP 1240 Community Relations

The Governing Board recognizes that volunteer assistance in schools can enrich the educational program, increase supervision of students, and contribute to school safety while strengthening the schools' relationships with the community. The Board encourages parents/guardians and other members of the community to share their time, knowledge, and abilities with students.

(cf. 1000 - Concepts and Roles)
(cf. 1700 - Relations Between Private Industry and the Schools)
(cf. 4127/4227/4327 - Temporary Athletic Team Coaches)
(cf. 4222 - Teacher Aides/Paraprofessionals)
(cf. 5020 - Parent Rights and Responsibilities)
(cf. 5148 - Child Care and Development)
(cf. 5148.2 - Before/After School Programs)
(cf. 6020 - Parent Involvement)
(cf. 6171 - Title I Programs)

The State Administrator/Superintendent or designee shall develop and implement a plan for recruiting, screening, and placing volunteers, including strategies for reaching underrepresented groups of parents/guardians and community members. He/she may also recruit community members to serve as mentors to students and/or make appropriate referrals to community organizations.

(cf. 1020 - Youth Services)
(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

The Board prohibits harassment of any volunteer on the basis of race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation, or military and veteran status. (Government Code 12940)

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

As appropriate, the State Administrator/Superintendent or designee shall provide volunteers with information about school goals, programs, and practices and an orientation or other training related to their specific responsibilities. Employees who supervise volunteers shall ensure that volunteers are assigned meaningful responsibilities that utilize their skills and expertise and maximize their contribution to the educational program.

Volunteer work shall be limited to those projects that do not replace the normal duties of classified staff. The Board nevertheless encourages volunteers to work on short-term projects to the extent that they enhance the classroom or school and comply with employee negotiated agreements.

(cf. 4141/4241 - Collective Bargaining Agreement)

The State Administrator/Superintendent or designee shall establish procedures for determining whether volunteers possess the qualifications, if any, required by law and administrative regulation for the types of duties they will perform.

Volunteers shall act in accordance with district policies, regulations, and school rules. The State Administrator/Superintendent or designee shall be responsible for investigating and resolving complaints regarding volunteers.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 3515.2 - Disruptions)

The Board encourages principals to develop a means for recognizing the contributions of each school's volunteers.

(cf. 1150 - Commendations and Awards)

The State Administrator/Superintendent or designee shall periodically report to the Board regarding the district's volunteer assistance program.

Qualifications

The State Administrator/Superintendent or designee shall establish procedures for determining whether volunteers possess the qualifications, if any, required by law and administrative regulation for the types of duties they will perform.

Prior to assuming a volunteer position to work with students in a district-sponsored student activity program, a volunteer shall possess an Activity Supervisor Clearance Certificate issued by the Commission on Teacher Credentialing. (Education Code 49024)

A volunteer who obtained both a Department of Justice and Federal Bureau of Investigation criminal background clearance through the district prior to July 9, 2010 shall have satisfied this requirement. (Education Code 49024)

Legal Reference:

EDUCATION CODE

8482-8484.6 After School Education and Safety program

8484.7-8484.9 21st Century Community Learning Center program

35021 Volunteer aides

35021.1 Automated records check

35021.3 Registry of volunteers for before/after school programs

44010 Sex offense; definition

44814-44815 Supervision of students during lunch and other nutrition periods

45125 Fingerprinting requirements

45125.01 Interagency agreements for criminal record information

45340-45349 Instructional aides

45360-45367 Teacher aides
48981 Parental notifications
49024 Activity Supervisor Clearance Certificate
49406 Examination for tuberculosis
GOVERNMENT CODE
3543.5 Prohibited interference with employees' rights
12940 Prohibited discrimination and harassment
HEALTH AND SAFETY CODE
1596.871 Fingerprints of individuals in contact with child day care facility clients
LABOR CODE
1720.4 Public works; exclusion of volunteers from prevailing wage law
3352 Workers' compensation; definitions
3364.5 Authority to provide workers' compensation insurance for volunteers
PENAL CODE
290 Registration of sex offenders
290.4 Information re: sex offenders
290.95 Disclosure by person required to register as sex offender
626.81 Sex offender; permission to volunteer at school
CODE OF REGULATIONS, TITLE 22
101170 Criminal record clearance
101216 Health screening, volunteers in child care centers
UNITED STATES CODE, TITLE 20
6319 Qualifications and duties of paraprofessionals, Title I programs
PUBLIC EMPLOYMENT RELATIONS BOARD DECISIONS
Whisman Elementary School District, (1991) PERB Decision No. 868

Management Resources:

WEB SITES

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

California Department of Education, Parents/Family and Community:

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

California Department of Justice, Megan's Law: <http://www.meganslaw.ca.gov>

California Parent Teacher Association: <http://www.capta.org>

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

(3/10 7/10) 12/14

Management Resources:

COMMISSION ON TEACHER CREDENTIALING CODED CORRESPONDENCE

10-11 Information on Assembly Bill 346 Concerning the Activity Supervisor Clearance Certificate (ASCC), July 20, 2010

WEB SITES

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

California Department of Education, Parents/Family and Community:

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

California Department of Justice, Megan's Law: <http://www.meganslaw.ca.gov>

California Parent Teacher Association: <http://www.capta.org>

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

National Coalition for Parent Involvement in Education: <http://www.ncpie.org>

National Parent Teacher Association: <http://www.pta.org>

(7/02 3/10) 7/10

Policy

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Adopted: May 19, 2015

King City, California

AR 1240 Community Relations

VOLUNTEER ASSISTANCE

Duties of Volunteers

The State Administrator/Superintendent or designee may assign volunteers to:

1. Assist certificated personnel in the performance of their duties, including in the supervision of students and in the performance of instructional tasks which, in the judgment of the certificated personnel to which the volunteer is assigned, may be performed by a person not licensed as a classroom teacher (Education Code 35021, 45343, 45344, 45349)

(cf. 4222 - Teacher Aides/Paraprofessionals)
(cf. 5148 - Child Care and Development)
(cf. 5148.2 - Before/After School Programs)

2. Serve as nonteaching aides under the immediate supervision and direction of certificated personnel to perform noninstructional work which assists certificated personnel in the performance of teaching and administrative responsibilities (Education Code 35021)

3. Supervise students during lunch, breakfast, or other nutritional periods (Education Code 35021, 44814, 44815)

4. Work on short-term facilities projects pursuant to the section below entitled "Volunteer Facilities Projects"

5. Perform other duties in support of district or school operations as approved by the State Administrator/Superintendent or designee

(cf. 6163.1 - Library Media Centers)

Volunteers shall not be authorized to assign grades to students, and shall not be used to assist certificated staff in performing teaching or administrative responsibilities in place of regularly authorized classified employees who have been laid off. (Education Code 35021, 45344)

(cf. 4217.3 - Layoff/Rehire)

Basic Skills Proficiency Requirement

Volunteers who supervise or provide instruction to students pursuant to Education Code 45349 shall submit evidence of basic skills proficiency to the State Administrator/Superintendent or designee. (Education Code 45344.5, 45349)

(cf. 4212 - Appointment and Conditions of Employment)

Criminal Background Check

Prior to assuming a volunteer position working with students in a district-sponsored student activity program, a volunteer shall obtain fingerprint clearance through the Department of Justice and Federal Bureau of Investigation. At his/her discretion, the volunteer may choose to meet this requirement by obtaining an Activity Supervisor Clearance Certificate from the Commission on Teacher Credentialing. Student activity programs include, but are not limited to, scholastic programs, interscholastic programs, and extracurricular activities sponsored by the district or a school booster club, such as cheer team, drill team, dance team, and marching band. (Education Code 49024)

(cf. 4112.5/4212.5/4312.5 - Criminal Background Check)
(cf. 4127/4227/4327 - Temporary Athletic Team Coaches)
(cf. 6145 - Extracurricular and Cocurricular Activities)

The State Administrator/Superintendent or designee shall determine which volunteer positions in the district are subject to the above requirement.

The criminal background check requirement shall not apply to volunteer supervisors for breakfast, lunch, or other nutritional periods or to volunteer nonteaching aides under the immediate supervision and direction of certificated personnel pursuant to Education Code 35021, including parents/guardians volunteering in a classroom or on a field trip or community members providing noninstructional services. (Education Code 49024)

Registered Sex Offenders

The State Administrator/Superintendent or designee may require all volunteers to disclose whether they are a registered sex offender and/or to provide the district with sufficient information in order to allow verification of this status on the Department of Justice's Megan's Law web site.

(cf. 5145.6 - Parental Notifications)

However, no person who is required to register as a sex offender pursuant to Penal Code 290 shall be assigned as a volunteer to assist certificated personnel in the performance of their duties; supervise students during lunch, breakfast, or other nutritional period; or serve as a nonteaching aide to perform noninstructional tasks. In addition, a person who is required to register as a sex offender because of a conviction for a crime where the victim was a minor under age 16 shall not serve as a volunteer in any capacity in which he/she would be working directly and in an unaccompanied setting with minors on more than an incidental and occasional basis or have supervision or disciplinary power over minors. (Education Code 35021, 45349; Penal Code 290.95)

(cf. 3515.5 - Sex Offender Notification)

Tuberculosis Assessment/Examination

Upon initial volunteer assignment, a volunteer shall have on file with the school a certificate showing that he/she has submitted to a tuberculosis risk assessment and, if tuberculosis risk factors were identified, was examined and found to be free of infectious tuberculosis. (Education Code 49406)

(cf. 4112.4/4212.4/4312.4 - Health Examinations)

The State Administrator/Superintendent or designee may exempt from the tuberculosis risk assessment and/or examination those volunteers whose functions do not require frequent or prolonged contact with students. (Education Code 49406)

Note: See AR 5148.2 - Before/After School Programs for information about health screening and fingerprint clearance requirements for volunteers in the After School Education and Safety program and 21st Century Community Learning Center program pursuant to Education Code 8483.4 and 35021.3.

Volunteer Facilities Projects

All volunteer facilities projects shall have approximate start and completion dates and must be approved by the principal in advance.

Projects approved by the principal shall also be approved in advance by the State Administrator/Superintendent or designee if they involve the following types of work:

1. Alterations, additions or repairs to buildings and grounds
2. Construction involving wall or roof penetration, drilling or nailing
3. Structural modifications
4. Electrical, electronic, plumbing, or heating and cooling work
5. Painting
6. Installation of carpet
7. Installation of playground equipment and benches
8. Installation of sprinkler systems
9. Paving
10. Installation of marquees and signs
11. Tree planting, pruning or removal

The State Administrator/Superintendent or designee shall ensure that volunteers possess the appropriate license and/or have sufficient expertise appropriate to the project. He/she shall also

ensure that such projects comply with building and safety codes and other applicable laws and collective bargaining agreements. The district shall provide on-site assistance and supervision for such projects as necessary. Projects shall be inspected upon completion to ensure that the work was done satisfactorily.

(cf. 3514 - Environmental Safety)
(cf. 3514.1 - Hazardous Substances)
(cf. 7111 - Evaluating Existing Buildings)
(cf. 7140 - Architectural and Engineering Services)

(10/96 10/97) 7/02

Regulation SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Adopted: May 19, 2015

King City, California

BP 3100 Business and Noninstructional Operations

Budget

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

(cf. 0000 - Vision)

(cf. 3000 - Concepts and Roles)

(cf. 3300 - Expenditures and Purchases)

(cf. 3460 - Financial Reports and Accountability)

(cf. 9000 - Role of the Board)

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

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

(cf. 0460 - Local Control and Accountability Plan)

Budget Development and Adoption Process

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

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

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

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

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

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

Budget Advisory Committee

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

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

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

Budget Criteria and Standards

The State Administrator/Superintendent or designee shall develop a district budget in accordance with state criteria and standards specified in 5 CCR 15440-15450 as they relate to projections of average daily attendance (ADA), enrollment, ratio of ADA to enrollment, local control funding formula revenue, salaries and benefits, other revenues and expenditures, facilities maintenance, deficit spending, unrestricted general fund balance, and reserves. In addition, he/she shall provide the supplemental information specified in 5 CCR 15451 which addresses the methodology and budget assumptions used, contingent liabilities, use of one-time revenues for ongoing expenditures, use of ongoing revenues for one-time expenditures, contingent revenues, contributions, long-term commitments, unfunded liabilities, status of collective bargaining agreements, the LCAP, and LCAP expenditures. (Education Code 33128, 33128.3, 33129, 42127.01; 5 CCR 15440-15451)

The district budget shall provide for increasing or improving services for unduplicated students at least in proportion to the increase in funds apportioned on the basis of the number and concentration of unduplicated students. Unduplicated students are students who are eligible for free or reduced-price meals, English learners, and/or foster youth. (Education Code 42238.07; 5 CCR 15496)

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

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

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

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

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

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

Fund Balance

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

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

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

4. Assigned fund balance includes amounts which the Board or its designee intends to use

for a specific purpose.

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

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

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

To protect the district against unforeseen circumstances such as revenue shortfalls and unanticipated expenditures, the Board shall maintain a minimum unassigned fund balance which includes a reserve for economic uncertainties equal to 17% (at least two months) of general fund operating expenditures.

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

Long-Term Financial Obligations

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

(cf. 4141/4241 - Collective Bargaining Agreement)

(cf. 4143/4243 - Negotiations/Consultation)

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

(cf. 7210 - Facilities Financing)

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

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

When the State Administrator/Superintendent or designee presents a report to the Board on the estimated accrued but unfunded cost of OPEBs, the Board shall disclose, as a separate agenda

item at the same meeting, whether or not it will reserve a sufficient amount of money in its budget to fund the present value of the benefits of existing retirees and/or the future cost of employees who are eligible for benefits in the current fiscal year. (Education Code 42140)

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

Budget Amendments

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

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

Legal Reference:

EDUCATION CODE

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

42610 Appropriation of excess funds and limitation thereon
45253 Annual budget of personnel commission
45254 First year budget of personnel commission
52060-52077 Local control and accountability plan
GOVERNMENT CODE
7900-7914 Appropriations limit
CODE OF REGULATIONS, TITLE 5
15060 Standardized account code structure
15440-15451 Criteria and standards for school district budgets

Management Resources:

CSBA PUBLICATIONS

Local Control Funding Formula 2013, Governance Brief, August 2013

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

School Finance CD-ROM, 2005

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California School Accounting Manual

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

FISCAL CRISIS AND MANAGEMENT ASSISTANCE TEAM PUBLICATIONS

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

GOVERNMENT FINANCE OFFICERS ASSOCIATION

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

GOVERNMENTAL ACCOUNTING STANDARDS BOARD STATEMENTS

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

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

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

WEB SITES

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

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

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

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

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

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

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

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

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

(7/10 7/11) 10/13

Policy SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Adopted: May 19, 2015

King City, California

AR 3100 Business and Noninstructional Operations

Budget

Budget Advisory Committee

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

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

(cf. 9140 - Board Representatives)

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

(cf. 1220 - Citizen Advisory Committees)

(cf. 2230 - Representative and Deliberative Groups)

(cf. 9130 - Board Committees)

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

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

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

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

(cf. 3350 - Travel Expenses)

Public Hearing

~~***Note: Pursuant to Education Code 52062, the public hearing on the budget must be at the same meeting as the public hearing on the local control and accountability plan (LCAP) as described below; see the accompanying Board policy and BP 0460 - Local Control and Accountability Plan.***~~

The agenda for the public hearing on the district budget shall be posted at least 72 hours before the hearing and shall indicate the location where the budget may be inspected. The proposed budget shall be available for public inspection at least three working days before this hearing. (Education Code 42103, 42127, 52062)

(cf. 0460 - Local Control and Accountability Plan)
(cf. 9320 - Meetings and Notices)
(cf. 9322 - Agenda/Meeting Materials)

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

Whenever the proposed district budget includes a combined assigned and unassigned ending fund balance that exceeds the minimum recommended reserve for economic uncertainties adopted by the State Board of Education, the district shall provide, for each fiscal year included in the budget, the following information for public review and discussion at the public hearing: (Education Code 42127; 5 CCR 15450)

1. The minimum recommended reserve for economic uncertainties
2. The combined assigned and unassigned ending fund balances that are in excess of the minimum recommended reserve
3. A statement of reasons substantiating the need for the combined assigned and unassigned ending balances that are in excess of the minimum recommended reserve

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

Initial Budget Adoption

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

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

(cf. 1340 - Access to District Records)

Revised Budget

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

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

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

Budget Review Committee for Disapproved Budgets

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

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

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

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

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

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

(11/04 11/05) 11/08

Regulation SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Adopted: May 19, 2015

King City, California

Personnel

Health Examinations

Tuberculosis Tests

No applicant shall be initially employed by the district, or employed under contract, in a classified or certificated position unless he/she has submitted to a tuberculosis risk assessment within the past 60 days and, if tuberculosis risk factors are identified, has submitted to an intradermal or other approved tuberculosis examination to determine that he/she is free of infectious tuberculosis. If the results of the examination are positive, the applicant shall obtain an x-ray of the lungs. At his/her discretion, an applicant may choose to submit to the examination instead of the risk assessment. (Education Code 49406)

(cf. 1240 - Volunteer Assistance)
(cf. 4112 - Appointment and Conditions of Employment)
(cf. 4119.41/4219.41/4319.41 - Employees with Infectious Disease)
(cf. 4212 - Appointment and Conditions of Employment)

Prior to employment by the district, an applicant shall submit a certificate from an authorized health provider stating that the applicant was assessed and/or examined and found to be free of infectious tuberculosis. (Education Code 49406)

An applicant who was previously employed in another school district or private or parochial school shall be deemed to have fulfilled the tuberculosis testing requirement if he/she produces a certificate showing that he/she was found to be free of infectious tuberculosis within 60 days of initial hire or if his/her previous employer verifies that it has a certificate on file showing that the applicant is free from infectious tuberculosis. (Education Code 49406)

Thereafter, each district employee who was found free of infectious tuberculosis shall undergo a tuberculosis risk assessment, and an examination whenever risk factors are identified, at least once every four years or more often when required by the Governing Board upon recommendation of the county health officer. However, once an employee has a documented positive test for tuberculosis infection followed by an x-ray, he/she shall no longer be required to submit to the tuberculosis risk assessment but shall be referred to the county health officer within 30 days of the examination to determine the need for follow-up care. (Education Code 49406)

The cost of the pre-employment tuberculosis examination shall be paid by the applicant.

Tuberculosis tests for employees shall be provided by the district or at district expense. (Education Code 44839, 45122, 49406)

If an employee's religious belief prevents him/her from undergoing a tuberculosis examination, the employee shall file an affidavit stating that he/she adheres to the faith or teachings of a well-recognized religious sect, denomination, or organization and, in accordance with its creed, tenets, or principles, depends for healing upon prayer in the practice of religion and that, to the best of his/her knowledge or belief, he/she is free from active tuberculosis. In order to exempt the individual, the Board shall determine by resolution, after a hearing, that the health of students would not be jeopardized. (Education Code 49406)

The State Administrator/Superintendent or designee may exempt a pregnant employee from the requirement that a positive tuberculin skin test be followed by an x-ray of the lungs, for a period not to exceed 60 days following termination of the pregnancy. (Education Code 49406)

Medical Certification for Communicable Diseases for Certificated Employees

The Board shall not fill a position requiring certification with an applicant who has not previously been employed in a certificated position in California or a retirant who has not been employed as a retirant, unless the district has on file a medical certification completed and submitted directly to the district by an authorized health care provider. (Education Code 44839, 44839.5)

(cf. 4117.14/4317.14 - Postretirement Employment)

The medical certification shall certify that the applicant or retirant is free from any disabling disease which would render him/her unfit to instruct or associate with children. The medical examination referred to in the certificate must have been conducted within six months of the date that the certificate is filed. (Education Code 44839, 44839.5; 5 CCR 5503)

(cf. 4119.41/4219.41/4319.41 - Employees with Infectious Disease)

Applicants and retirants shall pay for the cost of obtaining the medical certification. (Education Code 44849, 44839.5)

Mental Examination for Certificated Employees

The following applicants or employees shall be exempted from the requirement to submit to a tuberculosis risk assessment and/or examination: (Education Code 49406)

1. An applicant/employee who files an affidavit stating that he/she adheres to the faith or teachings of a well-recognized religious sect, denomination, or organization and, in accordance with its creed, tenets, or principles, depends for healing upon prayer in the practice of religion and that, to the best of his/her knowledge and belief, he/she is free from infectious tuberculosis

Such an exemption shall be allowed only if the Board determines by resolution, after a hearing,

that the health of students would not be jeopardized. If at any time there is probable cause to believe that the applicant/employee is inflicted with infectious tuberculosis, he/she may be excluded from service until the Board is satisfied that he/she is not afflicted.

(cf. 4030 - Nondiscrimination in Employment)

***Note: Optional items #2-4 below reflect exemptions authorized, but not required, by Education Code 49406 and should be revised to reflect district practice. ***

3. A pregnant employee who has positive results on a tuberculosis skin test, in which case she shall be exempted from the requirement to follow up with an x-ray of the lungs for a period not to exceed 60 days after the end of the pregnancy

Examination of Certificated Employees for Disabling Diseases

To fill a certificated position with an applicant who has not previously been employed in a certificated position in California, or with a retirant who has not been employed as a retirant, the district shall have on file a medical certification indicating that the applicant or retirant is free from any disabling disease which would render him/her unfit to instruct or associate with children. (Education Code 44839, 44839.5)

(cf. 4117.14/4317.14 - Postretirement Employment)

The certificate shall be completed and submitted directly to the district by an authorized health care provider. The medical examination referenced in the certificate must have been conducted within six months of the date that the certificate is filed. (Education Code 44839, 44839.5; 5 CCR 5503)

Applicants and retirants shall pay for the cost of obtaining the medical certification. (Education Code 44849, 44839.5)

Certificated employees and/or retirants shall be required to periodically undergo, at district expense, a medical examination pursuant to Education Code 44839 or 44839.5 to determine that they are free from any communicable disease making them unfit to instruct or associate with children. (Education Code 44839, 44839.5)

Mental Examination for Certificated Employees

Whenever the Board is considering the suspension or transfer of a certificated employee based on its reasonable belief that the employee is suffering from mental illness of such a degree as to render him/her incompetent to perform his/her duties, the employee shall be offered the opportunity of being examined by a three-member panel of psychiatrists and psychologists in

AR 4112.4 (d)
4212.4
4312.4

accordance with Education Code 44942. The employee shall select the members of the panel from a list of psychiatrists and psychologists provided by the district. The examination shall be conducted, at district expense, within 15 days of the ordered suspension or transfer. The employee shall submit to the examination, but shall also be entitled to present a report of any psychiatrist, psychologist, or physician of his/her own choice. (Education Code 44942)

(cf. 4032 - Reasonable Accommodation)
(cf. 4114 - Transfers)
(cf. 4118 - Dismissal/Suspension/Disciplinary Action)

Legal Reference:

EDUCATION CODE

44839 Medical certificate; periodic medical examination
44839.5 Requirements for employment of retirant
44932 Grounds for dismissal of permanent employee
44942 Suspension or transfer of certificated employee on ground of mental illness
45122 Physical examinations
49406 Examination for tuberculosis

BUSINESS AND PROFESSIONS CODE

2700-2838 Nurses
3500-3546 Physician assistants

HEALTH AND SAFETY CODE

121525 Private and parochial school employees, examination for tuberculosis

CODE OF REGULATIONS, TITLE 5

5502 Filing of notice of physical examination for employment of retired persons
5503 Physical examination for employment of retired persons
5504 Medical certification procedures

COURT DECISIONS

Doe v. Lincoln Unified School District, (2010) 188 Cal.App.4th 758
Leonel v. American Airlines, Inc., (2005) 400 F.3d. 702
Raven v. Oakland Unified School District, (1989) 213 Cal.App.3d 1347

Management Resources:

WEB SITES

California Department of Public Health: <http://www.cdph.ca.gov>
Centers for Disease Control and Prevention: <http://www.cdc.gov>
Public Health Institute: <http://www.phi.org>
U.S. Food and Drug Administration: <http://www.fda.gov>

(11/09 11/10) 12/14

AR 4112.4 (e)
4212.4
4312.4

Regulation SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Adopted: May 19, 2015

King City, California

Child Abuse Prevention And Reporting

The Governing Board is committed to supporting the safety and well-being of district students and desires to facilitate the prevention of and response to child abuse and neglect. The State Administrator/Superintendent or designee shall develop and implement strategies for preventing, recognizing, and promptly reporting known or suspected child abuse and neglect.

The State Administrator/Superintendent or designee may provide a student who is a victim of abuse with school-based mental health services or other support services and/or may refer the student to resources available within the community as needed.

(cf. 1020 - Youth Services)
(cf. 5141.6 - School Health Services)
(cf. 6164.2 - Guidance/Counseling Services)

Child Abuse Prevention

The Governing Board recognizes the district's responsibility to educate students about the dangers of child abuse so that they will acquire the skills and techniques needed to identify unsafe situations and to react appropriately and promptly.

The district's instructional program shall include age-appropriate and culturally sensitive child abuse prevention curriculum. This curriculum shall explain students' right to live free of abuse, include instruction in the skills and techniques needed to identify unsafe situations and react appropriately and promptly, inform them of available support resources, and teach them how to obtain help and disclose incidents of abuse. The curriculum also shall include training in self-protection techniques.

(cf. 6143 - Courses of Study)

The district's program also may include age-appropriate curriculum in sexual abuse and sexual assault awareness and prevention. Upon written request of a student's parent/guardian, the student shall be excused from taking such instruction. (Education Code 51900.6)

The State Administrator/Superintendent or designee shall, to the extent feasible, seek to incorporate community resources into the district's child abuse prevention programs and may use these resources to provide parents/guardians with instruction in parenting skills and child abuse prevention.

To the extent feasible, the State Administrator/Superintendent or designee shall use these community resources to provide parents/guardians with instruction in parenting skills and child abuse prevention.

(cf. 1020 - Youth Services)

Child Abuse Reporting

The Board recognizes that child abuse has severe consequences and that the district has a responsibility to protect students by facilitating the prompt reporting of known and suspected incidents of child abuse. The State Administrator/Superintendent or designee shall establish procedures for the identification and reporting of such incidents in accordance with law.

(cf. 0450 - *Comprehensive Safety Plan*)

The State Administrator/Superintendent or designee shall establish procedures for the identification and reporting of known and suspected child abuse and neglect in accordance with law.

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

(cf. 5145.7 - Sexual Harassment)

Procedures for reporting child abuse shall be included in the district and/or school comprehensive safety plan. (Education Code 32282)

(cf. 0450 - Comprehensive Safety Plan)

Employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect. Mandated reporters shall not investigate any suspected incidents but rather shall cooperate with agencies responsible for investigating and prosecuting cases of child abuse and neglect.

The State Administrator/Superintendent or designee shall provide training regarding the reporting duties of mandated reporters.

In the event that training is not provided to mandated reporters, the State Administrator/Superintendent or designee shall report to the California Department of Education the reasons that such training is not provided. (Penal Code 11165.7)

Legal Reference:

EDUCATION CODE

- 32280-32288 Comprehensive school safety plans
- 33195 Heritage schools, mandated reporters
- 33308.1 Guidelines on procedure for filing child abuse complaints
- 44252 Teacher credentialing
- 44691 Staff development in the detection of child abuse and neglect
- 44807 Duty concerning conduct of students
- 48906 Notification when student released to peace officer
- 48987 Dissemination of reporting guidelines to parents
- 49001 Prohibition of corporal punishment
- 51220.5 Parenting skills education
- 51900.6 Sexual abuse and sexual assault awareness and prevention

PENAL CODE

152.3 Duty to report murder, rape, or lewd or lascivious act
273a Willful cruelty or unjustifiable punishment of child; endangering life or health
288 Definition of lewd or lascivious act requiring reporting
11164-11174.3 Child Abuse and Neglect Reporting Act

WELFARE AND INSTITUTIONS CODE

15630-15637 Dependent adult abuse reporting

CODE OF REGULATIONS, TITLE 5

4650 Filing complaints with CDE, special education students

UNITED STATES CODE, TITLE 42

11434a McKinney-Vento Homeless Assistance Act; definitions

COURT DECISIONS

Camreta v. Greene (2011) 131 S.Ct. 2020

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

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

Health Framework for California Public Schools, Kindergarten Through Grade Twelve

WEB SITES

California Attorney General's Office, Suspected Child Abuse Report Form:

http://www.ag.ca.gov/childabuse/pdf/ss_8572.pdf

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

California Department of Social Services, Children and Family Services Division:

<http://www.childsworld.ca.gov>

U.S. Department of Health and Human Services, Child Welfare Information Gateway:

<https://www.childwelfare.gov/can>

(7/02 11/04) 12/14

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

Adopted: May 19, 2015

King City, California

AR 5141.4 Students

Child Abuse Prevention and Reporting

Definitions

Child abuse or neglect includes the following: (Penal Code 11165.5, 11165.6)

1. A physical injury or death inflicted by other than accidental means on a child by another person
2. Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1
3. Neglect of a child as defined in Penal Code 11165.2
4. Willful harming or injuring of a child or the endangering of the person or health of a child as defined in Penal Code 11165.3
5. Unlawful corporal punishment or injury as defined in Penal Code 11165.4

Child abuse or neglect does not include:

1. A mutual affray between minors (Penal Code 11165.6)
2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment (Penal Code 11165.6)

(*cf.* 3515.3 - *District Police/Security Department*)

3. An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807)
4. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, to protect himself/herself, or to obtain weapons or other dangerous objects within the control of the student (Education Code 49001)

(*cf.* 5144 - *Discipline*)

5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by the student (Education Code 49001)

6. Homelessness or classification as an unaccompanied minor (Penal Code 11165.15)

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; administrators and employees of a licensed day care facility; Head Start teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

Reportable Offenses

A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code 11166.05, 11167)

Any district employee who reasonably believes that he/she has observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury against a victim who is a child under age 14 shall notify a peace officer. (Penal Code 152.3, 288)

Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Any person not identified as a mandated reporter who has knowledge of or observes a child whom he/she knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

Reporting Procedures

1. Initial Telephone Report

Immediately or as soon as practicable possible after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)

Monterey County Department of Social Services child Abuse Hotline (831) 755-4661; Greenfield Police Department (831) 674-5111; King City Police Department (831) 385-4848; or 911

When the initial telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

2. Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form (SS 8572). (Penal Code 11166, 11168)

The Department of Justice form may be obtained from the district office or other appropriate agencies, such as the county probation or welfare department or the police or sheriff's department.

Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167)

- a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter
- b. The child's name and address, present location, and, where applicable, school, grade, and class
- c. The names, addresses, and telephone numbers of the child's parents/guardians
- d. The name, address, telephone number, and other relevant personal information about the person who might have abused or neglected the child

- e. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information

The mandated reporter shall make a report even if some of this information is not known or is uncertain to him/her. (Penal Code 11167)

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code 11166.05. (Penal Code 11167)

Internal Reporting

The mandated reporter shall not be required to disclose his/her identity to his/her supervisor, the principal, or the State Administrator/Superintendent or designee. (Penal Code 11166)

However, employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the principal as soon as possible after the initial telephone report to the appropriate agency. When so notified, the principal shall inform the State Administrator/Superintendent or designee.

The principal so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the principal may assist in completing and filing the necessary forms.

Reporting the information to an employer, supervisor, principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

Training

Within the first six weeks of each school year, the State Administrator/Superintendent or designee shall provide training on mandated reporting requirements to district employees and persons working on their behalf who are mandated reporters. Any school personnel hired during the school year shall receive such training within the first six weeks of employment. (Education Code 44691; Penal Code 11165.7)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

The State Administrator/Superintendent or designee shall use the online training module provided by the California Department of Social Services or other state approved modules on the topic. (Education Code 44691)

The training shall include, but not necessarily be limited to, training in identification and reporting of child abuse and neglect. In addition, the training shall include information that failure to report an incident of known or reasonably suspected child abuse or neglect as required by law is a misdemeanor punishable by imprisonment and/or a fine as specified. (Education Code 44691; Penal Code 11165.7)

The State Administrator/Superintendent or designee shall obtain and retain proof of each mandated reporter's completion of the training. (Education Code 44691)

Victim Interviews by Social Services

Whenever a representative from the Department of Social Services or another government agency investigating suspected child abuse or neglect deems it necessary, a suspected victim may be interviewed during school hours, on school premises, concerning a report of suspected child abuse or neglect that occurred within the child's home or out-of-home care facility. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her of the following requirements: (Penal Code 11174.3)

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the State Administrator/Superintendent or designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation. (Education Code 48906)

(cf. 5145.11 - Questioning and Apprehension by Law Enforcement)

Parent/Guardian Complaints

Upon request, the State Administrator/Superintendent or designee shall provide parents/guardians with a copy of this administrative regulation which contains procedures for reporting suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians whose primary language is not English, such procedures shall be in their primary language and, when communicating orally regarding those procedures, an interpreter shall be provided.

To file a complaint against a district employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee also is obligated pursuant to Penal Code 11166 to file a report himself/herself using the procedures described above for mandated reporters.

(cf. 1312.1 - Complaints Concerning District Employees)

In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 4650.

(cf. 1312.3 - Uniform Complaint Procedures)

Notifications

The State Administrator/Superintendent or designee shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, their reporting obligations under Penal Code 11166, and their confidentiality rights under Penal Code 11167. The district also shall provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. (Penal Code 11165.7, 11166.5)

Before beginning employment, any person who will be a mandated reporter by virtue of his/her position shall sign a statement indicating that he/she has knowledge of the reporting obligations under Penal Code 11166 and will comply with those provisions. The signed statement shall be retained by the State Administrator/Superintendent or designee. (Penal Code 11166.5)

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

Employees who work with dependent adults shall be notified of legal responsibilities and reporting procedures pursuant to Welfare and Institutions Code 15630-15637.

The State Administrator/Superintendent or designee also shall notify all employees that:

1. A mandated reporter who reports a known or suspected instance of child abuse or neglect

shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of his/her professional capacity or outside the scope of his/her employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that he/she knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)

2. If a mandated reporter fails to report an incident of known or reasonably suspected child abuse or neglect, he/she may be guilty of a crime punishable by a fine and/or imprisonment. (Penal Code 11166)
3. No employee shall be subject to any sanction by the district for making a report. (Penal Code 11166)

(3/08 3/10) 11/10

Regulation: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Adopted: May 19, 2015

King City, California

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

SUBJECT: Third Reading Board Bylaw 9223 Filling Vacancies **MEETING:** May 19, 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:

The Board of Education has expressed on numerous occasions the importance of having all Board members complete the Masters of Governance training as they assume their role of Board member in the South Monterey County Joint Union High School District. In February, 2015 the Board Bylaw 9223 Filling Vacancies which would enforce such a requirement was approved. With so much conversation, this is being returned to the Board for a third reading with the added paragraph of requiring such training of future board members.

Recommendation:

It is recommended that the State Administrator approve the revision of the BB 9223 Filling Vacancies, which would require new Board members to complete the Masters of Governance training provided by CSBA.

Fiscal Impact:

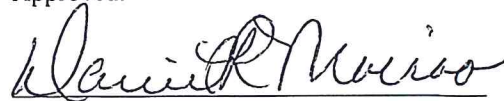
There is a budget line item for Board of Education expenses.

Submitted By:



Daniel R. Moirao, Ed.D.
State Administrator

Approved:



Daniel R. Moirao, Ed.D.
State Administrator

BB 9223 Board Bylaws

Filling Vacancies

The Board of Education is well aware of the importance of a well-educated Governing Team, who is not only well informed of district activities but who also is aware of the necessity to function as a team with each member and group assuming its appropriate role. The Board is aware that the board must act together in a formally agendaed meeting in accord with the rules and regulations of the Brown Act. Outside of any meeting each board member serves as an individual member of the community. To assure that all members understand and comprehend their respective roles all members of the Board of Education will complete the Masters of Governance training provided by the California School Boards Association. This training shall be completed within the first eighteen months of assuming office and will be at district expense.

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 ~~or bond~~ 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

Bylaw

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Third Reading: May 19, 2015

Adopted:

King City, California