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

Tuesday, June 16, 2015

South Monterey County Joint Union High School District Office
800 Broadway
King City, California 93930

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

STATE ADMINISTRATOR
Daniel Moirao, Ed.D.

OPEN SESSION: 5:25 PM

A. CALL TO ORDER

B. PUBLIC COMMENT

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

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

CLOSED SESSION: 5:30 PM

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

OPEN SESSION: 6:30 PM

A. CALL TO ORDER

B. FLAG SALUTE

C. REPORT OF CLOSED SESSION ACTIONS

D. STUDENT BOARD MEMBER REPORT

E. 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 Secretaria 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.

F. REPORT FROM STATE ADMINISTRATOR

G. APPROVAL OF AGENDA

H. EMPLOYEE ORGANIZATIONS

I. CONSENT AGENDA
1. Approval of Minutes: May 19, 2015 & June 1, 2015 (Pages 1-8)
2. Approval of Personnel Report Dated June 16, 2015 ***(Claudia Arellano, Sr. Director Human Resources)***
3. Approval of Accounts Payable Warrants ***(Duane Wolgamott, Chief Business Official)*** (Pages 9-16)
4. Approval of Purchase Orders – May 2015 ***(Duane Wolgamott, Chief Business Official)*** (Pages 17-19)
5. Approval of Williams Fourth Quarter Report ***(Sr. Director Human Resources)*** (Pages 20-21)
6. Approval of the Migrant Education Agreement ***(Daniel Moirao, Ed.D., State Administrator)*** (Pages 22-107)
7. Approval of Consultant Contract: Candy McCarthy ***(Daniel Moirao, Ed.D., State Administrator)*** (Pages 108-111)

J. CONSENT ITEMS REMOVED FOR COMMENT/QUESTIONS

K. INFORMATION ITEMS
1. Recognition of Ray Green for Receiving the Golden Whistle Award ***(Daniel Moirao, Ed.D., State Administrator)***
2. Recognition of the GHS Girls' Soccer Team ***(Daniel Moirao, Ed.D., State Administrator)***
3. Revenue and Expense Report ***(Duane Wolgamott, Chief Business Official)*** (Pages 112-118)
4. School Enrollment, Attendance, and Referrals Statistics ***(Duane Wolgamott, Chief Business Official)*** (Pages 119-137)
5. Cash Flow Report for 2014-2015 ***(Duane Wolgamott, Chief Business Official)*** (Pages 138-166)
6. Seamless Summer Food Program ***(Duane Wolgamott, Chief Business Official)*** (Pages 167-169)
7. C & I Update ***(Diana Jimenez, Director of Educational Services)***
8. Working with Community Groups ***(Mike Foster, Board of Education, President)***
9. Board Policies – First Reading (Pages 170-255)
   AR 5141.3 Health Examinations (revised)
   BP 5141.4 Child Abuse Prevention and Reporting (major revision)
   BP 5144.1 Suspension and Expulsion Due Process (revised)
   AR 5144.1 Suspension and Expulsion Due Process (revised)
   AR 6145.2 Athletic Competition (revised)
   BP 6158 Independent Study (revised)
   AR 6158 Independent Study (revised)
   AR 6162.51 State Achievement Test (new)
   AR 6173 Education for Homeless Children (revised)

L. ACTION ITEMS
1. Approval of the Revised 2015-2016 LCAP ***(Duane Wolgamott, Chief Business Official)*** (Pages 256-326)

2. Approval of the 2015-2016 Budget ***(Duane Wolgamott, Chief Business Official)*** (Pages 327-478)
3. Approval of Declaration of Need for Fully Qualified Educators ***(Claudia Arellano, Sr. Director of Human Resources)*** (Pages 479-482)
4. Approval of Contract with Lozano, Smith Attorneys at Law ***(Daniel Moirao, Ed.D., State Administrator)*** (Pages 483-484)
5. Approval of Agreement with Dannis Woliver Kelly for the 2015-2016 School Year ***(Daniel Moirao, Ed.D., State Administrator)*** (Pages 485-487)
6. Approval of the Agricultural Career Technical Education Incentive Grant for 2015-2016 ***(Daniel Moirao, Ed.D., State Administrator)*** (Pages 488-492)
7. Rescinding of Award of Contract – GHS Track Resurfacing: Dynamic Sports Construction, Inc. ***(Duane Wolgamott, Chief Business Official)*** (Pages 493-499)
8. Approval of Joint Exercise of Powers Agreement with Monterey and San Benito Counties Property/Liability JPA ***(Duane Wolgamott, Chief Business Official)*** (Pages 500-527)
9. Approval of Agreement with the County of Monterey Health Department, Behavioral Health Bureau ***(Duane Wolgamott, Chief Business Official)*** (Pages 528-541)
10. Approval of Option and Land Lease Agreements with GTE Mobilnet of California Limited Partnership d/b/a Verizon Wireless ***(Duane Wolgamott, Chief Business Official)*** (Pages 542-572)
11. Approval of the Donation from Bruce Graham to the KCHS Music Department ***(Duane Wolgamott, Chief Business Official)*** (Pages 573-576)
12. Approval of Agreement with the City of Greenfield for the School Resources Officer ***(Daniel Moirao, Ed.D., State Administrator)*** (Pages 577-585)
13. Approval of 2015-2016 District Local Educational Agency Plan (LEAP) ***(Diana Jimenez, Director of Educational Services)*** (Pages 586-691)
14. Approval of Advanced Placement European History Textbook ***(Diana Jimenez, Director of Education Services)*** (Pages 692-695)
15. Approval of New Course: Great Documents in American History ***(Diana Jimenez, Director of Educational Services)*** (Pages 696-703)
16. Approval of New Course: Math 3 Honors ***(Diana Jimenez, Director of Educational Services)*** (Pages 704-708)
17. Approval of Apex Online Credit Recovery System ***(Diana Jimenez, Director of Educational Services)*** (Pages 709-713)
18. Approval of Illuminate Data and Assessment Management System ***(Diana Jimenez, Director of Educational Services)*** (Pages 714-719)
19. Approval of Board Policies – Second Reading ***(Daniel Moirao, Ed.D., State Administrator)*** (Pages 720-791)
    BP 4118 Suspension/Disciplinary Action (revised)
    AR 4118 Suspension/Disciplinary Action (revised)
    BP 4121 Temporary Substitute Personnel (revised)
    AR 4161.1, 4361.1 Personal Illness, Injury Leave (revised)
    AR 4161.2, 4261.2, 4361.2 Personal Leave (revised)
    E 4212.5 Personnel Criminal Record Check (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)

N. FUTURE AGENDA ITEMS/MEETING DATES

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, May 19, 2015

Minutes

BOARD OF EDUCATION
Mike Foster – President - Present
Raul Rodriguez – Clerk – Excused Absence
Paulette Bumbalough – Member - Present
Bob White – Member – Present for closed session
Mike LeBarre – Member – Excused Absence

STATE ADMINISTRATOR
Daniel Moirao, Ed.D.

STUDENT BOARD MEMBER
Fernanda Sanchez – GHS ASB President

OPEN SESSION:

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

Public Comment
There 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
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:

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

Flag Salute
Mike Foster lead in the flag salute.

Report of Closed Session Actions
Mike Foster said the Personnel Report was accepted and the recommendation of the expulsion panel regarding students #07:14/15, #08:14/15, and #09:14/15.

Student Board Member Report
Fernanda Sanchez reported they recently had a blood drive, with 41 participants. The have had several blood drives during the course of the year, for a total of 166 pints of blood taken, which saved 498 lives. There Prom was held on April 26, the attendance was good, the students enjoyed the evening. On May 29 they will be hosting their first night rally. Leadership has hosted a Mario card tournament, 22 students participated.

PRESENTATION

Girl's Inc. Presentation – (Kacey Wyman)
Kacey Wyman introduced herself as the Program Coordinator. She said there are 163 participating in the program from King City and Greenfield. Girls Inc. has 163 girls in King City and Greenfield. Will power program has 63 students and 32 participating in the substance abuse program. The Echo leadership program has 68 participating from King City and Greenfield.

Yajaira Garcia and Jackie Guzman, youth leaders, gave a presentation emphasizing the positive aspects of the program and how much the program has improved their confidence.

Mike Foster said the girls should be very proud of their program, kids are desperate for positive programs. He said the Board is very pleased to continue to support Girl's Inc. Paulette said what the girls learn also is a positive impact on the family.

BOARD MEMBER COMMENTS

Paulette Bumbalough said she attended the Salinas Valley Fair and was very proud to see the FFA displays. She attended the Girls Inc. graduation last month, it was an amazing program. She thanked Dr. Moirao for her recognition at the Volunteer Luncheon earlier in the month. The board study session which was held on May 4 was very good.

Mike Foster said he attend the King City FFA banquet, it was great to see all of the students receiving their awards. He attended the King City music concert and jazz band performance, he said it was an excellent program.

Thirty students who participate in the Guitars not Guns Program performed at the Salinas Valley Fair, it was a very good performance.

Public Comment

There were not any comments from the public.

Report from State Administrator

Dr. Moirao reminded the Board of the graduation ceremonies coming up. Due to recent activities in King City and Greenfield he has increased security on campus, this will continue through the remainder of the school year. The City of Greenfield is interested in re- establishing the SRO program. On June 22 at 8:30 staff from the Greenfield Union School District as well as staff from our district will be touring the campus.

Today he and Duane Wolgamott attended the Governor's May Revise workshop. Things are looking promising for schools. We will be receiving money we should have received in 2008, this will be one time monies. This will help on the construction projects we have. The Governor said we will be in recession again; he said it is just a matter of when.

Mike Foster asked if this is some of the money the state had not given us. Dr. Moirao said yes, part of the money was money we had not been reimbursed for in past years.

Dr. Moirao said he and the Board will need to review their schedule of board meeting dates. He will be giving some possible suggestions in his Friday Update.

Last week he met with 2 community members who are involved with the Take Back our City regarding a Boys and Girls Club in the community. They are poling the schools to see if there is any interest. It would take approximately $300,000 to run the program.

Bids for the all-weather track at Greenfield High School will be discussed later in the meeting.

Dr. Moirao said there will be candidates running for the school board. The district is getting closer to local control; it is conceivable there will be 4 seats that need to be filled.

The certificated and classified staff were recognized and received an acknowledgement memo from the Board and a gift. Gifts were purchased as a result of donations from Black Diamond Ranch and JK Architects.

Dr. Moirao announced the Greenfield High School FFA banquet will be this Thursday.

Tomorrow KSBW will be recognizing Ray Green as they present him with the Golden Whistle Award. Mr. Green is very deserving of this recognition.

Mike Foster asked if Mr. Green could be recognized at the board meeting next month.

Approval of Agenda
Dr. Moirao approved the agenda.

Employee Organizations
There were not any comments from the employee organizations.

CONSENT AGENDA

1. Approval of Minutes: April 21, 2015 & May 4, 2015
2. Approval of Personnel Report Dated May 19, 2015
3. Approval of Accounts Payable Warrants
4. Approval of Purchase Orders – April 2015
5. Approval of P-2 ADA Report
6. Approval of Designation for California Interscholastic Federation (CIF) League Representative for the 2015-2016 School Year
7. Approval to Surplus Books – Greenfield High School

Mike Foster and Paulette Bumbalough said they would like to pull item #3 for further discussion.

Dr. Moirao approved all consent items excluding #3.

Consent Items Removed for Comment/Questions
Mike Foster said he had a question on page 11; 12 computers purchased from Dell. He inquired where the money came from, the response was the general fund. Duane Wolgamott said this is the progression of replacing computers and these have been in the budget.

Paulette Bumbalough questioned pages 10 and 13, the GHS fire alarm in the amount of $27,000 and $87,000 for the architect's project. The response was the $27,000 was the progress paid on the project. The project is now with DSA for approval. Ms. Bumbalough said $27,000 seems like a large amount. Mr. Wolgamott added the entire project will be $660,000, these are interim payments to that final cost.

Mike Foster commented the school is now 16 years old, he asked if all of the wiring needed to be pulled. Mr. Wolgamott responded it is all inside wiring and most will need to be pulled.

Paulette Bumbalough inquired about the $2,300 listed on page 15 for an Aeries Conference. Mr. Wolgamott said that was the total amount for 7 employees who attended the conference.

INFORMATION ITEMS

Recognition of the GHS Girls' Soccer Team
The students were not present. Dr. Moirao said the students can be recognized at the next board meeting.

Revenue and Expense Report
Paulette Bumbalough asked, on page 32, which numbers she should be looking at. Mr. Wolgamott responded the ending fund balance is the actual budget ending balance. This amount includes the actual income and expenditures. We have not paid all of the bills yet, the actual amounts will not be known until the books are closed.

School Enrollment, Attendance, and Referrals Statistics
Mike Foster said on page 40, the totals for Portola-Butler in month 5 equals 125%. Mr. Wolgamott said this is because of the ending enrollment numbers, not students at any one time.

Paulette Bumbalough commented on page 57, which has the discipline distribution comparison, she felt it would be more valid or more interesting to have a comparison of discipline at the end of the year.

Cash Flow Report for 2014-2015
There were not any questions on the cash flow.

C & I Update
Diana Jimenez said they are wrapping up the smarter balance assessment testing. She distributed a grid for benchmarks for English Language Arts. She said she wanted to highlight all of the work the teachers have done. They are working very hard to get the new curriculum aligned.

Working with Community Groups
Mike Foster said, in the FCMAT report for Board Governance and Communication, it was noted there needs to be more communication with the parent groups within the district. We need to start a standard means of communication.

Mike Foster requested to have the names of people who are on the different committees.

Paulette Bumbalough suggested the Board attend the meetings.

Dr. Moirao said we should encourage and nurture people in the community to run for the Board positions.

David Croy said all members of the committees are listed at the end of the school site plan.

Mike Foster suggested asking the members who serve on these committees if they would like to report to the Board of their committee activities.

Paulette Bambalough suggested having a calendar of the committee meetings.

Mike Foster suggested asking the committee if they would like to report to the Board or if they would prefer a Board member attend their meetings.

Board Policies – First Reading
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)

Paulette Bumbalough said in BP4118 it talks about suspension or disciple of an employee. She asked if this includes off campus. Dr. Moirao said if it could, depending on the situation. He added this falls under professional standards.

Paulette Bumbalough said on page 129 paragraph 4, it talks if an employee is absent from work before they return to work they must submit a letter. She asked, shouldn't that be mandatory. Dr. Moirao said it should come to human resources or to the Superintendent/State Administrator. Paulette Bumbalough felt we should have a release because of liability issues. Dr. Moirao said he cannot think of any exceptions. Paullete Bumbalough said if an employee does not like their work, it may give someone a way out for them. Dr. Moirao said the wording could be changed to shall.

Mike Foster asked, when can the district requests for an employee to provide a notification from a doctor when they have been ill. Dr. Moirao said the current contract with the bargaining unit states after 3 days.

Paulette Bumbalough said her concern was the liability to the district.

Paulette Bumbalough questioned if an employee served jury duty do they receive a stipend. Dr. Moirao responded if the employee does receive the stipend, and gives it to the district, they would then receive their daily salary, otherwise that amount is deducted. It is easier if the employee refuses the stipend.

Paulette Bumbalough referenced AR 5125, regarding student records and retention and destruction of their records. Dr. Moirao said currently they are stored in boxes in the upper level of the warehouse. We have sent a large number of the files out for scanning.

ACTION ITEMS

Approval of Resolution #10:14/15 Resolution Ordering an Election
Dr. Moirao said a resolution is necessary for the election. The cost to the district is based on the number of individuals who run for a Board position.

Dr. Moirao approved the resolution.

Approval of the Donation from Black Diamond Ranch/Employee Recognition
Dr. Moirao said this donation allowed the district to recognize the certificated and classified staff with a gift for day of the teacher and classified employee week.

Dr. Moirao approved the donation.

Approval of the Donation from JK Architects/Employee Recognition
Dr. Moirao said this donation allowed the district to recognize the certificated and classified staff with a gift for day of the teacher and classified employee week.

Dr. Moirao approved the donation.

Approval of Certificated and Classified Management Agreements
Dr. Moirao said the district has settled with the certificated and classified employees. This settlement is with the management staff.

Dr. Moirao approved the certificated and classified management agreements.

Approval of Agreement with Alpha Vista
Dr. Moirao said this is an agreement for a student who needs services the district is not able to provide.

Mike Foster asked if this had been budgeted. The response was yes, it is all part of the SpEd encroachment.

Dr. Moirao approved the agreement.

Approval of Greenfield High School Site Plan
Mike Foster said all of the plans were nicely done. Diana Jimenez commended the principals for doing such a good job. The principals asked the teachers for assistance and also attended the School Site Council meetings for input. The comment was made it was great to see the goals, it would be helpful to evaluate the goals throughout the year.

Diana Jimenez said LCAP is italized at the beginning of each goal.

Mike Foster said the reports are very well organized. Mr. Foster suggested putting the goals all on one page and check in 6 months to see how the goals are being met.

Paulette Bumbalough said she appreciated the same format for all of the plans.

Mike Foster noted, on page 269 for King City, there is a reference to WASC referencing the needs of all students including disabilities to successfully demonstrate mastery of critical academic skills on state mandated assessments, he asked what that was attributed to. Dr. Moirao said we do not have a defined SpEd program.

Dr. Moirao approved the Greenfield High Site Plan.

Approval of King City High School Site Plan
Dr. Moirao approved the King High School Site Plan.

Approval of Portola-Butler Continuation High School Site Plan
Dr. Moirao approved the Portola-Butler School Site Plan.

Approval of Award Bid – Demolition of Old District Office
Mike Foster asked if this was the only bid. Diane Miller responded yes, it came under bid from a reputable company.

Dr. Moirao approved the award bid for the demolition of the old district office.

Approval of Award Bid - GHS Track Resurfacing Project
Diane Miller said there were 2 bids. The lowest bid is from a company in Texas, they submitted a quote of $144,000. The track resurfacing could be done in red or green. Red is the standard color, there would be an extra cost for the green track. Ms. Miller said if the decision was to have the green track the cost would still come in under budget.

Mike Foster said he understands the project was budgeted for $170,000. Mike Foster asked Frank Lynch if he would prefer green. Mr. Lynch said yes since that is the school colors. Mike Foster asked how often we would need to resurface the track. The response was 8 to 10 years,

Dr. Moirao approved the award bid for the GHS track resurfacing project.

Approval of Board Policies – Second 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 the part in BP/AR 1240 referencing sex offenders was taken out of the policy.

Dr. Moirao approved the board policies second reading.

Approval of Third Reading Board Bylaws 9223 Filling Vacancies
Dr. Moirao said the Board has said in more than one occasion, Board members should be required to complete the Masters in Governance training. Paulette Bumbalough said she like the time frame of 18 months.

Dr. Moirao approved the third reading of Board Bylaws 9223.

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

Promoting District
Dr. Moirao said he has been working with our marketing group. They have indicated if there is anything covered in a board meeting it should be shared with the community.

The following were mentioned, Girls Inc., interview with KSBW regarding Ray Green receiving the Golden Whistle Award, GHS girls' soccer championship.

Paulette Bumbalough suggested the increase in enrollment was also significant to mention.

Signing of Papers
Dr. Moirao signed appropriate papers.

Adjournment
Mike Foster adjourned the meeting at 7:39 PM.

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

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

Monday, June 1, 2015

Minutes

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

STATE ADMINISTRATOR
Daniel Moirao, Ed.D.

OPEN SESSION:

Call to Order
Mike Foster called the meeting to order at 5:30 P.M.

Flag Salute
Mike Foster led in the flag salute.

Approval of Agenda
Dr. Moirao approved the agenda.

Public Comment
There were not any comments from the public.

PUBLIC HEARING

The 2015-2016 Budget and Revised 2015-2016 LCAP
Mike Foster opened the public hearing at 5:35 PM. There were not any comments, the public hearing was closed at 5:36 P.M.

INFORMATION ITEM

Board Study Session: LCAP and Budget
Duane Wolgamott reviewed LCAP and the budget process with the Board of Education and received input on the process.

Future Agenda Items/Meeting Dates

June 16, 2015 (Tuesday) Board Meeting	King City
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November 2, 2015 (Monday) Board Study Session	Greenfield
November 17, 2015 (Tuesday) Board Meeting	King City
December 15, 2015 (Tuesday) Board Meeting	King City

Adjournment
Mike Foster adjourned the meeting at 8:01 P.M.

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

Date

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Approval of Accounts Payable Warrants

MEETING: June 16, 2015

AGENDA SECTION:

☐ **ACTION**

☐ **INFORMATION**

X 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 Accounts Payable warrants for the month of May 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 05/01/2015 through 05/31/2015

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
12153798	05/07/2015	Monica Serrato	01-5200	Training Mileage reimbursement		70.20
12153799	05/07/2015	Yvette Hernandez	01-5200	PARA educator conference reimbursement		18.86
12153800	05/07/2015	Christina Lund	01-5200	PARAEDUCATOR conference reimbursement		79.25
12153801	05/07/2015	Marilee S. Rianda	01-5200	C-Stem Mileage reimbursement		122.13
12153802	05/07/2015	Katie Elen Greenberg-Trujillo	01-4300	Materials for scholarship banquet		320.00
12153803	05/07/2015	John Radcliff	01-5200	State athletic directors conference reimbursement		1,125.59
12153804	05/07/2015	Lidia T. Rodriguez	01-5200	Mileage reimbursement		61.83
12153805	05/07/2015	Claudia H. Arellano	01-5200	Mileage reimbursement Recruiting		586.25
12153806	05/07/2015	Elizabeth Ochoa	01-5200	Conference reimbursement-skill path		50.00
12153807	05/07/2015	AMERICAN SUPPLY COMPANY	01-4300	Cleaning suplies		392.26
12153808	05/07/2015	AUS-Hayward-San Jose Lockbox	01-4300	Uniforms	98.06	
			13-5800	Services	87.05	185.11
12153809	05/07/2015	CA DEPT OF EDUCATION	13-4700	Cafeteria materials		145.60
12153810	05/07/2015	CA Water Service Company	01-5530	Water Fees		29.85
12153811	05/07/2015	California's Valued Trust	01-9514	Health insurance		69,659.05
12153812	05/07/2015	CARMEL MARINA CORPORATION	01-5550	KCHS Water & Garbage		2,143.37
153813	05/07/2015	CASEY PRINTING, INC	01-4300	Diploma paper		41.52
153814	05/07/2015	CENTRAL COAST SYSTMS INC	01-5620	Alarm System Repairs		690.00
12153815	05/07/2015	Coalition for Adequate School Housing	25-5200	Annual Conference		880.00
12153816	05/07/2015	Coast Wide Utility Loc	25-5800	Undergtound Utility Surveying		1,080.00
12153817	05/07/2015	CSBA	01-5300	CSBA		6,702.00
12153818	05/07/2015	CSF BALFOUR	01-4300	CSF Pins		242.90
12153819	05/07/2015	Foster Farms Dairy	13-4700	Dairy / Cafeteria		817.94
12153820	05/07/2015	Gilroy High School	01-5300	Track & Field Meet		374.00
12153821	05/07/2015	KING CITY GLASS	01-5620	open end windows		304.72
12153822	05/07/2015	KING CITY TRUE VALUE HARDWARE	01-4300	Supplies		23.23
12153823	05/07/2015	PACIFIC GAS AND ELECTRIC CO	01-5510	PGE	72.22	
			01-5520	PGE	362.96	435.18
12153824	05/07/2015	PAQ Inc. DBA Food 4 Less/Rncho S Miguel	01-4300	SPed Supplies		24.98
12153825	05/07/2015	PASO ROBLES TRUCK CENTER	01-4300	Supplies		567.64
12153826	05/07/2015	Professional Tutors of America	01-5800	Supplemental Educational Services 2014-15		1,088.00
12153827	05/07/2015	Sysco San Francisco	13-4300	Food Service	592.02	
			13-4700	Food Service	7,769.99	8,362.01
12153828	05/07/2015	Syserco Inc	01-5620	EMS Repairs	4,000.00	
				HVAC Repairs	1,985.00	5,985.00

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ESCAPE ONLINE

Checks Dated 05/01/2015 through 05/31/2015

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
12153829	05/07/2015	Christopher High School	01-5300	Track & Field event		425.00
12153830	05/07/2015	Lisa Rigdon	01-5800	WASC Consultant		500.00
12153831	05/07/2015	Lisa Rigdon	01-5800	Wasc Consultant		300.00
12155173	05/14/2015	Monica Serrato	01-5200	MCOE Payroll meeting		13.43
12155174	05/14/2015	Leticia Garcia	Cancelled	Campus Security Workshop Mileage reimbursement		51.87 *
		Cancelled on 05/26/2015, Cancel Register # AP05282015				
12155175	05/14/2015	Allison M. Steinmann	01-5200	Cal Trash Conference Reimbursement		1,284.32
12155176	05/14/2015	Laura Villagomez	01-5200	CABE Conference mileage reimbursement		66.64
12155177	05/14/2015	Veronica Lopez	01-5200	SBAC Testing		26.45
12155178	05/14/2015	AT&T	01-5910	Phone line GHS Maintenance		38.98
12155179	05/14/2015	AUS-Hayward-San Jose Lockbox	01-5800	Open PO for shop supplies		27.79
12155180	05/14/2015	CA Ass'n for Bilingual ED - CABE	01-5200	Bilingual Professional Development		520.00
12155181	05/14/2015	Christy White Associates	01-5800	2014-2015 district audit		7,357.50
12155182	05/14/2015	CITY OF GREENFIELD	01-5530	Water, Garbage, Sewer	175.40	
			01-5540	Water, Garbage, Sewer	890.73	
			01-5550	Water, Garbage, Sewer	2,663.50	3,729.63
12155183	05/14/2015	GREENFIELD TRUE VALUE	01-4300	Parts		45.67
12155184	05/14/2015	HOME DEPOT CREDIT SERVICES Dept. 32-2501271344	01-4300	Ag class materials	1,197.68	
				Tools for Ag Shop Funded by AIG	144.61	1,342.29
12155185	05/14/2015	Interquest Detection Canines	01-5800	Canine Services		1,000.00
12155186	05/14/2015	JIM Enterprises, Inc.	01-5800	Supplemental Educational Services 2014-15		2,620.20
12155187	05/14/2015	JK Architects, Inc.	01-5800	GHS Track Architect Fees		4,016.50
12155188	05/14/2015	KING CITY TRUE VALUE HARDWARE	01-4300	Supplies		155.13
12155189	05/14/2015	LA Hearne Company	01-4300	Marking Fields		411.74
12155190	05/14/2015	LinkCrew Boomerang Project	01-5200	Link Crew Training		2,770.00
12155191	05/14/2015	Maria S. Monroy	01-5620	Driving SPED student to School		1,669.80
12155192	05/14/2015	MATRANGA WHOLESALE FLORISTS	01-4300	Open PO for Floral Classes		459.14
12155193	05/14/2015	MCOE	01-5800	Contracted svcs for Professional Develop. training		7,800.00
12155194	05/14/2015	Mission Trail Athletic/MTAL	01-5800	Sports League Mileage		551.45
12155195	05/14/2015	O'Reilly Automotive Stores,Inc	01-4300	Parts		71.62
12155196	05/14/2015	PACIFIC GAS AND ELECTRIC CO	01-5510	PGE	1,064.66	
			01-5520	PGE	9,455.27	10,519.93
12155197	05/14/2015	PARTS & SERVICE CENTER-NAPA	01-4300	Parts		255.51
12155198	05/14/2015	SAFEWAY INC	01-4300	Meeting supplies		112.63

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Checks Dated 05/01/2015 through 05/31/2015

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
12155199	05/14/2015	San Benito Supply	01-4300	California Gold -Baseball Style		433.23
12155200	05/14/2015	SchoolDude	01-5850	MySchoolDude Service-web service		2,639.40
12155201	05/14/2015	SMCJUHSD REV FUND #0424-240257	01-4300	MARILYN SHEPHERD-SPED SUPPLIES	442.85	
				SPED-PETTY CASH	150.00	
				WASC SUPPLIES	128.89	
				WASC SUPPLIES- GUADALAJARA RESTAURANT	150.39	
			01-5200	CORRECTION-OVER REIMBURSED	278.75-	
			01-5800	HECATE ROSEWOOD-WASC TEAM REIMBURSEMENT	203.07	
				JENNIFER TILLET- WASC TEAM REIMBURSEMENT	334.35	
				WASC TEAM- DAYS INN ROOMS	461.93	
				APRIL 2015 BANK FEES	16.43	1,609.16
12155202	05/14/2015	Social Studies School Service	01-4300	Counseling Information for students		32.20
12155203	05/14/2015	SOUTH COUNTY NEWSPAPERS INC	25-5840	Bid advertising		810.00
12155204	05/14/2015	Sysco San Francisco	13-4300	Food Service	1,339.32	
			13-4700	Food Service	13,478.06	14,817.38
155205	05/14/2015	TORO PETROLEUM CORP	01-4310	Fuel and Oil Purchase		951.08
155206	05/14/2015	UNITED PARCEL SERVICE	01-5930	UPS Services		141.41
12155207	05/14/2015	Uretsky Security	01-5800	Security Contract		2,964.25
12155208	05/14/2015	Zenda Heating&Sheet Metal Inc	01-5800	HVAC work at KCHS		603.50
12155209	05/14/2015	Pacific Grove Rotary Invitational	01-5300	Track & Field Meet Fees KCHS		200.00
12155992	05/19/2015	Laura Garcia	01-5200	Campus Security Workshop Mileage		51.87
12155993	05/19/2015	Cristina Jimenez	01-4400	Tech supplies & software	937.41	
			01-5800	Tech supplies & software	147.00	1,084.41
12155994	05/19/2015	Christian P. Reynoso	01-5200	CCS Playoffs room reimbursement	99.06	
				Wrestling Fee, Weigh Assessment Fee Riembursement	153.00	252.06
12155995	05/19/2015	Freestyle Event Services, Inc	01-5800	Graduation sound package		1,069.00
12156636	05/21/2015	David L. Daines	01-5800	Top 8 Track Classic Meet		56.00
12156637	05/21/2015	Ralph R. Rianda	01-5200	CSCA State Conference reimbursement		476.29
12156638	05/21/2015	Allison M. Steinmann	01-4300	SPED supplies		854.75
12156639	05/21/2015	Laura Villagomez	01-5200	Professional Dev. Workshop reimbursement		548.06
12156640	05/21/2015	A & G PUMPING, INC	01-5630	Portable RR Rental		479.50
12156641	05/21/2015	AMERICAN SUPPLY COMPANY	01-4300	Cleaning suplies		3,047.08
12156642	05/21/2015	AT&T	01-5910	Phone line GHS Maintenance		37.44

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ESCAPE ONLINE

Checks Dated 05/01/2015 through 05/31/2015

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
12156643	05/21/2015	AUS-WEST Lockbox	01-4300	Uniforms	101.38	
			13-5800	Services	174.10	275.48
12156644	05/21/2015	CDW-G	01-4400	Printer		410.09
12156645	05/21/2015	CENTRAL COAST SYSTMS INC	01-5800	Alarm		114.00
12156646	05/21/2015	DELL MARKETING LP	01-4400	PLTW Teacher Laptops	101.18	
				Presence Learning Comp for sped	76.96	178.14
12156647	05/21/2015	GRAINGER INC,W W	01-4300	TECHNOLOGY SUPPLIES		73.53
12156648	05/21/2015	GREENFIELD TRUE VALUE	01-4300	Parts		26.43
12156649	05/21/2015	Hartnell College	01-5800	74 tickets for students -:Luna 3/25/15		148.00
12156650	05/21/2015	Keefers Inn	01-5800	WASC Team Lodging		389.40
12156651	05/21/2015	KING CITY INDUSTRIAL SUPPLY	01-4300	Parts		17.95
12156652	05/21/2015	KING CITY TRUE VALUE HARDWARE	01-4300	OPEN PO FOR SUPPLIES		82.77
12156653	05/21/2015	LOZANO SMITH	01-5810	Lozano Smith Contract		25,316.63
12156654	05/21/2015	MASSEY HEATING & AIR INC	01-5620	Repairs		1,200.90
12156655	05/21/2015	MATRANGA WHOLESALE FLORISTS	01-4300	Open PO for Floral Classes		216.32
12156656	05/21/2015	MCKINLEY EQUIPMENT CORP	01-5800	Wheelchair lift		300.00
12156657	05/21/2015	Mission Trail Athletic/MTAL	01-5800	MTAL invitational gate monies		360.00
12156658	05/21/2015	Monterey Bay Systems, dba	01-5610	Copier Maint (usage)		847.49
12156659	05/21/2015	Monterey County Health Dept	01-5800	psycologist		20,000.00
12156660	05/21/2015	Monterey Peninsula USD	01-5800	ISA's for SPED students		28,255.59
12156661	05/21/2015	O'Reilly Automotive Stores,Inc	01-4300	Parts		32.17
12156662	05/21/2015	OFFICE DEPOT BUSINESS SERVICES	01-4100	Math Modules	110.67	
			01-4300	Materials and Supplies	330.06-	
				Classroom Supplies	5.00	
				Office supplies	589.55	
				open PO	20.66	
				Open PO for Classroom Supplies	614.85	
				Open PO for Office Supplies	37.52	
				OPEN PO FOR SUPPLIES	84.12-	
			01-4400	Filing cabinet for DO	443.28	
				Megaphone and panasonic phone	54.30-	1,353.05
12156663	05/21/2015	PACIFIC GAS AND ELECTRIC CO	01-5510	PGE	216.81	
			01-5520	PGE	14,845.00	15,061.81
12156664	05/21/2015	PARTS & SERVICE CENTER-NAPA	01-4300	Parts		102.04
12156665	05/21/2015	Positive Promotions	01-4300	Employee Recognition		747.50
12156666	05/21/2015	PURE WATER	01-5800	Drinking Water		212.75
12156667	05/21/2015	RG Fabrication, Inc	01-4300	Ag Class Materials	280.68	

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Checks Dated 05/01/2015 through 05/31/2015

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
12156667	05/21/2015	RG Fabrication, Inc	01-5620	Fencing	1,839.24	2,119.92
12156668	05/21/2015	SCHOOL SERVICES OF CA, INC	01-5200	SpEd Financial Workshop		195.00
12156669	05/21/2015	Shred-It San Francisco	01-5800	Shredding Fees		119.17
12156670	05/21/2015	Social Vocational Services	01-5800	Contract for services through SVS		1,769.02
12156671	05/21/2015	Soledad Unified School Dist	01-5800	Sped Services		27,546.00
12156672	05/21/2015	Sysco San Francisco	13-4700	Food Service		6,035.44
12156673	05/21/2015	SyTech Solutions	01-5800	DOCUMENT SCANNING		10,467.36
12156674	05/21/2015	TORO PETROLEUM CORP	01-4310	Fuel and Oil Purchase		1,956.35
12156675	05/21/2015	Mark McConnell	01-5800	Track Timing Services KC invitational 5/02		500.00
12156676	05/21/2015	Salinas High Track & Field	01-5800	Track & field Invitational		424.00
12158534	05/28/2015	Monika C. Myking	01-4300	Link Crew May Day Reimbursement		167.59
12158535	05/28/2015	Katherine Primavera Rios	01-5200	Link Crew Training Reimbursement		393.30
12158536	05/28/2015	Daniel R. Moirao	01-5800	Student packet reimbursement		753.20
12158537	05/28/2015	A T & T CALNET 2	01-5910	CALNET		.32
12158538	05/28/2015	ABBOTT PLUMBING	01-5800	Annual Backflow Prevention Testing	285.00	
				Backflow Prevention Testing	285.00	570.00
12158539	05/28/2015	American Star Trailways	01-5200	bus rental		1,481.00
12158540	05/28/2015	AUS-WEST Lockbox	01-5800	Open PO for shop supplies	27.79	
			13-5800	Services	87.05	114.84
12158541	05/28/2015	CA Department of Justice	01-5860	Fingerprinting		160.00
12158542	05/28/2015	CA DEPT OF EDUCATION	01-4200	Common Core materials		584.98
12158543	05/28/2015	CA Water Service Company	01-5530	Water Fees		1,266.92
12158544	05/28/2015	California's Valued Trust	01-9514	Health Benefits		65,250.53
12158545	05/28/2015	Central CA Electronics, Inc	01-5620	Phone/Fire system repairs		400.00
12158546	05/28/2015	CENTRAL COAST SYSTMS INC	01-5620	Alarm System Maintenance		1,539.10
12158547	05/28/2015	Colburn Cattle	01-4300	Sullivan Blocking Chute, with ROP budget		550.00
12158548	05/28/2015	Computadora Gratis para Ti Inc	01-5800	Supplemental Educational Services 2014-15		7,861.36
12158549	05/28/2015	Culligan Water Conditioning	13-5800	Water Conditioning		82.74
12158550	05/28/2015	Dannis Woliver Kelley / DWK	01-5810	legal Services		67.50
12158551	05/28/2015	DELL MARKETING LP	01-4400	Monitors	1,717.13	
				PLTW Teacher Laptops	2,723.61	
				Presence Learning Comp for sped	1,476.25	5,916.99
12158552	05/28/2015	EDUCATIONAL DATA SYSTEMS,INC	01-5800	Educational Data System		12.72
12158553	05/28/2015	Foster Farms Dairy	13-4700	Dairy / Cafeteria		1,938.58
12158554	05/28/2015	GREENFIELD TRUE VALUE	01-4300	Parts		65.58
12158555	05/28/2015	Growing Scholars Ed Center	01-5800	Supplemental Educational Services 2014-15		11,792.03

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ESCAPE ONLINE

Checks Dated 05/01/2015 through 05/31/2015

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
12158556	05/28/2015	HOME DEPOT CREDIT SERVICES Dept. 32-2501271344	01-4300	Supplies		18.04
12158557	05/28/2015	Hydro Turf, Inc	01-4300	landscaping materials		272.81
12158558	05/28/2015	INGRAHAM JEWELERS, INC	01-4300	Trophies for Sports, school year 2014-2015.		318.79
12158559	05/28/2015	Jar Systems LLC	01-4400	Charging Cart	1,498.05	
				Unpaid Sales Tax	102.05-	1,396.00
12158560	05/28/2015	KING CITY INDUSTRIAL SUPPLY	01-4300	supplies		651.14
12158561	05/28/2015	KING CITY TRUE VALUE HARDWARE	01-4300	OPEN PO FOR SUPPLIES	27.02	
				Supplies	184.99	212.01
12158562	05/28/2015	La Plaza Bakery	01-4300	Link Crew meeting		405.00
12158563	05/28/2015	Mail Finance	01-5630	Postage Machine		158.20
12158564	05/28/2015	Microsoft Corporation	01-4300	SBAC Materials		11,586.84
12158565	05/28/2015	Mireva Villagomes	01-8699	scholarship	3,000.00	
				shied writing contest winner	1,500.00	4,500.00
12158566	05/28/2015	Mission Trail Athletic/MTAL	01-5800	PSI Officials Mileage Bill		941.73
12158567	05/28/2015	Mission Trails ROP	01-5800	SPED Services		180.00
12158568	05/28/2015	NCS Pearson, Inc	01-5300	Certification Licenses		3,875.00
158569	05/28/2015	NEOPOST USA (products)	01-4300	Ink for mail		364.37
158570	05/28/2015	OFFICE DEPOT BUSINESS SERVICES	01-4300	Classroom Supplies	.94	
				Materials and Supplies	298.56	
				Offcie Supplies	7.56	
				Office Supplies	879.87	
				open PO	219.42	
				Open PO for Office Depot	322.29	
				OPEN PO FOR SUPPLIES	52.86	
			01-4400	Office Items	291.93	
			01-5800	Student Registration packets	1,815.42	3,888.85
12158571	05/28/2015	SAFEWAY INC	01-4300	meeting supplies - Staff Dev		3.22
12158572	05/28/2015	Thomas K. DeLapp	01-5800	Contracted services		12,537.72
12158573	05/28/2015	TORO PETROLEUM CORP	01-4310	Vehicle oils		799.55
12158574	05/28/2015	UNITED PARCEL SERVICE	01-5930	UPS Services		80.64
12158575	05/28/2015	VERIZON WIRELESS SVCS LLC	01-5940	District Communication		175.93
				Total Number of Checks	**158**	**474,099.18**

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Checks Dated 05/01/2015 through 05/31/2015

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

	Count	Amount
Cancel	1	51.87
Net Issue		474,047.31

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	147	438,831.47
13	Cafeteria Fund	10	32,547.89
25	Capital Facilities Fund	3	2,770.00
	Total Number of Checks	157	474,149.36
	Less Unpaid Sales Tax Liability		102.05
	Net (Check Amount)		474,047.31

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SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Approval of Purchase Orders – May 2015 **MEETING:** June 16, 2015

AGENDA SECTION:

☐ **ACTION**

☐ **INFORMATION**

X 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 May 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

Includes Purchase Orders dated 05/01/2015 - 05/31/2015

PO Number	Vendor Name	Requisition Information	Ordr Loc	Req Fund	Resource Description	Req Fund Order Amt
B15-00242	VAL'S PLUMBING & HE	Gas Line repairs	023	01	Ongoing & Major	16,000.00
B15-00243	OFFICE DEPOT BUSINE	office supplies	022	01	State Lottery	500.00
B15-00244	Sysco San Francisco	Food Service	029	13	Child Nutrition	27,000.00
B15-00246	HOME DEPOT/GECF	Ag class materials	023	01	State Lottery	1,197.68
B15-00247	RG Fabrication, Inc	Ag Class Materials	023	01	State Lottery	500.00
B15-00248	AT&T	Phone line GHS Maintenance	029	01	UNRESTRICTED R	120.00
B15-00249	PURE WATER	Drinking Water	011	01	UNRESTRICTED R	750.00
B15-00250	OFFICE DEPOT BUSINE	Student Registration packets	029	01	UNRESTRICTED R	3,639.23
B15-00251	SAFEWAY INC	Career Day Supplies	021	01	State Lottery	150.00
B15-00252	KING CITY TRUE VALU	OPEN PO FOR SUPPLIES	029	01	UNRESTRICTED R	500.00
B15-00253	ARAMARK UNIFORM SER	Services	011	13	Child Nutrition	600.00
B15-00254	SAFEWAY INC	Link Crew Meeting supplies	029	01	IASA-Title I Ba	19.46
PO15-00600	Mission Trail Athle	Sports League Mileage	023	01	UNRESTRICTED R	551.45
PO15-00601	Riddell All America	Open PO for Riddell to fill in football jerseys	023	01	UNRESTRICTED R	3,000.00
PO15-00602	Honor's Program, Th	Open PO for Gold Tassels	023	01	State Lottery	110.81
PO15-00603	CSBA	CSBA	029	01	UNRESTRICTED R	6,702.00
PO15-00604	OFFICE DEPOT BUSINE	Filing cabinet for DO	029	01	UNRESTRICTED R	443.28
PO15-00605	Mission Trail Athle	Open PO to cover last two mileage bills	023	01	UNRESTRICTED R	1,500.00
PO15-00606	PENINSULA SPORTS, I	Game Fees 2014-2015 year end audit	023	01	UNRESTRICTED R	351.90
PO15-00607	SCHOLASTIC INC	Student Licenses for SRI	021	01	State Lottery	973.13
PO15-00608	NEOPOST USA (produ	Ink for mail	023	01	State Lottery	364.37
PO15-00609	LinkCrew Boomerang	Link Crew Training	029	01	IASA-Title I Ba	2,770.00
PO15-00610	DecoTech Systems, I	WIRELESS EQUIPMENT	029	01	Common Core	5,146.75
PO15-00611	Central Coast APSI	Central Coast Advanced Institute	029	01	Supplemental	725.00
PO15-00612	Hydro Turf, Inc	landscaping materials	009	01	UNRESTRICTED R	272.81
PO15-00613	CDE PRESS	Common Core materials	029	01	Common Core	584.98
PO15-00614	Graduation Source	Graduation Materials	022	01	State Lottery	899.05
PO15-00615	CDW-G	Classroom Materials	023	01	ROC/P	610.75
PO15-00616	OFFICE DEPOT BUSINE	Office Items	021	01	State Lottery	415.72
PO15-00617	Musician's Friend,	Music Supplies	021	01	Other Local	768.65
PO15-00618	SAN JOAQUIN CTY OFF	EDJOIN training	029	01	UNRESTRICTED R	280.00
PO15-00619	Alpha Vista, Inc.	SPED services	029	01	Special Educati	10,000.00
PO15-00620	MCOE	CELDT Scoring Training	029	01	State Lottery	150.00
PO15-00621	Phantom Tech/iBoss	Internet Filter	029	01	UNRESTRICTED R	3,289.00
PO15-00622	Koh Design Inc.	Smartboard Rails	029	01	UNRESTRICTED R	2,110.05
PO15-00623	OFFICE DEPOT BUSINE	Technology Supplies	029	01	UNRESTRICTED R	3,899.85
PO16-00004	SCHOLASTIC INC	Scholastic Software	029	01	UNRESTRICTED R	5,900.00
PO16-00005	Riddell All America	Football equipment	029	01	UNRESTRICTED R	5,124.58
PO16-00006	Coastal Enterprises	PE Clothes	029	01	UNRESTRICTED R	2,957.00
PO16-00007	Aeries Software Inc	Aeries Conference	029	01	UNRESTRICTED R	1,200.00
PO16-00008	Aeries Software Inc	SIS Renewal	029	01	State Lottery	5,855.00

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

ESCAPE ONLINE

Includes Purchase Orders dated 05/01/2015 - 05/31/2015

PO Number	Vendor Name	Requisition Information	Ordr Loc	Req Fund	Resource Description	Req Fund Order Amt
				Total		117,932.50

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

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

SUBJECT: Approval of Fourth Quarterly Williams Report **MEETING:** June 16, 2015

AGENDA SECTION:

☐ **ACTION**

☐ **INFORMATION**

X ACTION/CONSENT

GOVERNING BOARD

Board Goals:

X	Improve/Sustain Student Achievement through CAASSP 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:
By law, the South Monterey County Joint Union High School District must report quarterly during every academic year to the Board its compliance with the Williams-Valenzuela lawsuit. Attached is the fourth report for the 2014-2015 school year.

Recommendation:
The recommendation is being made for the State Administrator to approve the Williams-Valenzuela report as required by Education code.

Fiscal Impact:
No cost to the district.

Submitted By:

Claudia Arellano
Senior Director Human Resources

Approved:

Daniel R. Moirao, Ed.D.
State Administrator

Academic School Year 2014-2015

Quarterly Report on Williams Uniform Complaints

[Education Code § 35186]

District: South Monterey County Joint Union High School District

Person completing this form: Diana Jimenez Title: Director of Educational Services

Quarterly Report Submission Date: *(Please check one)*

- ☐ October 2014
- ☐ January 2015
- ☐ April 2015
- X July 2015

Date for information to be reported publicly at governing board meeting: October 8, 2014

Please check the box that applies:

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

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

Daniel R. Moirao, Ed.D.
Print Name of District Superintendent

_____
Signature of District Superintendent

June 16, 2015
Date

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

SUBJECT: Approval of the Migrant Education Agreement **MEETING:** June 16, 2015

AGENDA SECTION:

☐ **ACTION**

☐ **INFORMATION**

X **ACTION/CONSENT**

GOVERNING BOARD

Board Goals:

X	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:
The County Migrant Education program has been serving students in the South Monterey County Joint Union High School District for many years. To formalize the working relationship, we enter into an agreement annually to provide the services. Attached is that agreement which commits the school district to in-kind services only.

Recommendation:
It is recommended that the State Administrator approve the ongoing agreement with the Monterey County Migrant Education Program

Fiscal Impact:
Services rendered by the district are in-kind so have no direct impact on the budget.

Submitted By:

Daniel R. Moirao Ed.D.
State Administrator

Approved:

Daniel R. Moirao, Ed.D.
State Administrator

Migrant Education

District Service Agreement 2015–16

Sub grantee Name: Migrant Education Region XVI			Total Grant Amount Requested: $308,071 School Readiness Grant Amount:
Local Educational Agency (LEA) Name: South Monterey County Joint Union High School District			LEA CDS Number: 2766050
LEA Address: 800 Broadway	City: King City		Zip Code: 93930
Contact Person: Angelica Fonseca	Title: Coordinator/Administrator		
Telephone: 831- 385-0606	Fax: 831-3850695	E-mail Address: afonseca@monterey.k12.ca.us	

Regular School Year (3060):	178,263		
Summer/Intersession (3061):	35,425		
School Readiness Regular (3060)			
School Readiness Summer (3061)			
Identification & Recruitment (3060):	In Region 16		
Parent Advisory Council (3060):	14,807		
Other Education, Health, Nutrition and Social Services (3060):	2,330		
Sub Total	230,825		
Indirect Cost:	22,552	Rate %: 9.77	
Total Budget: Do not include "Additional 3060 funds used for School Readiness" in this total	253,377		

CERTIFICATION: I hereby certify that all applicable state and federal rules and regulations will be observed to the best of my knowledge, that the information contained in this application is correct and complete; that the PAC has had active involvement in the planning, development and review of this application, and that the assurances are accepted as the basic conditions in the operation of this project/program for local participation and assistance.

Printed Name of Superintendent or Designee Dr. Daniel Moirao	Telephone Number (831) 385-0606
Superintendent or Designee Signature	Date
Printed Name of Migrant Education Program Director Ernesto Vela, Ed.D.	Telephone Number 831-755-6402
Migrant Education Program Director or Designee Signature	Date
Printed Name of Parent Advisory Council Representative Ana Vargas	Telephone Number
Parent Advisory Council Representative Signature	Date

Once completed, a digital file and one hard copy (with original signature) of the DSA 2015–16 are submitted to the migrant region.

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District Overview

Complete the table below to provide the overall number of migrant students in the district.

District:*(South Monterey County Joint)* Number of Migrant Students Enrolled at Each Grade Level in the District.																
	PreK	K	1	2	3	4	5	6	7	8	9	10	11	12	OSY	Total
PFS											5	7	4	2	0	18
Non-PFS											32	19	25	12	532	88
All*											37	26	29	14	532	636

District Overview Part I

Provide a narrative description of the core instructional and support programs provided by the District

District Core Instructional and Support Programs
In the narrative description, include the following: 1. Specific strategies, programs, curriculum and services designed to address the unique academic needs of EL and socioeconomically disadvantaged students. 2. The district's professional development plans and/or activities designed to improve teaching for EL and migrant students. 3. A summary of support services provided by the district to address health and social well-being for all students. 4. Information about how the district has consulted with appropriate private school officials to design and develop the migrant education program. 5. A description of the district's parent education and parent involvement components for the district. 6. What are the district's strategies to meet the needs of at risk students? Narrative Description: Please type the information for each question above.
District Name: South Monterey County Joint Union High School District
1. SMCJUHSD has implemented 4 instructional programs geared at meeting the unique linguistic and academic needs of English Learners (EL) and migrant (MEP) students. They have English Language Development for English learners. They provide CASHEE classes for students that have not passed the CASHEE. SES services targeted for 10th grade English Learners. They are implementing "Constructing Meaning" strategies across the district. All staff is trained on constructing Meaning. They have a ELD liaison at each site. Their goal is to support English learners that are level 1 and 2 and provide services for our students. They also have a parent liaison to make strategic connections with parents. To clarify and provide support. For the 15-16 year they will have a certificated teacher focused on the achievement on EL learners at each site. They have adopted a specific ELD curriculum. EDGE is a curriculum designed specifically for EL. They are reconfiguring how they

place their students by the timeframe that they have been an el learner

2. The district's professional development plan and/or activities designed to improve teaching for EL and migrant students.

They have 6 days of professional development for teachers to emerge the new framework standards. They had conversations about the design how they piggyback on EL standards. They will see were EDGE offers and they will supplement. They will create a pacing guide. They will also have 3 ELD benchmarks on writing. Teachers will develop those in the summer or fall.

3. A summary of support services provided by the district to address health and social well-being for all students..
They have a diversity committee to access the school culture. They want a baseline on how the students feel and their acceptance. They have a behavioral health clerk at each site. They will have 2 counselors at each site. These counselors will be able to distribute information to parents. On topics such as CELDT testing.

4. How the LEA has worked with private school administrators to design and develop its migrant education program.

The curriculum director and the Migrant Coordinator schools Charter Oaks and Life Christian Academy to meet and discuss possible professional development opportunities and services.

5. A description of the district's parent education and parent involvement component and any other relevant information that provides a complete snapshot of the district.

PIQE Parent Institute for Quality Education. 8-week courser for parents that guides with parents through high School. The importance of transcripts, involved, a-g requirements, enrolling for college, in Spanish. The last session includes the principal and parents can ask questions. Next year they will receive the second level. Serving 30 parents. ELAC committee run by the administration. They have a DELAC committee. ESL Classes open to all parents Monday and Wednesday.

6. What are the district's strategies to meet the needs of at risk students?

Credit recovery with Odyssey ware. APAC will be their new credit recovery. Portola Butler is a continuation high school for students to make up credits. Effective and running SST. They are working a handbook to establish a system. Instructional coaches at each site to provide the teacher strategies, they will conduct walkthroughs and they help teacher s on how to accommodate material for students. They will have 2 counselors.

Regular School Year

For this section include any and all Regular School Year services that will be provided during the 2015–16 school year for the following components:

- English Language Arts and Math
- High School Graduation
- Out of School Youth
- Parent Involvement

English Language Arts and Mathematics Regular School Year

For this section include all English Language Arts (ELA) and (Math) programs for Regular School Year.
If program includes both ELA and Math components, describe activities for each component under proposed services.

State Performance Target and Measurable Outcomes

By 2014, all migrant students will be proficient in English Language Arts.

- SMO 2.1: Using the baseline of 2008 CELDT scores, the percentage of migrant English learners moving from one proficiency level to the next will increase at a rate at or above the target for English learners statewide.
- SMO 2.2: Using the baseline of 2008 CELDT scores, the percentage of migrant English learners who would be expected to achieve English proficiency on the CELDT will increase at a rate at or above the target for the same group of English learners statewide.
- SMO 2.3: Beginning in 2009–10, the percentage of migrant students who score at proficient or above in English-language arts will be consistent with the ESEA growth target.

Completion of English Language Arts and Mathematics

Districts that are requesting MEP funds will complete all parts of this section, repeated for each service provided.

Summary of Number of Students Served – ELA and Math *(Unduplicated Count)*	
Total Number of eligible Migrant Students (*Unduplicated count*)	Total Projected Number of Migrant Students to Be Served by District in 2015–16
636	636 (Through Core Academic Program)

Summary of Current Student Needs in ELA and Math			
Grade Level	Need Based on district wide assessment data identify student needs and areas for improvement to support the identified needs.	If need is met through a Non-Migrant Program, what is the name of the non-Migrant program?	Services Provided by Non-Migrant Program
9-12	In 2014-2015 the District-wide less than 49% of South Monterey County Joint Union High School District migrant students are reaching Intermediate or higher on CELDT. These results reflect that there continues to be a high need for direct intervention in Language Arts and Language Development	Regular Academic Program;	Core curriculum; literacy support; language development;
9-11	In 2014-2015 85% of the students in 9th grade are scoring basic, below basic or far below basic on CST General Mathematics. 74% of students in 10th grade are scoring basic, below basic or far below basic on CST Algebra II. 71% of students in 11th grade are achieving basic, below basic or far below basic proficiency in the CST Summative high	CCSS Math	In-class teacher support,

	School Mathematics.		

Note: The following sections are to be completed for <u>each</u> ELA & Math activity

Proposed Service for ELA/ Math Regular School Year	
What component is this Service for? *(Check one)* X ELA ☐Math XBoth (Include description below for each if "both" was selected) Is this Home-based or Site/Center-based? *(Check one)* ☐ Home-based X Site/Center-based When will it be provided? *(Check one)* ☐After School ☐Before School ☐Saturday X During School Day	
Name of Schools(s): List all schools/sites that will receive the proposed service from the District. Include the projected number of students that will be served under this program.	School/Site: Greenfield High School — Projected Number of Students Served by District: 16 School/Site: King City High School — Projected Number of Students Served by District: 14
Name of Service to be Provided:	Instructional Support
Need for this service:	In evaluating the needs of the current migrant population we noted that historically there is a group of underperforming migrant students who have been unable to participate in extended day learning opportunities due to outside commitments after the school day. Each fall, within 30 days of the school year's start (and as migrant students enter the district during the year) each district teacher with migrant student completes an academic needs assessment (ANA) for each migrant student, which serves several purposes: a.) complies with CA Education Code requirements; b.) ensures that each teacher knows which of his/her students is/are migrant; c.) provides current information relative to the student's classroom performance in reading, math, written language, ELD, assignment completion (in class and homework); attendance, and overall motivation for learning. It also provides for teacher determination of level of need for supplemental instructional support In specific areas and a place for teacher comments. At the middle schools, ANAs are completed by both the migrant student's language arts and math teachers. All ANA derived data is input to an Access database, accompanied by additional data elements such as number of migrant students in each classroom, on-MEP service participation, end of Eligibility date, current PFS status, etc. The data is sorted and ranked in various ways, by site, to determine which students would optimally benefit by direct, in class Migrant Resource Teacher (MRT) instructional support during the regular school day. Given limited resources, priority is given to certain students based on PFS status, level of need, and the degree to which the student is already receiving other MEP or non-MEP supplemental support (e.g.

	district or Migrant Extended Day participation, etc.). The number of at-risk migrant students enrolled In a particular classroom (to facilitate small group support) is also taken into consideration. The goal Is to serve as many at-risk migrant students not receiving other supplemental supports.
Strategy selected to address the need:	To address this need we will provide support to this group of students by intervening in the regular education classroom and Migrant Resource Teacher support. This service will allow for better academic collaboration between the migrant education specialist and the classroom teacher. The migrant resource teacher will be able to see the learning targets students are working toward in the classroom and can better connect the intervention to what their student is learning during regular instruction.
Expected Outcome	The expected outcome of this service is increased academic proficiency as measured by proficient achievement on district benchmark assessments and CELDT scores. The expectation is that students will have additional academic intervention opportunity through the support of the migrant resource teacher within the general education classrooms working with specific students at each school site to address the targeted needs identified in the ANA. The amount of time the resource teacher is in the classroom will be dependent on the number of identified migrant students in the class as well as the individual level of student need.
Academic Focus:	The academic focus for MRT Intervention is based on MRT regular teacher determination through conferencing to discuss student needs, Intervention strategies, scheduling, etc. The MRT then follows a schedule to work with students, with special consideration to never deprive a student of core-instruction time or small group time with the regular teacher. An Ideal time to work with the students, in small groups during Universal Access times (when they would normally be doing independent seat work). The MRT maintains a log that includes time worked with each child per session, academic focus, specific activities, related goals, and student outcomes. This log is submitted to and reviewed by the coordinator-administrator on a monthly basis (or when requested). The focus of this service is designed to help students achieve the learning standards in English language arts, English Language Development and Mathematics in grades 9-12. These services include two components: additional instruction that supplements the general curriculum; and/or student support services needed to address barriers to improved academic performance (study/organizational skills). The intensity of such services may vary, but will be designed to respond to migrant students' needs as indicated through State assessments results and/or the district-adopted or district-approved assessments.
Curriculum Used:	District core curriculum and teacher generated activities/strategies to support the mastery of standards
Method(s) of Instruction:	1:1or small group Intervention in the regular classroom. This includes ongoing communication with the regular teacher to discuss student progress and to strategize optimal interventions.

Proposed Schedule for Delivery of Services: Using the table below, identify the projected minutes per day, days per week, number of weeks, number of students served and approximate start and end date of this service. Provide an estimate or range if service duration varies across the district.

Minutes per Day Range	Days per Week Range	Number of Weeks Range	Number of Students to be Served at Each Grade Level				Start Date	End Date
			Grade Level to be Served	PFS at each Grade Level	Non-PFS Migrant at each Grade Level	Total at each Grade Level		
360	4	30	9-12	5*	4*	10*	9 /1 / 15	5/ 30/16

**Number served, frequency, and minutes per session determined by assessed needs, ability to group, etc. (see ANA description prior page)*

Local Quantitative Measures		
Local Assessments: *(Complete for as many local assessments as will be administered to measure the effectiveness of this service. Add or delete columns as needed.)*		
Name of Local Assessment(s)	**Approximate Pre Test Score Collection Timeframe**	**Approximate Post Test Score Collection Timeframe**
District Benchmark Assessments administered 3x per year	9/2015	6/2015
Local Qualitative Measures: Using the table provide below, identify what qualitative data will be collected to determine the effectiveness of the service.		
Interviews and Focus Groups:	Migrant Instructional Specialist maintains ongoing communication with general education teachers of participating migrant students to keep current with individual student academic needs that will be addressed during Push-In support periods	
Surveys:	Teacher assessment of support-(locally created) Survey completed by the teacher 3x during the year evaluating the benefits and needs off the Push-in support service and instructional specialist providing the service	
Observations:	Ongoing observations; scheduled coordinator site visits;	

Service Staff Development: Identify staff development necessary to support quality delivery of the service.				
Need	**Title**	**Description**	**Dates**	**Expected Outcomes**
Current district core curriculum knowledge and best practices (Treasures; GRR; Common Core; Language Development standards)	District/ Program Specialist	Migrant Resource Teacher will participate in relevant district-sponsored professional development opportunities which will be supplemented by additional support sessions with Regional staff.	As scheduled by SMCJUHSD with follow-up dates to be set with regional staff	Mastery in use of curriculum as an intervention; Use of district adopted strategies for teaching and learning (GRR/Lang. focus)
Co-teaching best practices: How to provide effective in class instructional support while working collaboratively with the classroom teacher.	Program Specialist/Coordinator	Migrant Resource Teacher will work with regional staff to determine "best practices" for working with-in model of intervention. Professional development will focus on appropriate use of time, understanding of roles and responsibilities, planning and collaboration/communication.	On-going	Use of "best Practices" to create a learning environment for students and staff that is collaborative, focused and productive allowing students to reach their educational learning targets.
Analyzing Data to guide instruction	Data Analysis	The Migrant Resource teacher will analyze the benchmark in collaboration with the other teachers in the district to guide their instruction	October February May	Pacing guide that reflects the data analysis
Describe the process used to identify staff development needs:	Staff survey as to their level of knowledge and proficiency in the use of the district adopted curriculum and best practices.			

ELD Frameworks

Direct Services

Instructional Service Staffing: Identify the staff positions needed to provide the instructional service described above (see Fiscal Handbook).							
	Certificated		Classified		Percent Funded by DSA	Percent Funded by Other Program(s)	Name of Other Program Funding Source
Title	#	FTE	#	FTE			
Migrant Resource Teacher	1	.50			75%	25%	Region 16 DSA

Support Service Staffing: Identify the staff positions needed to provide support for the services described above (see Fiscal Handbook).							
	Certificated		Classified		Percent Funded by DSA	Percent Funded by Other Program(s)	Name of Other Program Funding Source
Title	#	FTE	#	FTE			
College Advocate			1	.50	100%		

Service Budget: Identify all costs related to providing the services (instructional and support) to run the service described. Include all applicable and allowable activities (see Fiscal Handbook). Do not include administration costs in this section.			
Object Code	**Description** **Object Code Item**	**Narrative** **Itemize each line item**	**Amount**
1100	Migrant Resource Teacher	Migrant Resource Teacher will work with individual and small groups of migrant children within the classroom; primarily in the areas of reading, English Language Development (ELD), language arts and mathematics, as well as other academic subjects.	34,977
3000	Benefits MRT	Benefits for MRT	16463
2100	Classified Staff	College Advocate	18988
3000	Benefits College Advocate	Benefits for College Advocate	11600
4300	Supplies	Consumable instructional supplies and materials.	3239
		Total	85,267

Proposed Service for ELA/ Math Regular School Year	
What component is this Service for? *(Check one)* ☐ELA ☐Math X Both (Include description below for each if "both" was selected) Is this Home-based or Site/Center-based? *(Check one)* ☐ Home-based XSite/Center-based When will it be provided? *(Check one)* ☐After School ☐Before School ☐Saturday XDuring School (Spring Break)	
Name of Schools(s) Served: **List all schools/sites that will receive the proposed service from the District. Include the projected number of students that will be served under this program.**	**School/Site** / **Projected Number of Students Served by District** Greenfield High School / 16 King City High School / 14
Name of Service to be Provided:	**Spring Migrant Education Student Academy (MESA)**
Need for this service:	Based on an evaluation of district ELA/Math assessment data and 2014 CELDT data, it was found that at any given grade level not more than 36% of migrant students scored at standard on district benchmarks and the large majority is not scoring above intermediate on the CELDT. In addition, it has been found that many of our migrant students regress academically during school breaks. Therefore, there is a need for continuous educational opportunities during these extended breaks. Students are falling behind on their units or are newcomers that have units to make up.
Strategy selected to address the need:	5-day English Language Development/ Academic Intervention academy; supplemented with enrichment such as Physical Education, Art, Music, Drama, Technology and experiential learning
Expected Outcome	Students will acquire credits through the PASS program
Academic Focus:	ELA/ELD/Math
Curriculum Used:	Students will be enrolled and provided support in the appropriate English Courses through PASS or the district's credit accrual program: Odysseyware.
Method(s) of Instruction:	Dynamic, hands-on, experiential instruction; cooperative grouping

Proposed Schedule for Delivery of Services: Using the table below, identify the projected minutes per day, days per week, number of weeks, number of students served and approximate start and end date of this service. Provide an estimate or range if service duration varies across the district.								
Minutes per Day Range	Days per Week Range	Number of Weeks Range	Number of Students to be Served at Each Grade Level				Start Date	End Date
			Grade Level to be Served	PFS at each Grade Level	Non-PFS Migrant at each Grade Level	Total at each Grade Level		
240	5	1	9-12	3	7	10	3/2016	4/2016

Local Quantitative Measures		
Local Assessments: *(Complete for as many local assessments as will be administered to measure the effectiveness of this service. Add or delete columns as needed.)*		
Name of Local Assessment(s)	**Approximate Pre Test Score Collection Timeframe**	**Approximate Post Test Score Collection Timeframe**
Oral Language Comprehension Assessment	4/2016	4/2016

Local Qualitative Measures: Using the table provide below, identify what qualitative data will be collected to determine the effectiveness of the service.	
Interviews and Focus Groups:	Staff input during pre-service professional development and post-service debrief sessions
Surveys:	Parent Observation Tool (locally developed); typically PAC officers who report to other district migrant parents
Observations:	Ongoing teacher observations; teacher-prepared report card comments and additional (objective) indicators

Service Staff Development: Identify staff development necessary to support quality delivery of the service.				
Need	**Title**	**Description**	**Dates**	**Expected Outcomes**
Overview of the program and the students expectations	Program Specialist	Training	Mar 2016	Mastery in use of materials
Describe the process used to identify staff development needs:	Staff to be surveyed on level of knowledge and proficiency in the use of the instructional materials			

Direct Services

Instructional Service Staffing: Identify the staff positions needed to provide the instructional service described above (see Fiscal Handbook).							
	Certificated		Classified		Percent Funded by DSA	Percent Funded by Other Program(s)	Name of Other Program Funding Source
Title	#	FTE	#	FTE			
Teacher	1	.078		.03	75%	25%	Region 16

Support Service Staffing: Identify the staff positions needed to provide support for the services described above (see Fiscal Handbook).							
	Certificated		Classified		Percent Funded by DSA	Percent Funded by Other Program(s)	Name of Other Program Funding Source
Title	#	FTE	#	FTE			
MPS	1	.13				100%	Regional Application

Service Budget: Identify all costs related to providing the services (instructional and support) to run the service described. Include all applicable and allowable activities (see Fiscal Handbook). Do not include administration costs in this section.			
Object Code	**Description Object Code Item**	**Narrative Itemize each line item**	**Amount**
1100	Teachers	2 teachers ($30 hrs X 5 hrs/day X 6 days	1,800
3000	Benefits	Benefits for hourly teachers	1,500
2100	Classified Staff College Advocate	Salary	3,219
3000	Benefits	Benefits for College Advocate	2848
4300	Supplies	Consumable instructional supplies and materials for extended day classes	500
5710	Transportation	MCOE bus (24 capacity) to run district route (3.02/mile + $30/hr) (9 miles x 5 days x 3.02 + 1 hr/day)	300
5870	Operations	District charge for custodial	400
		Total	12,367

Proposed Service for ELA/ Math Regular School Year	
What component is this Service for? *(Check one)* X ELA ☐Math ☐Both (Include description below for each if "both" was selected) Is this Home-based or Site/Center-based? *(Check one)* ☐ Home-based X Site/Center-based When will it be provided? *(Check one)* X After School ☐Before School X Saturday	
Name of Schools(s) Served: List all schools/sites that will receive the proposed service from the District. Include the projected number of students that will be served under this program.	School/Site: Greenfield High School — Projected Number of Students Served by District: 5 School/Site: King City High School — Projected Number of Students Served by District: 4
Name of Service to be Provided:	Speech and Debate Program
Need for this service:	Local Assessment and CELDT data demonstrates an urgent need to support all migrant students, the overwhelming majority who are EL's, in mastering the increasingly rigorous linguistic demands that run through every component of the new CCSS.
Strategy selected to address the need:	Engagement with complex text, conducting research and using evidence from diverse sources to construct verbal and written arguments, participating in collaborative academic discussions and presentations.
Expected Outcome	Participating students will engage in preparing, researching, and presenting on the given topic. Additionally students will develop critical thinking skills, vocabulary comprehension and collaborative learning skills.
Academic Focus:	Critical thinking, language acquisition, collaborative learning, vocabulary development
Curriculum Used:	A vast array of critical thinking speech and debate preparation materials, such as point-counterpoint diagrams, debate and speech frames, philosophical chairs, Socratic seminar, vocabulary builders, speech and debate rubrics
Method(s) of Instruction:	Small group/1:1/direct instruction/GRR

Proposed Schedule for Delivery of Services: Using the table below, identify the projected minutes per day, days per week, number of weeks, number of students served and approximate start and end date of this service. Provide an estimate or range if service duration varies across the district.								
Minutes per Day Range	Days per Week Range	Number of Weeks Range	Number of Students to be Served at Each Grade Level				Start Date	End Date
			Grade Level to be Served	PFS at each Grade Level	Non-PFS Migrant at each Grade Level	Total at each Grade Level		
120*	2*	12*	9-12	1	1	2	12/2015	5/2016

**Total minutes per session, number of sessions and number of weeks will be determined by coach availability and participant needs.*

Local Quantitative Measures		
Local Assessments: *(Complete for as many local assessments as will be administered to measure the effectiveness of this service. Add or delete columns as needed.)*		
Name of Local Assessment(s)	**Approximate Pre Test Score Collection Timeframe**	**Approximate Post Test Score Collection Timeframe**
Speech and Debate Assessment	2/2016	5/2016

Local Qualitative Measures: Using the table provide below, identify what qualitative data will be collected to determine the effectiveness of the service.	
Interviews and Focus Groups:	
Surveys:	Developed by Regional Office, administered on day of regional tournament
Observations:	Coach observations

Service Staff Development: Identify staff development necessary to support quality delivery of the service.				
Need	**Title**	**Description**	**Dates**	**Expected Outcomes**
Coaches' Training	Migrant Program Specialist; Migrant Resource Teacher	Coaches receive training on use of speech and debate materials as well as on team debate roles and protocols, as well as on clear understanding of topics assigned by state tournament organizers	December 2015 – January 2016	Coaches/students will be proficient in the use of the coaching and training materials
Student training demonstration	Speech and Debate	Coaches will participate with their students in the regionally-provided student trainings	January 2016	
Describe the process used to identify staff development needs:	Coaches will be given a pre-staff development survey regarding the greatest areas of need. These trainings are sponsored by the MEP region.			

Direct Services

Instructional Service Staffing: Identify the staff positions needed to provide the instructional service described above (see Fiscal Handbook).							
Title	Certificated		Classified		Percent Funded by DSA	Percent Funded by Other Program(s)	Name of Other Program Funding Source
	#	FTE	#	FTE			
Speech & Debate (S&D) Student Coach	1	.05			100%		

Support Service Staffing: Identify the staff positions needed to provide support for the services described above (see Fiscal Handbook).							
Title	Certificated		Classified		Percent Funded by DSA	Percent Funded by Other Program(s)	Name of Other Program Funding Source
	#	FTE	#	FTE			
College Advocate (Transportation)			1	.05	100%		
MPS S&D trainers (for coaches and students)	2	.03				100%	Migrant Education Region XVI (RA)

Service Budget: Identify all costs related to providing the services (instructional and support) to run the service described. Include all

applicable and allowable activities (see Fiscal Handbook). Do not include administration costs in this section.			
Object Code	**Description** **Object Code Item**	**Narrative** **Itemize each line item**	**Amount**
1100	Certificated Staff (Speech and Debate Coach)	S&D coach for students; 30/hr x 50 hours; time working directly w/students in coaching and tournament settings	1500
3000	Benefits	Benefits for S&D coach	230
2100	Classified Staff College Advocate	Salary	2374
3000	Benefits	Benefits for College Advocate	1450
4300	Materials and Supplies	Consumable materials and supplies for coaching sessions	400
4700	Food	Nutritional snacks for students during coaching sessions	1000
5200	Transportation	Mileage for student transportation to local tournament	200
2900	OT for College Advocate	Overtime hours for 2 MFSA to support Spring MESA ($35x 20 hrs)	2450
3000	Benefits	Benefits for OT for MFSA Spring MESA	735
		Total	8,884

Proposed Service for ELA/ Math Summer School Year	
What component is this Service for? *(Check one)* ☐ELA ☐Math XBoth (Include description below for each if "both" was selected) Is this Home-based or Site/Center-based? *(Check one)* ☐ Home-based XSite/Center-based When will it be provided? *(Check one)* ☐After School ☐Before School ☐Saturday ☐During School Break (Summer)	
Name of Schools(s) Served: List all schools/sites that will receive the proposed service from the District. Include the projected number of students that will be served under this program.	**School/Site** / **Projected Number of Students Served by District** Greenfield High School / 16 King City High School / 14
Name of Service to be Provided:	Migrant Education 9-12 Summer Academy (MESA)
Need for this service:	Based on an evaluation of district ELA/Math assessment data and 2014 CELDT data, it was found that at any given grade level not more than 39% of students scored at standard on district benchmarks and the large majority is not scoring above intermediate on the CELDT. In addition, it has been found that many of our migrant students regress academically during school breaks. Therefore, there is a need for continuous educational opportunities during these extended breaks.
Strategy selected to address the need:	To address this need, the district will facilitate a 4-week program held on the campus with a focus on Language Acquisition and Common Core Math Application. The program also includes cultural enrichment provided by a binational exchange teacher from Mexico.
Expected Outcome	The purpose of this program is to assess and focus on content standard gaps that should have been mastered in the prior grade and to provide an initial classroom experience and introduction to language and literacy for students entering allowing migrant students to be more ready for success when school starts in August.
Academic Focus:	ELA/ELD/Math/Science/Enrichment
Curriculum Used:	Language Power, TCM Math Reader, science enrichment
Method(s) of Instruction:	Students will be enrolled and provided support in the appropriate English Courses through PASS or the district's credit accrual program: Odysseyware.

Local Quantitative Measures		
Local Assessments: *(Complete for as many local assessments as will be administered to measure the effectiveness of this service. Add or delete columns as needed.)*		
Name of Local Assessment(s)	**Approximate Pre Test Score Collection Timeframe**	**Approximate Post Test Score Collection Timeframe**
Oral Language Comprehension Assessment	4/2016	4/2016

Local Qualitative Measures: Using the table provide below, identify what qualitative data will be collected to determine the effectiveness of the service.	
Interviews and Focus Groups:	Staff input during pre-service professional development and post-service debrief sessions
Surveys:	Parent Observation Tool (locally developed); typically PAC officers who report to other district migrant parents
Observations:	Ongoing teacher observations; teacher-prepared report card comments and additional (objective) indicators

Proposed Schedule for Delivery of Services: Using the table below, identify the projected minutes per day, days per week, number of weeks, number of students served and approximate start and end date of this service. Provide an estimate or range if service duration varies across the district.								
Minutes per Day Range	Days per Week Range	Number of Weeks Range	Number of Students to be Served at Each Grade Level				Start Date	End Date
			Grade Level to be Served	PFS at each Grade Level	Non-PFS at each Grade Level	Total at each Grade Level		
300	5	21	9-12	4	8	12	6/1/15	7/30/16

Local Qualitative Measures: Using the table provide below, identify what qualitative data will be collected to determine the effectiveness of the service.	
Interviews and Focus Groups:	Staff input during pre-service professional development and post-service debrief session
Surveys:	Parent Survey completed by parents during closing day event; measures program *and* closing day feedback
Observations:	Parent classroom visits (closing day); teacher-prepared report card w/comments and additional indicators

Service Staff Development: Identify staff development necessary to support quality delivery of the service.				
Need	Title	Description	Dates	Expected Outcomes
Curriculum, Academic focus, teaching strategies	Summer MESA Staff Development	use of instructional materials, as well as use of assessment materials	June 2015	Instructional staff will have full knowledge of and ability to implement quality lessons
Describe the process used to identify staff development needs:	After staff development on all basic curricular aspects and use of instructional materials, an evaluation survey will be conducted to determine any additional staff development needs the staff might have.			

Direct Services

Instructional Service Staffing: Identify the staff positions needed to provide the instructional service described above (see Fiscal Handbook).							
Title	Certificated		Classified		Percent Funded by DSA	Percent Funded by Other Program(s)	Name of Other Program Funding Source
	#	FTE	#	FTE			
Binational Exchange Teacher	2	1.0			0%	100%	Binational Program and Region XVI
Teacher	1	1.00			100%		

Support Service Staffing: Identify the staff positions needed to provide support for the services described above (see Fiscal Handbook).							
Title	Certificated		Classified		Percent Funded by DSA	Percent Funded by Other Program(s)	Name of Other Program Funding Source
	#	FTE	#	FTE			
College advocate			1	.33	100%		

Service Budget: Identify all costs related to providing the services (instructional and support) to run the service described. Include all applicable and allowable activities (see Fiscal Handbook). Do not include administration costs in this section.			
Object Code	**Description Object Code Item**	**Narrative Itemize each line item**	**Amount**
1100	Teacher	1 teachers ($30 hrs X 5 hrs/day X 22 days	3,300
3000	Benefits for teacher	Teacher Benefits	990
2110	College Advocate	To assist during program (monitor bus stop; contact parents; etc. and to provide classroom instructional support to students) – 8 hrs. x 22 days x $17/hr	15665
3000	Employees Benefits	Benefits for College Advocate	9570
4300	Materials/Supplies	Consumable student supplies	2,000
5200	Transportation	Mileage for College Advocate (Transporting students)	400
5710	Transfer of Costs	MCOE bus (24 capacity) to run district route (3.02/mile + $30/hr) (17 miles x 20 days x 3.02 + 1.5 hr/day)	2000
5870	Operations	District charge for custodial	1,500
2900	OT for College Advocate	Overtime hours for 2 College Advocate to support Spring MESA ($35x 20 hrs)	2450
3000	Benefits	Benefits for OT for Collage Advocate Spring MESA	735
		Total	38,610

Proposed Service for HS Graduation		
Is this Home-based or Site/Center-based? *(Check one)* ☐ Home-base ☑ Site/Center-based When will it be provided? ☐ Before School ☐ Saturday ☑ After School ☑ During School ☑ Winter Break ☑ Spring Break		
Name of Schools(s) Served: List all schools/sites that will receive the proposed service. Include the projected number of students to be served.	**School/Site**	**Projected Number of Students Served by District**
	Greenfield High School	10
	King City High School	10
Name of Service:	**CyberHigh Program**	
Need for this service:	MEP students are in need of credit recovery to meet high school graduation requirements.	
Strategy selected to address the need:	Online courses; students work independently with 1:1 monitoring	
Expected Outcome	All students will make accrue credits toward graduation; how many depends on participation intensity	
Academic Focus:	Credit recovery	
Curriculum Used:	PASS/CyberHigh	
Instructional Method:	Small group instruction, independent study and online	

Proposed Schedule for Delivery of Services								
Daily Minutes	Days per Week	Number of Weeks	Number of Students to be Served at Each Grade Level				Start Date	End Date
			Grade Level to be Served	PFS at each Grade Level	Non-PFS per Grade Level	Total per Grade Level		
150	2	33	9-12	10	10	20	9/1/15	5/20/16

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Local Quantitative Measures: Using the table below, identify what data will be collected to determine service effectiveness:		
Name of Local Assessment(s)	**Approx. Pre-test Score Collection Timeframe**	**Approx. Post-test Score Collection Timeframe**
	9/2/14	5/22/15

HS Graduation RY (2 of 3): CyberHigh Academy

Local Qualitative Measures: Number of credits recovered vs. number of credits enrolled	
Interviews & Focus Groups:	
Surveys:	CyberHigh reports; percentage of HS graduates who met requirement due to PASS
Observations:	

Service Staff Development: Identify staff development necessary to support quality delivery of the service.				
Need	**Title**	**Description**	**Dates**	**Expected Outcomes**
New tutors will need to be trained with CyberHigh.	CyberHigh Tutor Training	Tutors will be exposed to CyberHigh curriculum. They will be taught tutorial skills just as questioning techniques and working in small groups.	June 2015	Tutors will have gained skills to help them work with students one on one and in a group setting.
Process used to identify staff development needs:		No tutors will have to be trained, all others have been trained.		

Instructional Service Staffing: Identify the staff positions needed to provide the instructional service described above.							
Title	**Certificated**		**Classified**		**% DSA Funded**	**% Other Funded**	**Other Funding Source**
	#	**FTE**	**#**	**FTE**			
MRT			1		75%	25%	Region 16

Support Service Staffing: Identify the staff positions needed to support the service described above.							
Title	**Certificated**		**Classified**		**% DSA Funded**	**% Other Funded**	**Other Funding Source**
	#	**FTE**	**#**	**FTE**			
College Advocate			1		100%		

HS Graduation RY (2 of 3): CyberHigh Academy

Service Budget: Identify costs related to the described HSG service. Use object codes per the instructions.			
Object	**Description**	**(PASS) Narrative** (no more than two sentences)	**Amount**
1100	Teacher	Teacher Salary	9094
3000	Benefits for teacher	Teacher Benefits	4280
2110	College Advocate	To assist during program (monitor bus stop; contact parents; etc. and to provide classroom instructional support to students) – 8 hrs. x 22 days x $17/hr	6171
3000	Employees Benefits	Benefits for College Advocate	3770
4300	Food	PASS	500
5900	Communication	Parent letters	45
		Total	23,852

Parent Involvement Regular School Year

For this section include all Parent Involvement activities for Regular School Year. With the exception of the SPAC Conference, activities related to Parent Advisory Council must go in the Parent Advisory Council section.

State Performance Target and Measurable Outcomes

By 2014, all migrant parents will demonstrate increased use of parent involvement strategies in their children's education, including effective parenting, advocacy, and leadership skills that result in increased student success and achievement.

- SMO 7.1: MEP parents/guardians, schools, and staff/volunteers will increase use of research-based partnership practices in the education of students each year by 10 percent.
- SMO 7.2: MEP programs and staff/volunteers will reduce identified barriers to parent involvement in the education of their children each year by 10 percent.

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Completion of Parent Involvement

Districts that are requesting MEP funds will complete all parts of this section, repeated for each service provided.

Parent Needs **Based on district wide assessment data identify parent needs and areas for improvement to support the students' identified needs.**
Information and strategies on establishing a positive relationship with children
Information and strategies for reducing home-school communication barriers due to primary language differences
Information and strategies on supporting children academics.
Information on the Migrant Program; services; use of funds.
Information on parent involvement in governance and advisory councils.

Note: The following sections (pp. 28-32) are to be completed for <u>each</u> Parent Involvement activity

<table>
<tr><td colspan="3">Proposed Service for Parent Involvement Regular School Year</td></tr>
<tr><td colspan="3">Is this Home-based or Site/Center-based? (Check one) ☐ Home-based ☐Site/Center-based
When will it be provided? (Check one) ☐After School ☐Before School ☐Saturday X Other(evenings):</td></tr>
<tr><td>Name of District(s) Served:
List all schools/sites that will receive the proposed service from the District. Include the projected number of students that will be served under this program.</td><td colspan="2"><table><tr><th>School/Site</th><th>Projected Number of Parents Served by District</th></tr><tr><td>Greenfield High School</td><td>16</td></tr><tr><td>King City High School</td><td>14</td></tr></table></td></tr>
<tr><td>Name of Service to be Provided:</td><td colspan="2">Parent Trainings</td></tr>
<tr><td>Need for this service:</td><td colspan="2">According to the local parent survey, a significant percentage of parents determined a need for leadership opportunities, training, and involvement.</td></tr>
<tr><td>Strategy selected to address the need:</td><td colspan="2">Parent in services will provide migrant parents with training on various topics related to improved participation in school and academic support for their students.</td></tr>
<tr><td>Expected Outcome</td><td colspan="2">Increased parent participation in school and academic support of their students in the home</td></tr>
<tr><td>Academic Focus:</td><td colspan="2">Improved parent participation in school.</td></tr>
<tr><td>Curriculum Used:</td><td colspan="2">Regionally approved Presenters for identified topics of interest/need</td></tr>
<tr><td>Method(s) of Instruction:</td><td colspan="2">The method of instruction will be cooperative groups, hand-on learning; and guided practice.</td></tr>
</table>

How Often will this service be delivered?	Approximate Number of Parents to be Served	Approximate Start Date	Approximate End Date
Monthly	40	10/ 2015	5/2016

Local Quantitative Measures		
Local Assessments: *(Complete for as many local assessments as will be administered to measure the effectiveness of this service. Add or delete columns as needed.)*		
Name of Local Assessment(s)	Approximate Pre Test Score Collection Timeframe	Approximate Post Test Score Collection Timeframe
	N/A	*N/A*

Local Qualitative Measures: Using the table provide below, identify what qualitative data will be collected to determine the effectiveness of the service.	
Interviews and Focus Groups:	
Surveys:	Interest and program evaluation surveys will be administered to parents at the beginning and end of the program. Surveys will gather parent needs, program interests, and recommendations for improvement.
Observations:	Program observations will be conducted during the program by the Coordinator/Administrator and/or Migrant Resource teacher responsible for the South Monterey County Joint High School DistrictMEP.

Parent Communication Plan: In the space below, describe who, how and when parents will be informed about ALL services provided for migrant students.	
Who:	All Identified Migrant Parents in South Monterey County High School District
When:	A minimum of a week prior and the day before any parent event
How:	• Announcements and information at regional RAC and district PAC meetings; • Newsletters sent home • Connect Ed call/text/email • College Advocate will do reminder calls with details prior to the event.

Service Staff Development: Identify staff development necessary to support quality delivery of the service.				
Need	**Title**	**Description**	**Dates**	**Expected Outcomes**
Effective techniques for working with parents to improve student's academic success	Techniques for effectively working with parents	Program Specialist will learn the techniques and topics that will empower parents to use the information gathered from the coffee Klatch to improve the academic success of their student	9/2015	Program Specialist will have a topics, agendas and lesson plans for monthly parent training
Describe the process used to identify staff development needs:	trainer will complete a survey to identify their personal ideas, strengths and weaknesses when working with parents			

Direct Services

Instructional Service Staffing: Identify the staff positions needed to provide the instructional service described above (see Fiscal Handbook).							
Title	Certificated		Classified		Percent Funded by DSA	Percent Funded by Other Program(s)	Name of Other Program Funding Source
	#	FTE	#	FTE			
							NA

Support Service Staffing: Identify the staff positions needed to provide support for the services described above (see Fiscal Handbook).							
Title	Certificated		Classified		Percent Funded by DSA	Percent Funded by Other Program(s)	Name of Other Program Funding Source
	#	FTE	#	FTE			
College Advocate			1	.03	100%		

Service Budget: Identify all costs related to providing the services (instructional and support) to run the service described. Include all applicable and allowable activities (see Fiscal Handbook). Do not include administration costs in this section.			
Object Code	**Description Object Code Item**	**Narrative Itemize each line item**	**Amount**
2110	College Advocate	To assist and answer questions regarding college	1424
3000	Employees Benefits	Benefits for College Advocate	870
4300	Materials	Consumable supplies for instruction; coffee snacks for parents	1500
5800	Contract Services	Contract services with speakers to present on given topics	4,500
2900	OT for College Advocate	Overtime hours for College Advocate 30 x 45	1,350
3000	Benefits	Benefits for OT for College Advocate	405
		Total	7394

Proposed Service for Parent Involvement Regular School Year
Is this Home-based or Site/Center-based? *(Check one)* ☐ Home-based X Site/Center-based When will it be provided? *(Check one)* ☐ After School ☐ Before School X Saturday ☐ Other *(describe):*

<table>
<tr><td>Name of District(s) Served:
List all schools/sites that will receive the proposed service from the District. Include the projected number of students that will be served under this program.</td><td colspan="2"><table><tr><th>School/Site</th><th>Projected Number of Students/Parents Served by District</th></tr><tr><td>Greenfield High School</td><td>16</td></tr><tr><td>King City High School</td><td>14</td></tr></table></td></tr>
<tr><td>Name of Service to be Provided:</td><td colspan="2">Transportation to and From La Familia Regional Parent Conference</td></tr>
<tr><td>Need for this service:</td><td colspan="2">According to the regionally conducted parent survey, a significant percent of parents determined a need for leadership opportunities, training, and involvement.</td></tr>
<tr><td>Strategy selected to address the need:</td><td colspan="2">The "La Familia" Parent Conference will provide participating migrant parents with training on various topics related to improved participation in school. Parents will select and attend workshops of interest.</td></tr>
<tr><td>Expected Outcome</td><td colspan="2">Many South Monterey County Joint Union High School District migrant parents would not be able to attend unless transportation to the conference is provided. The number noted below reflects the number who will not be able to transport themselves (others will attend).</td></tr>
<tr><td>Academic Focus:</td><td colspan="2">The focus of this activity is to build capacity with parents on best practices to support children at home.</td></tr>
<tr><td>Curriculum Used:</td><td colspan="2">Migrant Regional Parent Conference Approved Presenters will hold parent workshops</td></tr>
<tr><td>Method(s) of Instruction:</td><td colspan="2">The method of instruction will be cooperative groups, hand-on learning; and guided practice.</td></tr>
</table>

How Often will this service be delivered?	Approximate Number of Parents to be Served	Approximate Start Date	Approximate End Date
1	36	April 2016	April 2016

Local Quantitative Measures		
Local Assessments: *(Complete for as many local assessments as will be administered to measure the effectiveness of this service. Add or delete columns as needed.)*		
Name of Local Assessment(s)	**Approximate Pre Test Score Collection Timeframe**	**Approximate Post Test Score Collection Timeframe**
	N/A	N/A

Local Qualitative Measures: Using the table provide below, identify what qualitative data will be collected to determine the effectiveness of the service.	
Interviews and Focus Groups:	South Monterey County Joint Union High School District Parent Advisory Consortium representatives who participate will be encouraged to sit on regionally coordinated focus groups (in the fall and spring) to provide input in the planning of the conference.
Surveys:	Interest and program evaluation surveys will be administered to parents at the beginning and end of the conference. Surveys will gather parent needs, program interests, and recommendations for improvement.
Observations:	A program observation will be conducted by the Coordinator/Administrators responsible for the parent component and the South Monterey County Joint Union High School District MEP. Observations will include an assessment of parent engagement, topic relevance, instructional delivery, appropriateness of curriculum, and staff/teacher performance.

Parent Communication Plan: In the space below, describe who, how and when parents will be informed about ALL services provided for migrant students.	
Who:	The (regional) parent liaison will establish slots per district. Parent Liaison will host a pre-conference meeting to review all procedures.
When:	March 2016
How:	District Coordinators and staff will recruit parents and communicate via letter, PAC meetings, and flyers about opportunity to attend regional conference.

Service Staff Development: Identify staff development necessary to support quality delivery of the service.				
Need	**Title**	**Description**	**Dates**	**Expected Outcomes**
See Region XVI regional application for details regarding conference SD specifics.	NA	NA	NA	NA
Describe the process used to identify staff development needs:	All staff development for MCOE bus drivers is coordinated through the county office of education transportation department. The department selects bilingual (Eng/Span) bus drivers for such activities			

Support Service Staffing: Identify the staff positions needed to provide support for the services described above (see Fiscal Handbook).							
Title	Certificated		Classified		Percent Funded by DSA	Percent Funded by Other Program(s)	Name of Other Program Funding Source
	#	FTE	#	FTE			
MCOE Bus Driver			1	1.0	100	0	NA

Service Budget: Identify all costs related to providing the services (instructional and support) to run the service described. Include all applicable and allowable activities (see Fiscal Handbook). Do not include administration costs in this section.			
Object Code	Description Object Code Item	Narrative Itemize each line item	Amount
5710	Transportation	Agreement with MCOE transportation to transport migrant parents and children to and from La Familia Conference (3.02/mile x 81.4 miles=260 + $30/hrx 6 hrs=180)*	440
		Total	440

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English Language Arts and Math Summer School

For this section include all English Language Arts (ELA) and (Math) programs for Summer School.
If program includes both ELA and Math components, describe activities for each component under proposed services.

Completion of English Language Arts and Mathematics

Districts that are requesting MEP funds will complete all parts of this section, repeated for each service provided.

Summary of Number of Students Served – ELA & Math *(Unduplicated Count)*	
Total Number of eligible Migrant Students (*Unduplicated count*)	Total Projected Number of Migrant Students to Be Served by District in 2015–16
30	30 (no district summer services)

Summary of Current Student Needs in ELA and Math			
Grade Level	Need Based on District wide assessment data identify student needs and areas for improvement to support the identified needs.	If Need is Met through a Non-Migrant Program, what is the Name of the Non-Migrant program?	Services Provided by Non-Migrant Program
9-12	In 2014-2015 district-wide less than 49% of South Monterey County Joint Union High School District migrant students are reaching Intermediate or higher on CELDT. These results reflect that there continues to be a high need for direct intervention in Language Arts and Language Development	No District Summer Services	
9-12	In 2014-2015 85% of the students in 9th grade are scoring basic, below basic or far below basic on CST General Mathematics. 74% of students in 10th grade are scoring basic, below basic or far below basic on CST Algebra II. 71% of students in 11th grade are achieving basic, below basic or far below basic proficiency in the CST Summative high School Mathematics.	No District Summer Services	

Parent Involvement Summer School

For this section include all Parent Involvement activities for Summer School. With the exception of the SPAC Conference, activities related to Parent Advisory Council must go in the Parent Advisory Council section.

Completion of Parent Involvement

Districts that are requesting MEP funds will complete all parts of this section, repeated for each service provided.

Note: The following sections (pp. 60-64) are to be completed for <u>each</u> Parent Involvement activity

Parent Needs **Based on district wide assessment data identify parent needs and areas for improvement to support the students' identified needs.**
Information and strategies on establishing a positive relationship with children
Information and strategies for reducing home-school communication barriers due to primary language differences
Information and strategies on supporting children academics.
Information on the Migrant Program; services; use of funds.
Information on parent involvement in governance and advisory councils.

Proposed Service for Parent Involvement Summer School Year		
Is this Home-based or Site/Center-based? *(Check one)* ☐ Home-based ☐Site/Center-based When will it be provided? *(Check one)* ☐After School ☐Before School ☐Saturday X Other*(evenings)*:		
Name of District(s) Served: List all schools/sites that will receive the proposed service from the District. Include the projected number of students that will be served under this program.	School/Site	Projected Number of Parents Served by District
	Greenfield High School	10
	King City High School	10
Name of Service to be Provided:	Parent Trainings: Binational Teachers	
Need for this service:	According to the local parent survey, a significant percentage of parents determined a need fortraining, cultural connection/enrichment and school involvement.	
Strategy selected to address the need:	Parent in services will provide migrant parents with training on various topics related to improved participation in school, cultural connections and academic support for their students.	
Expected Outcome	Increased parent participation in school, cultural connections and academic support of their students in the home	
Academic Focus:	Improved parent participation in school and cultural connection to students.	
Curriculum Used:	Regionally approved based on topics of interest/need	
Method(s) of Instruction:	The method of instruction will be cooperative groups, hand-on learning; and guided practice.	

How Often will this service be delivered?	Approximate Number of Parents to be Served	Approximate Start Date	Approximate End Date
2x weekly	40	June 20 2015	July 30 2015

Local Quantitative Measures		
Local Assessments: *(Complete for as many local assessments as will be administered to measure the effectiveness of this service. Add or delete columns as needed.)*		
Name of Local Assessment(s)	Approximate Pre Test Score Collection Timeframe	Approximate Post Test Score Collection Timeframe
	N/A	*N/A*

Local Qualitative Measures: Using the table provide below, identify what qualitative data will be collected to determine the effectiveness of the service.	
Interviews and Focus Groups:	
Surveys:	Interest and program evaluation surveys will be administered to parents at the beginning and end of the program. Surveys will gather parent needs, program interests, and recommendations for improvement.
Observations:	Program observations will be conducted during the program by the Coordinator/Administrator and/or Migrant Resource teacher responsible for the South Monterey County Joint Union High School District MEP.

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Parent Communication Plan: In the space below, describe who, how and when parents will be informed about ALL services provided for migrant students.	
Who:	All Identified Migrant Parents in South Monterey County Joint Union School District
When:	A minimum of a week prior and the day before any parent event
How:	• Announcements and information at regional RAC and district PAC meetings; • flyers sent home • Connect Ed call/text/email • MFSA reminder calls with details prior to the event.

Service Staff Development: Identify staff development necessary to support quality delivery of the service.				
Need	**Title**	**Description**	**Dates**	**Expected Outcomes**
Effective techniques for working with parents to improve student's academic success	Techniques for effectively working with parents	Program Specialist will learn the techniques and topics that will empower parents to use the information gathered from the coffee Klatch to improve the academic success of their student	6/2015	Program Specialist will have a topics, agendas and lesson plans for monthly parent training
Describe the process used to identify staff development needs:	trainer will complete a survey to identify their personal ideas, strengths and weaknesses when working with parents			

Direct Services

Instructional Service Staffing: Identify the staff positions needed to provide the instructional service described above (see Fiscal Handbook).							
	Certificated		Classified				
Title	#	FTE	#	FTE	Percent Funded by DSA	Percent Funded by Other Program(s)	Name of Other Program Funding Source
Binational Teacher	1	1				100%	Regional application

Support Service Staffing: Identify the staff positions needed to provide support for the services described above (see Fiscal Handbook).							
	Certificated		Classified				
Title	#	FTE	#	FTE	Percent Funded by DSA	Percent Funded by Other Program(s)	Name of Other Program Funding Source

Service Budget: Identify all costs related to providing the services (instructional and support) to run the service described. Include all applicable and allowable activities (see Fiscal Handbook). Do not include administration costs in this section.			
Object Code	Description Object Code Item	Narrative Itemize each line item	Amount
4300	Materials	Consumable supplies for instruction and coffee for parents	2000
		Total	2000

Identification and Recruitment

For this section include any and all Identification and Recruitment (I&R) activities that will be provided during the 2015-16 school year by the district. Please check the appropriate box below as it applies to the district:

☐ A. The district provides I&R activities and the description of these activities is included in this section.

B. The migrant region provides all I&R activities.

☐ C. The district and region provide I&R activities.

If "B" was selected, this section must be left blank.

Eligible migrant students will be identified and recruited in a proper and timely manner.

To qualify for the Migrant Education Program, a child is considered "migrant" if the parent or guardian is a migratory worker in the agricultural, dairy, lumber, or fishing industries and whose family has moved during the past three years. A "qualifying" move can range from moving across school district boundaries or from one state to another for the purpose of finding temporary or seasonal employment. A young adult may also qualify if he or she has moved on his or her own for the same reasons. The eligibility period is three years from the date of the last move. Eligibility is established through an interview conducted by a migrant education recruiter who visits both home and/or employment locations.
"Finding and enrolling eligible migrant children is a cornerstone of the MEP and its importance cannot be overemphasized." (Chapter III. Identification and Recruitment, U.S. Department of Education, Office of Elementary and Secondary Education, Office of Migrant Education, *Non-Regulatory Guidance for the Title I, Part C Education of Migratory Children,* Washington, D.C., 2010.

If options A or C were selected on the prior page, please respond to the appropriate question below:

(A.) Provide an overview of the organizational structure (e.g., an organizational chart) of the District's identification and recruitment (I&R) personnel and a brief description of the I&R responsibilities for each role.

(C.) For districts in which both the regional office and district office are responsible for I&R, provide an organizational overview that specifies which activities and personnel are administered by the region and the activities and personnel that are administered at the district level. Include a brief description of key I&R responsibilities for each role.

Example for Option C:
The Region's I&R Supervisor, I&R Coordinator, and Designated State Educational Agency (SEA) Reviewer work at the regional office along with six of the Region's 12 recruiters. The six regional recruiters are mainly responsible for community-based recruitment. The six district-level recruiters are responsible for school-based recruitment. The Region's I&R trainings, quality control plan and processes, and standards of practice are administered by the Region. The Region directly supervises eight I&R staff and two districts supervise the remaining four recruiters.

Provide a copy of the District's I&R Quality Control Plan as a separate document to the application.
(The District's Plan may be modeled after the State's Quality Control Plan but the State's Plan **may not** ***be provided in lieu of the District's Plan).*** **If the District uses a regional plan and does not have a separate quality control plan for I&R, provide the Region's Quality Control Plan.**

Briefly describe how the District and it's I&R staff are incorporated in the Region's quality control processes.

The Region provides the minimum qualifications for and sits on the interview panel of all I&R candidates. The Region's I&R Supervisor and SEA Reviewer handle the initial training activities for new recruiters and coordinate monthly trainings of existing recruiters. The Region also coordinates all the recruitment activities for all recruiters. The supervision of recruiters is divided between the Region and its districts but the minimum standards for I&R are established by the Region.

Describe how the Migrant Office will coordinate recruitment activities with all of the districts.

Whereas the region is primarily responsible for community and field based recruitment, the district is primarily responsible for school-based recruitment (SBR). The district Migrant Family Services Advocate (MFSA) is fully trained in I&R practices and procedures, and attends monthly I&R related staff development meetings at the regional office to stay current on regulations, electronic Certificate of Eligibility (COE) procedures, district-region channels of communication, quality control expectations, etc. In addition, during "slow" field-based recruitment times (e.g. during times of wet weather when the fields are too muddy) a regional recruiter may be assigned to assist the district MFSA with I&R related duties (e.g. annual verification phone calls; home visits; follow-up to enrollment questionnaires (see below), etc. In such cases the regional recruiter assigned to South Monterey County Joint Union High School District has been consistent (i.e. same person) and works very well with the district MFSA.

School-Based Recruitment (SBR) Questionnaires: Parent questionnaires are included in district student enrollment packets, provided by the MEP and color-coded to "stand out" for facilitated retrieval (for subsequent forwarding to the South Monterey County Joint Union High School District Migrant Education office. The English/ Spanish questionnaire provides parents the opportunity to respond to simple questions (when completing enrollment paperwork) that provides "screening" information that may trigger further follow-up by the district MFSA/recruiter.

Fundamental I&R "Yes/No" questions such as, "Have you moved within the past three years?" are included on the questionnaire.

The following addendum to this section is provided by the regional office (to further clarify how the district and region collaborate to maximize the results of migrant I&R efforts: *Region 16 has established a process delineating the responsibilities of all I&R staff in recruitment. One of these responsibilities is that all recruiters be responsible for recruiting and referring potential migrant families. The region will coordinate recruitment efforts with all districts by ensuring that all recruiters understand and receive appropriate professional development on the eligibility criteria and the interview process.*

The region will spearhead the recruitment efforts in the community including field recruitment and community recruitment. Districts will primarily be responsible for recruitment in the schools. The collaboration and communication between regional recruiters and district recruiters is paramount. To this end, the region has established a flow chart depicting the roles and responsibilities of regional and district recruiters.

Describe the community in your recruiting area including locations where families live and work, major crops and peak periods, major employers, and so forth.

Migrant Education Region 16 is within Monterey County California. Monterey County is located in California's Central Coast and has an approximate total population of 415,000. Salinas is considered the county seat of the county and is the largest city with an approximate total population of 150,000. Monterey County is also comprised of many smaller in-land and coastal towns including many agricultural communities along the Salinas Valley. The coastal cities and towns are considered tourist areas where the hospitality industry provides for a majority of employment.

Along the Salinas Valley there are seven major towns in which 100% of the identified migrant families live. These cities are, Castroville, Salinas, Chualar, Gonzales, Soledad, Greenfield, and King City and range from 10,000 to 150,000 in total population. Migrant families live and work in these cities and primarily live in apartment buildings, mobile homes, and multiple family homes. Among these cities are rural areas. A small percentage of migrant families live in farms and ranches outside of the city limits. The cities and towns typically have neighborhood centers that cater to the cultural, gastronomy, and language needs of migrant families.

There are several major crops harvested in Monterey County that are considered seasonal. In the northern part of the county in cities such as Castroville and Salinas, artichoke, strawberry, and lettuce are harvested. The central and southern cities of the county, such as Salinas, Gonzales,

and Greenfield, harvest broccoli, cauliflower, and celery. Other crops include grape, spinach, and asparagus. The peak periods for most of these crops range from February through November. This agricultural season reflects all of the planting and harvesting jobs such as planting, thinning, weeding, and picking.

According to the Agricultural overview contained in the 2011 California Identification and Recruitment Manual, Monterey County is ranked 4th in the state in agriculture production. Among the major employers are Tanimura and Antle, Fresh Express, Dole, and Driscolls. There are over 200 small companies, contractors, and labor companies in Monterey County.

In some communities, migration patterns are well established and recruiters know where migrant families and youths live; however, migration, employment, and housing patterns change over time. What strategies will the District's I&R staff employ to look for families outside the traditional locales?

In efforts to identify 100% of eligible migrant families the district and regional recruiters will establish a strong connection with the community. The district employs "active" recruitment which means that district recruiters go beyond the traditional "word of mouth" strategy to seeking potential migrant families. For example, district recruiters attend Back to School nights, Open House, and other school related events to promote the migrant program and recruit families. District recruiters also establish open communication with school front office staff to ensure that any and all new students are referred to the migrant office for potential qualification.

Beyond the school-based recruitment, regional recruiters employ a sophisticated approach to recruit families in the community and in their place of work. This approach entails work outside of the traditional work schedule (8:00 a.m. to 5:00 p.m. Monday through Friday). Regional recruiters often recruit families before work and after work. Key relationships must be established with agriculture companies in order to obtain access to potential migrant families working in the fields. Regional recruiters will meet potential migrant families at the company's gathering point prior to beginning work for example 5:00 a.m. at the company's main headquarters.

In collaboration with the district, regional recruiters visit places such as flea markets, laundry mats, and shopping centers to find potential migrant families. Cultural festivals are another venue for recruiters to identify migrant families. Regional recruiters will canvas neighborhoods to conduct door to door recruitment of migrant families. These places also require work outside of the traditional work schedule.

Describe how the District will utilize I&R staff to identify and recruit eligible migrant students.
The district recruiter will... 1. ...identify and recruit eligible migrant children by visiting work locations of potential migrant parents. 2. ...identify and recruit migrant children by visiting community locations such as flea markets, laundry mats, shopping centers, and door to door recruitment. 3. ...complete Certificates of Eligibility for eligible migrant students and submit the COE for quality control. 4. ...provide potential migrant families with basic information regarding the Migrant Education program services and programs. ...provide potential migrant families with basic information regarding community services.

In the tables below, provide the numbers of individuals assigned to conduct eligibility interviews and make eligibility determinations, the full-time equivalent that they spend performing I&R activities, and how and where the recruiting is carried out.

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Regular School Year			
What type of recruiting is performed?	Number of recruiters in District	FTE in I&R	How and where the recruiting is carried out
Community-based only			
School-based only	1	.5	The Migrant Family Services Advocate (MFSA) who is responsible for the majority of school-based recruiting activities. The ".5 FTE" indicated at left is as such because the job duties of the MFSA go beyond simply Identification and Recruitment.
Combined			

Summer/Intersession			
What type of recruiting is performed?	Number of recruiters in District	FTE in I&R	How and where the recruiting is carried out

Community-based only			
School-based only	1	.2	The MFSA continues to perform recruitment duties when working in the summer, but to a lesser degree when compared to the regular school year when the sites are open.
Combined			

Identification & Recruitment Staff			
I&R Supervisory and Quality Control Staff	**Number of staff in this position**	**FTE in I&R**	**Describe the specific tasks the staff person performs in this position.**
I&R Supervisor			
I&R Coordinator	*Coordinator/ Administrator*	.15	The *regionally funded* Coordinator/Administrator (C/A) responsible for the South Monterey County Joint Union High School District MEP supervises and evaluates of the MFSA responsible for school-based recruitment. The C/A maintains ongoing communication with the regional I&R coordinator (as well as the regional recruiters and quality control staff as needed).
Designated SEA Reviewer			
Other			

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Identification and Recruitment Budget: Please identify all costs related to Identification & Recruitment. For each line item, refer to and use the object codes provided in the instructions.			
Object Code	**Description Object Code Item**	**Narrative Itemize each line item**	**Amount**

Completion of Other education, health, nutrition, and social services

Districts that are requesting MEP funds will complete all parts of this section, repeated for each service provided.

Summary of Number of Students Served – Other education, health, nutrition, and social services *(Unduplicated Count)*		
Total Number of eligible Migrant Students (*Unduplicated count*)	Total Projected Number of Migrant Students to Be Served by District in 2015–16	Additional Number of Migrant Students projected to Be Served by District in 2015–16
636	30	30

Summary of Current Student Needs in Other education, health, nutrition, and social services			
Grade Level	Need Based on District wide assessment data identify student needs and areas for improvement to support the identified needs.	If Need is Met through a Non-Migrant Program, what is the Name of the Non-Migrant program?	Services Provided by Non-Migrant Program
9-12	Dental/Vision Screenings and treatment for uninsured if needed	Salud Para La Gente; Clínica Del Valle de Salinas	Dental and Vision screenings

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District that are not requesting MEP funds for other education, health, nutrition and social services complete only the two tables below, and acknowledge by placing an "X" after the following statement "District will not offer Other education, health, nutrition and social services for Regular Year 2015–16____"

Note: The following sections (pp. 88-92) are to be completed for <u>each</u> activity

Proposed Service for Other education, health, nutrition, and social services	
Is this Home-based or Site/Center-based? *(Check one)* ☐ **Home-based** ☐**Site/Center-based** **When will it be provided? *(Check one)*** ☐**After School** ☐**Before School** ☐**Saturday** ☐ **•Other:**_____	
Name of District(s) Served: **List all schools/sites that will receive the proposed service from the District. Include the projected number of students that will be served under this program.**	**District** / **Projected Number of Students Served by District** Greenfield High School — 60 King City High School — 30
Name of Service to be Provided:	**Dental and Vision Screenings**
Need for this service:	Per health needs assessments, many migrant students need dental and vision screenings and treatment
Strategy selected to address the need:	The regional office collaborates with local health providers to coordinate dental and vision screenings of migrant students at least once annually. The South Monterey County Joint Union High School District MEP works with the region to coordinate related screenings and/or services (e.g. communicates with site principals and families, provides transportation, etc.)
Expected Outcome	Identify dental and Vision needs
Health Focus:	The focus is to identify students with mild to severe dental and vision needs.
Curriculum Used:	NA
Method(s) of Instruction:	NA

Proposed Schedule for Delivery of Services: Using the table below, identify the projected minutes per day, days per week, number of weeks, number of students served and approximate start and end date of this service. Provide an estimate or range if service duration varies across district.								
Minutes per Day Range	Days per Week Range	Number of Weeks Range	Number of Students to be Served at Each Grade Level				Start Date	End Date
			Grade Level to be Served	PFS at each Grade Level	Non-PFS Migrant at each Grade Level	Total at each Grade Level		
60	1	1	9-12	10	8	18	11/2015	11/2015

Local Quantitative Measures	
Local Assessments: *(Complete for as many local assessments as will be administered to measure the effectiveness of this service. Add or delete columns as needed.)*	
Name of Local Assessment(s)	Approximate Post Test Score Collection Timeframe
Dental Screening report per students	*11/2015*

Local Qualitative Measures: Using the table provide below, identify what qualitative data will be collected to determine the effectiveness of the service.	
Interviews and Focus Groups:	The King City High School District MFSA will participate in debrief session held during a regional meeting to reflect upon and share what worked well and what can be improved upon for future events.
Surveys:	
Observations:	Program observations to be conducted by Coordinator/Administrator (C/A) responsible for the regional health component, as well as the C/A responsible for coordination of the South Monterey County Joint Union High School District MEP. Observations will include an assessment of student support, staff engagement, and quality of service.

Service Staff Development: Identify staff development necessary to support quality delivery of the service.				
Need	**Title**	**Description**	**Dates**	**Expected Outcomes**
Knowledge of community health providers and services	Coordination of Dental and Vision Screenings	Planning, communication, and coordination of dental and vision screenings including calendar, schedules and lists of students.	9/18/15	Staff will produce a plan for the dental and vision screenings including a calendar of visits, student lists, and provider contact.
Describe the process used to identify staff development needs:	Given its status as an annual event across the region, the South Monterey County Joint Union High School District MFSA will receive guidance and information relative to the health screenings at a regional meeting in September 2015.			

Direct Services

Instructional Service Staffing: Identify the staff positions needed to provide the instructional service described above (see Fiscal Handbook).							
Title	Certificated		Classified		Percent Funded by DSA	Percent Funded by Other Program(s)	Name of Other Program Funding Source
	#	FTE	#	FTE			
Dental Assistant (In-Kind)					0	100	Salud Para la Gente Health Organization
Registered Nurse (In-Kind)					0	100	Clinica de Salud Health Organization

Support Service Staffing: Identify the staff positions needed to provide support for the services described above (see Fiscal Handbook).							
Title	Certificated		Classified		Percent Funded by DSA	Percent Funded by Other Program(s)	Name of Other Program Funding Source
	#	FTE	#	FTE			
Migrant Family Service Advocate	1	.15				100%	Region 16
MPS	1	.15				100%	Region 16

Service Budget: Identify all costs related to providing the services (instructional and support) to run the service described. Include all applicable and allowable activities (see Fiscal Handbook). Do not include administration costs in this section.			
Object Code	Description Object Code Item	Narrative Itemize each line item	Amount
5710	Transportation	Transportation cost to transport students to a screening center	440
4300	Dental Kits	Students will be given a dental kit after the screening $3 per kit x 162= $630	1,890
		Total	2,330

Parent Advisory Council

For this section include any and all Parent Advisory Council (PAC) activities that will be provided during the 2015-16 school year.

PARENT ADVISORY COUNCIL *Note: All DSAs must contain a completed PAC section.*

Selection of Parent Advisory Council Membership: Provide a narrative summary of the means by which parents and community members are recruited and selected for membership in the Parent Advisory Council. Include a list of PAC members' names.
The South Monterey County Parent Consortium bylaws guide and define procedures for PAC member/officer selection. They also detail respective duties. The bylaws are in need of updating, but the region has advised districts to put this on hold until the state-level parent involvement regulations have been finalized (to ensure alignment). As is, the bylaws stipulate elections every two years; nominations at the October meeting, followed by further nominations and elections at the November meeting. Elections took place in November 2014 (for President, Vice-President and Secretary), so the current officers (assuming they do not move and/or resign) will remain in their positions on the PAC until the next elections are due in November 2015. Per Ed Code, migrant parents serving on the PAC can only be nominated by and elected by other migrant parents, so care is taken prior to nominations and elections to ensure that only eligible migrant parents nominate and vote (secret ballot). A list of current South County Parent Consortium officers follows:

Parent Advisory Council Membership:	
PAC Member Name	Eligible Migrant Parent? Yes/No
• Ana Vargas *(President)*	N
• Verenice Amezcua *(Vice-President)*	Y
Involvement of Parent Advisory Council in MEP Activities: Provide a narrative summary of the means by which the PAC is involved in the review of the Needs Assessment, planning, development of the DSA, implementation of services provided to students, and program evaluation.	

Parents are included in the planning of the yearly calendar of PAC meetings, selection of training topics and planning special events in the coming year for the migrant families in the district. The MEP prioritizes consideration with regard to parent input in parent involvement calendar planning, especially given that they are the best resource to inform the program of migrant work schedules that might interfere with parent participation in MEP processes. It is a goal to ensure parents are knowledgeable about and informed of budget concepts/issues (e.g. revisions/ amendments, DSA development, and the planning of specific programs (e.g. summer school). A continuing goal for 2015-16 is to solicit parent assistance in the recruitment of non-participatory parents in MEP processes and events. This may include utilizing parent voice messages via use of the Connect-Ed automated telephone messaging service.

At monthly PAC meetings, parents will also familiarize themselves with the South Monterey County Joint Union High School District DSA throughout the year.

Training of Parent Advisory Council Members: Identify any training that will be provided to the PAC to support quality implementation of the program.

Need	Title	Description	Dates	Expected Outcomes
PAC Training and Meeting Planning	RAC Planning	Officers engage in planning PAC Calendar and topics of interest including the DSA parent involvement plan	Aug. 2015	Members will establish a PAC Meeting Calendar and topics.
Description of Regular Year Services	Regular Year Services	Members learn about regular year services planned and discuss schedule for visits and observations.	Oct. 2015	Members will learn about the regular year MEP services.
PAC Elections/Review of Bylaws and Member Responsibilities	PAC Role and Function; Regulations	Members review bylaws, and learn about the role and responsibilities of the PAC; strategize the updating of bylaws to align with new MEP Parent Regulations.	Nov. 2015	Non- election year; learn PAC Roles and Responsibilities as well as new Parent Regulations.

Understanding the DSA process, including program needs	Migrant Student and Program Needs	Members will learn about academic test results of migrant students to identify academic needs.	Feb. 2016	Members understand the different academic assessments and Migrant Student Progress.
Provide feedback and recommendations for the DSA*	DSA Parent Feedback and Input	Members provide feedback / recommendations for the DSA including observation data on program visits (successes / areas of improvement); provide feedback to the Parent Involvement Section including budget.	Mar. 2016	Members provide feedback and recommendations to the DSA.
Description of Summer 2014 Services	Summer MEP Services	Members learn about summer services planned and discuss schedule for visits and observations.	May. 2016	Members will learn about the summer MEP services.
Please describe the process used to identify the PAC training needs:	The Coordinator/Administrator and/or Migrant Resource teacher will engage PAC members in an annually administered needs assessment survey of training needs and requests during the initial PAC meeting in October 2015.			

PAC Staffing: Identify the staff positions needed to support the PAC described above.							
Title	Certificated		Classified		Percent Funded by DSA	Percent Funded by Other Program(s)	Name of Other Program Funding Source
	#	FTE	#	FTE			

PAC Budget: Please identify all costs related to the PAC. For each line item, refer to and use the object codes provided in the instructions.			
Object Code	Description Object Code Item	Narrative Itemize each line item	Amount
4300	Materials and Supplies	Instructional Materials (including copying); supplies	1300
4700	Food	Food for PAC meetings ($151 x 10 meetings)	1514
2100	Classified Staff	E.C.E. associate teachers to provide child activities during PAC meetings ($17/hr x 3.5 hours x 2 staff x 6 meetings)	714
3000	Benefits	Benefits for the above-mentioned E.C.E. associate teachers	90
		Total	49,148

Note: Costs related to SPAC Conference are not included in the PAC Budget section. SPAC Conference costs are included in the Parent Involvement section.

Other Education, Health, Nutrition, and Social Services

For this section include any and all Other Education, Health, Nutrition and Social services that will be provided during the 2015–16 school year

State Performance Target and Measurable Outcomes

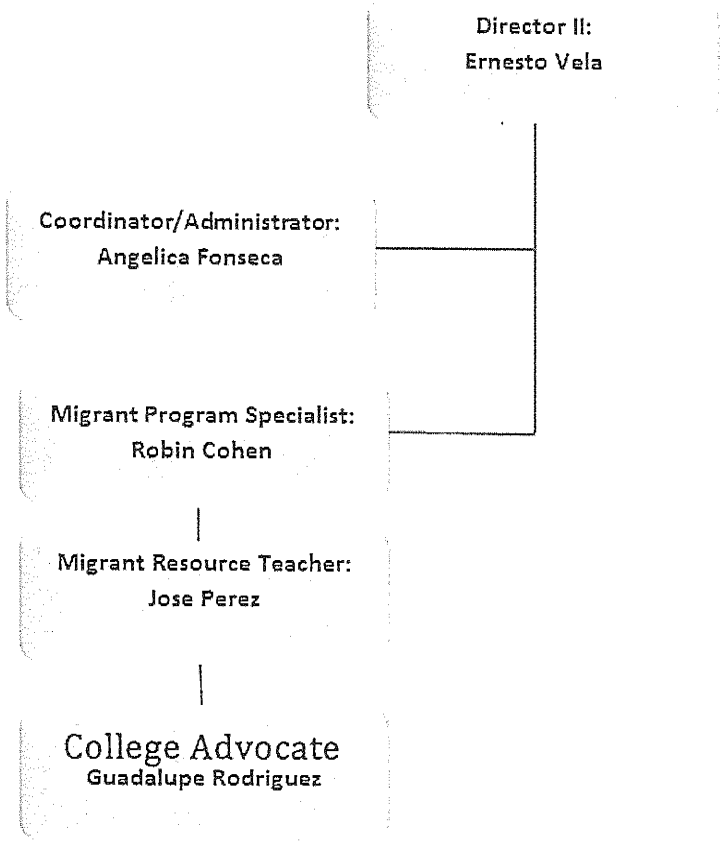
By 2014, all migrant children who have unmet health needs that interfere with learning will have their health needs addressed.

- SMO 5.1: 100 percent of migrant students with identified unmet health needs that interfere with learning will be assessed annually for treatment or referral.
- SMO 5.2: The percent of migrant students reporting that they feel connected to school will increase by 5% per two-year cycle.

Administration

For this section, identify all personnel needed to administer ALL services described in the District Application. You must also include an Organization Chart in this section. *Migrant Education Program Staff Organization Chart*

List all staff that work for the MEP program by providing a staff organization chart


Director II:
Ernesto Vela
Coordinator/Administrator:
Angelica Fonseca
Migrant Program Specialist:
Robin Cohen
Migrant Resource Teacher:
Jose Perez
College Advocate
Guadalupe Rodriguez

Personnel Needed to Administer ALL Services Submitted in the DFDA

Identify personnel needed to administer all services. A MEP administrator is a professional staff member, other than a teacher or counselor. A MEP administrator may have administrative duties, such as a project director or migrant director. Generally, if the personnel are MEP funded professional staff, not paraprofessionals, and they perform MEP administrative duties, then the LEA may consider them as MEP administrators in their job classifications.

Title	Service/Activity* RSY SS SR-RSY SR-SS PAC I&R TA/DSA	Certificated		Classified		Percent Funded by DSA	Percent Funded by Other Program	Name of Other Program Funding Source
		#	FTE	#	FTE			
Coordinator/Administrator	1	.26			26%	49% 25%	MEP Region XVI (RA) King City Union School District DSA	Coordinator/Administrator

*RSY=Regular School Year; SS=Summer School; SR-RSY=School Readiness Regular School Year; SR-SS=School Readiness Summer School; I&R=Identification & Recruitment; PAC=Parent Advisory Council; TA/DSA=Technical Assistance/DSA Monitoring Provided to District

Administration Budget : Please identify all costs related to administration of all services of the MEP for the Regular School Year, Summer School, etc. For each line item, refer to and use the object codes provided in the instructions.

Regular School Year			
Object Code	Description Object Code Item	Narrative Itemize each line item	Amount
4300	Materials and Supplies	Office materials and supplies (includes printer toner)	$ 1000
2300	Administrator Salary	Administrator to oversee program	25,555
3000	Administrator Benefits	Administrator Benefits	19,975

Summer School			
Object Code	Description Object Code Item	Narrative Itemize each line item	Amount

School Readiness – Regular School Year				
Object Code	Description Object Code Item	Narrative Itemize each line item	Amount (3060)	Amount (3110)

Parent Advisory Council			
Object Code	Description Object Code Item	Narrative Itemize each line item	Amount
4300	Materials and Supplies	Office materials and supplies	200

Other education, health, nutrition and social services			
Object Code	Description Object Code Item	Narrative Itemize each line item	Amount
Identification & Recruitment			
Object Code	Description Object Code Item	Narrative Itemize each line item	Amount
	Covered through Region 16		

Indirect Cost Charges

Place a checkmark next to services rendered by indirect cost charges

X Accounting and budgeting

X Payroll preparation

X Personnel management

☐ Purchasing

☐ Data Processing

X Warehousing

X Facilities

X Maintenance

☐ Communications

X Technology support

☐ Other: (List Below)

Program Evaluation

Program Evaluation Timeline: This table summarizes the activities needed to collect and reflect on the Measureable Objective data identified in each section. Use the table below to summarize the MEP and evaluation activities that will take place to measure the effectiveness of 2015–16 services.															
Program and Evaluation Activities	**Who is Responsible**	**Jul**	**Aug**	**Sep**	**Oct**	**Nov**	**Dec**	**Jan**	**Feb**	**Mar**	**Apr**	**May**	**Jun**	**Achieved**
Program Activities														
1. Migrant Resource Teacher	ELA; MA	C/A			X		X			X				
2. Extended Day: Targeted Learning	ELA; MA	C/A			X		X			X				
3. Spring MESA	ELA; MA	PS; C/A									X			
4. Speech and Debate	ELA	PS; C/A									X			
5. Summer MESA	ELA; MA	C/A	X											
6. Summer CLP	ELA/MA	PS; C/A	X											
7. Dental/Vision Screening; Christina's Smile Dental Clinic	H	C/A; MFSA					X			X				
8. Parent Trainings	P	C/A; parent trainer					X	X	X	X	X			
Evaluation Activities														
1. Academic Needs Assessment (ANA) results, coupled with PFS status, teacher recommendations, local test results; other factors (e.g. Mini-Corps classroom support)	ELA; MA	C/A; Regular Teachers of		X	X	X	X	X	X	X	X	X	X	

contribute to determination of placement eligibility.		Migrant Students													
2. ANA results, PFS status, etc. *(see also above description)* help determine service priorities; C/A reviews monthly service logs with the MRT; Regular teachers provide feedback to the program via the ANA, conferencing with the MRT and e-mail communication with the MRT and/or the C/A.	ELA; MA	C/A; Regular Teachers of Migrant Students		X	X	X	X	X	X	X	X	X	X		
Program and Evaluation Activities	Component	Who is Responsible	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Met
Evaluation Activities *(continued)*															
3. Standards-based ELA and Math pre/post assessment analysis; teacher generated report cards (standard template) for parents contribute data for individual and project level progress analysis; a debrief session with staff following program closure will obtain and document feedback regarding what did and did not work, with suggestions for improvement; this is especially important because new approaches are typically piloted during spring MESA for consideration of use (larger scale) in the summer MESA program. District Benchmark Assessment Reviews	ELA; MA	C/A; MESA Teachers										X	X		
4. Post-program debriefing session with all instructional and support staff (including Mini-Corps and Foster Grandparents) to discuss and document feedback relative to all aspects of the program (including recruitment and logistics)	ELA; MA	C/A	X	X											

Standards-based ELA and Math pre/post assessment analysis; SEMAA pre/post testing analysis; teacher generated report cards (standard template) for parents contribute data for individual and project level progress analysis															
5. The MFSA prepares and submits a reports to the regional office covering logistics, number of students served (vs. enrolled) and number in need of follow-up. This includes an analysis of determination of insurance benefits in place for those students in need of dental services, along with updating as needed of annual MEP health needs assessments.	H	C/A; MFSA					X	X							
6. Parent surveys to be utilized to measure parent feedback relative to what worked, what can be improved, and how each training contributed to reducing home-school barriers.	P	C/A; PS					X	X	X	X	X				

Required Documents Checklist

When complete, submit one hard copy (with original signatures) and electronic copies of these documents to the CDE:

X 2015–16 Signed District Service Agreement (DSA)

☐ Legal Assurances

X 2015–16 District Budget (ME-1)

X Detail Pages

X Most updated Migrant Education Program inventory list

X Job duty statements for all MEP staff

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

SUBJECT: Approval of Consultant Contract: Candy McCarthy **MEETING:** June 16, 2015

AGENDA SECTION:

☐ **ACTION**

☐ **INFORMATION**

X ACTION/CONSENT

GOVERNING BOARD

Board Goals:

X	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:
This is a continuation of the contract with Candy McCarthy as part of our Program Improvement efforts to remove the district from that status. This contract is being reduced from the prior 60 days to 25 days as our needs lessen. This next year she will focus on working directly with principals on monitoring classroom instruction.

Recommendation:
It is recommended that the State Administrator approve the contract with Candy McCarthy for the 2015-2016 academic year.

Fiscal Impact:
$17,000 from the various federal Title grants awarded to the school district.

Submitted By:

Daniel R. Moirao, Ed.D.
State Administrator

Approved:

Daniel R. Moirao, Ed.D.
State Administrator

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
800 BROADWAY
KING CITY, CA 93930

AGREEMENT TO FURNISH CONSULTANT SERVICES

Pursuant to California Education Code 10400, South Monterey County Joint Union High School District, hereinafter called "District," has need of the specialized services of Candy McCarthy, an independent contractor, hereinafter called "Consultant," for the period specified in Article l. "TERM."

Consultant shall be, for the purposes of this agreement, an independent contractor and shall not be deemed an employee of the District for any purpose.

District may provide such supplies and equipment as shown herein for the convenience of CONSULTANT and such accommodation shall not operate as an indication of employment.

I. TERM:

The effective date of the agreement is July 1, 2015 and it terminates June 30, 2016 unless sooner terminate as provided herein.

II. PAYMENT LIMIT

- Consultant shall be compensated at the rate of $81.25 per hour.
- Not to exceed a total of 25 days of service.
- Total payment(s) to Consultant, under this contract shall not exceed $17,000.

III. DISTRICT OBLIGATION:

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

IV. CONSULTANT'S OBLIGATION

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

V. CONSULTANT SERVICE DESCRIPTION

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

VI. CONFIDENTIALITY

In the course of performing consulting services, the parties realize that the Consultant may come in contact with or become familiar with information which may be considered confidential. Consultant agrees to keep all such information confidential and not to discuss or divulge it to anyone other than South Monterey County Joint Union High School District.

VII. ASSIGNMENT

This agreement is for personal services to be performed by Consultant and may not be assigned to, sub-let to or performed by any person or persons who are not parties hereto except by employees of Consultant whose names and qualifications have been approved by District.

VIII. TERMINATION OF AGREEMENT

This agreement shall terminate on the last day as written in Article I except:

a. District may terminate agreement at any time if Consultant does not perform, or refuses to perform according to this Agreement.

b. District and Consultant may terminate agreement at any time with mutual written consent.

c. In the event of early termination, Consultant shall be paid for all work or services performed to the date of termination together with an amount for approved expenses due and owing.

IX. DISTRICT'S RIGHT OF RETENTION

District shall become the owner of and entitled to exclusive possession of all records, documents, files, graphs, photographic or other reproductions of any kind produced in the scope of services performed and no other uses thereof will be permitted except by permission of the District.

X. EXTENSION OF TERM

By mutual consent of the parties hereto the term of service described herein in Article I may be extended by reformation of this Agreement and the attachment hereto of an addendum mutually executed setting forth the extended term.

XI. SIGNATURES

These signatures attest the parties' agreement hereto:

_____	_____
CONSULTANT / TITLE	**CONTRACT OFFICER OF THE South Monterey County Joint Union High School District**
_____	_____
Date	**Date**

_____

Social Security Number of Consultant *

* ***Whenever organizational names are used, the Employer IRS Identification Number must be used instead of a Social Security Number.***

Preferred contact information:

_____

CONSULTANT / TITLE (Please Print)

_____

Mailing Address (number, street name, city, state and zip code: Please Print)

_____

Phone number Cell Phone

Account code: _____

Business Manager signature _____ Date: _____

Routing:

1. Immediate supervisor
2. Business Manager, for coding and presentation to Board
3. After Board (State Administrator) approval, CBO for processing

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Revenue and Expenditures Report for 2014-2015 **MEETING:** June 16, 2015

AGENDA SECTION:

☐ **ACTION**

X 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 (May 31, 2015) Revenues and Expenditures Report for each fund.

Recommendation:
This is an information item only.

Fiscal Impact:
Per the 2014-15 approved budget.

Submitted By:

Duane Wolgamott
Chief Business Official

Approved:

Daniel R. Moirao, Ed.D.
State Administrator

Fund 01 - General Fund		Budget	Actual	Encumbrance	Balance	Avail
REVENUE						
Revenue Limit	(8010-8099)	16,680,209.00	15,291,906.25		1,388,302.75	8%
Federal Revenue	(8100-8299)	1,206,114.00	690,716.82		515,397.18	43%
Other State Revenue	(8300-8599)	940,708.00	482,889.21		457,818.79	49%
Other Local Revenue	(8600-8799)	1,378,310.00	1,480,868.65		(102,558.65)	(7)%
Total Revenue		**20,205,341.00**	**17,946,380.93**		**2,258,960.07**	**11%**
EXPENSES						
Certified Salaries	(1000-1999)	7,256,109.00	6,357,485.42	.00	898,623.58	12%
Classified Salaries	(2000-2999)	2,435,805.00	2,122,735.25	.00	313,069.75	13%
Employee Benefits	(3000-3999)	3,055,160.00	2,602,781.03	.00	452,378.97	15%
Supplies and Services	(4000-4999)	1,913,703.00	1,165,858.35	161,069.71	586,774.94	31%
Services & Operating Expenses	(5000-5999)	4,459,345.26	2,163,650.18	691,842.83	1,603,852.25	36%
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	1,492,362.87	.00	49,164.13	3%
Total Expenses		**20,833,810.26**	**16,041,399.55**	**852,912.54**	**3,939,498.17**	**19%**
Operating Surplus/(Deficit)		**(628,469.26)**	**1,904,981.38**	**1,052,068.84**		
Net Surplus/(Deficit)		**(628,469.26)**	**1,904,981.38**	**1,052,068.84**		
Beginning Fund Balance		**3,716,733.00**	**3,595,261.87**	**3,595,261.87**		
Net Ending Fund Balance		**$3,088,263.74**	**$5,500,243.25**	**$4,647,330.71**		
**** calculated ****						
Components of Ending Fund Balance						
Undesignated/Unappropriated - 9790		3,088,263.74	.00			
Ending Fund Balance		**3,088,263.74**	**.00**			

Fund 13 - Cafeteria Fund		Budget	Actual	Encumbrance	Balance	Avail	Fiscal Year 2015 through 05/31/2015
REVENUE							
Federal Revenue	(8100-8299)	440,000.00	357,292.49		82,707.51	19%	
Other State Revenue	(8300-8599)	35,000.00	28,979.47		6,020.53	17%	
Other Local Revenue	(8600-8799)	154,435.00	137,627.15		16,807.85	11%	
Total Revenue		**629,435.00**	**523,899.11**		**105,535.89**	**17%**	
EXPENSES							
Classified Salaries	(2000-2999)	96,758.00	93,430.01	.00	3,327.99	3%	
Employee Benefits	(3000-3999)	57,428.00	52,014.63	.00	5,413.37	9%	
Supplies and Services	(4000-4999)	421,254.00	348,491.30	1,646.68	71,116.02	17%	
Services & Operating Expenses	(5000-5999)	15,841.00	12,759.04	2,675.44	406.52	3%	
Total Expenses		**591,281.00**	**506,694.98**	**4,322.12**	**80,263.90**	**14%**	
Operating Surplus/(Deficit)		**38,154.00**	**17,204.13**	**12,882.01**			
Net Surplus/(Deficit)		**38,154.00**	**17,204.13**	**12,882.01**			
Beginning Fund Balance		**31,221.00**	**31,220.32**	**31,220.32**			
Net Ending Fund Balance		**$69,375.00**	**$48,424.45**	**$44,102.33**			
**** calculated ****							
Components of Ending Fund Balance							
Undesignated/Unappropriated - 9790		69,375.00	.00				
Ending Fund Balance		**69,375.00**	**.00**				

Fund 17 - Special Reserve Fund for Other		Budget	Actual	Encumbrance	Balance	Avail
REVENUE						
Other Local Revenue	(8600-8799)	526.00	10,571.40		(10,045.40)	(1910)%
Total Revenue		**526.00**	**10,571.40**		**(10,045.40)**	**(1910)%**
Operating Surplus/(Deficit)		**526.00**	**10,571.40**	**10,571.40**		
Net Surplus/(Deficit)		**526.00**	**10,571.40**	**10,571.40**		
Beginning Fund Balance		**2,986,818.00**	**2,986,817.70**	**2,986,817.70**		
Net Ending Fund Balance		**$2,987,344.00**	**$2,997,389.10**	**$2,997,389.10**		
**** 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		Budget	Actual	Encumbrance	Balance	Avail
REVENUE						
Other Local Revenue	(8600-8799)	50,070.00	122,678.65		(72,608.65)	(145)%
Total Revenue		**50,070.00**	**122,678.65**		**(72,608.65)**	**(145)%**
EXPENSES						
Services & Operating Expenses	(5000-5999)	140,000.00	29,987.28	23,703.22	86,309.50	62%
Other Outgo	(7100-7299, 7400-7499)	108,253.00	104,672.76	.00	3,580.24	3%
Total Expenses		**248,253.00**	**134,660.04**	**23,703.22**	**89,889.74**	**36%**
Operating Surplus/(Deficit)		**(198,183.00)**	**(11,981.39)**	**(35,684.61)**		
Net Surplus/(Deficit)		**(198,183.00)**	**(11,981.39)**	**(35,684.61)**		
Beginning Fund Balance		**384,002.00**	**384,001.76**	**384,001.76**		
Net Ending Fund Balance		**$185,819.00**	**$372,020.37**	**$348,317.15**		
**** calculated ****						
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		Budget	Actual	Encumbrance	Balance	Avail
Fiscal Year 2015 through 05/31/2015						
REVENUE						
Other Local Revenue	(8600-8799)	3,300.00	675.37		2,624.63	80%
Total Revenue		**3,300.00**	**675.37**		**2,624.63**	**80%**
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)**	**(263,775.86)**	**(263,775.86)**		
Net Surplus/(Deficit)		**(250,573.00)**	**(263,775.86)**	**(263,775.86)**		
Beginning Fund Balance		**258,849.00**	**258,848.29**	**258,848.29**		
Net Ending Fund Balance		**$8,276.00**	**($4,927.57)**	**($4,927.57)**		
**** calculated ****						
Components of Ending Fund Balance						
Undesignated/Unappropriated - 9790		8,276.00	.00			
Ending Fund Balance		**8,276.00**	**.00**			

Fund 56 - Debt Service Fund	Budget	Actual	Encumbrance	Balance	Avail
				Fiscal Year 2015 through 05/31/2015	
Beginning Fund Balance	1,248,728.00	1,248,727.02	1,248,727.02		
Net Ending Fund Balance *** *calculated* ***	$1,248,728.00	$1,248,727.02	$1,248,727.02		
Components of Ending Fund Balance					
Undesignated/Unappropriated - 9790	1,248,728.00	.00			
Ending Fund Balance	1,248,728.00	.00			

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Site Enrollment, Attendance and Referral Statistics **MEETING:** June 16, 2015

AGENDA SECTION:

☐ **ACTION**

X INFORMATION

☐ **ACTION/CONSENT**

Board Goals:

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

Summary:
Attached are the May 2015 reports for each site indicating enrollment, attendance and discipline.

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.

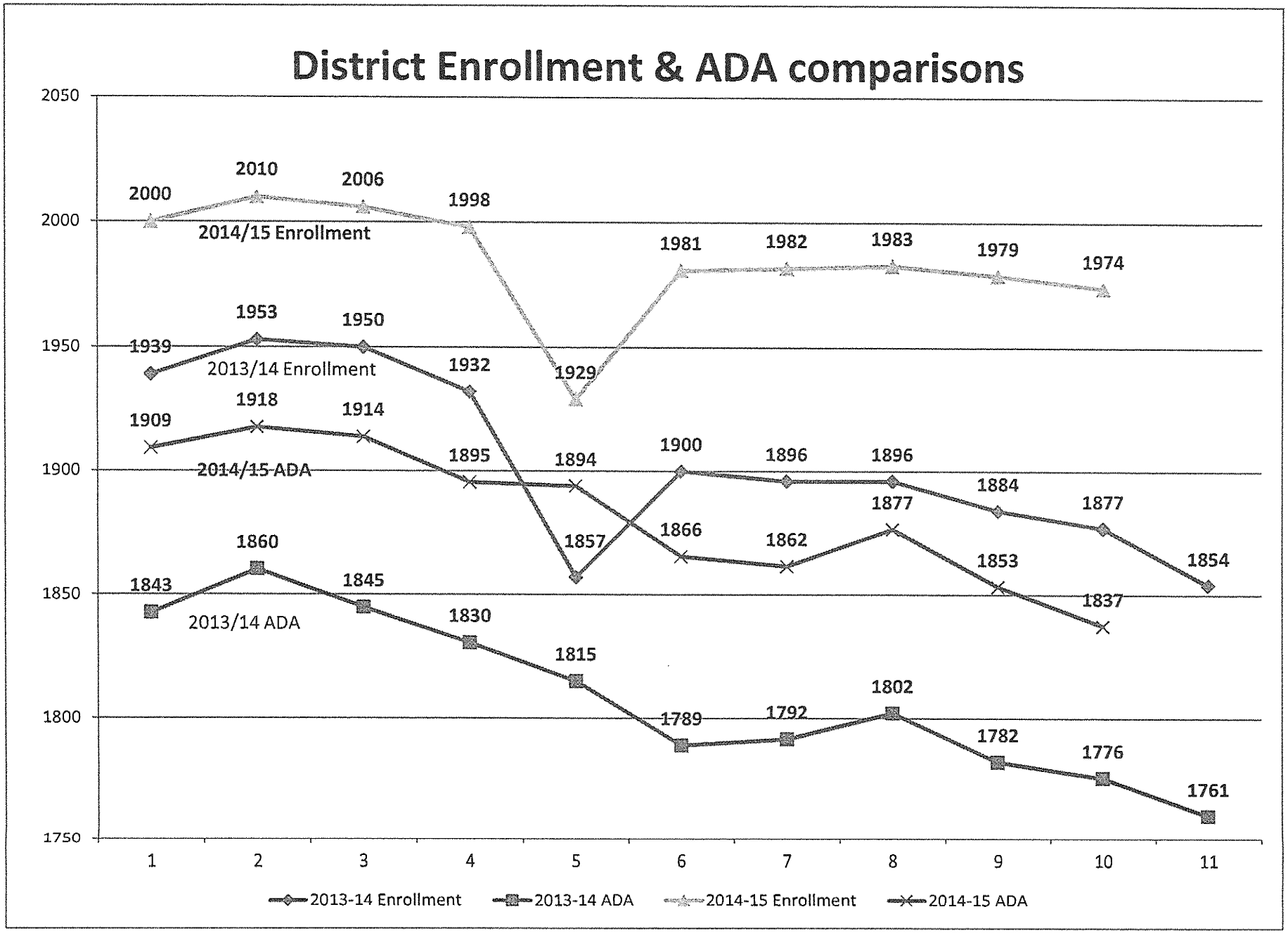
Fiscal Impact:
None

Submitted By:

Duane Wolgamott
Chief Business Official

Approved:

Daniel R. Moirao, Ed.D.
State Administrator


District Enrollment & ADA comparisons
2050
2000
1950
1900
1850
1800
1750
2000
2010
2006
1998
1981
1982
1983
1979
1974
2014/15 Enrollment
1939
1953
1950
1932
1929
2013/14 Enrollment
1909
1918
1914
1895
1894
1900
1896
1896
1884
1877
2014/15 ADA
1857
1866
1862
1877
1853
1854
1843
1860
1845
1830
1815
1789
1792
1802
1782
1776
1761
2013/14 ADA
1837
1 2 3 4 5 6 7 8 9 10 11
2013-14 Enrollment
2013-14 ADA
2014-15 Enrollment
2014-15 ADA

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	922.00	0.00
Total ADA	897.42	906.70	907.84	903.87	893.87	878.67	886.52	884.05	879.00	867.31	0.00
Percentage Attendance	95.67%	95.85%	96.48%	96.46%	97.90%	94.68%	95.43%	95.26%	94.82%	94.07%	

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	973.00	0.00
Total ADA	944.00	938.35	932.84	913.87	927.93	917.22	901.21	917.63	903.55	900.42	0.00
Percentage Attendance	96.03%	95.46%	95.38%	93.73%	97.47%	94.27%	92.81%	94.21%	92.77%	92.54%	

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	79.00	0.00
Total ADA	67.81	72.59	73.13	77.66	72.04	69.67	73.79	74.93	70.76	69.72	0.00
Percentage Attendance	85.84%	89.62%	84.06%	90.30%	112.56%	87.09%	89.99%	92.51%	90.72%	88.25%	

District

2013-14	1939	1953	1950	1932	1857	1900	1896	1896	1884	1877	1854	1903
ADA	1843	1860	1845	1830	1815	1789	1792	1802	1782	1776	1761	1809
2014-15	2000	2010	2006	1998	1929	1981	1982	1983	1979	1974	0	1985
ADA	1909	1918	1914	1895	1894	1866	1862	1877	1853	1837	0	1887

	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11
Enroll Diff	61.00	57.00	56.00	66.00	72.00	81.00	86.00	87.00	95.00	97.00	
ADA Diff	66.63	57.42	69.06	64.94	78.89	76.56	69.95	74.51	70.98	61.54	
	95.46%	95.40%	95.40%	94.86%	98.18%	94.17%	93.92%	94.63%	93.65%		

Greenfield High School

6/8/2015

2014-2015

Discipline Distribution Report from 5/1/2015 to 5/31/2015

Code # and Name		Total	Grade				Sex		Hispanic/Latino?	Race (Not Hispanic)					
			9	10	11	12	F	M	Y	100	200	300	400	600	700
04	*Assault (E) 48900 (a)(2)	1	-	-	1	-	1	-	1	-	-	-	-	-	-
07	*Drugs, Paraphernalia (E)	1	1	-	-	-	1	-	1	-	-	-	-	-	-
08	*Drugs, Possession of (E)	1	1	-	-	-	1	-	1	-	-	-	-	-	-
10	*Drugs, Use of (E) 48900 (	1	1	-	-	-	1	-	1	-	-	-	-	-	-
25	*Weapon, Possession of (	2	1	-	1	-	-	2	2	-	-	-	-	-	-
36	Behavior, Defiance (E) 489	2	2	-	-	-	-	2	2	-	-	-	-	-	-
37	Behavior, Disobedience (E)	1	1	-	-	-	-	1	-	-	-	-	-	-	1
38	Behavior, Disruptive (E) 48	1	1	-	-	-	1	-	1	-	-	-	-	-	-
39	Behavior, Inappropriate (E)	1	-	1	-	-	-	1	1	-	-	-	-	-	-
42	Class, Leave without Permi	2	2	-	-	-	-	2	1	-	-	-	-	-	1
53	Disruption of School Activiti	13	5	5	3	-	2	11	12	-	-	-	-	-	1
69	Language, Profanity (E) 48	2	2	-	-	-	-	2	2	-	-	-	-	-	-
75	Harassment, Threats or Inti	4	-	3	1	-	-	4	4	-	-	-	-	-	-
84	Threats to Others (E) 4890	1	1	-	-	-	-	1	1	-	-	-	-	-	-
86	Threats, Terrorist (E) 4890	4	-	3	1	-	-	4	4	-	-	-	-	-	-
87	Tobacco, Possession of (E	1	-	1	-	-	-	1	1	-	-	-	-	-	-
	Totals:	38	18	13	7	-	7	31	35	-	-	-	-	-	3

Greenfield High School

2014-2015

MONTHLY ATTENDANCE SUMMARY

Month 10 - From 04/20/2015 Through 05/15/2015

Regular Program

Grade Level	Tchr No.	A Tchg Days	B Enroll-ment Carried Fwd	C Gains	D Total Enroll-ment (B+C)	E Losses	F Ending Enroll-ment (D-E)	G Days Not Enroll	H Days Non-Apport Attend	I Actual Days (A*D)	J Total Apport Attend (A*D)-G-H	K Total A.D.A. (J/A)	L Percent Attend J/(A*D)-G	M Loss at End of Last School Day	N YEAR TO DATE Total Apport Attend	O YEAR TO DATE Days Taught	P YEAR TO DATE Total ADA (N/O)
9	TOTAL	19	251	0	251	1	250	14	324	4769	4431	233.21	93.19%	0	40144	168	238.95
10	TOTAL	19	258	0	258	1	257	9	341	4902	4552	239.58	93.03%	0	40896	168	243.43
11	TOTAL	19	211	2	213	4	209	52	263	4047	3732	196.42	93.42%	0	34537	168	205.58
12	TOTAL	19	185	0	185	1	184	7	221	3515	3287	173.00	93.70%	0	29886	168	177.89
TOTAL 9-12		**19**	**905**	**2**	**907**	**7**	**900**	**82**	**1149**	**17233**	**16002**	**842.21**	**93.30%**	**0**	**145463**	**168**	**865.85**
PROGRAM		19	905	2	907	7	900	82	1149	17233	16002	842.21	93.30%	0	145463	168	865.85

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

Principal Signature Date

Month 10 - From 04/20/2015 Through 05/15/2015

Program H Home-Hospital

Grade Level	Tchr No.	A Tchg Days	B Enroll-ment Carried Fwd	C Gains	D Total Enroll-ment (B+C)	E Losses	F Ending Enroll-ment (D-E)	G Days Not Enroll	H Days Non-Apport Attend	I Actual Days (A*D)	J Total Apport Attend (A*D)-G-H	K Total A.D.A. (J/A)	L Percent Attend J/(A*D)-G	M Loss at End of Last School Day	N YEAR TO DATE Total Apport Attend	O YEAR TO DATE Days Taught	P YEAR TO DATE Total ADA (N/O)
9	TOTAL	19	0	0	0	0	0	0	0	0	0	0.00	0.00%	0	67	168	0.40
11	TOTAL	19	0	1	1	0	1	4	0	19	15	0.79	100.00%	0	37	71	0.52
12	TOTAL	19	0	0	0	0	0	0	0	0	0	0.00	0.00%	0	39	168	0.23
TOTAL 9-12		**19**	**0**	**1**	**1**	**0**	**1**	**4**	**0**	**19**	**15**	**0.79**	**100.00%**	**0**	**143**	**168**	**0.85**
PROGRAM		19	0	1	1	0	1	4	0	19	15	0.79	100.00%	0	143	168	0.85

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

Principal Signature

Date

Greenfield High School

2014-2015

MONTHLY ATTENDANCE SUMMARY

Month 10 - From 04/20/2015 Through 05/15/2015

Program I Independent Study

Grade Level	Tchr No.	A Tchg Days	B Enroll-ment Carried Fwd	C Gains	D Total Enroll-ment (B+C)	E Losses	F Ending Enroll-ment (D-E)	G Days Not Enroll	H Days Non-Apport Attend	I Actual Days (A*D)	J Total Apport Attend (A*D)-G-H	K Total A.D.A. (J/A)	L Percent Attend J/(A*D)-G	M Loss at End of Last School Day	N YEAR TO DATE Total Apport Attend	O YEAR TO DATE Days Taught	P YEAR TO DATE Total ADA (N/O)
9	TOTAL	19	4	1	5	0	5	5	63	95	27	1.42	30.00%	0	201	168	1.20
10	TOTAL	19	4	1	5	0	5	10	9	95	76	4.00	89.41%	0	445	168	2.65
11	TOTAL	19	9	3	12	0	12	21	55	228	152	8.00	73.43%	0	1082	168	6.44
12	TOTAL	19	6	0	6	0	6	0	28	114	86	4.53	75.44%	0	771	168	4.59
TOTAL 9-12		**19**	**23**	**5**	**28**	**0**	**28**	**36**	**155**	**532**	**341**	**17.95**	**68.75%**	**0**	**2499**	**168**	**14.88**
PROGRAM		19	23	5	28	0	28	36	155	532	341	17.95	68.75%	0	2499	168	14.88

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

Principal Signature

Date

Greenfield High School

MONTHLY ATTENDANCE SUMMARY

Month 10 - From 04/20/2015 Through 05/15/2015

Program T SDC Transitional Program

Grade Level	Tchr No.	A Tchg Days	B Enroll-ment Carried Fwd	C Gains	D Total Enroll-ment (B+C)	E Losses	F Ending Enroll-ment (D-E)	G Days Not Enroll	H Days Non-Apport Attend	I Actual Days (A*D)	J Total Apport Attend (A*D)-G-H	K Total A.D.A. (J/A)	L Percent Attend J/(A*D)-G	M Loss at End of Last School Day	N YEAR TO DATE Total Apport Attend	O YEAR TO DATE Days Taught	P YEAR TO DATE Total ADA (N/O)
9	TOTAL	19	13	0	13	0	13	0	16	247	231	12.16	93.52%	0	1897	168	11.29
10	TOTAL	19	8	0	8	1	7	5	11	152	136	7.16	92.52%	0	1105	168	6.58
11	TOTAL	19	14	0	14	1	13	15	37	266	214	11.26	85.26%	0	1844	168	10.98
12	TOTAL	19	11	0	11	0	11	0	40	209	169	8.89	80.86%	0	1629	168	9.70
TOTAL 9-12		**19**	**46**	**0**	**46**	**2**	**44**	**20**	**104**	**874**	**750**	**39.47**	**87.82%**	**0**	**6475**	**168**	**38.54**
PROGRAM		19	46	0	46	2	44	20	104	874	750	39.47	87.82%	0	6475	168	38.54

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

Principal Signature

Date

Greenfield High School

2014-2015

MONTHLY ATTENDANCE SUMMARY

Month 10 - From 04/20/2015 Through 05/15/2015

Program V Short Term Independent Study

Grade Level	Tchr No.	A Tchg Days	B Enroll-ment Carried Fwd	C Gains	D Total Enroll-ment (B+C)	E Losses	F Ending Enroll-ment (D-E)	G Days Not Enroll	H Days Non-Apport Attend	I Actual Days (A*D)	J Total Apport Attend (A*D)-G-H	K Total A.D.A. (J/A)	L Percent Attend J/(A*D)-G	M Loss at End of Last School Day	N YEAR TO DATE Total Apport Attend	O YEAR TO DATE Days Taught	P YEAR TO DATE Total ADA (N/O)
9	TOTAL	19	0	0	0	0	0	0	0	0	0	0.00	0.00%	0	0	168	0.00
TOTAL 9-12		**19**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0.00**	**0.00%**	**0**	**0**	**168**	**0.00**
PROGRAM		19	0	0	0	0	0	0	0	0	0	0.00	0.00%	0	0	168	0.00

Principal Signature

Date

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

King City High School

6/8/2015

2014-2015

Discipline Distribution Report from 5/1/2015 to 5/31/2015

Code # and Name		Total	Grade				Sex		Hispanic/Latino?	Race (Not Hispanic)					
			9	10	11	12	F	M	Y	100	200	300	400	600	700
07	*Drugs, Paraphernalia (E)	3	1	2	-	-	-	3	3	-	-	-	-	-	-
37	Behavior, Disobedience (E)	3	2	1	-	-	3	-	3	-	-	-	-	-	-
52	Fighting (E) 48900 (a)(1)	2	-	1	-	1	-	2	2	-	-	-	-	-	-
70	Obscene Act (E) 48900 (i)	1	-	1	-	-	-	1	1	-	-	-	-	-	-
75	Harassment, Threats or Inti	1	-	-	1	-	-	1	1	-	-	-	-	-	-
	Totals:	10	3	5	1	1	3	7	10	-	-	-	-	-	-

King City High School

06/08/2015
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2014-2015

MONTHLY ATTENDANCE SUMMARY

Month 10 - From 04/20/2015 Through 05/15/2015

Regular Program

Grade Level	Tchr No.	A Tchg Days	B Enroll-ment Carried Fwd	C Gains	D Total Enroll-ment (B+C)	E Losses	F Ending Enroll-ment (D-E)	G Days Not Enroll	H Days Non-Apport Attend	I Actual Days (A*D)	J Total Apport Attend (A*D)-G-H	K Total A.D.A. (J/A)	L Percent Attend J/(A*D)-G	M Loss at End of Last School Day	N YEAR TO DATE Total Apport Attend	O YEAR TO DATE Days Taught	P YEAR TO DATE Total ADA (N/O)
9	TOTAL	19	253	0	253	0	253	0	239	4807	4568	240.42	95.03%	0	41423	168	246.57
10	TOTAL	19	239	1	240	1	239	13	224	4560	4323	227.53	95.07%	0	38656	168	230.10
11	TOTAL	19	200	0	200	7	193	68	198	3800	3534	186.00	94.69%	0	33830	168	201.37
12	TOTAL	19	172	1	173	1	172	29	194	3287	3064	161.26	94.05%	0	27824	168	165.62
TOTAL 9-12		**19**	**864**	**2**	**866**	**9**	**857**	**110**	**855**	**16454**	**15489**	**815.21**	**94.77%**	**0**	**141733**	**168**	**843.65**
PROGRAM		19	864	2	866	9	857	110	855	16454	15489	815.21	94.77%	0	141733	168	843.65

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

Principal Signature

Date

King City High School

2014-2015

MONTHLY ATTENDANCE SUMMARY

Month 10 - From 04/20/2015 Through 05/15/2015

Program C Concurrent

Grade Level	Tchr No.	A Tchg Days	B Enroll-ment Carried Fwd	C Gains	D Total Enroll-ment (B+C)	E Losses	F Ending Enroll-ment (D-E)	G Days Not Enroll	H Days Non-Apport Attend	I Actual Days (A*D)	J Total Apport Attend (A*D)-G-H	K Total A.D.A. (J/A)	L Percent Attend J/(A*D)-G	M Loss at End of Last School Day	N YEAR TO DATE Total Apport Attend	O YEAR TO DATE Days Taught	P YEAR TO DATE Total ADA (N/O)
10	TOTAL	19	1	0	1	0	1	0	0	19	19	1.00	100.00%	0	65	168	0.39
TOTAL 9-12		**19**	**1**	**0**	**1**	**0**	**1**	**0**	**0**	**19**	**19**	**1.00**	**100.00%**	**0**	**65**	**168**	**0.39**
PROGRAM		19	1	0	1	0	1	0	0	19	19	1.00	100.00%	0	65	168	0.39

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

Principal Signature

Date

King City High School

2014-2015

MONTHLY ATTENDANCE SUMMARY

Month 10 - From 04/20/2015 Through 05/15/2015

Program H Home-Hospital

Grade Level	Tchr No.	A Tchg Days	B Enroll-ment Carried Fwd	C Gains	D Total Enroll-ment (B+C)	E Losses	F Ending Enroll-ment (D-E)	G Days Not Enroll	H Days Non-Apport Attend	I Actual Days (A*D)	J Total Apport Attend (A*D)-G-H	K Total A.D.A. (J/A)	L Percent Attend J/(A*D)-G	M Loss at End of Last School Day	N YEAR TO DATE Total Apport Attend	O YEAR TO DATE Days Taught	P YEAR TO DATE Total ADA (N/O)
9	TOTAL	19	1	0	1	0	1	0	0	19	19	1.00	100.00%	0	46	168	0.27
10	TOTAL	19	1	0	1	0	1	0	0	19	19	1.00	100.00%	0	50	168	0.30
TOTAL 9-12		**19**	**2**	**0**	**2**	**0**	**2**	**0**	**0**	**38**	**38**	**2.00**	**100.00%**	**0**	**96**	**168**	**0.57**
PROGRAM		19	2	0	2	0	2	0	0	38	38	2.00	100.00%	0	96	168	0.57

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

Principal Signature

Date

King City High School

2014-2015

MONTHLY ATTENDANCE SUMMARY

Month 10 - From 04/20/2015 Through 05/15/2015

Program I Independent Study

Grade Level	Tchr No.	A Tchg Days	B Enroll-ment Carried Fwd	C Gains	D Total Enroll-ment (B+C)	E Losses	F Ending Enroll-ment (D-E)	G Days Not Enroll	H Days Non-Apport Attend	I Actual Days (A*D)	J Total Apport Attend (A*D)-G-H	K Total A.D.A. (J/A)	L Percent Attend J/(A*D)-G	M Loss at End of Last School Day	N YEAR TO DATE Total Apport Attend	O YEAR TO DATE Days Taught	P YEAR TO DATE Total ADA (N/O)
9	TOTAL	19	7	0	7	1	6	1	74	133	58	3.05	43.94%	0	203	168	1.21
10	TOTAL	19	6	0	6	0	6	0	44	114	70	3.68	61.40%	0	717	168	4.27
11	TOTAL	19	17	2	19	0	19	14	76	361	271	14.26	78.10%	0	2006	168	11.94
12	TOTAL	19	2	1	3	0	3	4	6	57	47	2.47	88.68%	0	452	168	2.69
TOTAL 9-12		**19**	**32**	**3**	**35**	**1**	**34**	**19**	**200**	**665**	**446**	**23.47**	**69.04%**	**0**	**3378**	**168**	**20.11**
PROGRAM		19	32	3	35	1	34	19	200	665	446	23.47	69.04%	0	3378	168	20.11

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

Principal Signature

Date

King City High School

2014-2015

MONTHLY ATTENDANCE SUMMARY

Month 10 - From 04/20/2015 Through 05/15/2015

Program T SDC Transitional Program

Grade Level	Tchr No.	A Tchg Days	B Enroll-ment Carried Fwd	C Gains	D Total Enroll-ment (B+C)	E Losses	F Ending Enroll-ment (D-E)	G Days Not Enroll	H Days Non-Apport Attend	I Actual Days (A*D)	J Total Apport Attend (A*D)-G-H	K Total A.D.A. (J/A)	L Percent Attend J/(A*D)-G	M Loss at End of Last School Day	N YEAR TO DATE Total Apport Attend	O YEAR TO DATE Days Taught	P YEAR TO DATE Total ADA (N/O)
9	TOTAL	19	16	0	16	0	16	0	27	304	277	14.58	91.12%	0	2637	168	15.70
10	TOTAL	19	4	0	4	0	4	0	6	76	70	3.68	92.11%	0	489	168	2.91
11	TOTAL	19	2	0	2	0	2	0	5	38	33	1.74	86.84%	0	279	168	1.66
12	TOTAL	19	7	0	7	0	7	0	7	133	126	6.63	94.74%	0	1075	168	6.40
TOTAL 9-12		**19**	**29**	**0**	**29**	**0**	**29**	**0**	**45**	**551**	**506**	**26.63**	**91.83%**	**0**	**4480**	**168**	**26.67**
PROGRAM		19	29	0	29	0	29	0	45	551	506	26.63	91.83%	0	4480	168	26.67

Principal Signature

Date

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

King City High School

2014-2015

MONTHLY ATTENDANCE SUMMARY

Month 10 - From 04/20/2015 Through 05/15/2015

Program X Fifth year senior

Grade Level Tchr No.	A Tchg Days	B Enroll-ment Carried Fwd	C Gains	D Total Enroll-ment (B+C)	E Losses	F Ending Enroll-ment (D-E)	G Days Not Enroll	H Days Non-Apport Attend	I Actual Days (A*D)	J Total Apport Attend (A*D)-G-H	K Total A.D.A. (J/A)	L Percent Attend J/(A*D)-G	M Loss at End of Last School Day	N YEAR TO DATE Total Apport Attend	O YEAR TO DATE Days Taught	P YEAR TO DATE Total ADA (N/O)
12 TOTAL	19	1	0	1	0	1	0	1	19	18	0.95	94.74%	0	153	168	0.91
TOTAL 9-12	**19**	**1**	**0**	**1**	**0**	**1**	**0**	**1**	**19**	**18**	**0.95**	**94.74%**	**0**	**153**	**168**	**0.91**
PROGRAM	19	1	0	1	0	1	0	1	19	18	0.95	94.74%	0	153	168	0.91

Principal Signature

Date

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

Portola-Butler Contin. High School

6/8/2015

2014-2015

Discipline Distribution Report from 5/1/2015 to 5/31/2015

Code # and Name	Total	Grade				Sex		Hispanic/Latino?	Race (Not Hispanic)					
		9	10	11	12	F	M	Y	100	200	300	400	600	700
52 Fighting (E) 48900 (a)(1)	1	-	-	-	1	-	1	1	-	-	-	-	-	-
65 Language, Profanity (E) 48	1	-	-	-	1	-	1	1	-	-	-	-	-	-
Totals:	2	-	-	-	2	-	2	2	-	-	-	-	-	-

Portola-Butler Contin. High School

2014-2015

MONTHLY ATTENDANCE SUMMARY/CONTINUATION

Month 10 - From 04/20/2015 Through 05/15/2015

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	19	3	1	4	0	4	10	198.00	176.00	0.00	176.00	3.09
11 TOTAL	19	37	6	43	0	43	47	2310.00	2087.00	17.00	2104.00	36.91
12 TOTAL	19	34	1	35	7	28	58	1809.00	1567.00	13.00	1580.00	27.72
PROGRAM TOTAL	19	74	8	82	7	75	115	4317.00	3830.00	30.00	3860.00	67.72

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	19	2	0	2	0	2	0	114.00	57.00	0.00	57.00	1.00
12 TOTAL	19	2	0	2	0	2	0	114.00	57.00	0.00	57.00	1.00
PROGRAM TOTAL	19	4	0	4	0	4	0	228.00	114.00	0.00	114.00	2.00

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	19	1	0	1	0	1	0	57.00	42.00	15.00	57.00	1.00
PROGRAM TOTAL	19	1	0	1	0	1	0	57.00	42.00	15.00	57.00	1.00

Portola-Butler Contin. High School

2014-2015

MONTHLY ATTENDANCE SUMMARY/CONTINUATION

Month 10 - From 04/20/2015 Through 05/15/2015

Preparer's Signature Date

Principal's Signature Date

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

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Cash Flow Report for 2014-2015 **MEETING:** June 16, 2015

AGENDA SECTION:

☐ **ACTION**

X 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:
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 May — **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 = 11, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

Fund 01 - Actuals through May — **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									

Selection Grouped by Org, Fund, Filtered by (Org = 28, Actuals Thru Period = 11, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

Fund 01 - Actuals through May — **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			
B. RECEIPTS									
Revenue Limit									
Principal Apportionment	8010-8019	1,183,913.00	454,000.00	1,165,550.00	454,000.00	454,000.00		9,971,631.00	11,271,468.00
Property Taxes	8020-8079	61,203.43	79,369.63	106,262.04	1,905,257.67	24,156.03		5,320,275.25	5,408,741.00
Miscellaneous Funds	8080-8099								
Federal Revenues	8100-8299	14,333.00	11,951.00	82,233.89	197,054.00	10,112.32		690,716.82	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	103,054.85		1,480,868.65	1,378,310.00
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	591,323.20	.00	17,946,380.93	20,205,341.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	1,200,937.71	610,154.94	626,702.00	646,492.43	648,678.63		6,357,485.42	7,256,109.00
Classified Salaries	2000-2999	186,245.92	183,035.88	248,689.07	205,503.81	212,908.09		2,122,735.25	2,435,805.00
Employee Benefits	3000-3999	401,154.61	245,356.04	262,603.45	256,661.46	258,893.74		2,602,781.03	3,055,160.00
oks and Supplies	4000-4999	56,248.82	58,545.84	79,933.60	83,848.48	23,903.19-		1,165,858.35	1,913,703.00
rvices	5000-5999	288,198.86	202,259.28	183,511.89	238,033.21	243,249.02		2,163,650.18	4,459,345.26
pital 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	20,788.70		1,492,362.87	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	1,360,614.99	.00	16,041,399.55	20,833,810.26
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	433.00		5,861,242.08	
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	433.00	.00	5,929,747.77	
(continued)									

Selection Grouped by Org, Fund, Filtered by (Org = 28, Actuals Thru Period = 11, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

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Fund 01 - Actuals through May — **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	25,712.08-		4,818,340.32-	
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	25,491.10-	.00	5,066,785.72-	
Nonoperating									
Suspense Clearing	9910		6.66-	49.44-		220.98		167.67	
TOTAL BALANCE SHEET TRANSACTIONS		157,884.31-	96,214.31	36,499.21	165,972.20	25,058.10-	.00	862,962.05	
E. NET INCREASE/DECREASE B - C + D		**740,639.38-**	**431,432.62-**	**72,887.55**	**1,420,982.33**	**794,349.89-**	**.00**	**2,767,943.43**	**628,469.26-**
F. ENDING CASH (A + E)		**5,184,840.73**	**4,753,408.11**	**4,826,295.66**	**6,247,277.99**	**5,452,928.10**			
G. Ending Cash, Plus Cash Accruals and Adjustments									

Selection Grouped by Org, Fund, Filtered by (Org = 28, Actuals Thru Period = 11, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

Fund 09 - Actuals through May — **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 = 11, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

ESCAPE ONLINE

Fund 09 - Actuals through May — **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									

Selection Grouped by Org, Fund, Filtered by (Org = 28, Actuals Thru Period = 11, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

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Fund 09 - Actuals through May — **Fiscal Year 2014/15**

	Object	January	February	March	April	May	June	Total	Budget
A. BEGINNING CASH	9110	.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 = 11, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

ESCAPE ONLINE

Fund 09 - Actuals through May — **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**			
G. Ending Cash, Plus Cash Accruals and Adjustments									

Selection Grouped by Org, Fund, Filtered by (Org = 28, Actuals Thru Period = 11, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

Fund 13 - Actuals through May — **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	
oks and Supplies	4000-4999			29,200.51	44,329.50	47,023.78	35,713.41	24,912.63	
rvices	5000-5999		84.34	84.34	654.45	517.52	1,446.20	3,283.36	
pital 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 = 11, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

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Fund 13 - Actuals through May — **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									

Selection Grouped by Org, Fund, Filtered by (Org = 28, Actuals Thru Period = 11, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

Fund 13 - Actuals through May — **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			
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	50,712.46		357,292.49	440,000.00
Other State Revenues	8300-8599		11,805.58	5,555.71	3,929.95	4,005.25		28,979.47	35,000.00
Other Local Revenues	8600-8799		44,940.70	76.47-	39,098.75	92.40-		137,627.15	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	54,625.31	.00	523,899.11	629,435.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999								
Classified Salaries	2000-2999	10,822.62	8,360.95	8,721.91	9,525.43	9,274.31		93,430.01	96,758.00
Employee Benefits	3000-3999	5,492.78	5,022.92	5,096.68	5,219.26	5,092.04		52,014.63	57,428.00
oks and Supplies	4000-4999	35,725.64	35,638.49	42,107.54	21,722.85	32,116.95		348,491.30	421,254.00
rvices	5000-5999	607.06	510.46	4,709.43	430.94	430.94		12,759.04	15,841.00
pital 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	46,914.24	.00	506,694.98	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 = 11, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

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Fund 13 - Actuals through May — **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	7,711.07	.00	113,782.54	38,154.00
F. ENDING CASH (A + E)		188,609.31-	30,630.95-	15,242.63-	40,661.89	48,372.96			
G. Ending Cash, Plus Cash Accruals and Adjustments									

Selection Grouped by Org, Fund, Filtered by (Org = 28, Actuals Thru Period = 11, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

Fund 17 - Actuals through May — **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								
oks and Supplies	4000-4999								
rvices	5000-5999								
pital 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 = 11, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

ESCAPE ONLINE

Fund 17 - Actuals through May — **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									

Selection Grouped by Org, Fund, Filtered by (Org = 28, Actuals Thru Period = 11, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

ESCAPE ONLINE

Fund 17 - Actuals through May — **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			
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		4,216.96		10,571.40	526.00
Interfund Transfers In	8910-8929								
All Other Financing Sources	8930-8979								
Undefined Objects									
TOTAL RECEIPTS		.00	.00	2,668.18	.00	4,216.96	.00	10,571.40	526.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999								
Classified Salaries	2000-2999								
Employee Benefits	3000-3999								
oks and Supplies	4000-4999								
rvices	5000-5999								
pital 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 = 11, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

Fund 17 - Actuals through May — **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**	**4,216.96**	**.00**	**13,566.24**	**526.00**
F. ENDING CASH (A + E)		**2,990,503.96**	**2,990,503.96**	**2,993,172.14**	**2,993,172.14**	**2,997,389.10**			
G. Ending Cash, Plus Cash Accruals and Adjustments									

Fund 25 - Actuals through May — **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								
oks and Supplies	4000-4999								
rvices	5000-5999							408.50	
pital 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 = 11, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

ESCAPE ONLINE

Fund 25 - Actuals through May — **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									

Selection Grouped by Org, Fund, Filtered by (Org = 28, Actuals Thru Period = 11, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

ESCAPE ONLINE

Fund 25 - Actuals through May

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			
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	32,117.52		122,678.65	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	32,117.52	.00	122,678.65	50,070.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999								
Classified Salaries	2000-2999								
Employee Benefits	3000-3999								
oks and Supplies	4000-4999								
rvices	5000-5999	4,080.00	7,616.00	12,732.78	2,380.00	2,770.00		29,987.28	140,000.00
pital 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	2,770.00	.00	134,660.04	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 = 11, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

ESCAPE ONLINE

Fund 25 - Actuals through May — **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**	**29,347.52**	**.00**	**11,588.24-**	**198,183.00-**
F. ENDING CASH (A + E)		**302,729.79**	**333,828.79**	**340,567.25**	**342,672.85**	**372,020.37**			
G. Ending Cash, Plus Cash Accruals and Adjustments									

Selection Grouped by Org, Fund, Filtered by (Org = 28, Actuals Thru Period = 11, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

Fund 35 - Actuals through May — **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								
oks and Supplies	4000-4999								
rvices	5000-5999								
pital 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 = 11, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

ESCAPE ONLINE

Fund 35 - Actuals through May

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									

Selection Grouped by Org, Fund, Filtered by (Org = 28, Actuals Thru Period = 11, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

Fund 35 - Actuals through May — **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-			
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		204.44		675.37	3,300.00
Interfund Transfers In	8910-8929								
All Other Financing Sources	8930-8979								
Undefined Objects									
TOTAL RECEIPTS		.00	.00	233.63	.00	204.44	.00	675.37	3,300.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999								
Classified Salaries	2000-2999								
Employee Benefits	3000-3999								
ıoks and Supplies	4000-4999								
ırvices	5000-5999	253,873.00						253,873.00	253,873.00
ıpital 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 = 11, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

ESCAPE ONLINE

Fund 35 - Actuals through May — **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**	**204.44**	**.00**	**271,915.39-**	**250,573.00-**
F. ENDING CASH (A + E)		**5,212.59**	**5,212.59**	**5,132.01-**	**5,132.01-**	**4,927.57-**			
G. Ending Cash, Plus Cash Accruals and Adjustments									

Selection Grouped by Org, Fund, Filtered by (Org = 28, Actuals Thru Period = 11, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

Fund 56 - Actuals through May

Fiscal Year 2014/15

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

Selection Grouped by Org, Fund, Filtered by (Org = 28, Actuals Thru Period = 11, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

ESCAPE ONLINE

Fund 56 - Actuals through May — **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									

Selection Grouped by Org, Fund, Filtered by (Org = 28, Actuals Thru Period = 11, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

ESCAPE ONLINE

Fund 56 - Actuals through May — **Fiscal Year 2014/15**

	Object	January	February	March	April	May	June	Total	Budget
A. BEGINNING CASH	9110	.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 = 11, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

ESCAPE ONLINE

Fund 56 - Actuals through May — **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			
G. Ending Cash, Plus Cash Accruals and Adjustments									

Selection Grouped by Org, Fund, Filtered by (Org = 28, Actuals Thru Period = 11, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Seamless Summer Food Program

MEETING: June 16, 2015

AGENDA SECTION:

☐ **ACTION**

X **INFORMATION**

☐ **ACTION/CONSENT**

Board Goals:

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

Summary:
The District's application to participate in the USDA Seamless Summer food program has been accepted. Youth 18 years of age and younger can get free lunches at Greenfield and King City High Schools over the summer. They do not need to complete any applications or demonstrate need, just come and get a free nutritious lunch.

The meals are served to the summer school and extended year special education program students also.

All meals served are required to meet the same nutritional requirements during the regular school year and the District is reimbursed at the same meal rate.

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

USDA
United States Department of Agriculture

School's Out
POWER UP
for SUMMER Fun!

SUMMER MEALS for KIDS & TEENS

40 YEARS of Summer Meals

Being Served in Your Community

To find a location near you,
call 1-866-3-HUNGRY or go to
www.fns.usda.gov/summerfoodrocks

OPEN to All Children, 18 and younger

NO Enrollment, NO Cost!

USDA is an equal opportunity employer and provider

FREE SUMMER MEAL PROGRAM
18 AND YOUNGER
NO APPLICATION TO COMPLETE!!

King City High School Cafeteria
720 Broadway
King City, CA 93930
Lunch: 10 am - Noon

Greenfield High School Cafeteria
225 South El Camino Real
Greenfield, CA 93927
Lunch: 10 am - Noon

USDA United States Department of Agriculture
Food and Nutrition Service

School Meals

An Opportunity for Schools

An Opportunity for Schools

Kids still need good food, even when school is out. Now it's easy to accommodate them! You can apply to operate the Seamless Summer Option through the National School Lunch (NSLP) or School Breakfast Programs (SBP). Continue the same meal service rules and claiming procedures used during the regular school year. Although the traditional Summer Food Service Program is still available to schools, the Seamless Summer Option offers a streamlined approach to feeding hungry children in your community.

How it Works

School Food Authorities (SFAs) participating in the NSLP or SBP are eligible to apply for the Seamless Summer Option. Once approved through their governing state agency, SFAs serve meals free of charge to children, 18 years and under, from low-income areas.

The types of sites allowed to participate in this option include:

- **Open sites:** all children eat free in communities where at least 50% of the children are eligible for free/reduced price school meals.
- **Restricted open sites:** sites that meet the open site criteria, explained above, but are later restricted for safety, control, or security reasons.
- **Closed enrolled sites:** may be in any community for an enrolled group of low-income children and meets the 50% criteria explained above. This excludes academic summer schools.
- **Migrant sites:** serving children of migrant families.
- **Camps:** residential or non-residential camps.

The same NSLP and SBP rules apply for meal service. Meals served are reimbursed at the NSLP and/or SBP "free" rates. For clarification on how the Seamless Summer Option differs from our other summer feeding options, we've created a comparison chart.

Review the 2014 Edition of Seamless Summer Option Questions and Answers or contact your NSLP State Agency for more information on how to apply for the Seamless Summer Option.

Last Published: 04/24/2014

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Board Policies – First Reading

MEETING: June 16, 2015

AGENDA SECTION:

☐ **ACTION**

X INFORMATION

☐ **ACTION/CONSENT**

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

Summary:

The following Board Policies are presented as a first reading/revision for the Governing's Board Consideration:
AR 5141.3 Health Examinations (revised)

BP 5141.4 Child Abuse Prevention and Reporting (major revision)

BP 5144.1 Suspension and Expulsion Due Process (revised)
AR 5144.1 Suspension and Expulsion Due Process (revised)

AR 6145.2 Athletic Competition (revised)

BP 6158 Independent Study (revised)
AR 6158 Independent Study (revised)

AR 6162.51 State Achievement Test (new)

AR 6173 Education for Homeless Children (revised)

Recommendation:
No action is necessary at this time as this is a first reading. All suggested changes should be presented at this time before 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

Students

Cautionary Notice: Government 17581.5 relieves districts from the obligation to perform specified mandated activities when the Budget Act does not provide reimbursement during that fiscal year. The Budget Act of 2014 (SB 852, Ch. 25, Statues of 2014) extends the suspension of these requirements through the 2014-15 fiscal year. As a result, certain provisions of the following administrative regulation related to scoliosis screening may be suspended.

Health Examinations

The principal at each school shall notify parents/guardians of the rights of students and parents/guardians related to health examinations. (Education Code 48980; 20 USC 1232h)

(cf. 5141.32 - Health Screening for School Entry)
(cf. 5145.6 - Parental Notifications)

A parent/guardian may annually file a written statement with the principal withholding consent to the physical examination of his/her child. Any such student shall be exempt from any physical examination but shall be subject to exclusion from attendance when contagious or infectious disease is reasonably suspected. (Education Code 49451; 20 USC 1232h)

(cf. 5112.2 - Exclusions from Attendance)
(cf. 5141.22 - Infectious Diseases)
(cf. 5141.26 - Tuberculosis Testing)

Hearing Tests

~~***Note: Procedures for conducting school hearing tests are contained in 17 CCR 2951 and the California Department of Health Care Services (DHCS) Manual for the School Audiometrist. ***~~

The State Administrator/Superintendent or designee shall provide for the administration of hearing tests to district students by personnel authorized to conduct such testing pursuant to Education Code 49452 and 49454 and in accordance with the procedures specified in 17 CCR 2951.

~~***Note: Items #1-5 below may be revised to reflect district practice and the grade levels offered by the district. ***~~

~~***Note: Pursuant to 17 CCR 2951, the district may annually request that DHCS waive the requirement for the hearing screening test for grade 10 and/or 11. The waiver request must include the dates of the school year for which the waiver is requested and an alternative testing plan that ensures each student at risk of hearing loss (i.e., students who are exposed to loud noises, including loud music; are referred for testing by a parent/guardian or teacher; have a previously documented problem; have not had a hearing test for three~~

~~years; or are enrolled for the first time in the district). ***~~

Each student shall be given a hearing screening test at the following times: (17 CCR 2951)

1. **Kindergarten or grade 1**
2. **Grade 2**
3. **Grade 5**
4. **Grade 8**
5. **Grade 10 or 11**
6. **Upon first entry into the California public school system**

Each student enrolled in a special education program, other than those enrolled because of a hearing problem, shall be given a hearing test when enrolled in the program and every third year thereafter. Hearing tests may be given more frequently as needed, based on the individualized education program team's evaluation of the student. (17 CCR 2951)

(cf. 6159 - Individualized Education Program)

A follow-up hearing threshold test shall be administered to any student who fails to respond to any of the required frequencies in the screening test or is otherwise determined to need further evaluation. (17 CCR 2951)

The State Administrator/Superintendent or designee shall provide written notification of test results to the parents/guardians of any student who fails the hearing tests. When the test results fall within the levels specified in 17 CCR 2951 or there is evidence of pathology, such as an infection of the outer ear, chronic drainage, or a chronic earache, the notification shall include a recommendation that a further medical and audiological evaluation be obtained. (17 CCR 2951)

The dates and results of all screening tests and copies of threshold tests shall be included in the student's health records. (17 CCR 2951)

The principal or designee shall prepare an annual report of the school hearing testing program, using forms provided by the Department of Health Services, with copies to the State Administrator/Superintendent and the County Superintendent of Schools. (17 CCR 2951)

Type 2 Diabetes Information

Because type 2 diabetes in children is a preventable and treatable disease, parents/guardians are encouraged to have their child screened by an authorized health care practitioner for risk factors of the disease, including excess weight, and to request tests of their child's blood glucose to determine if he/she has diabetes or pre-diabetes.

(cf. 5030 - Student Wellness)

The State Administrator/Superintendent or designee may provide information to parents/guardians regarding public or private sources from which they may receive diabetes screening and education services for free or at reduced costs.

~~(6/96) 11/10~~

(6/96 11/10) 12/14

Regulation SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
First Reading: June 16, 2015
Adopted: King City, California

Students

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

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

~~***Note: Education Code 51220.5 specifies that the district's course of study for grades 7 and/or 8 may include parenting skills education, including instruction on child abuse and neglect; see AR 6143 - Courses of Study. ***~~

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 students of available support resources, and teach students how to obtain help and disclose incidents of abuse.

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

~~***Note: The following paragraph is optional. Education Code 51900.6, as added by AB 2016 (Ch. 809, Statutes of 2014), authorizes districts to provide age-appropriate instruction in sexual abuse and sexual assault awareness and prevention in grades K-12, provided that students are allowed to be excused from such instruction upon the written request of their parents/guardians. It also requires the State Board of Education and State Administrator/Superintendent of Public Instruction to consider addressing these issues in the next revision of the state health education content standards and curriculum framework. ***~~

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.

Child Abuse Reporting

~~***Note: The Child Abuse and Neglect Reporting Act (Penal Code 11164-11174.3) identifies persons who are mandated to report known or suspected child abuse or neglect and establishes procedures for filing a report; see the accompanying administrative regulation. ***~~

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)

~~***Note: Education Code 44252, as amended by AB 2560 (Ch. 110, Statutes of 2014), requires that teachers applying to the Commission on Teacher Credential for a new credential or a renewal of their credential read and sign a statement that they understand the duties imposed on them as mandated reporters pursuant to Penal Code 11164-11174.3. ***~~

District 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.

~~***Note: As amended by AB 1432 (Ch. 797, Statutes of 2014), Education Code 44691 and Penal Code 11165.7 require districts to annually train their employees regarding the duties of mandated reporters; see the accompanying administrative regulation. However, pursuant to Penal Code 11165.7, a lack of training does not excuse any mandated reporter from the duty to report suspected child abuse and neglect. ***~~

The State Administrator/Superintendent or designee shall provide training regarding the duties of mandated reporters.

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
First Reading: June 16, 2015
Adopted: King City, California

BP 5144.1 Students

Suspension And Expulsion/Due Process

~~***Note: Education Code 35291 requires the Governing Board to prescribe rules and regulations for maintaining discipline in the schools under its jurisdiction. In addition, Education Code 48918 mandates the setting of rules and regulations for student expulsion as specified in this Board policy and the accompanying administrative regulation. ***~~

~~***Note: While recognizing that suspension or expulsion of students is sometimes necessary, legislative, administrative, regulatory, civic, and educational leaders are united in the belief that instructional time should be used for student learning purposes and that school discipline should be imposed in a way that, as much as possible, would not exclude students from school or limit their ability or opportunity to learn. Pursuant to Education Code 48900.5, a district is not authorized to suspend a student for certain specified violations unless other means of correction have failed to bring about proper conduct. Such other means of correction include, but are not limited to, conferences between school personnel and the student and his/her parents/guardians; use of study, guidance, or other intervention teams to develop a plan to address the behavior in partnership with the student; and participation in a restorative justice program. Education Code 48900.5 also authorizes a district to document in a student's records the alternative means of correction used to address the student's behavior. For further information about specific disciplinary strategies, including alternatives to class or school removals, see BP/AR 5144 - Discipline. ***~~

~~***Note: In addition, the U.S. Department of Justice's Civil Rights Division (DOJ) and the U.S. Department of Education's Office for Civil Rights (OCR), in their joint January 2014 Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline, state that studies have suggested a correlation between exclusionary discipline policies and practices (such as suspension and expulsion) and an array of serious educational, economic, and social problems, including school avoidance and diminished educational engagement, decreased academic achievement, increased behavior problems, and increased likelihood of dropping out, substance abuse, and involvement with the juvenile justice system. Consequently, they recommend that districts adopt alternative disciplinary measures that provide students with appropriate interventions and supports as a means for preventing and addressing student misbehaviors. ***~~

~~***Note: The need to implement means of correction other than suspension and expulsion is underscored by Education Code 52060-52077, which require districts to adopt and annually update a local control and accountability plan (LCAP) including descriptions of the district's and each school's goals for improving student engagement and school climate, as measured by rates of student absenteeism, suspension and expulsion, and other relevant measures identified by the Board. ***~~

Suspension And Expulsion/Due Process

The Governing Board desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

~~(cf. 5131 - Conduct)~~
~~(cf. 5144 - Discipline)~~
(cf. 5131 - Conduct)
(cf. 5131.1 - Bus Conduct)
(cf. 5131.2 - Bullying)

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be those specified in law and administrative regulation.

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, and in accordance with the district's nondiscrimination policies.

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

Except for single acts of a grave nature or offenses for which suspension or expulsion is required by law, suspension or expulsion shall be used only when the student involved has a history of misconduct and other means of correction have failed to bring about proper conduct or the student's presence causes a continuing danger to himself/herself or others.

To correct the behavior of students who are subject to discipline, the State Administrat or designee, to the extent allowed by law, shall use alternative disciplinary measures that keep students in school during the school day.

~~***Note: Pursuant to Education Code 48900(s), a student may be subject to discipline only when the violation is related to a school activity or school attendance as specified below. A student may also be disciplined for violations committed away from school if it is related to a school activity or to school attendance. For example, Education Code 48900 defines bullying by means of an electronic act as including an act that originates off campus; see the accompanying administrative regulation and BP/AR 5131.2 - Bullying. Another example is the hostile school environment which a victim may suffer from sexual harassment that occurs off campus; see BP/AR 5145.7 - Sexual Harassment. ***~~

Except when otherwise permitted by law, a student may be suspended or expelled only when

his/her behavior is related to a school activity or school attendance occurring within any district school or another school district, regardless of when it occurs, including, but not limited to, the following: (Education Code 48900(s))

1. While on school grounds

2. While going to or coming from school

3. During the lunch period, whether on or off the school campus

(cf. 5112.5 - Open/Closed Campus)

4. During, going to, or coming from a school-sponsored activity

~~***Note: Education Code 48900.5 requires districts to use other means of correction instead of suspension or expulsion except when a student commits certain enumerated offenses. The following section reflects legislative intent regarding appropriate use of suspension as a means of disciplining students and may be modified to reflect district practice. ***~~

Except when a student's act violates Education Code 48900(a)-(e), as listed in items #1-5 under "Grounds for Suspension and Expulsion: Grades K-12" of the accompanying administrative regulation, or when his/her presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5, 48900.6)

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

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to on-campus or off-campus suspension.

~~***Note: Education Code 48900(k), as amended by AB 420 (Ch. 660, Statutes of 2014), prohibits a district from suspending students in grades K-3 for disruption or willful defiance. As amended, Education Code 48900(k) authorizes but does not require a district to suspend students in grades 4-12 for disruption or willful defiance. Even with this authority, districts should be careful in using these grounds, as available data have indicated a disproportionate use with certain student subgroups. Option 1 below is for use by any district that chooses to suspend students in grades 4-12 for disruption and/or willful defiance as authorized pursuant to Education Code 48900(k). Any district that chooses to eliminate disruption and willful defiance as reasons for suspending any of its students from school should select Option 2 below. Such districts should also delete the first paragraph in the section titled "Additional Grounds for Suspension and Expulsion: Grades 4-12," in the accompanying administrative regulation. ***~~

~~***Note: Each option below reflects an exception granted to teachers pursuant to Education~~

~~Code 48910 to suspend students, including a K-3 student, from class; see section "Suspension from Class by a Teacher" in the accompanying administrative regulation. ***~~

~~OPTION 1: No student in grades K-3 may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)~~

~~OPTION 2:~~ **No student may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)**

~~***Note: The following optional paragraph reflects the Legislature's intent, expressed in Education Code 48900, concerning disciplinary actions against truant, tardy, or absent students. Since these are not enumerated offenses, a district does not have the authority to suspend or expel students for committing any of these acts. ***~~

Students shall not be suspended or expelled for truancy, tardiness, or absenteeism from assigned school activities.

(cf. 5113 - Absences and Excuses)
(cf. 5113.1 - Chronic Absence and Truancy)

On-Campus Suspension

~~***Note: As an alternative to off-campus suspension, Education Code 48911.1 authorizes a supervised suspension classroom program for students who pose no imminent danger to anyone at school and who have not been recommended for expulsion, as specified below. Education Code 48911.2 states that, if the number of students suspended during the prior year exceeds 30 percent of the school's enrollment, the district should consider implementing this program and/or another program of on-campus progressive discipline. However, Education Code 48900.5 requires a district to try other means of correction and document that those means have failed to bring about proper conduct before imposing a supervised suspension. ***~~

~~***Note: The following optional section is for use by districts implementing a supervised suspension classroom program. Such districts may continue to claim funding apportionments for students so assigned, provided they meet specific criteria which are set forth under "Supervised Suspension Classroom" in the accompanying administrative regulation. A district does not receive funding for off-campus suspensions. ***~~

To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been initiated, the State Administrator/Superintendent or designee shall establish a supervised suspension classroom program which meets the requirements of law.

Except where a supervised suspension is permitted by law for a student's first offense, supervised suspension shall be imposed only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

Authority to Expel

A student may be expelled only by the State Administrator/Board. (Education Code 48918(j))

As required by law, the State Administrator/Superintendent or principal shall recommend expulsion and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds: (Education Code 48915)

1. Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence

(cf. 5131.7 - Weapons and Dangerous Instruments)

2. Selling or otherwise furnishing a firearm

3. Brandishing a knife at another person

4. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058

5. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4

6. Possessing an explosive as defined in 18 USC 921

For all other violations listed in the accompanying administrative regulation under "Grounds for Suspension and Expulsion: Grades K-12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12," the State Administrator/Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct

2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

A vote to expel a student shall be taken in a public session.

~~***Note: Pursuant to Education Code 48917, the Board may decide to suspend the enforcement of an order for expulsion as long as a student satisfies specific conditions. See the accompanying administrative regulation for criteria. In addition, the Attorney General opined in 80 Ops.Cal.Atty.Gen. 85 (1997) that the enforcement of an expulsion order may be suspended even in those cases where the student has committed an offense for which expulsion is required by law. Legal counsel should be consulted as appropriate. ***~~

The Board may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulation. (Education Code 48917)

~~***Note: Education Code 48900(k), as amended by AB 420 (Ch. 660, Statutes of 2014), prohibits a district from expelling any student for disruption or willful defiance. ***~~

No student shall be expelled for disruption or willful defiance. (Education Code 48900)

Zero Tolerance
The Board supports a zero tolerance approach to serious offenses in accordance with state and federal law. This approach makes the removal of potentially dangerous students from the classroom a top priority and ensures the standardized treatment of all students. Staff shall immediately report to the State Administrator/Superintendent or designee any incidence of offenses specified in law, Board policy, and/or administrative regulation as cause for suspension or expulsion.

(cf. 1020 - Youth Services)
(cf. 5138 - Conflict Resolution/Peer Mediation)
(cf. 6142.4 - Service Learning/Community Service Classes)
(cf. 6164.2 - Guidance/Counseling Services)
(cf. 6164.5 - Student Success Teams)

Alternatives to suspension or expulsion also shall be used with students who are truant, tardy, or otherwise absent from assigned school activities.

(cf. 5113 - Absences and Excuses)
(cf. 5113.1 - Chronic Absence and Truancy)

Suspended or expelled students shall be denied the privilege of participation in all extracurricular activities during the period of suspension or expulsion.

(cf. 6145 - Extracurricular and Cocurricular Activities)
(cf. 6145.2 - Athletic Competition)

Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and expulsion by affording them their due process rights under the law. The State Administrator/Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code 48911, 48915, 48915.5)

(cf. 5119 - Students Expelled from Other Districts)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Individuals with Disabilities))

Removal from Class by a Teacher and Parental Attendance

When suspending a student from class for committing an obscene act, engaging in habitual profanity or vulgarity, disrupting school activities, or otherwise willfully defying valid staff authority, the teacher of the class may require any parent/guardian who lives with the student to attend a portion of the school day in the class from which the student is being suspended, to assist in resolving the classroom behavior problems. (Education Code 48900.1)

Teachers should reserve the option of required parental attendance for cases in which they have determined that it is the best strategy to promote positive interaction between the student and his/her parents/guardians and to improve classroom behavior.

Before requiring parental attendance, the teacher shall make reasonable efforts to have the parent/guardian visit the class voluntarily. The teacher also may inform the parent/guardian about available resources and parent education opportunities. Teachers should reserve the option of required parental attendance for cases in which they have determined that it is the best strategy to promote positive interaction between the student and the parent/guardian and to improve classroom behavior.

Any teacher requiring parental attendance pursuant to this policy shall apply the policy uniformly to all students within the classroom. (Education Code 48900.1)

When a teacher requires parental attendance, the principal shall send a written notice to the parent/guardian stating that his/her attendance is required pursuant to law. (Education Code 48900.1)

A parent/guardian who has received a written notice shall attend class as specified in the notice. After completing the classroom visit and before leaving school premises, the parent/guardian also shall meet with the principal or designee. (Education Code 48900.1)

When a parent/guardian does not respond to the request to attend school, the principal or designee shall contact him/her by telephone, mail, or other means that maintains the confidentiality of the student's records.

(cf. 5125 - Student Records)

District regulations and school-site rules for student discipline shall include procedures for implementing parental attendance requirements. Parents/guardians shall be notified of this policy prior to its implementation. (Education Code 48900.1)

(cf. 5145.6 - Parental Notifications)

Supervised Suspension Classroom

To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been initiated, the State Administrator/Superintendent or designee shall establish a supervised classroom suspension program which meets the requirements of law. The use of such alternatives does not preclude off-campus suspensions.

Decision Not to Enforce Expulsion Order

~~OPTION 1:~~ In cases where expulsion is mandatory pursuant to Education Code 48915(c), the enforcement of an expulsion order shall not be suspended by the Board. In all other cases of expulsion, the order for expulsion may be suspended by the Board, on case-by-case basis, pursuant to the requirements of law and administrative regulation.

Maintenance and Monitoring of Outcome Data

~~***Note: Pursuant to Education Code 48900.8 and 48916.1, the district is required to maintain data related to suspensions and expulsions and to report such data to the State Administrator/Superintendent of Public Instruction. In addition, pursuant to Education Code 52060, a district is required to address school climate in its LCAP, by including an assessment of baseline data regarding suspension and expulsion rates by student subgroups and schools and setting goals for improving those rates and other related factors. The DOJ and OCR, in their joint January 2014 Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline, recommend that districts maintain disaggregated discipline information to ensure transparency and facilitate community discussion. ***~~

The State Administrator/Superintendent or designee shall annually present to the Board a report of the outcome data which the district is required to collect pursuant to Education Code 48900.8 and 48916.1, including the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period.

The report shall be disaggregated by school and by numerically significant student

subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, foster youth, and students with disabilities. The report also shall include information about whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan.

(cf. 0460 - Local Control and Accountability Plan)

~~Legal Reference:~~
~~EDUCATION CODE~~
~~212.5 Sexual harassment~~
~~1981 Enrollment of students in community school~~
~~17292.5 Program for expelled students~~
~~32261 Interagency School Safety Demonstration Act of 1985~~
~~35146 Closed sessions (re suspensions)~~
~~35291 Rules (for government and discipline of schools)~~
~~35291.5 Rules and procedures on school discipline~~
~~48660-48667 Community day schools~~
~~48900-48927 Suspension and expulsion~~
~~48950 Speech and other communication~~
~~49073-49079 Privacy of student records~~
~~CIVIL CODE~~
~~47 Privileged communication~~
~~48.8 Defamation liability~~
~~CODE OF CIVIL PROCEDURE~~
~~1985-1997 Subpoenas; means of production~~

~~GOVERNMENT CODE~~
~~11455.20 Contempt~~
~~54950-54963 Ralph M. Brown Act~~
~~HEALTH AND SAFETY CODE~~
~~11014.5 Drug paraphernalia~~
~~11053-11058 Standards and schedules~~
~~LABOR CODE~~
~~230.7 Discharge or discrimination against employee for taking time off to appear in school on behalf of a child~~
~~PENAL CODE~~
~~31 Principal of a crime, defined~~
~~240 Assault defined~~
~~241.2 Assault fines~~
~~242 Battery defined~~
~~243.2 Battery on school property~~
~~243.4 Sexual battery~~

245 - Assault with deadly weapon
245.6 - Hazing
261 - Rape defined
266c - Unlawful sexual intercourse
286 - Sodomy defined
288 - Lewd or lascivious acts with child under age 14
288a - Oral copulation
289 - Penetration of genital or anal openings
626.2 - Entry upon campus after written notice of suspension or dismissal without permission
626.9 - Gun-Free School Zone Act of 1995
626.10 - Dirks, daggers, knives, razors or stun guns
868.5 - Supporting person; attendance during testimony of witness
WELFARE AND INSTITUTIONS CODE
729.6 - Counseling
UNITED STATES CODE, TITLE 18
921 - Definitions, firearm
UNITED STATES CODE, TITLE 20
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230.7 Discharge or discrimination against employee for taking time off to appear in school on behalf of a child
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Policy SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
First Reading: June 16, 2015
Adopted: King City, California

Students

Suspension And Expulsion/Due Process

~~***Note: CSBA recommends that this administrative regulation be approved by the Governing Board, regardless of district practice. ***~~

~~***Note: Education Code 35291 requires the Board to adopt rules and regulations, which are not inconsistent with law or rules adopted by the State Board of Education, for the government and discipline of the schools under its jurisdiction. In addition, Education Code 48918 and 48918.5 mandate that districts adopt rules concerning the due process rights of students in expulsion situations, and Education Code 48916 mandates procedures for filing and processing requests for readmission. Specific language complying with these mandates is included throughout this administrative regulation. ***~~

~~***Note: The acts for which students may be suspended or expelled are specified in law and in the sections below titled "Grounds for Suspension and Expulsion: Grades K-12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12." The Board does not have authority to add to those enumerated acts. However, the Board has authority to prohibit suspension or expulsion for certain acts for which suspension or expulsion is permissible rather than mandatory. The Board may consider limiting the use of suspension and expulsion for such offenses as part of the district plan to address school climate within the local control and accountability plan required pursuant to Education Code 52060. In addition, pursuant to Education Code 48900.5, a district is not authorized to suspend a student for certain specified violations unless other means of correction have failed to bring about proper conduct. ***~~

Definitions

Suspension from school means removal of a student from ongoing instruction for adjustment purposes. However, suspension does not mean any of the following: (Education Code 48925)

1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Governing Board for students of the same grade level.

2. Referral to a certificated employee designated by the principal to advise students.

3. Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code 48910. Removal from a particular class shall not occur more than once every five school days.

Expulsion means removal of a student from the immediate supervision and control, or the general

supervision, of school personnel. (Education Code 48925)

Day means a calendar day unless otherwise specifically provided. (Education Code 48925)

School day means a day upon which the schools of the district are in session or weekdays during the summer recess. (Education Code 48925)

Student includes a student's parent/guardian or legal counsel. (Education Code 48925)

Principal's designee means one or more administrators or, if there is not a second administrator at one school site, a certificated person specifically designated by the principal, in writing, to assist with disciplinary procedures. Only one such person may be designated at any time as the principal's primary designee and only one such person may be designated as secondary designee for the school year. The names of such persons shall be on file in the principal's office. (Education Code 48911)

School property, for the purposes described in Education Code 48900, includes, but is not limited to, electronic files and databases. (Education Code 48900(u))

Notice of Regulations

At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, including suspension and expulsion. (Education Code 35291, 48900.1, 48980)

(cf. 5144 - Discipline)
(cf. 5145.6 - Parental Notifications)

Grounds for Suspension and Expulsion

Any student, including a student with disabilities, may be subject to suspension or expulsion when it is determined that he/she:

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

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon another person, except in self-defense. (Education Code 48900(a))

A student who aids or abets the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31, may be suspended, but not expelled. However, such a student may be suspended or expelled pursuant to Education Code 48900(a) when he/she has been adjudged by a juvenile court to have committed, as an aider or abettor, a crime of physical

violence in which the victim suffered great or serious bodily injury. (Education Code 48900(t))

2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence. (Education Code 48900(b))

(cf. 5131 - Conduct)
(cf. 5131.7 - Weapons and Dangerous Instruments)

3. Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind. (Education Code 48900(c))

(cf. 5131.6 - Alcohol and Other Drugs)

4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as such controlled substance, alcoholic beverage, or intoxicant. (Education Code 48900(d))

5. Committed or attempted to commit robbery or extortion. (Education Code 48900(e))

6. Caused or attempted to cause damage to school property or private property. (Education Code 48900(f))

7. Stole or attempted to steal school property or private property. (Education Code 48900(g))

8. Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing his/her own prescription products. (Education Code 48900(h))

(cf. 5131.62 - Tobacco)

9. Committed an obscene act or engaged in habitual profanity or vulgarity. (Education Code 48900(i))

10. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5. (Education Code 48900(j))

11. Disrupted school activities or otherwise willfully defied the valid authority of

supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. (Education Code 48900(k))

(cf. 5131.4 - Student Disturbances)

12. Knowingly received stolen school property or private property. (Education Code 48900(l))

13. Possessed an imitation firearm. (Education Code 48900(m))

Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code 48900(m))

14. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code 243.4. (Education Code 48900(n))

15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness. (Education Code 48900(o))

16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. (Education Code 48900(p))

17. Engaged in, or attempted to engage in, hazing. (Education Code 48900(q))

Hazing means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events.

18. Engaged in an act of bullying. (Education Code 48900(r))

Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student in fear of harm to himself/herself or his/her property; cause the student to experience a substantially detrimental effect on his/her physical or mental health; or cause the student to experience substantial interferences with his/her academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school.

Bullying shall include any act of sexual harassment, hate violence, or harassment, threat, or

intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4 (items #20-22 below), that has any of the effects described above on a reasonable student.

Electronic act means the transmission of a communication, including, but not limited to, a message, text, sound, image, or post on a social network Internet web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager. A post on a social network Internet web site shall include, but is not limited to, the posting or creation of a burn page or the creation of a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above.

Reasonable student means a student, including, but not limited to, a student who has been identified as a student with a disability, who exercises average care, skill, and judgment in conduct for a person of his/her age, or for a person of his/her age with his/her disability. (Education Code 48900(r))

(cf. 1114 - District-Sponsored Social Media)
(cf. 5131.2 - Bullying)
(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)
(cf. 6164.6 - Identification and Education under Section 504)

~~***Note: Education Code 48900 allows for the suspension, but not expulsion, of a student who "aids or abets," as defined in Penal Code 31, the infliction or attempted infliction of physical injury to another person. The term "aiding or abetting," is a complex legal term and requires that, at the time he/she committed the crime, the aider or abettor was aware of the crime and specifically intended to commit the crime. Because of the complexities of criminal law, legal counsel should be consulted as appropriate. ***~~

19. Aided or abetted the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31 (Education Code 48900(t))

20. Made terrorist threats against school officials and/or school property. (Education Code 48900.7)

A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property damage in excess of $1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out. (Education Code 48900.7)

A student in grades 9-12 is also subject to suspension or recommendation for expulsion when it is determined that he/she:

21. Committed sexual harassment as defined in Education Code 212.5. (Education Code

48900.2)

Sexual harassment means conduct which, when considered from the perspective of a reasonable

person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (Education Code 212.5, 48900.2)

(cf. 5145.7 - Sexual Harassment)

21. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233. (Education Code 48900.3)

Hate violence means any act punishable under Penal Code 422.6, 422.7, or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics. (Education Code 233; Penal Code 422.55)

(cf. 5145.9 - Hate-Motivated Behavior)

22. Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment. (Education Code 48900.4)

(cf. 5145.3 - Nondiscrimination/Harassment)

A student may be suspended or expelled for any of the acts listed above if the act is related to school activity or school attendance occurring at any district school or within any other school district, at any time, including, but not limited to, the following: (Education Code 48900)

1. While on school grounds

2. While going to or coming from school

(cf. 5131.1 - Bus Conduct)

3. During the lunch period, whether on or off the school campus

(cf. 5112.5 - Open/Closed Campus)

4. During, going to, or coming from a school-sponsored activity

Removal from Class by a Teacher and Parental Attendance

A teacher may remove any student from his/her class for the remainder of the day and the following day for any act listed in "Grounds for Suspension and Expulsion" above. (Education Code 48910)

When removing a student from his/her class, the teacher shall immediately report this action to the principal or designee and send the student to the principal or designee for appropriate action. If that action requires the continuing presence of the student at school, he/she shall be appropriately supervised during the class periods from which he/she has been removed. (Education Code 48910)

As soon as possible, the teacher shall ask the student's parent/guardian to attend a parent-teacher conference regarding the removal. A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if either the parent/guardian or teacher so requests. (Education Code 48910)

A student removed from class shall not be returned to class during the period of removal without the approval of the teacher of the class and the principal. (Education Code 48910)

A student removed from class shall not be placed in another regular class during the period of removal. However, if a student is assigned to more than one class per day, he/she may be placed in any other regular classes except those held at the same time as the class from which the student was removed. (Education Code 48910)

The teacher of any class from which a student is removed may require the student to complete any assignments and tests missed during the removal. (Education Code 48913)

Pursuant to Board policy, a teacher may require the parent/guardian of a student whom the teacher has removed to attend a portion of a school day in his/her child's classroom. When a teacher makes this request, the principal shall send the parent/guardian a written notice that the parent/guardian's attendance is requested pursuant to law. (Education Code 48900.1)

The notice shall specify that the attendance may be on either the date the student is scheduled to return to class or within one week thereafter.

This notice shall also:

1. Inform the parent/guardian when his/her presence is expected and by what means he/she may arrange an alternate date

2. State that if the parent/guardian does not have a means of transportation to school, he/she

may ride the school bus with the student

3. Ask the parent/guardian to meet with the principal after the visit and before leaving school, as required by Education Code 48900.1

Suspension by State Administrator/Superintendent, Principal, or Designee
To implement disciplinary procedures at a school site, the principal may, in writing, designate as the principal's designee another administrator or, if the principal is the only administrator at the school site, a certificated employee. As necessary, the principal may, in writing, also designate another administrator or certificated employee as the secondary designee to assist with disciplinary procedures when the principal and the principal's primary designee are absent from the school site.

The Superintendent, principal, or designee shall immediately suspend any student found at school or at a school activity to have committed any of the acts listed in the Board policy under "Authority to Expel" and for which he/she is required to recommend expulsion. (Education Code 48915(c))

~~***Note: Education Code 48900.5 limits situations warranting suspension for a first offense to when the violation involves Education Code 48900(a)-(e) or the student's presence causes a danger to persons. ***~~

The State Administrator/Superintendent, principal, or designee may suspend a student for any of the acts listed in "Grounds for Suspension and Expulsion" above. A student may be suspended only when the State Administrator/Superintendent or principal has determined that other means of correction have failed to bring about proper conduct in the student. (Education Code 48900.5)

However, the State Administrator/Superintendent, principal, or designee may impose a suspension upon a first offense if he/she determines that the student violated items #1-5 listed in "Grounds for Suspension and Expulsion" above or if the student's presence causes a danger to persons or property or threatens to disrupt the instructional process. (Education Code 48900.5)

In addition, the State Administrator/Superintendent, principal, or designee shall immediately suspend any student found at school or at a school activity to be: (Education Code 48915)

1. Possessing, as verified by a district employee, selling, or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence

2. Brandishing a knife as defined in Education Code 48915(g)

3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058

4. Committing or attempting to commit a sexual assault or committing a sexual battery as defined in item #14 under "Grounds for Suspension and Expulsion" above

5. Possessing an explosive as defined in 18 USC 921

The State Administrator/Superintendent, principal, or designee may suspend a student from school for not more than five consecutive school days unless the suspension is extended pending expulsion. (Education Code 48911)

A student may be suspended from school for not more than 20 school days in any school year unless, for purposes of adjustment, the student enrolls in or is transferred to another regular school, an opportunity school, or continuation school or class, in which case suspension shall not exceed 30 days in any school year. However, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion. (Education Code 48903, 48911, 48912)

(cf. 6184 - Continuation Education)

The district may count suspensions that occur while a student is enrolled in another school district toward the maximum number of days for which the student may be suspended in any school year. (Education Code 48903)
For all other offenses, a student may be suspended only when the State Administrator/Superintendent or principal has determined that other means of correction have failed to bring about proper conduct in the student. (Education Code 48900.5)

When other means of correction are implemented prior to imposing suspension or supervised suspension upon a student, the State Administrator/Superintendent, principal, or designee shall document the other means of correction used and retain them in the student's record. (Education Code 48900.5)

(cf. 5125 - Student Records)

Length of Suspension

The State Administrator/Superintendent, principal, or designee may suspend a student from school for not more than five consecutive school days. (Education Code 48911)

A student may be suspended from school for not more than 20 school days in any school year. However, if a student enrolls in or is transferred to another regular school, an opportunity school, or continuation school or class for the purpose of adjustment, he/she may be suspended for not more than 30 school days in a school year. The district may count suspensions that occur while a student is enrolled in another school district toward the maximum number of days for which the student may be suspended in any school year. (Education Code 48903, 48911, 48912)

(cf. 6184 - Continuation Education)

These restrictions on the number of days of suspension shall not apply when the suspension is extended pending an expulsion. (Education Code 48911)

Suspensions shall be initiated according to the following procedures:

1. Informal Conference: Suspension shall be preceded by an informal conference conducted by the State Administrator/Superintendent, principal, or designee with the student and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action, presented with the evidence against him/her, and given the opportunity to present his/her version and evidence in support of his/her defense. (Education Code 48911)

This conference may be omitted if the State Administrator/Superintendent, principal, or designee determines that an emergency situation exists involving a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of the conference. The conference shall be held within two school days, unless the student waives his/her right to it or is physically unable to attend for any reason. In such a case, the conference shall be held as soon as the student is physically able to return to school. (Education Code 48911)

2. Administrative Actions: All requests for student suspension are to be processed by the principal or designee. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the State Administrator/Superintendent or designee. (Education Code 48911)

3. Notice to Parents/Guardians: At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. (Education Code 48911)

This notice shall state the specific offense committed by the student. (Education Code 48900.8)

In addition, the notice may state the date and time when the student may return to school.

If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may add that state law requires the parent/guardian to respond to such requests without delay.

4. Parent/Guardian Conference: Whenever a student is suspended, school officials may meet with the parent/guardian to discuss the cause(s) and duration of the suspension, the school

policy involved, and any other pertinent matter. (Education Code 48914)

While the parent/guardian is required to respond without delay to a request for a conference about his/her child's behavior, no penalties may be imposed on the student for the failure of the parent/guardian to attend such a conference. The student may not be denied readmission solely because the parent/guardian failed to attend the conference. (Education Code 48911)

~~5. Extension of Suspension: If the Board is considering the expulsion of a suspended student from any school or the suspension of a student for the balance of the semester from continuation school, the State Administrator/Superintendent or designee may, in writing, extend the suspension until such time as the Board has made a decision. (Education Code 48911)~~

5. Extension of Suspension: If the Board is considering the expulsion of a suspended student from any school or the suspension of a student for the balance of the semester from continuation school, the State Administrator/Superintendent or designee may, in writing, extend the suspension until such time as the Board has made a decision, provided the following requirements are followed: (Education Code 48911)

a. The extension of the original period of suspension is preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard. This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension.

b. The State Administrator/Superintendent or designee determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process. (Education Code 48911)

~~***Note: When the student being considered for expulsion is a foster youth, Education Code 48911 and 48918.1 require the district to invite the student's attorney and an appropriate county child welfare agency representative to the meeting specified above. To ensure such invitation, the following paragraph provides that the district liaison for foster youth be notified. However, any district that has designated another position to carry out this responsibility may modify the paragraph to specify that position. For designation of the liaison for foster youth, see AR 6173.1 - Education for Foster Youth. ***~~

c. If the student involved is a foster youth, the State Administrator/Superintendent or designee shall notify the district liaison for foster youth of the need to invite the student's attorney and a representative of the appropriate county child welfare agency to attend the meeting. (Education Code 48853.5, 48911, 48918.1)

(cf. 6173.1 - Education for Foster Youth)

~~***Note: Pursuant to Education Code 48918.1, as amended by AB 1806 (Ch. 767, Statutes of 2014), the district's liaison for homeless students must be notified when the student being considered for expulsion is a homeless student. See the section below titled "Additional Notice of Expulsion Hearing for Foster Youth and Homeless Students." ***~~

d. If the student involved is a homeless child or youth, the State Administrator/Superintendent or designee shall notify the district liaison for homeless students. (Education Code 48918.1)

(cf. 6173 - Education for Homeless Children)

~~***Note: The following optional paragraph may be revised to reflect district practice. Since Education Code 48900 and 48900.5 require a district, under certain circumstances, to use alternative disciplinary measures prior to imposing suspension, including supervised suspension, the district may, as necessary, provide services that would address the student's specific misbehavior along with the suspension program. For example, the district may require the student to enroll in a program that teaches prosocial behavior or anger management even while the student is suspended. ***~~

In lieu of or in addition to suspending a student, the State Administrator/Superintendent, principal, or designee may provide services or require the student to participate in an alternative disciplinary program designed to correct his/her behavior and keep him/her in school.

Any extension of the original period of suspension shall be preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard. This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension. Extension of the suspension may be made only if the State Administrator/Superintendent or designee determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process. (Education Code 48911)

Suspension by the Board

The Board may suspend a student for any of the acts listed in "Grounds for Suspension and Expulsion" above and within the limits specified in "Suspension by State Administrator/Superintendent, Principal, or Designee" above. (Education Code 48912)

The Board may suspend a student enrolled in a continuation school or class for a period not longer than the remainder of the semester if any of the acts listed in "Grounds for Suspension and Expulsion" occurred. The suspension shall meet the requirements of Education Code 48915. (Education Code 48912.5)

When the Board is considering a suspension, disciplinary action, or any other action (except expulsion) against any student, it shall hold closed sessions if a public hearing would lead to disclosure of information violating a student's right to privacy under Education Code 49073-49079. (Education Code 35146, 48912)

(cf. 9321 - Closed Session Purposes and Agendas)

The Board shall provide the student and his/her parent/guardian with written notice of the closed session by registered or certified mail or personal service. Upon receiving this notice, the student or parent/guardian may request a public meeting, and this request shall be granted if made in writing within 48 hours after receipt of the Board's notice. However, any discussion that conflicts with any other student's right to privacy still shall be held in closed session. (Education Code 35146, 48912)

Supervised Suspension Classroom

Students for whom an expulsion action has not been initiated and who pose no imminent danger or threat to the school, students, or staff may be assigned to a supervised suspension classroom in a separate classroom, building, or site for the entire period of suspension. The following conditions shall apply: (Education Code 48911.1)

1. The supervised suspension classroom shall be staffed in accordance with law.

2. The student shall have access to appropriate counseling services.

3. The supervised suspension classroom shall promote completion of schoolwork and tests missed by the student during the suspension.

4. Each student shall be responsible for contacting his/her teacher(s) to receive assignments to be completed in the supervised suspension classroom. The teacher(s) shall provide all assignments and tests that the student will miss while suspended. If no such work is assigned, the person supervising the suspension classroom shall assign schoolwork.

At the time a student is assigned to a supervised suspension classroom, the principal or designee shall notify the student's parent/guardian in person or by telephone. When the assignment is for longer than one class period, this notification shall be made in writing. (Education Code 48911.1)

Authority to Expel

A student may be expelled only by the Board. (Education Code 48918(j))

The Board shall expel, as required by law, any student found to have committed any offense listed below under "Mandatory Recommendation and Mandatory Expulsion." (Education Code

48915)

For all other grounds listed above under "Grounds for Suspension and Expulsion," the Board shall order a student expelled upon the recommendation of the State Administrator/Superintendent, principal, or designee, only if the Board makes a finding of either or both of the following: (Education Code 48915(b) and (e))

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct

2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

Mandatory Recommendation for Expulsion

Unless the State Administrator/Superintendent, principal, or designee finds that expulsion is inappropriate due to particular circumstances, the State Administrator/Superintendent, principal, or designee shall recommend a student's expulsion for any of the following acts: (Education Code 48915(a))

1. Causing serious physical injury to anotherangerous object of no reasonable use to the student

3. Unlawful possession of any controlled substance, as listed in Health and Safety Code 11053-11058, except for the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis

4. Robbery or extortion

5. Assault or battery, as defined in Penal Code 240 and 242, upon any school employee

Mandatory Recommendation and Mandatory Expulsion

The State Administrator/Superintendent, principal, or designee shall recommend that the Board expel any student found at school or at a school activity to be: (Education Code 48915(c))

1. Possessing, as verified by a district employee, selling, or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the firearm from a certificated school employee, with the principal or designee's concurrence

2. Brandishing a knife as defined in Education Code 48915(g) at another person

3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058

4. Committing or attempting to commit a sexual assault or committing a sexual battery as defined in item #14 under "Grounds for Suspension and Expulsion" above

5. Possessing an explosive as defined in 18 USC 921

Upon finding that the student committed any of the above acts, the Board shall expel the student. (Education Code 48915)

Student's Right to Expulsion Hearing

Any student recommended for expulsion shall be entitled to a hearing to determine whether he/she should be expelled. The hearing shall be held within 30 school days after the State Administrator/Superintendent, principal, or designee determines that the student has committed one of the acts listed under "Grounds for Suspension and Expulsion." (Education Code 48918(a))

The student is entitled to at least one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the Board's discretion. (Education Code 48918(a))

If the Board finds it impractical during the regular school year to comply with these time requirements for conducting an expulsion hearing, the State Administrator/Superintendent or designee may, for good cause, extend the time period by an additional five school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held. (Education Code 48918(a))

If the Board finds it impractical to comply with the time requirements of the expulsion hearing due to a summer recess of Board meetings of more than two weeks, the days during the recess shall not be counted as school days. The days not counted during the recess may not exceed 20 school days, as defined in Education Code 48925. Unless the student requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days prior to the first day of the next school year. (Education Code 48918(a))

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay. (Education Code 48918(a))

After a determination that one of the grounds listed above under "Grounds for Suspension and Expulsion" has occurred, the State Administrator/Superintendent, principal, or designee shall offer the student and his/her parent/guardian the option to waive a hearing and stipulate to the expulsion. The stipulation agreement shall be in writing and shall be signed by the student and his/her parent/guardian.

Rights of Complaining Witness

An expulsion hearing involving allegations of sexual assault or sexual battery may be postponed for one school day in order to accommodate the special physical, mental, or emotional needs of a student who is the complaining witness. (Education Code 48918.5)

Whenever the State Administrator/Superintendent or designee recommends an expulsion hearing that addresses allegations of sexual assault or sexual battery, he/she shall give the complaining witness a copy of the district's suspension and expulsion policy and regulation and shall advise the witness of his/her right to: (Education Code 48918.5)

1. Receive five days' notice of his/her scheduled testimony at the hearing

2. Have up to two adult support persons of his/her choosing present at the hearing at the time he/she testifies

3. Have a closed hearing during the time he/she testifies

Whenever any allegation of sexual assault or sexual battery is made, the State Administrator/Superintendent or designee shall immediately advise complaining witnesses and accused students to refrain from personal or telephone contact with each other during the time when an expulsion process is pending. (Education Code 48918.5)

Written Notice of the Expulsion Hearing

Written notice of the expulsion hearing shall be forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing. The notice shall include: (Education Code 48900.8, 48918(b))

1. The date and place of the hearing.

2. A statement of the specific facts, charges, and offense upon which the proposed expulsion is based.

3. A copy of district disciplinary rules which relate to the alleged violation.

4. Notification of the student's or parent/guardian's obligation, pursuant to Education Code 48915.1, to provide information about the student's status in the district to any other district in which the student seeks enrollment. This obligation applies when a student is expelled for acts other than those described in Education Code 48915(a) or (c).

(cf. 5119 - Students Expelled from Other Districts)

5. The opportunity for the student or the student's parent/guardian to appear in person or be

represented by legal counsel or by a nonattorney advisor.

Legal counsel means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California.

Nonattorney advisor means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case and has been selected by the student or student's parent/guardian to provide assistance at the hearing.

6. The right to inspect and obtain copies of all documents to be used at the hearing.

7. The opportunity to confront and question all witnesses who testify at the hearing.

8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses.

Conduct of Expulsion Hearing

1. Closed Session: Notwithstanding the provisions of Government Code 54953 and Education Code 35145, the Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five days prior to the hearing that the hearing be a public meeting. If such a request is made, the meeting shall be public unless another student's privacy rights would be violated. (Education Code 48918(c))

Whether the expulsion hearing is held in closed or public session, the Board may meet in closed session to deliberate and determine whether or not the student should be expelled. If the Board admits any other person to this closed session, the parent/guardian, the student, and the counsel of the student also shall be allowed to attend the closed session. (Education Code 48918(c))

If a hearing that involves a charge of sexual assault or sexual battery is to be conducted in public, a complaining witness shall have the right to have his/her testimony heard in closed session when testifying in public would threaten serious psychological harm to the witness and when there are no alternative procedures to avoid the threatened harm, including, but not limited to, videotaped deposition or contemporaneous examination in another place communicated to the hearing room by closed-circuit television. (Education Code 48918(c))

2. Record of Hearing: A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. (Education Code 48918(g))

3. Subpoenas: Before commencing a student expulsion hearing, the Board may issue subpoenas, at the request of either the student or the State Administrator/Superintendent or

designee, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to the recommendation for expulsion. After the hearing has commenced, the Board or the hearing officer or administrative panel may issue such subpoenas at the request of the student or the County Superintendent of Schools or designee. All subpoenas shall be issued in accordance with the Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government Code 11455.20. (Education Code 48918(i))

Any objection raised by the student or the State Administrator/Superintendent or designee to the issuance of subpoenas may be considered by the Board in closed session, or in open session if so requested by the student, before the meeting. The Board's decision in response to such an objection shall be final and binding. (Education Code 48918(i))

If the Board determines, or if the hearing officer or administrative panel finds and submits to the Board, that a witness would be subject to unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as described in item #4 below. (Education Code 48918(i))

4. Presentation of Evidence: Technical rules of evidence shall not apply to the expulsion hearing, but relevant evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision of the Board to expel shall be supported by substantial evidence that the student committed any of the acts pursuant to Education Code 48900 and listed in "Grounds for Suspension and Expulsion" above. (Education Code 48918(h))

Findings of fact shall be based solely on the evidence at the hearing. While no finding shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. (Education Code 48918(f))

In cases where a search of a student's person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record.

5. Testimony by Complaining Witnesses: The following procedures shall be observed when

hearings involve allegations of sexual assault or sexual battery by a student: (Education Code 48918, 48918.5)

a. Any complaining witness shall be given five days' notice before being called to testify.

b. Any complaining witness shall be entitled to have up to two adult support persons, including, but not limited to, a parent/guardian or legal counsel, present during his/her testimony.

c. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential.

d. The person presiding over the hearing may remove a support person whom he/she finds is disrupting the hearing.

e. If one or both support persons are also witnesses, the hearing shall be conducted in accordance with Penal Code 868.5.

f. Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard. Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.

g. In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, the district shall provide a nonthreatening environment.

(1) The district shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony.

(2) At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which he/she may leave the hearing room.

(3) The person conducting the hearing may:

(a) Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness

(b) Limit the time for taking the testimony of a complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours

(c) Permit one of the support persons to accompany the complaining witness to the witness stand

6. Decision: The Board's decision as to whether to expel a student shall be made within 40 school days after the student is removed from his/her school of attendance, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))

Alternative Expulsion Hearing: Hearing Officer or Administrative Panel

Instead of conducting an expulsion hearing itself, the Board may contract with the county hearing officer or with the Office of Administrative Hearings of the State of California for a hearing officer. Alternatively, the Board may appoint an impartial administrative panel composed of three or more certificated personnel, none of whom shall be members of the Board or on the staff of the school in which the student is enrolled. (Education Code 48918(d))

A hearing conducted by the hearing officer or administrative panel shall conform to the same procedures applicable to a hearing conducted by the Board as specified above in "Conduct of Expulsion Hearing," including the requirement to issue its decision within 40 school days of the student's removal from school, unless the student requests that the decision be postponed. (Education Code 48918(a) and (d))

The hearing officer or administrative panel shall, within three school days after the hearing, determine whether to recommend expulsion of the student to the Board. If expulsion is not recommended, the expulsion proceeding shall be terminated and the student shall be immediately reinstated. The State Administrator/Superintendent or designee shall place the student in a classroom instructional program, any other instructional program, a rehabilitation program, or any combination of these programs after consulting with district staff, including the student's teachers, and with the student's parent/guardian. The decision to not recommend expulsion shall be final. (Education Code 48918(e))

If expulsion is recommended, findings of fact in support of the recommendation shall be prepared and submitted to the Board. All findings of fact and recommendations shall be based solely on the evidence presented at the hearing. The Board may accept the recommendation based either upon a review of the findings of fact and recommendations submitted or upon the results of any supplementary hearing the Board may order. (Education Code 48918(f))

In accordance with Board policy, the hearing officer or administrative panel may recommend that the Board suspend the enforcement of the expulsion for a period of one year. (Education Code 48917, 48918)

Additional Notice of Expulsion Hearing for Foster Youth and Homeless Students

~~***Note: Prior to conducting an expulsion hearing to determine whether a foster youth should be expelled, Education Code 48918.1 requires the district to notify the student's attorney and a representative of an appropriate county child welfare agency, provided that the violation does not require a mandatory recommendation for expulsion. Pursuant to Education Code 48918.1, as amended by AB 1806 (Ch. 767, Statutes of 2014), such additional notice must be given to the district liaison for homeless students when the student involved is a homeless child or youth and the violation does not require a~~

~~mandatory recommendation for expulsion. While such a notice is not required if the offense requires a mandatory recommendation for expulsion, it is nonetheless recommended and the following section reflects this recommendation. ***~~

If the student facing expulsion is a foster student, the State Administrator/Superintendent or designee shall also send notice of the hearing to the student's attorney and a representative of an appropriate child welfare agency at least 10 days prior to the hearing. (Education Code 48918.1)

If the student facing expulsion is a homeless student, the State Administrator/Superintendent or designee shall also send notice of the hearing to the district liaison for homeless students at least 10 days prior to the hearing. (Education Code 48918.1)

Any notice for these purposes may be provided by the most cost-effective method possible, including by email or a telephone call. (Education Code 48918.1)

Final Action by the Board

Whether the expulsion hearing is conducted in closed or public session by the Board, a hearing officer, or an administrative panel, the final action to expel shall be taken by the Board at a public meeting. (Education Code 48918(j))

(cf. 9321.1 - Closed Session Actions and Reports)

If the Board conducts the hearing and reaches a decision not to expel, this decision shall be final and the student shall be reinstated immediately.

Upon ordering an expulsion, the Board shall set a date when the student shall be reviewed for readmission to a school within the district. For a student expelled for any act listed under "Mandatory Recommendation and Mandatory Expulsion" above, this date shall be one year from the date the expulsion occurred, except that the Board may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred. If an expulsion is ordered during summer session or the intersession period of a year-round program, the Board shall set a date when the student shall be reviewed for readmission not later than the last day of the semester following the summer session or intersession period in which the expulsion occurred. (Education Code 48916)

At the time of the expulsion order, the Board shall recommend a plan for the student's rehabilitation, which may include: (Education Code 48916)

1. Periodic review, as well as assessment at the time of review, for readmission

2. Recommendations for improved academic performance, tutoring, special education

assessments, job training, counseling, employment, community service, or other rehabilitative programs

With parent/guardian consent, students who have been expelled for reasons relating to controlled

substances or alcohol may be required to enroll in a county-sponsored drug rehabilitation program before returning to school. (Education Code 48916.5)

Written Notice to Expel

The State Administrator/Superintendent or designee shall send written notice of the decision to expel to the student or
parent/guardian. This notice shall include the following:

1. The specific offense committed by the student for any of the causes for suspension

or expulsion listed above under "Grounds for Suspension and Expulsion" (Education Code 48900.8)

2. The fact that a description of readmission procedures will be made available to the student and his/her parent/guardian (Education Code 48916)

3. Notice of the right to appeal the expulsion to the County Board of Education (Education Code 48918)

4. Notice of the alternative educational placement to be provided to the student during the time of expulsion (Education Code 48918)

5. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1 (Education Code 48918)

Decision Not to Enforce Expulsion Order

In accordance with Board policy, when deciding whether to suspend the enforcement of an expulsion order, the Board shall take into account the following criteria:

1. The student's pattern of behavior

2. The seriousness of the misconduct

3. The student's attitude toward the misconduct and his/her willingness to follow a rehabilitation program

The suspension of the enforcement of an expulsion shall be governed by the following:

1. The Board may, as a condition of the suspension of enforcement, assign the student to a school, class, or program appropriate for the student's rehabilitation. This rehabilitation program

may provide for the involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program. (Education Code 48917)

2. During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status. (Education Code 48917)

3. The suspension of the enforcement of an expulsion order may be revoked by the Board if the student commits any of the acts listed under "Grounds for Suspension and Expulsion" above or violates any of the district's rules and regulations governing student conduct. (Education Code 48917)

4. When the suspension of enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order. (Education Code 48917)

5. Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student in a district school. Upon reinstatement, the Board may order the expunging of any or all records of the expulsion proceedings. (Education Code 48917)

6. The State Administrator/Superintendent or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian. The notice shall inform the parent/guardian of the right to appeal the expulsion to the County Board, the alternative educational placement to be provided to the student during the period of expulsion, and the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of his/her status with the expelling district, pursuant to Education Code 48915.1(b). (Education Code 48918(j))

7. Suspension of the enforcement of an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order with the County Board. (Education Code 48917)

Stipulated Expulsion

~~***Note: The following section is optional and may be revised to reflect district practice. "Stipulated expulsion" is for districts that have adopted an expedited procedure which allows a student to waive his/her right to a pre-expulsion hearing in exchange for an agreement as to the terms of the expulsion. Such waivers are not specifically addressed in law and districts should ensure that the due process rights of students are included in the stipulated agreement and are clearly explained to them before the agreement is signed.~~

~~Districts should consult legal counsel as appropriate. ***~~

After a determination that a student has committed an expellable offense, the State Administrator/Superintendent, principal, or designee shall offer the student and his/her parent/guardian the option to waive a hearing and stipulate to the expulsion or to a suspension of the expulsion under certain conditions. The offer shall be made only after the student or his/her parent/guardian has been given written notice of the expulsion hearing pursuant to Education Code 48918.

The stipulation agreement shall be in writing and shall be signed by the student and his/her parent/guardian. The stipulation agreement shall include notice of all the rights that the student is waiving, including the waiving of his/her right to have a full hearing, to appeal the expulsion to the County Board of Education, and to consult legal counsel.

A stipulated expulsion agreed to by the student and his/her parent/guardian shall be effective upon approval by the Board.

Right to Appeal

The student or parent/guardian is entitled to file an appeal of the Board's decision with the County Board. The appeal must be filed within 30 days of the Board's decision to expel, even if the expulsion order is suspended and the student is placed on probation. (Education Code 48919)
The student shall submit a written request for a copy of the written transcripts and supporting documents from the district simultaneously with the filing of the notice of appeal with the County Board. The district shall provide the student with these documents within 10 school days following the student's written request. (Education Code 48919)

Notification to Law Enforcement Authorities

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance. In addition, law enforcement authorities shall be notified regarding any acts by students regarding the possession, sale, or furnishment of firearms, explosives, or other dangerous weapons in violation of Education Code 48915(c)(1) or (5) or Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the

possession, use, offering, or sale of controlled substances, alcohol, or intoxicants of any kind. (Education Code 48902)

Post-Expulsion Placements

The Board shall refer expelled students to a program of study that is: (Education Code 48915, 48915.01)

1. Appropriately prepared to accommodate students who exhibit discipline problems

2. Not provided at a comprehensive middle, junior, or senior high school or at any elementary school, unless the program is offered at a community day school established at such a site

3. Not housed at the school site attended by the student at the time of suspension

(cf. 6158 - Independent Study)
(cf. 6185 - Community Day School)

When the placement described above is not available and when the County Superintendent so certifies, students expelled for acts described in items #6-13 and #20-22 under "Grounds for Suspension and Expulsion" above may be referred to a program of study that is provided at another comprehensive middle, junior, or senior high school or at an elementary school. (Education Code 48915)

The program for a student expelled from any of grades K-6 shall not be combined or merged with programs offered to students in any of grades 7-12. (Education Code 48916.1)

~~**Readmission After Expulsion**~~

~~Readmission procedures shall be as follows:~~

~~1. On the date set by the Board when it ordered the expulsion, the district shall consider readmission of the student. (Education Code 48916)~~

~~2. The State Administrator/Superintendent or designee shall hold a conference with the parent/guardian and the student. At the conference the student's rehabilitation plan shall be reviewed and the State Administrator/Superintendent or designee shall verify that the provisions of this plan have been met. School regulations shall be reviewed and the student and parent/guardian shall be asked to indicate in writing their willingness to comply with these regulations.~~

~~3. The State Administrator/Superintendent or designee shall transmit to the Board his/her recommendation regarding readmission. The Board shall consider this recommendation in closed~~

~~session if information would be disclosed in violation of Education Code 49073-49079. If a written request for open session is received from the parent/guardian or adult student, it shall be honored.~~

~~4. If the readmission is granted, the State Administrator/Superintendent or designee shall notify the student and parent/guardian, by registered mail, of the Board's decision regarding readmission.~~

~~5. The Board may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other district students or employees. (Education Code 48916)~~

~~6. If the Board denies the readmission of a student, the Board shall determine either to continue the student's placement in the alternative educational program initially selected or to place the student in another program that serves expelled students, including placement in a county community school. (Education Code 48916)~~

~~7. The Board shall provide written notice to the expelled student and parent/guardian describing the reasons for denying readmittance into the regular program. This notice shall indicate the Board's determination of the educational program which the Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district. (Education Code 48916)~~

~~**Maintenance of Records**~~

~~The district shall maintain a record of each suspension and expulsion, including its specific cause(s). (Education Code 48900.8)~~

~~Expulsion records of any student shall be maintained in the student's mandatory interim record, and sent to any school in which the student subsequently enrolls upon written request by that school. (Education Code 48918(k))~~

~~(cf. 5125 - Student Records)~~

~~The State Administrator/Superintendent or designee shall, within five working days, honor any other district's request for information about an expulsion from this district. (Education Code 48915.1)~~

~~(cf. 5119 - Students Expelled from Other Districts)~~

~~**Outcome Data**~~

~~The State Administrator/Superintendent or designee shall maintain the following data: (Education Code 48900.8, 48916.1)~~

~~1. The number of students recommended for expulsion~~

~~2. The specific grounds for each recommended expulsion~~

~~3. Whether the student was subsequently expelled~~

~~4. Whether the expulsion order was suspended~~

~~5. The type of referral made after the expulsion~~

~~6. The disposition of the student after the end of the expulsion period~~

~~(3/10 3/12) 7/12~~

Prior to the date set by the Board for the student's readmission:

1. The State Administrator/Superintendent or designee shall hold a conference with the parent/guardian and the student. At the conference, the student's rehabilitation plan shall be reviewed and the State Administrator/Superintendent or designee shall verify that the provisions of this plan have been met. School regulations shall be reviewed and the student and parent/guardian shall be asked to indicate in writing their willingness to comply with these regulations.

2. The State Administrator/Superintendent or designee shall transmit to the Board his/her recommendation regarding readmission. The Board shall consider this recommendation in closed session. If a written request for open session is received from the parent/guardian or adult student, it shall be honored to the extent that privacy rights of other students are not violated.

3. If the readmission is granted, the State Administrator/Superintendent or designee shall notify the student and parent/guardian, by registered mail, of the Board's decision regarding readmission.

4. The Board may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other district students or employees. (Education Code 48916)

5. If the Board denies the readmission of a student, the Board shall determine either to continue the student's placement in the alternative educational program initially selected or to place the student in another program that serves expelled students, including placement in a county community school.

6. The Board shall provide written notice to the expelled student and parent/guardian describing the reasons for denying readmittance into the regular program. This notice shall

indicate the Board's determination of the educational program which the Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district. (Education Code 48916)

No student shall be denied readmission into the district based solely on the student's arrest, adjudication by a juvenile court, formal or informal supervision by a probation officer, detention in a juvenile facility, enrollment in a juvenile court school, or other such contact with the juvenile justice system. (Education Code 48645.5)

Maintenance of Records

The district shall maintain a record of each suspension and expulsion, including its specific cause(s). (Education Code 48900.8)

Expulsion records of any student shall be maintained in the student's mandatory interim record and sent to any school in which the student subsequently enrolls upon written request by that school. (Education Code 48918(k))

~~***Note: Education Code 48915.1 requires that, when an expelled student asks to enroll in another district, the receiving district must hold a hearing to determine whether the student poses a danger to its students or staff. The receiving district then may either deny or permit the enrollment. Upon request from another district, the expelling district must provide information about the expulsion within five days. ***~~

The State Administrator/Superintendent or designee shall, within five working days, honor any other district's request for information about an expulsion from this district. (Education Code 48915.1)

(cf. 5119 - Students Expelled from Other Districts)

(11/12 4/14) 12/14

Regulation: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
First Reading: June 16, 2015
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AR 6145.2 Instruction

Athletic Competition

Nondiscrimination and Equivalent Opportunities in the Athletic Program

No student shall be excluded from participation in, be denied the benefits of, be denied equivalent opportunity in, or otherwise be discriminated against in interscholastic, intramural, or club athletics on the basis of actual or perceived sex, sexual orientation, gender, gender identity, gender expression, ethnic group identification, race, ancestry, national origin, religion, color, mental or physical disability, or any other basis specified in law. (Education Code 220, 221.5, 230; 5 CCR 4920; 34 CFR 106.41)

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 5145.3 - Nondiscrimination/Harassment)

The State Administrator/Superintendent or designee may provide single-sex teams when selection for the teams is based on competitive skills. (5 CCR 4921; 34 CFR 106.41)

Each student shall be allowed to participate in any single-sex athletic program or activity consistent with his/her gender identity and for which he/she is otherwise eligible to participate, irrespective of the gender listed on the student's records.

When a school provides only one team in a particular sport for members of one sex, but provides no team in the same sport for members of the other sex, and athletic opportunities in the total program for that sex have been previously limited, members of the excluded sex shall be allowed to try out and compete with the team. The same standards for eligibility shall be applied to every student trying out for the team, regardless of sex, sexual orientation, gender, gender identity, gender expression, or other protected group status. (5 CCR 4921; 34 CFR 106.41)

When determining whether equivalent opportunities are available to both sexes in athletic programs, the State Administrator/Superintendent or designee shall consider, among other factors: (5 CCR 4922; 34 CFR 106.41)

1. Whether the selection of sports and levels of competition offered effectively accommodate the interests and abilities of both sexes

The athletic program shall be considered to effectively accommodate the interests and abilities of both sexes if it meets one of the following criteria: (Education Code 230)

a. The interscholastic-level participation opportunities for male and female students are provided in numbers substantially proportionate to their respective enrollments.

b. When the members of one sex have been and are underrepresented among interscholastic athletes, the district can show a history and a continuing practice of program expansion that is demonstrably responsive to the developing interests and abilities of the members of that sex.

c. When the members of one sex are currently underrepresented among interscholastic athletes and the district cannot show a history and continuing practice of program expansion as required in item #b above, the district can demonstrate that the interests and abilities of the members of that sex have been fully and effectively accommodated by the present program.

2. The provision and maintenance of equipment and supplies

3. Scheduling of games and practice times, selection of the season for a sport, and location of the games and practices

4. Travel and per diem allowances

5. Opportunities to receive coaching and academic tutoring

6. Assignment and compensation of coaches and tutors

7. Provision of locker rooms and practice and competitive facilities

8. Provision of medical and training facilities and services

9. Provision of housing and dining facilities and services

10. Publicity

11. Provision of necessary funds

~~***Note: Education Code 221.9, as added by SB 1349 (Ch. 258, Statutes of 2014), requires each school that offers competitive athletics (i.e., any sport that has a coach and a governing organization, practices and competes during a defined season, and has competition as its primary goal) to post the following information on its school web site beginning in the 2015-16 school year and every year thereafter. If the school does not have its own web site, then the district must post that information on the district web site, disaggregated by school site. The following paragraph may be revised to reflect district practice. ***~~

Beginning with the 2015-16 school year and every year thereafter, each school that offers competitive athletics shall post the following information on its school web site, or on the district web site if the school does not have a web site, at the end of the school year: (Education Code 221.9)

1. The total enrollment of the school, classified by gender

2. The number of students enrolled at the school who participate in competitive athletics, classified by gender

3. The number of boys' and girls' teams, classified by sport and by competition level

(cf. 1113 - District and School Web Sites)

The data reported for items #1-3 above shall reflect the total number of players on a team roster on the official first day of competition. The materials used to compile this information shall be retained by the school for at least three years after the information is posted on the web site. (Education Code 221.9)

(cf. 3580 - District Records)

Health and Safety

The State Administrator/Superintendent or designee shall annually distribute to student athletes and their parents/guardians an information sheet on concussions and head injuries. The student and parent/guardian shall sign and return the information sheet before the student's initiating practice or competition. (Education Code 49475)

(cf. 5145.6 - Parental Notifications)

~~If a student athlete is suspected of sustaining a concussion or head injury in an athletic activity, he/she shall be immediately removed from the activity for the remainder of the day. The student shall not be permitted to return to the activity until he/she is evaluated by a licensed health care provider trained in the management of concussions and receives the health care provider's written clearance to return to the activity. (Education Code 49475)~~

~~***Note: Education Code 49475 requires that an athlete at any grade level who is suspected of sustaining a concussion be immediately removed from the athletic activity and not allowed to return until a health care provider provides written clearance. CIF's web site includes an Acute Concussion Evaluation form which may be used to provide injured students and their parents/guardians with information about monitoring symptoms and the health care provider's recommendations regarding returning to daily activities, school, and sports.~~

~~As amended by AB 2127 (Ch. 165, Statutes of 2014), Education Code 49475 requires that, if the health care provider determines that the athlete sustained a concussion or head injury, the athlete must complete a graduated return-to-play protocol as described below. ***~~

If a student athlete is suspected of sustaining a concussion or head injury in an athletic activity, he/she shall be immediately removed from the activity for the remainder of the day. The student shall not be permitted to return to the activity until he/she is evaluated by a licensed health care provider trained in the management of concussions and receives the health care provider's written clearance to return to the activity. If the health care provider determines that the athlete sustained a concussion or a head injury, the athlete shall also complete a graduated return-to-play protocol of no less than seven days in duration under the supervision of a licensed health care provider. (Education Code 49475)

The State Administrator/Superintendent or designee shall notify the student's parent/guardian of the date, time, and extent of any injury suffered by the student and any actions taken to treat the student.

The State Administrator/Superintendent or designee shall provide training to coaches, athletic trainers, and/or school nurses regarding concussion symptoms, prevention, and appropriate

response.

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

~~***Note: The following paragraph is for use by districts that offer a football program and may be revised to reflect the grade levels offered by the district. AB 2127 (Ch. 165, Statutes of 2014) added Education Code 35179.5 to limit full-contact practices by a middle school or high school football team, as follows. ***~~

~~A middle school or~~ **high school football team shall not hold a full-contact practice during the off-season and shall not conduct more than two full-contact practices per week during the preseason and regular season (from 30 days before the commencement of the regular season until the completion of the final interscholastic football game of that season). In addition, the full-contact portion of a practice shall not exceed 90 minutes in any single day. For these purposes, full-contact practice means a practice where drills or live action is conducted that involves collisions at game speed, where players execute tackles and other activity that is typical of an actual tackle football game. (Education Code 35179.5)**

Parental Notifications

Before a student participates in interscholastic athletic activities, the State Administrator/Superintendent or designee shall send a notice to the student's parents/guardians which:

1. Contains information about the procedures for filing a discrimination complaint that arises out of an interscholastic athletic activity, including the name of the district's Title IX Coordinator

(cf. 1312.3 - Uniform Complaint Procedures)

2. Includes a copy of the Athletes' Bill of Rights pursuant to Education Code 271

3. Explains that there is an element of risk associated with all athletic competitions and that the district cannot guarantee that students will not be injured, despite a commitment to every participant's health and welfare

(cf. 3530 - Risk Management/Insurance)

4. Provides information about insurance protection pursuant to Education Code 32221.5

(cf. 5143 - Insurance)

5. Requests parental permission for the student to participate in the program and, if appropriate, be transported by the district to and from competitions

(cf. 3541.1 - Transportation for School-Related Trips)

6. States the Governing Board's expectation that students adhere strictly to all safety rules,

regulations, and instructions, as well as rules and guidelines related to conduct and sportsmanship

(cf. 5144 - Discipline)

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

7. Includes a copy of the local California Interscholastic Federation (CIF) league rules

8. Includes information about the CIF bylaw and district policy requiring any student athlete and his/her parent/guardian to sign a statement that the student will not use steroids or dietary supplements banned by the U.S. Anti-Doping Agency

(cf. 5131.63 - Steroids)

~~(3/07 11/11) 2/14~~
(11/11 2/14) 12/14

Regulation SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
First Reading: June 16, 2015
Adopted: King City, California

BP 6158 Instruction

Independent Study

The Governing Board authorizes independent study as an optional alternative instructional strategy for eligible students whose needs may be best met through study outside of the regular classroom setting. Independent study shall offer a means of individualizing the educational plan and enabling students to reach curriculum objectives and fulfill graduation requirements. As necessary to meet student needs, independent study may be offered on a full-time basis or on a part-time basis in conjunction with part- or full-time classroom study.

~~*(cf. 0420.4 - Charter Schools)*~~
~~*(cf. 6011 - Academic Standards)*~~
~~*(cf. 6143 - Courses of Study)*~~
~~*(cf. 6146.1 - High School Graduation Requirements)*~~
~~*(cf. 6181 - Alternative Schools/Programs of Choice)*~~
~~*(cf. 6200 - Adult Education)*~~
(cf. 5147 - Dropout Prevention)
(cf. 6011 - Academic Standards)
(cf. 6143 - Courses of Study)
(cf. 6146.1 - High School Graduation Requirements)
(cf. 6146.11 - Alternative Credits Toward Graduation)
(cf. 6172 - Gifted and Talented Student Program)
(cf. 6200 - Adult Education)

The State Administrator/Superintendent or designee may provide a variety of independent study opportunities, including, but not limited to, through a program or class within a comprehensive school, an alternative school or program of choice, a charter school, a home-based format, and an online course.

A student's participation in independent study shall be voluntary. Students participating in independent study shall have the right, at any time, to enter or return to the regular classroom mode of instruction. (Education Code 51747; 5 CCR 11700)

Parents/guardians of students who are interested in independent study shall contact the State Administrator/Superintendent or designee. The State Administrator/Superintendent or designee shall approve independent study for an individual student only upon determining that the student is prepared to meet the district's requirements for independent study and is likely to succeed in independent study as well as or better than he/she would in the regular classroom.

The minimum period of time for any independent study option shall be five **consecutive** school days.

The State Administrator/Superintendent or designee shall ensure that a written independent study agreement, as prescribed by law, exists for each participating student. (Education Code 51747)

The written agreement shall specify the length of time in which each independent study assignment must be completed. Because excessive leniency in the duration of independent study assignments may result in a student falling behind his/her peers and increase the risk of dropping out of school, independent study assignments shall be no more than two weeks for all grade levels and types of program. However, when necessary based on the specific circumstances of the student's approved program, the State Administrator/Superintendent or designee may allow for a longer period of time between the date an assignment is made and when it is due, up to the termination date of the agreement.

When a participating student misses three assignments, an evaluation shall be conducted to determine whether it is in the student's best interest to remain in independent study. However, a student's written agreement may specify a lower or higher number of missed assignments that will trigger an evaluation when the State Administrator/Superintendent or designee determines it appropriate based on the nature of the assignments, the total number of assignments, and/or other unique circumstances.

Supervising teachers should establish an appropriate schedule for student-teacher conferences in order to help identify students falling behind in their work or in danger of failing or dropping out of school. Except in unusual circumstances, it is expected that the supervising teacher will meet, either in person or by electronic means, with each participating student at least once a week to discuss the student's progress.

(cf. 5147 - Dropout Prevention)

~~Missing appointments with the supervising teacher without valid reasons also may trigger an evaluation to determine whether the student should remain in independent study.~~

~~***Note: The number of missed assignments that will trigger an evaluation must be included in the student's written agreement; see the accompanying administrative regulation. In order to ensure that apportionments are received, the district's written agreement should also be revised to reflect the number of assignments determined by the Board in its policy. ***~~

An evaluation shall be conducted to determine whether it is in a student's best interest to remain in independent study whenever the student misses three assignments, unless the student's written agreement specifies a lower or higher number of missed assignments based on the nature of the assignments, the total number of assignments, and/or other unique circumstances.

~~The State Administrator/Superintendent or designee shall annually report to the Board the number of students participating in independent study, the average daily attendance generated for apportionment purposes, the quality of these students' work as measured by standard indicators, and the number and proportion of independent study students who graduate or successfully complete independent study. Based on the program evaluation, the Board and State Administrator/Superintendent shall determine areas for program improvement as needed.~~

(cf. 0500 - Accountability)
(cf. 5121 - Grades/Evaluation of Student Achievement)
(cf. 6162.5 - Student Assessment)

Home-Based Independent Study

The State Administrator/Superintendent or designee shall encourage parents/guardians desiring to teach their children at home to have their children participate in independent study. Such participation allows continued contact and cooperation between the school system and the home-based student and ensures that the student will be offered a standards-based education substantially equivalent in quality and quantity to the district's classroom instruction.

Legal Reference:

EDUCATION CODE
17289 Exemption for facilities
41976.2 Independent study programs; adult education funding
42238 Revenue limits
44865 Qualifications for home teachers and teachers in special classes and schools
46300-46307.1 Methods of computing average daily attendance
47612.5 Independent study in charter schools
48204 Residency based on parent employment
48206.3 Home or hospital instruction; students with temporary disabilities
48220 Classes of children exempted
48340 Improvement of pupil attendance
48915 Expulsion; particular circumstances
48916.1 Educational program requirements for expelled students
48917 Suspension of expulsion order
51225.3 Requirements for high school graduation
51745-51749.3 Independent study programs
52206 Gifted and talented education; use of independent study to augment program
52522 Adult education alternative instructional delivery
52523 Adult education as supplement to high school curriculum; criteria
56026 Individuals with exceptional needs
58500-58512 Alternative schools and programs of choice
FAMILY CODE
6550 Authorization affidavits
CODE OF REGULATIONS, TITLE 5
11700-11703 Independent study
19819 State audit compliance
COURT DECISIONS
Modesto City Schools v. Education Audits Appeal Panel, (2004) 123 Cal.App.4th 1365
EDUCATION AUDIT APPEALS PANEL DECISIONS
Lucerne Valley Unified School District, Case No. 03-02 (2005)

~~Management Resources:~~

~~CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS~~
~~Independent Study Operations Manual, 2000 Edition~~
~~Elements of Exemplary Independent Study~~
~~Approaches to Satisfying No Child Left Behind Act of 2001 Teacher Requirements for Independent Study in Secondary Schools, January 28, 2010~~
~~WEB SITES~~
~~California Consortium for Independent Study: http://www.ccis.org~~
~~California Department of Education, Independent Study: http://www.cde.ca.gov/sp/eo/is~~
~~Education Audit Appeals Panel: http://www.eaap.ca.gov~~
~~(6/98 3/05) 7/10~~

Student-Teacher Conferences

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

Supervising teachers should establish an appropriate schedule for student-teacher conferences in order to help identify students falling behind in their work or in danger of failing or dropping out of school. Teachers are expected to monitor student progress and work closely with each student to determine the amount and type of contact needed for the student to be successful in the program.

Missing appointments with the supervising teacher without valid reasons may trigger an evaluation to determine whether the student should remain in independent study.

Home-Based Independent Study

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

The State Administrator/Superintendent or designee shall encourage parents/guardians desiring to teach their children at home to have their children participate in independent study. Such participation allows continued contact and cooperation between the school system and the home-based student and ensures that the student will be offered a standards-based education substantially equivalent in quality and quantity to the district's classroom instruction.

Program Evaluation

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

The State Administrator/Superintendent or designee shall annually report to the Board the number of district students participating in independent study, the average daily attendance generated for apportionment purposes, student performance as measured by

standard indicators and in comparison to students in classroom-based instruction, and the number and proportion of independent study students who graduate or successfully complete independent study. Based on the program evaluation, the Board and State Administrator/Superintendent shall determine areas for program improvement as needed.

(cf. 0500 - Accountability)
(cf. 5121 - Grades/Evaluation of Student Achievement)
(cf. 6162.5 - Student Assessment)
(cf. 6162.51 - State Academic Achievement Tests)
(cf. 6162.52 - High School Exit Examination)

Legal Reference:
EDUCATION CODE
17289 Exemption for facilities
41976.2 Independent study programs; adult education funding
42238 Revenue limits
42238.05 Local control funding formula; average daily attendance
44865 Qualifications for home teachers and teachers in special classes and schools
46200-46208 Instructional day and year
46300-46307.1 Methods of computing average daily attendance
47612.5 Independent study in charter schools
48204 Residency
48206.3 Home or hospital instruction; students with temporary disabilities
48220 Classes of children exempted
48340 Improvement of pupil attendance
48915 Expulsion; particular circumstances
48916.1 Educational program requirements for expelled students
48917 Suspension of expulsion order
49011 Student fees
51225.3 Requirements for high school graduation
51745-51749.6 Independent study programs
52522 Adult education alternative instructional delivery
52523 Adult education as supplement to high school curriculum; criteria
56026 Individuals with exceptional needs
58500-58512 Alternative schools and programs of choice
FAMILY CODE
6550 Authorization affidavits
CODE OF REGULATIONS, TITLE 5
11700-11703 Independent study
19819 State audit compliance
UNITED STATES CODE, TITLE 20
6301 Highly qualified teachers
COURT DECISIONS

Modesto City Schools v. Education Audits Appeal Panel, (2004) 123 Cal.App.4th 1365
EDUCATION AUDIT APPEALS PANEL DECISIONS
Lucerne Valley Unified School District, Case No. 03-02 (2005)

Management Resources:
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WEB SITES
California Consortium for Independent Study: http://www.ccis.org
California Department of Education, Independent Study: http://www.cde.ca.gov/sp/eo/is
Education Audit Appeals Panel: http://www.eaap.ca.gov

(3/05 7/10) 12/14

Policy **SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT**
First Reading: June 16, 2015
Adopted: King City, California

AR 6158 Instruction

Independent Study

Educational Opportunities

Educational opportunities offered through independent study may include, but are not limited to: (Education Code 51745)

1. Special assignments extending the content of regular courses of instruction

(cf. 6143 - Courses of Study)

2. Individualized study in a particular area of interest or in a subject not currently available in the regular school curriculum

3. Individualized alternative education designed to teach the knowledge and skills of the core curriculum, but not provided as an alternative curriculum

4. Continuing and special study during travel

(cf. 5112.3 - Student Leave of Absence)

5. Volunteer community service activities that support and strengthen student achievement

(cf. 0420.4 - Charter Schools)
(cf. 6142.4 - Service Learning/Community Service Classes)
(cf. 6181 - Alternative Schools/Programs of Choice)

In addition, when requested by a parent/guardian due to an emergency, vacation, or illness, independent study may be used on a short-term basis to ensure that the student is able to maintain academic progress in his/her regular classes.

(cf. 5113 - Absences and Excuses)

No course required for high school graduation shall be offered exclusively through independent study. (Education Code 51745)

(cf. 6146.1 - High School Graduation Requirements)

Equivalency

The district's independent study option shall be substantially equivalent in quality and quantity to classroom instruction to enable participating students to complete the district's adopted course of

study within the customary time frame. Students in independent study shall have access to the same services and resources that are available to other students in the school and shall have equal rights and privileges. (5 CCR 11700, 11701.5)

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

The district shall not provide independent study students and their parents/guardians with funds or items of value that are not provided for other students and their parents/guardians. (Education Code 46300.6, 51747.3)

Eligibility for Independent Study

Provided that experienced certificated staff are available to effectively supervise students in independent study, the State Administrator/Superintendent or designee may approve the participation of a student who demonstrates the motivation, commitment, organizational skills, and academic skills necessary to work independently. A student whose academic performance is not at grade level may participate in independent study only if the school is able to provide appropriate support, such as supplemental instruction, tutoring, counseling, ongoing diagnostic assessments, and/or differentiated materials, to enable the student to be successful. For an elementary student, the State Administrator/Superintendent or designee may consider the parent/guardian's level of commitment to assist the student.

A student participating in independent study must be a resident of the county or an adjacent county. Full-time independent study shall not be available to students whose district residency status is based on their parent/guardian's employment within district boundaries pursuant to Education Code 48204. (Education Code 46300.2, 51747.3)

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

For a student with disabilities, as defined in Education Code 56026, participation in independent study shall be approved only if his/her individualized education program specifically provides for such participation. (Education Code 51745)

(cf. 6159 - Individualized Education Program)

A temporarily disabled student shall not receive individual instruction pursuant to Education Code 48206.3 by means of independent study. (Education Code 51745)

(cf. 6183 - Home and Hospital Instruction)

Students age 21 or older, and students age 19 or older who have not been continuously enrolled in school since their 18th birthday, may participate in independent study only through the adult education program for the purpose of enrolling in courses required for a high school diploma by Education Code 51225.3 or the Governing Board. (Education Code 46300.1, 46300.4)

(cf. 6200 - Adult Education)

No more than 10 percent of the students enrolled in a continuation high school or opportunity school or program, not including pregnant and parenting students who are primary caregivers for one or more of their children, shall be eligible for apportionment credit for independent study. (Education Code 51745)

(cf. 5146 - Married/Pregnant/Parenting Students)
(cf. 6184 - Continuation Education)

Written Agreements

A written agreement shall be developed and implemented for each student participating in independent study for five or more consecutive school days. (Education Code 46300, 51747)

The agreement shall include general student data, including the student's name, address, grade level, birth date, school of enrollment, and program placement.

The independent study agreement for each participating student also shall include, but not be limited to, all of the following: (Education Code 51747; 5 CCR 11700)

1. The manner, time, frequency, and place for submitting the student's assignments and for reporting his/her progress

2. The objectives and methods of study for the student's work and the methods used to evaluate that work

3. The specific resources, including materials and personnel, that will be made available to the student

4. A statement of the Board's policy detailing the maximum length of time allowed between an assignment and its completion and the number of missed assignments which will trigger an evaluation of whether the student should be allowed to continue in independent study

5. The duration of the independent study agreement, including the beginning and ending dates for the student's participation in independent study under the agreement, with a maximum of one semester or one-half year if the school is on a year-round calendar

6. A statement of the number of course credits or, for an elementary student, other measures of academic accomplishment appropriate to the agreement, to be earned by the student upon completion

7. A statement that independent study is an optional educational alternative in which no student may be required to participate

8. In the case of a suspended or expelled student who is referred or assigned to any school, class, or program pursuant to Education Code 48915 or 48917, a statement that instruction may be provided through independent study only if the student is offered the alternative of classroom instruction

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

Before the student begins the independent study, the written agreement shall be signed and dated by the student, the parent/guardian or caregiver of the student if the student is under age 18, the certificated employee responsible for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the student. (Education Code 51747; 5 CCR 11702)

Course-Based Independent Study

~~***Note: Education Code 51749.5-51749.6, as added by SB 858 (Ch. 32, Statutes of 2014), establish a course-based independent study option that may be offered beginning with the 2015-16 school year if certain requirements are met, as described below. As a condition of offering this option, Education Code 51749.5 mandates that the district adopt policy or regulations that comply with the legal requirements listed in the following section and any applicable regulations adopted by the State Board of Education. ***~~

~~***Note: The following paragraph may be revised to reflect the grade levels offered by the district. ***~~

The district shall offer a course-based independent study program for students in grades ~~K-~~ 9-12 subject to the following requirements: (Education Code 51749.5)

1. Courses shall be taught under the general supervision of certificated employees who hold the appropriate subject matter credential, meet the requirements for highly qualified teachers pursuant to 20 USC 6301, and are employed by the district or by another district, charter school, or county office of education with which the district has a memorandum of understanding to provide the instruction.

(cf. 4112.2 - Certification)
(cf. 4112.24 - Teacher Qualifications Under the No Child Left Behind Act)

2. Courses shall be annually certified by Board resolution to be of the same rigor and educational quality as equivalent classroom-based courses and shall be aligned to all relevant local and state content standards. This certification shall, at a minimum, include the duration, number of equivalent daily instructional minutes for each school day that student is enrolled, number of equivalent total instructional minutes, and number of course credits for each course, consistent with that of equivalent classroom-based courses.

3. Students enrolled in these courses shall meet the applicable age requirements

established pursuant to Education Code 46300.1 and 46300.4 and the applicable residency and enrollment requirements established pursuant to Education Code 46300.2, 48204, and 51747.3.

4. Teachers shall communicate with each student in person, by telephone, or by any other live visual or audio connection at least twice per calendar month to assess whether the student is making satisfactory educational progress. For this purpose, satisfactory educational progress includes, but is not limited to, applicable statewide accountability measures and the completion of assignments, examinations, or other indicators that the student is working on assignments, learning required concepts, and progressing toward successful completion of the course, as determined by the teacher providing instruction.

Written or computer-based evidence of satisfactory educational progress shall be retained for each course and student, including, at a minimum, a grade book or summary document that lists all assignments, examinations, and associated grades for each course.

If satisfactory educational progress is not being made, the teacher shall notify the student and, if the student is under age 18 years, his/her parent/guardian. The teacher shall conduct an evaluation to determine whether it is in the student's best interest to remain in the course or whether he/she should be referred to an alternative program, which may include, but is not limited to, a regular school program. A written record of the evaluation findings shall be a mandatory interim student record maintained for three years from the date of the evaluation. If the student transfers to another California public school, the record shall be forwarded to that school.

(cf. 5125 - Student Records)

5. Examinations shall be administered by a proctor.

6. Statewide testing results shall be reported and assigned to the school at which the student is enrolled and shall be included in the aggregate results of the district. Test results also shall be disaggregated for purposes of comparisons with the test results of students enrolled in classroom-based courses.

(cf. 6162.51 - State Academic Achievement Tests)

7. A student shall not be required to enroll in courses included in this program.

8. The student-teacher ratio in the courses in this program shall meet the requirements of Education Code 51745.6.

9. For each student, the combined equivalent daily instructional minutes for courses in this program and all other courses shall meet applicable minimum instructional day requirements, and the student shall be offered the minimum annual total equivalent

instructional minutes pursuant to Education Code 46200-46208.

(cf. 6111 - School Calendar)
(cf. 6112 - School Day)

10. Courses required for high school graduation or for admission to the University of California or California State University shall not be offered exclusively through independent study.

11. A student participating in this program shall not be assessed a fee that is prohibited by Education Code 49011.

(cf. 3260 - Fees and Charges)

12. A student shall not be prohibited from participating in independent study solely on the basis that he/she does not have the materials, equipment, or Internet access necessary to participate in the course.

Before enrolling a student in a course within this program, the State Administrator/Superintendent or designee shall provide the student and, if the student is under age 18 years, his/her parent/guardian with a written learning agreement that includes all of the following: (Education Code 51749.6)

1. A summary of the district's policies and procedures related to this program

2. The duration of the enrolled course(s) and the number of course credits for each enrolled course, consistent with the Board certifications made pursuant to item #2 above

3. The duration of the learning agreement, which shall not exceed a school year or span multiple school years

4. The learning objectives and expectations for each course, including, but not limited to, a description of how satisfactory educational progress is measured and when a student evaluation is required to determine whether the student should remain in the course or be referred to an alternative program, which may include, but is not limited to, a regular school program

5. The specific resources, including materials and personnel, that will be made available to the student

6. A statement that the student is not required to enroll in courses in this program

7. Signatures of the student, the student's parent/guardian if the student is under age 18 years, and all teachers providing instruction

The student's or parent/guardian's signature shall constitute permission for the student to receive instruction through independent study. (Education Code 51749.6)

The State Administrator/Superintendent or designee shall retain a physical or electronic copy of the signed learning agreement for at least three years and as appropriate for auditing purposes. (Education Code 51749.6)

Monitoring Student Progress

Independent study students who are late, miss scheduled conferences, or do not submit assigned work on time shall not be reported as tardy or truant.

However, the independent study administrator and/or supervising teacher shall promptly and directly address any failure by the student to meet the terms of his/her written agreement. The following supportive strategies may be used:

1. A letter to the student and/or parent/guardian
2. A meeting between the student and the teacher and/or counselor
3. A meeting between the student and the independent study administrator, including the parent/guardian if appropriate
4. An increase in the amount of time the student works under direct supervision

~~***Note: The CDE, in its Frequently Asked Questions available on its web site, clarifies that students in independent study are not subject to truancy laws. The determination of excused and unexcused absences is irrelevant because independent study students may complete assignments at any time and attendance is not the basis for credit. ***~~

Independent study students who are late, miss scheduled conferences, or do not submit assigned work on time shall not be reported as tardy or truant.

When the student has missed the number of assignments specified in the written agreement as precipitating an evaluation, the State Administrator/Superintendent or designee shall conduct an evaluation to determine whether or not independent study is appropriate for the student. This evaluation may result in termination of the independent study agreement and the student's return to a regular school program.

Responsibilities of Independent Study Administrator

The responsibilities of the independent study administrator shall be to:

1. Ensure that the district's independent study option is operated in accordance with law, Board policy, and administrative regulation and is substantially equal in quality and quantity to the classroom instruction
2. **Recommending certificated staff to be assigned as independent study teachers and supervising staff assigned to independent study functions who are not regularly supervised by another administrator**
3. Obtain and maintain current information and skills required for the operation of an independent study program that meets established standards for the district's educational programs
4. Develop and manage the budget for independent study
5. Authorize the selection of certificated staff to be assigned as independent study teachers
6. Supervise any staff assigned to independent study functions who are not regularly supervised by another administrator
7. Approve or deny the participation of students requesting independent study
8. Facilitate the completion of written independent study agreements
9. Assure a smooth transition for students into and out of the independent study mode of instruction
10. Approve all credits earned through independent study and forward the information to the appropriate staff so that the information becomes part of the student's record
11. Complete or coordinate the preparation of all records and reports required by law, Board policy, or administrative regulation

Assignment and Responsibilities of Independent Study Teachers

Each student's independent study shall be coordinated, evaluated, and carried out under the general supervision of a certificated employee who consents to the assignment. (Education Code 44865, 51747.5; 5 CCR 11700)

(cf. 4112.2 - Certification)
(cf. 4112.24 - Teacher Qualifications Under the No Child Left Behind)

The principal and independent study administrator may recommend and the State Administrator/Superintendent shall approve the assignment of teachers to directly supervise independent study and/or work with students on specific subject matter. The State Administrator/Superintendent or designee shall ensure that independent study teachers have access to professional development and support comparable to classroom-based teachers.

(cf. 4131 - Staff Development)

The ratio of student average daily attendance to full-time equivalent certificated employees responsible for independent study shall not exceed the equivalent ratio for all other education programs in the district. (Education Code 51745.6)

~~***Note: Pursuant to Education Code 51745.6, the equivalency of teacher-student ratios as described below is a necessary condition for the district to receive apportionments for~~

~~independent study. The district may exceed these ratios, but those additional units of independent study ADA would not be funded. ***~~

~~***Note: SB 858 (Ch. 32, Statutes of 2014) amended Education Code 51745.6 to clarify that the teacher-student ratio must be equivalent with that of all other educational programs at the applicable grade span (i.e., K-3, 4-6, 7-8, 9-12), unless a new higher or lower grade span ratio is negotiated as described below. ***~~

The ratio of student average daily attendance for independent study students age 18 years or younger to full-time equivalent certificated employees responsible for independent study shall not exceed the equivalent ratio for all other education programs at the applicable grade span in the district, unless a new higher or lower grade span ratio for all other educational programs offered within the grade span is negotiated in a collective bargaining agreement or the district enters into a memorandum of understanding that indicates an existing collective bargaining agreement contains an alternative grade span ratio. (Education Code 51745.6)

The responsibilities of the supervising teacher shall be to:

1. Complete designated portions of the written independent study agreement and add additional information to the written agreement when appropriate

2. Supervise and approve coursework

3. Design lesson plans and make assignments

4. Maintain records of student assignments showing the date the assignment is given and the date the assignment is due

5. Provide direct instruction and counsel as necessary for individual student success

6. Regularly meet with the student to discuss the student's progress

~~***Note: Pursuant to Education Code 51747.5, the district may only claim apportionment credit for independent study based on the time value of student work products as personally judged in each instance by a certificated teacher. SB 858 (Ch. 32, Statutes of 2014) amended Education Code 51747.5 to clarify that the teacher is not required to sign and date the work products. ***~~

7. Determining the time value of assigned work or work products completed and submitted by the student

8. Assess student work and determine and assign grades or other approved measures of achievement

9. Select and save representative samples of the student's completed and evaluated assignments for each subject, signed or initialed and dated in accordance with item #3 in the section on "Records" below

10. Maintain a daily or hourly attendance register in accordance with item #4 in the section on "Records" below

11. Maintain any other required records and files on a current basis

Records

The State Administrator/Superintendent or designee shall ensure that records are maintained for audit purposes. These records shall include, but not be limited to: (Education Code 51748; 5 CCR 11703)

1. A copy of the Board policy, administrative regulation, and other procedures related to independent study.

2. A separate listing of the students, by grade level, program, and school, who have participated in independent study. This listing shall identify units of the curriculum attempted and units of the curriculum completed by students in grades K-8 and identify course credits attempted by and awarded to students in grades 9-12 and in adult education, as specified in their written agreements.

3. A file of all agreements, with representative samples of each student's work products bearing the supervising teacher's signed or initialed and dated notations indicating that he/she has personally evaluated the work or that he/she has personally reviewed the evaluations made by another certificated teacher.

4. A daily or hourly attendance register, as appropriate to the program in which the students are participating, separate from classroom attendance records, and maintained on a current basis as time values of student work products judged by a certificated teacher, and reviewed by the supervising teacher if they are two different persons.

(cf. 3580 - District Records)

The above records shall be maintained for three years, excluding the current fiscal year.

The State Administrator/Superintendent or designee also shall maintain a record of grades and other evaluations issued to each student for independent study assignments.

Each school shall maintain records for the students at that school.

A written record of the findings of any evaluation conducted after the student has missed the number of assignments specified in Board policy shall be treated as a mandatory interim student record which shall be maintained for three years from the date of the evaluation. (Education Code 51747)

(cf. 5125 - Student Records)

~~(2/99 3/05) 7/10~~

(3/05 7/10) 12/14

Regulation **SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT**
First Reading: June 16, 2015
Adopted: King City, California

Instruction

State Academic Achievement Tests

~~***Note: Education Code 60600-60649 establish the statewide student assessment system and, as amended by SB 858 (Ch. 32, Statutes of 2014) and AB 1599 (Ch. 327, Statutes of 2014), change the name of the assessment system to the California Assessment of Student Performance and Progress (CAASPP). ***~~

~~***Note: In addition to the CAASPP tests, the district may, at its discretion and at its own expense, administer the tests from the state's former assessment system (the Standardized Testing and Reporting Program) through 2014-15 pursuant to Education Code 60640. Administration of any such tests shall be subject to an agreement with the test contractor approved by the California Department of Education (CDE). ***~~

~~***Note: The following administrative regulation should be revised to reflect the grade levels offered by the district. ***~~

The Superintendent or designee shall administer the California Assessment of Student Performance and Progress (CAASPP) to all district students at applicable grade levels, except those students exempted by law.

~~***Note: The following paragraph may be revised to reflect programs offered by the district. ***~~

~~***Note: 5 CCR 851, as amended by Register 2014, No. 35, clarifies responsibility for the testing of charter school students who attend locally funded charter schools. Pursuant to Education Code 60603, a locally funded charter school is one for which the Governing Board granted the charter or was designated as the oversight agency by the State Board of Education (SBE). ***~~

The district shall permit any locally funded charter school to administer the CAASPP to its students in coordination with the testing of district students. In addition, the Superintendent or designee shall arrange for the testing of students in any alternative education program or program conducted off campus, including, but not limited to, non-classroom based programs, continuation schools, independent study, community day schools, county community schools, juvenile court schools, or nonpublic, nonsectarian schools. No test shall be administered in a home or hospital except by a test examiner. (5 CCR 851)

(cf. 0420.4 - Charter School Authorization)
(cf. 0420.41 - Charter School Oversight)
(cf. 6158 - Independent Study)
(cf. 6159.2 - Nonpublic, Nonsectarian School and Agency Services for Special Education)
(cf. 6181 - Alternative Schools/Programs of Choice)
(cf. 6183 - Home and Hospital Instruction)

(cf. 6184 - Continuation Education)
(cf. 6185 - Community Day School)

On or before September 30 of each year, the Superintendent or designee shall designate a district coordinator who shall oversee all matters related to the testing program and serve as the district representative and liaison with the test contractor and the California Department of Education (CDE). The Superintendent or designee shall also designate a coordinator for each test site. The duties of the district and site test coordinators shall include those specified in 5 CRR 857-858. (5 CCR 857-858)

The Superintendent or designee also shall appoint test examiner(s) to administer the state assessments. A test examiner shall be an employee or contractor of the district or, for an alternate assessment for students with disabilities, shall be a certificated or licensed employee of the school, district, or county office of education. (5 CCR 850)

(cf. 4112.2 - Certification)
(cf. 4113 - Assignment)

As appropriate, the Superintendent or designee shall assign a specially trained district employee to serve as a test proctor to assist the test examiner; a specially trained district employee, or other person supervised by a district employee, to serve as a translator to translate the test directions into a student's primary language; and a district employee to serve as a scribe to transcribe a student's responses to the format required by the test. A student's parent/guardian shall not be eligible to be that student's translator or scribe. (5 CCR 850)

Test coordinators, examiners, proctors, translators, and scribes shall sign a test security agreement or affidavit. (5 CCR 859)

Tests Included in the State Assessment System

~~***Note: The CAASPP consists of the required assessments listed in items #1-4 below and optional use of a primary language assessment. Pursuant to Education Code 60640, the SBE is required to make recommendations by March 1, 2016, for expanding the assessment system to include additional subjects and assessment methods. ***~~

~~***Note: Pursuant to Education Code 60640 and 99300-99301, the CAASPP includes the Early Assessment Program designed to assess the college readiness of students in grade 11 in English language arts and/or mathematics. Beginning in the 2014-15 school year, the EAP is no longer a separate augmented test but rather is included within the Smarter Balanced summative assessments listed in item #1 below. ***~~

The district shall administer the following CAASPP assessments: (Education Code 60640)

1. The Smarter Balanced Assessment Consortium assessments for English language arts and

mathematics in grades 3-8 and 11, except that:

(cf. 6142.91 - Reading/Language Arts Instruction)
(cf. 6142.92 - Mathematics Instruction)

a. Recently arrived English learners, defined pursuant to Education Code 60603 as English learners who are in their first 12 months of attending a school in the United States, shall be exempted from taking the English language arts assessment to the extent allowed by federal law.

(cf. 6174 - Education for English Language Learners)

b. Students with disabilities who are unable to participate in these assessments, even with the resources described in the section "Testing Variations" below, may be provided an alternate test in accordance with their individualized education program (IEP), as provided in item #3 below.

(cf. 6159 - Individualized Education Program)
(cf. 6164.6 - Identification and Education Under Section 504)

~~***Note: Education Code 60640 provides that the California Standards Tests will be administered in science at grades 5, 8, and 10. When available, the SBE shall adopt an assessment that is aligned with the Next Generation Science Standards, which were adopted by the SBE in September 2013. ***~~

2. Science assessments at grades 5, 8, and 10

(cf. 6142.93 - Science Instruction)

~~***Note: Pursuant to 20 USC 1412 and Education Code 60640, students with disabilities must be included in the state assessment program with accommodations where necessary (see section on "Testing Variations" below), unless they are exempted by their parents/guardians or are eligible to take an alternate assessment. ***~~

~~***Note: For the English language arts and mathematics assessments, the California Alternate Performance Assessment (CAPA) for students with significant cognitive disabilities will be replaced by a new alternate assessment, the California Alternate Assessment (CAA), beginning in the 2014-15 school year. For the 2014-15 school year, administration of the CAA will be a field test only. ***~~

~~***Note: For the science assessment, students with disabilities may take the CAPA or the California Modified Assessment, in accordance with their individualized education program (IEP). ***~~

3. For students with disabilities who are unable to take the tests specified in items #1-2

above even with appropriate accommodations or other testing resources:

a. California Alternate Assessment in English language arts and mathematics

b. For the science assessment, either the California Alternate Performance Assessment or California Modified Assessment, in accordance with the student's IEP

~~***Note: The following paragraph is optional. In addition to administering the state achievement tests described in items #1-3 above to English learners, Education Code 60640 authorizes the district to administer a primary language assessment to English learners. Education Code 60640, as amended by SB 858 (Ch. 32, Statutes of 2014), provides that districts may use the Standards Based Test in Spanish (STS) for this purpose until a test is available that is aligned with the Common Core State Standards in English language arts. The SBE is required to adopt such an assessment to be used no later than the 2016-17 school year. ***~~

~~***Note: In addition, Education Code 60640, as amended, clarifies that the district will receive a per pupil apportionment from the state for administration of the primary language assessment to English learners. ***~~

In addition, the Superintendent or designee may administer a primary language assessment to English learners in grades 2-11. Administration of this test shall not replace the administration of the above tests, administered in English, to English learners. (Education Code 60640)

~~***Note: The following paragraph is optional. Pursuant to Education Code 60640, as amended by SB 858 (Ch. 32, Statutes of 2014), the district may, at its own expense, administer the STS or successor state assessment to students in a dual immersion program who are not limited English proficient or who are redesignated fluent English proficient. If the district chooses to use the primary language assessment for this purpose, it must enter into an agreement with the state testing contractor, subject to the approval of the CDE. ***~~

The primary language assessment also may be used to assess students in a dual language immersion program who are not limited English proficient or who are redesignated fluent English proficient, subject to the approval of the California Department of Education (CDE) of an agreement between the district and the state testing contractor. (Education Code 60640)

Exemptions

~~***Note: In addition to the exemption of recently arrived English learners from the English language arts assessment (see item #3a in the section "Tests Included in the State Assessment System" above), Education Code 60615 allows students to be exempted from the CAASPP upon written request from their parents/guardians. Districts should be aware that if a school's student participation level falls below 95 percent, then the school's ability to make "adequate yearly progress" pursuant to 20 USC 6311 may be affected; see the accompanying Board policy. ***~~

~~***Note: 5 CCR 852, as amended by Register 2014, No. 35, requires the district to notify parents/guardians regarding this exemption and provides that any exemption will be granted only for the current school year. ***~~

Each year the Superintendent or designee shall notify parents/guardians of their child's participation in the CAASPP and of the provisions of Education Code 60615 related to exemptions from testing. (5 CCR 852)

(cf. 5145.6 - Parental Notifications)

A parent/guardian may annually submit to the school a written request to excuse his/her child from any or all parts of the CAASPP assessments for the school year, and such a request shall be granted by the Superintendent or designee. However, district employees shall not solicit or encourage any exemption request on behalf of any student or group of students. (Education Code 60615; 5 CCR 852)

If a parent/guardian submits an exemption request after testing has begun, any test(s) completed before the request is submitted will be scored and the results reported to the parent/guardian and included in the student's records. (5 CCR 852)

Testing Period

~~***Note: Education Code 60640 requires the SBE to establish a testing period that allows all schools to administer the CAASPP tests at approximately the same time during the instructional year and takes into account the need to provide make-up days for students who were absent during testing. 5 CCR 855, as amended by Register 2014, No. 35, establishes the testing periods specified below and provides examples of calculations of these time periods based on a 180-day school year. The following section should be revised to reflect grade levels offered by the district. ***~~

The Superintendent or designee shall establish testing days for district students within the following testing windows: (5 CCR 855)

1. Assessments in English language arts and mathematics shall not be administered until at least 66 percent of the school's annual instructional days have been completed for grades 3-8, or at least 80 percent of the annual instructional days for grade 11, and may continue up to and including the last day of instruction for the regular school calendar.

2. Alternate assessments for students with disabilities and science assessments for all students shall be administered during a testing window of 25 instructional days that includes 12 instructional days before and after completion of 85 percent of the school's, track's, or program's instructional days.

~~***Note: Optional item #3 below is for use by districts that have chosen to administer the~~

~~primary language assessment to English learners as authorized by Education Code 60640; see section "Tests Included in the State Assessment System" above. ***~~

3. The primary language assessment shall be administered to English learners within the testing window specified in item #2.

Students who are absent during testing shall be provided an opportunity to take the tests within the testing window.

Testing Variations

~~***Note: 5 CCR 853.5, as amended by Register 2014, No. 35, lists allowable testing resources that may be used during test administration, including "universal tools" available to all students; "designated supports" available to any student for whom the need has been indicated by an educator, group of educators, or the student's IEP or Section 504 plan; and "accommodations" available to students with disabilities. 5 CCR 853.7, as added by Register 2014, No. 35, lists additional designated supports that may be used by English learners. For further information, see the CDE's matrix of universal tools, designated supports, and accommodations and the Smarter Balanced Assessment Consortium's Usability, Accessibility, and Accommodations Guidelines, both available on CDE's web site. ***~~

Assessments shall be administered in accordance with the manuals or other instructions provided by the test contractor and CDE, except that, as appropriate, students may be provided universal tools, designated supports, and/or accommodations during testing that are specifically allowed pursuant to 5 CCR 853.5 or 853.7. (5 CCR 850, 853.5, 853.7)

Designated supports or accommodations provided to students with disabilities shall be those specified in their IEP or Section 504 plan. (5 CCR 850, 853.5)

If a resource has not been specifically identified in 5 CCR 853.5 or 853.7 but is regularly used by a student in the classroom for instruction and/or assessment, the district or school site test coordinator may submit a written request to the CDE for approval to use that individualized aid. He/she shall submit the request at least 10 business days prior to the student's first day of CAASPP testing. (5 CCR 853.5)

Report of Test Results

~~***Note: Education Code 60641 requires that valid test results for individual students, when available, be reported to the student's parents/guardians, school, and teacher(s). Pursuant to 5 CCR 863, as amended by Register 2014, No. 35, if the test results are received from the test contractor after the last day of instruction for the school year, then the report must be disseminated to parents/guardians within the first 20 days of the next school year. ***~~

~~***Note: Pursuant to Education Code 60641, it is the Legislature's intent that districts are not~~

~~precluded from using electronic media formats to provide this report, provided that the format secures the confidentiality of the student and the student's results. In addition, district personnel are not required to prepare individualized explanations of each student's test scores as part of the report described in the following paragraph. ***~~

For any state assessments that produce valid individual student results, the Superintendent or designee shall forward or transmit the student's test results to his/her parents/guardians within 20 working days from receipt of the results from the test contractor or, if the district receives the results from the contractor after the last day of instruction for the school year, then within the first 20 working days of the next school year. The report shall include a clear explanation of the purpose of the test, the student's score, and its intended use by the district. An individual student's scores shall also be reported to his/her school and teacher(s) and shall be included in his/her student record. (Education Code 60641; 5 CCR 863)

(cf. 5125 - Student Records)

With parent/guardian consent, the Superintendent or designee may release a student's test results to a postsecondary educational institution for the purposes of credit, placement, determination of readiness for college-level coursework, or admission. (Education Code 60641)

The Superintendent or designee shall present districtwide, school-level, and grade-level results to the Governing Board at a regularly scheduled meeting. The Board shall not receive individual students' scores or the relative position of any individual student. (Education Code 49076, 60641)

(11/11 12/13) 12/14

Regulation: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
First Reading: June 16, 2015
Adopted: King City, California

AR 6173 Instruction

Education For Homeless Children

Definitions

~~***Note: The federal McKinney-Vento Homeless Assistance Act (42 USC 11431-11435) provides the following definitions. This law may apply to foster youth in certain circumstances (i.e., when they are living in emergency or transitional shelters and when they are awaiting foster care placement); see BP/AR 6173.1 - Education for Foster Youth for state law regarding foster children. ***~~

Homeless means students who lack a fixed, regular, and adequate nighttime residence and includes: (42 USC 11434a)

1. Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement

(cf. 6173.1 - Education for Foster Youth)

2. Children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings

3. Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings

4. Migratory children who qualify as homeless because the children are living in conditions described in (1)-(3) above

5. **Unaccompanied youth who are not in the physical custody of a parent or guardian**

School of origin means the school that the student attended when permanently housed or the school in which the student was last enrolled. (42 USC 11432)

Best interest means, to the extent feasible, continuing a student's enrollment in the school of origin for the duration of his/her homelessness, except when doing so is contrary to the wishes of his/her parent/guardian. (42 USC 11432)

~~*Unaccompanied youth* means a youth not in the physical custody of a parent or guardian. (42 USC 11434(a))~~

District Liaison

The State Administrator/Superintendent designates the following staff person as the district liaison for homeless students: (42 USC 11432)

Director of Curriculum and Instruciton
800 Broadway Street, King City, CA 93930
831-385-0606

The district's liaison for homeless students shall ensure that: (42 USC 11432)

1. Homeless students are identified by school personnel and through coordinated activities with other entities and agencies

(cf. 1400 - Relations between Other Governmental Agencies and the Schools)
(cf. 3553 - Free and Reduced-Price Meals)
(cf. 5141.6 - School Health Services)

2. Homeless students enroll in, and have a full and equal opportunity to succeed in, district schools

3. Homeless families and students receive educational services for which they are eligible

4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children

5. Notice of the educational rights of homeless children is disseminated at places where children receive services, such as schools, shelters, and soup kitchens

6. Enrollment disputes are mediated in accordance with law, Board policy, and administrative regulation

7. Parents/guardians are fully informed of all transportation services

(cf. 3250 - Transportation Fees)
(cf. 3541 - Transportation Routes and Services)

~~***Note: Pursuant to Education Code 48915.5, as amended by AB 1806 (Ch. 767, Statutes of 2014), if the homeless student has also been identified as an individual with a disability and the district has proposed a change of placement due to an act for which decision to recommend expulsion is discretionary, the district liaison must be invited to participate in~~

~~the individualized education program team meeting that makes a manifestation determination pursuant to the Individuals with Disabilities Education Act (20 USC 1415(k)). ***~~

9. When notified pursuant to Education Code 48915.5, participate in an individualized education program team meeting to make a manifestation determination regarding the behavior of a student with a disability

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

10. Assist a homeless student to obtain records necessary for his/her enrollment into or transfer out of district schools, including immunization, medical, and academic records

Enrollment

Placement decisions for homeless students shall be based on the student's best interest. In determining a student's best interest, a homeless student shall, to the extent feasible, be placed in his/her school of origin, unless his/her parent/guardian requests otherwise. (42 USC 11432)

~~When making a placement decision, the State Administrator/Superintendent or designee may consider the age of the student, the distance of the commute and the impact it may have on the student's education, personal safety issues, the student's need for special instruction, the length of anticipated stay in the temporary shelter or other temporary location, likely area of future housing, school placement of siblings, and the time remaining in the school year.~~

~~***Note: In its Non-Regulatory Guidance Education for Homeless Children and Youth Program, the USDOE recommends that the placement determination be student-centered and individualized. The Guidance lists the following factors for the district to consider when making a determination of a student's "best interest." The following paragraph is optional and should be revised to include any other factors used by the district in making this determination. ***~~

When making a placement decision for a homeless student, the State Administrator/Superintendent or designee may consider the age of the student, the distance of the commute and the impact it may have on the student's education, personal safety issues, the student's need for special instruction, the length of anticipated stay in the temporary shelter or other temporary location, likely area of future housing, school placement of siblings, and the time remaining in the school year.

However, placement decisions shall not be based on whether a homeless student lives with his/her homeless parent/guardian or has been temporarily placed elsewhere. (42 USC 11432)

~~***Note: 42 USC 11432 requires schools to immediately enroll homeless students as specified below. In its Non-Regulatory Guidance Education for Homeless Children and Youth Program, the USDOE recommends that the district take steps to facilitate immediate enrollment such as accepting school records directly from families, establishing school-based immunization clinics, and training staff on the legal requirements for immediate enrollment. See AR 5111.1 - District Residency. ***~~

Once a placement decision has been made, the principal or designee shall immediately enroll the student in the school of choice, even if the parent/guardian is unable to provide the school with the records normally required for enrollment. (42 USC 11432)

(cf. 5111.1 - District Residency)
(cf. 5125 - Student Records)
(cf. 5141.31 - Immunizations)

The principal or designee shall immediately contact the school last attended by the student to obtain the relevant records. If the student needs to obtain immunizations or does not possess immunization or other medical records, the principal or designee shall refer the parent/guardian to the district liaison for homeless students. The district liaison shall assist the parent/guardian, or the student if he/she is an unaccompanied youth, in obtaining the necessary immunizations or records for the student. (42 USC 11432)

If the student is placed at a school other than his/her school of origin or the school requested by his/her parent/guardian, the State Administrator/Superintendent or designee shall provide the parent/guardian with a written explanation of the decision along with a statement regarding the parent/guardian's right to appeal the placement decision. (42 USC 11432)

The student may continue attending his/her school of origin for the duration of the homelessness and until the end of any academic year in which he/she moves into permanent housing. (42 USC 11432)

In the case of an unaccompanied youth, the district's homeless liaison shall assist in placement or enrollment decisions, consider the views of the student, and provide notice to the student of his/her appeal rights. (42 USC 11432)

~~If the student is placed at a school other than his/her school of origin or the school requested by his/her parent/guardian, the State Administrator/Superintendent or designee shall provide the parent/guardian with a written explanation of the decision along with a statement regarding the parent/guardian's right to appeal the placement decision. (42 USC 11432)~~

~~Once a placement decision has been made, the principal or designee shall immediately enroll the student in the school of choice, even if the parent/guardian is unable to provide the school with the records normally required for enrollment. (42 USC 11432)~~

(cf. 5111.13 - Residency for Homeless Children)
(cf. 5125 - Student Records)
(cf. 5141.31 - Immunizations)

The principal or designee shall immediately contact the school last attended by the student to obtain the relevant records. If the student needs to obtain immunizations or does not possess immunization or other medical records, the principal or designee shall refer the parent/guardian to the district's liaison for homeless students. The liaison shall assist the parent/guardian in obtaining the necessary immunizations or records for the student. (42 USC 11432)

Enrollment Dispute Resolution Process

If a dispute arises over school selection or enrollment in a particular school, the student shall be immediately admitted to the school in which enrollment is sought pending resolution of the dispute. (42 USC 11432)

The parent/guardian shall be provided with a written explanation of the placement decision, including an explanation of the parent/guardian's right to appeal the decision. He/she shall also be referred to the district liaison. (42 USC 11432)

The written explanation shall be complete, as brief as possible, simply stated and provided in language that the parent/guardian or student can understand. The explanation may include contact information for the district liaison, a description of the district's decision, notice of the right to enroll in the school of choice pending resolution of the dispute, notice that enrollment includes full participation in all school activities, and notice of the right to appeal the decision to the county office of education and, if the dispute remains unresolved, to the California Department of Education.

The district liaison shall carry out the dispute resolution process as expeditiously as possible after receiving notice of the dispute. (42 USC 11432)

The liaison shall provide the parent/guardian a copy of the district's decision, dispute form, and a copy of the outcome of the dispute.

If a parent/guardian disagrees with the liaison's enrollment decision, he/she may appeal the decision to the State Administrator/Superintendent. The State Administrator/Superintendent shall make a determination within five working days.

If the parent/guardian wishes to appeal the district's placement decision, the district liaison shall forward all written documentation and related paperwork to the homeless liaison at the county office of education.

~~***Note: The following optional paragraph is recommended by the California Department of Education (CDE). ***~~

In working with a student's parents/guardians to resolve an enrollment dispute, the district liaison shall:

1. Inform them that they may provide written and/or oral documentation to support their position

2. Inform them that they may seek the assistance of social services, advocates, and/or service providers in having the dispute resolved

3. Provide them a simple form that they may use and turn in to the school to initiate the dispute resolution process

4. Provide them a copy of the dispute form they submit for their records

5. Provide them the outcome of the dispute for their records

If a parent/guardian disagrees with the liaison's enrollment decision, he/she may appeal the decision to the State Administrator/Superintendent. The State Administrator/Superintendent shall make a determination within five working days.

~~***Note: In its January 30, 2007 letter to districts, the CDE describes the process for appealing a district's enrollment decision to the county office of education and the CDE. Upon receipt of materials describing the dispute from the district, the county office liaison will determine the school selection or enrollment decision within five working days. If the dispute remains unresolved or is appealed, the county office liaison will forward the documentation to the state homeless coordinator who will notify the parent/guardian of the final school selection or enrollment decision within five working days. ***~~
~~***Note: The CDE's letter does not specify a timeline for the district liaison to make a determination of the enrollment decision, nor does it specify a hearing process at the district level. The following optional paragraph should be revised to reflect district practice. ***~~

If the parent/guardian chooses to appeal the district's placement decision, the district liaison shall forward all written documentation and related paperwork to the homeless liaison at the county office of education.

Transfer of Coursework and Credits

~~***Note: The following section is for use by districts maintaining high schools. Education Code 51225.2, as amended by AB 1806 (Ch. 767, Statutes of 2014), addresses the transferability of coursework and credits completed by homeless students, as specified below. ***~~

When a homeless student transfers into a district school, the district shall accept and issue

full credit for any coursework that the student has satisfactorily completed while attending another public school, a juvenile court school, or a nonpublic, nonsectarian school or agency and shall not require the student to retake the course. (Education Code 51225.2)

~~***Note: Although Education Code 51225.2, as amended by AB 1806 (Ch. 767, Statutes of 2014), requires districts to award partial credits to homeless students who transfer from school to school, there is no uniform system for calculating and awarding partial credits. A recommendation for how to award partial credit is available in the California Child Welfare Council's Partial Credit Model Policy and Practice Recommendations and should be revised to reflect district practice. ***~~

If the homeless student did not complete the entire course, he/she shall be issued partial credit for the coursework completed and shall be required to take the portion of the course that he/she did not complete at his/her previous school. However, the district may require the student to retake the portion of the course completed if, in consultation with the holder of educational rights for the student, the district finds that the student is reasonably able to complete the requirements in time to graduate from high school. Whenever partial credit is issued to a homeless student in any particular course, he/she shall be enrolled in the same or equivalent course, if applicable, so that he/she may continue and complete the entire course. (Education Code 51225.2)

In no event shall the district prevent a homeless student from taking or retaking a course to meet the eligibility requirements for admission to the California State University or the University of California. (Education Code 51225.2)

(cf. 6143 - Courses of Study)

Exemption from District Graduation Requirements

~~***Note: The following section is for use by districts maintaining high schools. Also see BP 6146.1 - High School Graduation Requirements. ***~~

To obtain a high school diploma, a homeless student shall pass the high school exit examination in English language arts and mathematics, complete all courses required by Education Code 51225.3, and fulfill any additional graduation requirement prescribed by the Governing Board.

(cf. 6146.1 - High School Graduation Requirements)
(cf. 6162.52 - High School Exit Examination)

~~***Note: Pursuant to Education Code 51225.1, as amended by AB 1806 (Ch. 767, Statutes of 2014), homeless students who transfer in grades 11 and 12 are exempted from locally established high school graduation requirements in the same manner as foster youth who~~

~~transfer in the same grades. This exemption does not apply to state graduation requirements for course completion or the high school exit examination. ***~~

However, when a homeless student who has completed his/her second year of high school transfers into the district from another school district or transfers between high schools within the district, he/she shall be exempted from all district-adopted coursework and other district-established graduation requirements, unless the district makes a finding that the student is reasonably able to complete the additional requirements in time to graduate from high school by the end of his/her fourth year of high school. Within 30 calendar days of the homeless student's transfer, the State Administrator/Superintendent or designee shall notify the student, the person holding the right to make educational decisions for him/her, and the district liaison for homeless students of the availability of the exemption and whether the student qualifies for it. (Education Code 51225.1)

To determine whether a homeless student is in his/her third or fourth year of high school, the district shall use either the number of credits he/she has earned as of the date of the transfer or the length of his/her school enrollment, whichever qualifies him/her for the exemption. (Education Code 51225.1)

The State Administrator/Superintendent or designee shall notify any homeless student who is granted an exemption and the person holding the right to make educational decisions for him/her how any requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution and shall provide information about transfer opportunities available through the California Community Colleges. (Education Code 51225.1)

The district shall not require or request a homeless student to transfer schools in order to qualify for an exemption and no request for a transfer solely to qualify for an exemption shall be made by a homeless student, the person holding the right to make educational decisions for the student, or by the district liaison on behalf of the student. (Education Code 51225.1)

~~***Note: Pursuant to Education Code 51225.1, as amended by AB 1806 (Ch. 767, Statutes of 2014), a district may allow a homeless student to remain in high school for a fifth year to enable him/her to complete the district's graduation requirements, as provided below. ***~~

If the State Administrator/Superintendent or designee determines that a homeless student is reasonably able to complete district graduation requirements within his/her fifth year of high school, he/she shall: (Education Code 51225.1)

1. Inform the student and, if under 18 years of age, the person holding the right to make educational decisions for him/her, of the option available to the student to remain in school for a fifth year to complete the district's graduation requirements and how that will affect his/her ability to gain admission to a postsecondary educational institution

2. Provide information to the homeless student about transfer opportunities available through the California Community Colleges

3. Upon agreement with the homeless student or, the person holding the right to make educational decisions for him/her if he/she is under 18 years of age, permit the student to stay in school for a fifth year to complete the district's graduation requirements

Eligibility for Extracurricular Activities

~~***Note: The following paragraph is required pursuant to Education Code 48850, as amended by SB 177 (Ch. 491, Statutes of 2013). See BP 6145 - Extracurricular and Cocurricular Activities for additional eligibility requirements. ***~~

A homeless student who enrolls in any district school shall be immediately deemed to meet all residency requirements for participation in interscholastic sports or other extracurricular activities. (Education Code 48850)

(cf. 6145 - Extracurricular and Cocurricular Activities)
(cf. 6145.2 - Athletic Competition)

(7/02 7/05) 12/14

Regulation: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
First Reading: June 16, 2015
Adopted: King City, California

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Approval of Revised 2015-16 LCAP

MEETING: June 16, 2015

AGENDA SECTION:

X ACTION

☐ **INFORMATION**

☐ **ACTION/CONSENT**

Board Goals:

	Improve/Sustain Student Achievement through CAASPP Test and Other Assessment Measures
X	Improve School Climate and Student Discipline in Support of Teaching, Learning and Student Safety
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:
The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEA's) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEA's each year.

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

Recommendation:
It is recommended that the State Administrator approve the 2015-16 LCAP.

Fiscal Impact:
Balanced Budget.

Submitted By:

Duane Wolgamott
Business Manager

Approved:

Daniel R. Moirao, Ed.D.
State Administrator

Introduction:

LEA: South Monterey County Joint Union High School District Contact: Duane Wolgamott, CBO, dwolgamo@smcjuhsd.org, 831-385-0606 ext 4338 LCAP Year: 2015/16

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

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

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

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

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

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions

should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

Parental involvement: *efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*

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

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

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?

3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
Since March 2015, SMCJUHSD has engaged and involved parents, community members, local bargaining units and other stakeholders in reviewing and evaluating the effectiveness of the first year of the implementation of the District LCAP. Initially, the State Administrator and Director of Business Services met with a committee comprised of stakeholder representatives to review a draft review / evaluation of the 2014/15 LCAP implementation. Each goal was discussed. The LCAP Committee addressed the needs of each site and the district as a whole. Being the first year of implementation, there was limited data to support the effectiveness of the LCAP, however each goal and the District implementation progress was discussed with handouts for committee members. The LCAP Committee formulated the ideas for the revisions to be implemented in the 2015/16 LCAP. Having met with stakeholder representatives, the next step was to meet with stakeholder groups. The State Administrator, Chief Business Official or School Site Principal then met with the following stakeholder groups:, CSEA, CTA, school site staffs at staff meetings, ADCO, Cabinet, ELACs of both high schools, PIQE, and DELAC. During the meetings with each group, the draft review of the current year's LCAP was presented as well as the LCAP surveys. Participants were encouraged to consider student needs as a site as a district. Participants asked questions, contributed to discussion and made suggestions which were noted and incorporated into comprehensive planning and revision of the plan. Prior to the adoption of this revised LCAP, changes were made as a result of written comments and feedback received through the engagement process. Goals broadened and action steps were flushed out and became more specific. The inclusion of multiple stakeholder groups and the ongoing and frequent LCAP committee meetings have resulted in the development of a revised LCAP which supports improved outcomes for pupils related to the state priorities.	As a result of consulting with these various stakeholder groups, the original review was changed to better address the desires of the stakeholder groups. Some information remained the same as data analysis demonstrated the need to address specific needs of students that weren't identified or mentioned by various groups. The 2014-15 LCAP data points were reviewed as baseline for preparation of the 2015-16 LCAP. Our starting point was a review of our Single Plans for Student Achievement from spring 2015. Specifically, we looked at what we had actually implemented and the extent to which these different strategies and programs were contributing to increased student achievement. We reviewed our demographics, test results and resources. We used our CALPADS and results from the 2009-13 Standardized Testing and Reporting (STAR), the California English Language Development Test (CELDT), our school accountability report cards, the Spring 2015 FCMAT Report, our most recent WASC Visiting Committee Reports, the 2013 California Healthy Kids Survey (CHKS), and district-developed school profiles with information such as A-G completion rates and enrollment and performance on Advanced Placement tests. As we are finishing our second year of implementing Constructing Meaning, we analyzed data on the level of implementation of this program including walkthrough data, the instructional coaches' records, and teacher surveys.

	Review of our district and site data revealed the need for strategic planning address the needs of English Learners (class size reduction, ELD boot camps) and increase their achievement- including increasing reclassification, increase A-G completion, increase of AP course offerings and passing rates, and Common Core implementation. Stakeholder priorities also included reducing class size, summer boot camps, AVID preparation, programs to increase number of students enrolling at universities, district-wide pacing guides. This revised LCAP reflects the perceived and real priorities of the students served by the South Monterey County Joint Union High School District. As a result of this process the State Administrator / Board of Education of the school district identified the need to have a more comprehensive strategic plan that has more of a long term set of goals with a better defined vision for the future. It is the board's belief that such a plan will better reflect multiple year desires for spending its finite monetary resources in alignment with student needs and community desires.
Annual Update: Community Advisory Meetings 4/7/15 & 4/29/15 TA and CSEA 4/7/15 & 4/29/15 HS Parent Meeting 4/15/15 LAC Parent meeting 4/16/15 PIQE meeting 4/16/15 GHS SSC 4/20/15 Board of Trustees Study session on Budget and LCAP 5/4/15 and 6/1/15 Survey responses from parents/community	**Annual Update:** • Adding two counselors • Adding seven teachers • New fire alarm system for GHS • Increased campus security at both campuses

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the

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same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate "all" for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to "ALL."

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual schoolsites?
10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL: 265-	The conditions for learning will be improved for students	Related State and/or Local Priorities: 1X 2__ 3__ 4X 5__ 6__ 7__ 8X COE only: 9__ 10__ Local : Specify _____
Identified Need :	Reduce class size	
Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups: All	

LCAP Year 1: 2014-15

Expected Annual Measurable Outcomes:	Staffing will reflect accommodation of reduced class sizes

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Class size in the core content will be reduced from 35:1 to 34:1 in order to give improved learning opportunities for students	District wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$350,000

LCAP Year 2: 2015-16			
Expected Annual Measurable Outcomes:	Staffing will reflect accommodation of reduced class sizes		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Class size in the core content will be reduced from 34:1 to 33:1 in order to give improved learning opportunities for students	District wide	X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$400,000

LCAP Year 3: 2016-17			
Expected Annual Measurable Outcomes:	Staffing will reflect accommodation of reduced class sizes		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Class size in the core content will be reduced from 33:1 to 32:1 in order to give improved learning opportunities for students	District wide	X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$450,000

GOAL:	The conditions for learning will be improved for students	Related State and/or Local Priorities: 1X 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Identified Need :	Students will be taught by Highly Qualified Teachers	
Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2014-15

Expected Annual Measurable Outcomes:	Annual Cal Pros reporting will show equitable distribution of highly qualified and effective teachers.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
ict and site staff will attend recruitment fairs. opriate materials promoting the district will be developed.	District wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$5,000

LCAP Year 2: 2015-16

Expected Annual Measurable Outcomes:	Annual Cal Pros reporting will show equitable distribution of highly qualified and effective teachers.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
District and site staff will attend recruitment fairs. Incentives for teachers to obtain HQT status will be implemented.	District wide	X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$5,000

LCAP Year 3: 2016-17			
Expected Annual Measurable Outcomes:	Annual Cal Pros reporting will show equitable distribution of highly qualified and effective teachers.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
District and site staff will attend recruitment fairs Incentives for teachers to obtain HQT status will be implemented.	District wide	X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$5,000

GOAL:	The conditions for learning will be improved for students	Related State and/or Local Priorities: 1_ 2__ 3__ 4__ 5__ 6__ 7X__ 8__ COE only: 9__ 10__ Local : Specify _____

Identified Need :	Add Programs to motivate more students to go to Universities	
Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	Low Income and English Learners

LCAP Year 1: 2014-15

Expected Annual Measurable Outcomes:	Master schedules will incorporate additional courses.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Staff will participate in training and membership into AVID.	District wide	__ALL OR: _X_Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$5,000

LCAP Year 2: 2015-16

Expected Annual Measurable Outcomes:	Master schedules will incorporate additional courses.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Master schedules will include one section of AVID per site	District wide	_ALL OR: _X_Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$60,000

LCAP Year 3: 2016-17

Expected Annual Measurable Outcomes:	Master schedules will incorporate additional courses.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Master schedules will include two sections of AVID per site	District wide	_ALL OR: _X_Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$80,000

GOAL:	The conditions for learning will be improved for students	Related State and/or Local Priorities: 1 X 2 X 3 _ 4 X 5 __ 6 X 7 X 8 X COE only: 9 __ 10 __ Local : Specify _____
Identified Need :	More professional development with accountability	
Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups: All	

LCAP Year 1: 2014-15

Expected Annual Measurable Outcomes:	Sign-in sheets will reflect staff participation Professional development evaluations Handouts will be kept Instructional coaches and administrative walk-thorough records

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
June, 2014 a review of the LEA Plan, School Site ıs and WASC recommendations will be conducted and a professional development plan for certificated and classified employees will be developed which reflects the adopted performance standards. An extensive needs assessment will be conducted after a comprehensive data analysis has been completed. Year one of the plan will be implemented. Instructional coaches will be hired. Administrative staff will be instructed on how to hold staff accountable for program implementation.	District wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Existing Title 2 funds

LCAP Year 2: 2015-16			
Expected Annual Measurable Outcomes:	Sign-in sheets will reflect staff participation Professional development evaluations Handouts will be kept Instructional coaches and administrative walk-thorough records.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Year II of the Professional Development plan will be modified as needed and implemented. -Certified presenters will be identified from within current staff. -Lesson observations will be systematically implemented. -Roles, expectations of leadership and instructional coaches will be aligned to identify district priorities. -Expectations will be set for staff accountability. Support providers will be available to implement new practice. Administrative staff will have a deeper understanding of expectations and accountability Instructional Coaches will continue to support teachers.	District wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Existing Title 2 funds

LCAP Year 3: 2016-17			
Expected Annual Measurable Outcomes:	Sign-in sheets will reflect staff participation Professional development evaluations Handouts will be kept Instructional coaches and administrative walk-thorough records		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Year III of the Professional Development plan will be modified as needed and implemented. -Instructional practice will be evaluated from data collected which will inform and support instruction. -Student data will be used to evaluate student progress -Leadership capacity will be built with skilled teacher leaders and staff -Support structures will be implemented to sustain collaboration and follow through with professional development. Instructional Coaches will continue to support teachers	District wide	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Existing Title 2 funds

GOAL:	The conditions for learning will be improved for students	Related State and/or Local Priorities: 1__ 2__ 3_ 4_X_ 5__ 6__ 7_ 8_X_ COE only: 9__ 10__ Local : Specify _____

Identified Need :	Increase CAHSEE passing rates	
Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	Low Income, English Learners and Special Education

LCAP Year 1: 2014-15

Expected Annual Measurable Outcomes:	CAHSEE results

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Students will have more access to CAHSEE prep classes in order to increase passage rates. Scores will show a steady increase of 25% annually	District wide	__ALL OR: _X_Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient _X_Other Subgroups:(Specify)__Special Education____	Costs included above

LCAP Year 2: 2015-16

Expected Annual Measurable Outcomes:	CAHSEE results

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Students will have more access to CAHSEE prep classes in order to increase passage rates. Scores will show a steady increase of 25% annually	District wide	_ALL OR: _X_Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient _X_Other Subgroups:(Specify)__Special Education____	Costs included above

LCAP Year 3: 2016-17			
Expected Annual Measurable Outcomes:	CAHSEE results		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Students will have more access to CAHSEE prep classes in order to increase passage rates. Scores will show a steady increase of 25% annually	District wide	_ALL OR: _X_Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient _X_Other Subgroups:(Specify)__Special Education____	Costs included above

GOAL:	The conditions for learning will be improved for students	Related State and/or Local Priorities: 1 X 2 X 3 4 X 5 X 6 X 7 X 8 X COE only: 9 10 Local : Specify

Identified Need :	Increase core content courses and decrease remedial classes To increase advanced placement course offerings
Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: Low income, English learners, Foster youth & Special Education

LCAP Year 1: 2014-15

Expected Annual Measurable Outcomes:	Master schedules will reflect an increase in core content courses and fewer remediation courses compared to 2014-2015 Advance placement course offerings will increase.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Remedial support courses for second language learners and underperforming students will be offered. Summer boot camps for second language learner's and underperforming student's will be offered	District wide	ALL OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups:(Specify) Special Education	$300,000

LCAP Year 2: 2015-16

Expected Annual Measurable Outcomes:	Master schedules will reflect an increase in core content courses and fewer remediation courses compared to 2014-2015 Advance placement course offerings will increase.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
An increase of two core content course sections will be offered and filled based on class size reduction and student ability to perform. The need for remediation courses will drop by 1/3	District wide	ALL OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups:(Specify) Special Education	$340,000

LCAP Year 3: 2016-17			
Expected Annual Measurable Outcomes:	Master schedules will reflect an increase in core content courses and fewer remediation courses compared to 2014-2015 Advance placement course offerings will increase.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
An increase of two core content course sections will be offered and filled based on class size reduction and student ability to perform. The need for remediation courses will drop by 1/3	District wide	_ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient _X_Other Subgroups:(Specify)__Special Education____	$280,000

GOAL:	The conditions for learning will be improved for students	Related State and/or Local Priorities: 1 X 2 X 3 4 X 5 X 6 X 7 X 8 X COE only: 9 10 Local : Specify

Identified Need :	Offer college and career pathway courses to prepare students for college and career.
Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All

LCAP Year 1: 2014-15

Expected Annual Measurable Outcomes:	Board adoption of participation in the County consortium for the Career pathways grant. Budget allocations from the grant will reflect implementation strategies. Professional Development agendas will reflect preparation and implementation of a career readiness program.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
District staff will work with the consortium to develop courses and recruit students into career pathways	District wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$0

LCAP Year 2: 2015-16

Expected Annual Measurable Outcomes:	Board adoption of participation in the County consortium for the Career pathways grant. Budget allocations from the grant will reflect implementation strategies. Professional Development agendas will reflect preparation and implementation of a career readiness program.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Students will be enrolled in a pathway of choice. All three pathways will be implemented and near capacity.	District wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Grant application submitted for this program

LCAP Year 3: 2016-17			
Expected Annual Measurable Outcomes:	Board adoption of participation in the County consortium for the Career pathways grant. Budget allocations from the grant will reflect implementation strategies. Professional Development agendas will reflect preparation and implementation of a career readiness program.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Students will be enrolled in a pathway of choice. All three pathways will be implemented and at capacity.	District wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Grant application submitted for this program

GOAL:	**Pupil Outcomes on standardized test and in core content areas will increase. There will be a decrease in the achievement gap among students**	Related State and/or Local Priorities: 1__ 2_X_ 3_ 4_X_ 5_X_ 6__ 7__ 8_X_ COE only: 9__ 10__ Local : Specify _____

Identified Need :	Increase student achievement	
Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	Low Income, English Learners, Redesignated fluent English proficient, students with 2.0 GPA or less

LCAP Year 1: 2014-15

Expected Annual Measurable Outcomes:	Master schedules will reflect an increase in A-G course enrollments. Summer Boot Camps will be instituted to assist students off track for graduation. CELDT scores will reflect a higher passage rate of EL students. Before and after school support programs will be offered. Meeting Federal AMAO's will be realized. There will be a 75% increase in Second Language Learners and students from low socio-economic homes completing A-G course requirements with a grade "C" or better. ELL students will have access to CCSS by building staff capacity for implementation and development of the new ELD standards with the core content areas. The new ELD standards will be taught, an implementation plan developed and new benchmarks and regular review of data will be conducted. CASSP achievement level descriptors will show growth for all subgroups.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Remediation classes will be included in the master schedule for students falling short of their A-G requirements (off track for graduation) Summer boot camps for low performing or second Language learners will be offered. After and/or before school support groups (tutoring) will	District wide	__ALL OR: _X_Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient _X_Other Subgroups:(Specify) Students with less than 2.0 GPA	$385,000

be offered. Academic advisors and/or advisory periods will be implemented to track student progress. A determination will be made to increase math graduation requirements to three year requirement		

LCAP Year 2: 2015-16	
Expected Annual Measurable Outcomes:	Master schedules will reflect an increase in A-G course enrollments. Summer Boot Camps will be instituted to assist students off track for graduation. CELDT scores will reflect a higher passage rate of EL students. Before and after school support programs will be offered. Meeting Federal AMAO's will be realized. There will be a 75% increase in Second Language Learners and students from low socio-economic homes completing A-G course requirements with a grade "C" or better. ELL students will have access to CCSS by building staff capacity for implementation and development of the new ELD standards with the core content areas. The new ELD standards will be taught, an implementation plan developed and new benchmarks and regular review of data will be conducted. CASSP achievement level descriptors will show growth for all subgroups.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
re will be a 35% increase in the number of SDAIE (Specially Designed Academic Instruction in English) courses offered. Remediation classes will be included in the master schedule for students falling short of their A-G requirements (off track for graduation) Summer boot camps for low performing or second language learners will be offered. After and/or before school support groups (tutoring) will be offered. Academic advisors and/or advisory periods will be implemented to track student progress.	District wide	__ALL OR: _X_Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient _X_Other Subgroups:(Specify) Students with less than 2.0 GPA	$405,000

LCAP Year 3: 2016-17	
Expected Annual Measurable Outcomes:	Master schedules will reflect an increase in A-G course enrollments. Summer Boot Camps will be instituted to assist students off track for graduation. CELDT scores will reflect a higher passage rate of EL students. Before and after school support programs will be offered. Meeting Federal AMAO's will be realized. There will be a 75% increase in Second Language Learners and students from low socio-economic homes completing A-G course requirements with a grade "C" or better. ELL students will have access to CCSS by building staff capacity for implementation and development of the new ELD standards with the core content areas. The new ELD standards will be taught, an implementation plan developed and new benchmarks and regular review of data will be conducted. CASSP achievement level descriptors will show growth for all subgroups.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
% of entering English Learners will be reclassified as English Proficient The number of remediation classes will be reduced in the master schedule by 35% for students falling short of their A-G requirements (off track for graduation) Summer boot camps for low performing or second language learners will be offered. After and/or before school support groups (tutoring) will be offered. Academic advisors and/or advisory periods will be implemented to track student progress.	District wide	___ALL OR: _X_Low Income pupils _X_English Learners ___Foster Youth _X_Redesignated fluent English proficient _X_Other Subgroups:(Specify) Students with less than 2.0 GPA	$115,000

GOAL:	**Pupil Outcomes on standardized test and in core content areas will increase. There will be a decrease in the achievement gap among students**	Related State and/or Local Priorities: 1__ 2_X_ 3_ 4_X_ 5_X_ 6__ 7_X_ 8_X_ COE only: 9__ 10__ Local : Specify _____

Identified Need :	Improve services and increase reclassification of EL students
Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: English Learners & Redesignated fluent English proficient

LCAP Year 1: 2014-15

Expected Annual Measurable Outcomes:	Master schedules will reflect a reduction of support classes based on the 2014-2015 schedules. Reclassification rates will increase by at least 30% from the 2014-2015 academic year. Class rosters will show that EL classes are staff accordingly. Students will move one proficiency level per year as measured by the CELDT (ELPAC, 2016) Reclassification rates will increase by 30-40% from the 2014-2015 academic year. CELDT scores will improve from the 2014-2015 academic year The district will meet its AMAO targets. Regular logs for monitoring reclassified learners will demonstrate continuous progress in student performance.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
An increase in the offerings of English Language Support classes will be evident in the master schedule. Class sizes for English Language Learners will be not exceed 25:1 English Language Learner classes for ELD 1 and 2 will be separated. Incentives for students are reclassified will be developed and implemented. A certified ELD (ELPAC) teacher will be assigned to oversee CELDT testing, reclassification and student progress monitoring	District wide	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient ____Other Subgroups:(Specify)_____	$190,000

An increase in the offerings of English Language Support classes will be evident in the master schedule. Class sizes for English Language Learners will be held to 25:1 English Language Learner classes for ELD 1 and 2 will be separated.		

LCAP Year 2: 2015-16	
Expected Annual Measurable Outcomes:	Master schedules will reflect a reduction of support classes based on the 2014-2015 schedules. Reclassification rates will increase by at least 30% from the 2014-2015 academic year. Class rosters will show that EL classes are staff accordingly. Students will move one proficiency level per year as measured by the CELDT (ELPAC, 2016) Reclassification rates will increase by 30-40% from the 2014-2015 academic year. CELDT scores will improve from the 2014-2015 academic year The district will meet its AMAO targets. Regular logs for monitoring reclassified learners will demonstrate continuous progress in student performance.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Offerings of English Language Support classes will be reduced by 15% in the master schedule based on need. Class sizes for English Language Learners will be not exceed 25:1 English Language Learner classes for ELD 1 and 2 will be separated. Incentives for students are reclassified will be implemented. A certified ELD (ELPAC) teacher will be assigned to oversee CELDT (ELPAC) testing, reclassification and student progress monitoring An increase in the offerings of English Language Support classes will be evident in the master schedule. Class sizes for English Language Learners will be held to 25:1 English Language Learner classes for ELD 1 and 2 will be separated.	District wide	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient ____Other Subgroups:(Specify)_____	$190,000

LCAP Year 3: 2016-17	
Expected Annual Measurable Outcomes:	Master schedules will reflect a reduction of support classes based on the 2014-2015 schedules. Reclassification rates will increase by at least 30% from the 2014-2015 academic year. Class rosters will show that EL classes are staff accordingly. Students will move one proficiency level per year as measured by the CELDT (ELPAC, 2016) Reclassification rates will increase by 30-40% from the 2014-2015 academic year. CELDT scores will improve from the 2014-2015 academic year The district will meet its AMAO targets. Regular logs for monitoring reclassified learners will demonstrate continuous progress in student performance.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Offerings of English Language Support classes will be reduced by 15% in the master schedule based on need. s sizes for English Language Learners will be not ed 25:1 English Language Learner classes for ELD 1 and 2 will be separated. Incentives for students are reclassified will be implemented. A certified ELD (ELPAC) specialist teacher will be assigned to oversee CELDT (ELPAC) testing, reclassification and student progress monitoring An increase in the offerings of English Language Support classes will be evident in the master schedule. Class sizes for English Language Learners will be held to 25:1 English Language Learner classes for ELD 1 and 2 will be separated.	District wide	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient ____Other Subgroups:(Specify)_____	$190,000

GOAL:	**Pupil Outcomes on standardized test and in core content areas will increase. There will be a decrease in the achievement gap among students**	Related State and/or Local Priorities: 1__ 2_X_ 3_ 4_X_ 5_X_ 6__ 7_X_ 8__ COE only: 9__ 10__ Local : Specify _____

Identified Need :	**Increase student advancement into college**
Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All

LCAP Year 1: 2014-15

Expected Annual Measurable Outcomes:	AP course offerings will increase by 5% from the 2013-2014 academic year. Specifically in math and science Students taking the AP exams will increase by 8% Students passage rate on the AP exam will increase by 8% from the 2013-2014 academic year Registration for AP professional training documents will demonstrate all teachers teaching such courses have been qualified.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
eachers instructing AP courses will be provided ropriate professional development in teaching such courses in their content area. All staff will be provided professional development in teaching a rigorous course of study. Support study sessions will be provided to students in preparation for the AP examination	District wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient ____Other Subgroups:(Specify)_____	$140,000

LCAP Year 2: 2015-16			
Expected Annual Measurable Outcomes:	AP course offerings will increase by 5% from the 2013-2014 academic year. Specifically in math and science Students taking the AP exams will increase by 8% Students passage rate on the AP exam will increase by 8% from the 2013-2014 academic year Registration for AP professional training documents will demonstrate all teachers teaching such courses have been qualified.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
All teachers instructing AP courses will be provided appropriate professional development in teaching such courses in their content area. All staff will be provided professional development in teaching a rigorous course of study. Support study sessions will be provided to students in preparation for the AP examination	District wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient ____Other Subgroups:(Specify)_____	$140,000

LCAP Year 3: 2016-17			
Expected Annual Measurable Outcomes:	AP course offerings will increase by 5% from the 2013-2014 academic year. Specifically in math and science Students taking the AP exams will increase by 8% Students passage rate on the AP exam will increase by 8% from the 2013-2014 academic year Registration for AP professional training documents will demonstrate all teachers teaching such courses have been qualified.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
All teachers instructing AP courses will be provided appropriate professional development support in teaching such courses in their content area. All staff will be provided professional development in teaching a rigorous course of study. Support study sessions will be provided to students in preparation for the AP examination	District wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient ____Other Subgroups:(Specify)_____	$140,000

GOAL:	**School faculty and staff, parents and students will increase engagement in learning.**	Related State and/or Local Priorities: 1__ 2__ 3_X 4__ 5_X 6_X_ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Identified Need :	**Increase parent engagement in student learning process**
Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All

LCAP Year 1: 2014-15

Expected Annual Measurable Outcomes:	Specific parent programs will be offered. Parent attendance sheets will demonstrate an increase of 24% from the 2013-2014 academic year Contracts with Parent education providers will demonstrate the implementation of this program A job description will provide evidence of the intent to hire a parent liaison. Comprehensive school sites will have Parent-Faculty-Student type associations formed.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
E I & 2 will be offered to parents. A parent liaison will be employed to coordinate parent involvement in schools Schools will create parent teacher student associations - there will be an increase of parent attendance at events by 30% at back to school nights, CCSS information nights, ELAC participation, Spring Showcase Parents will be sent to CABE conference with teachers and administrators.	District wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient ____Other Subgroups:(Specify)_____	$175,000

LCAP Year 2: 2015-16			
Expected Annual Measurable Outcomes:	Specific parent programs will be offered. Parent attendance sheets will demonstrate an increase of 24% from the 2013-2014 academic year Contracts with Parent education providers will demonstrate the implementation of this program A job description will provide evidence of the intent to hire a parent liaison. Comprehensive school sites will have Parent-Faculty-Student type associations formed.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
PIQE I & 2 will be offered to parents. A parent liaison will be employed to coordinate parent involvement in schools Schools will create parent teacher student associations There will be an increase of parent attendance at events by 30% at back to school nights, CCSS information nights, ELAC participation, Spring Showcase Parents will be sent to CABE conference with teachers and administrators.	District wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient ____Other Subgroups:(Specify)_____	$175,000

LCAP Year 3: 2016-17			
Expected Annual Measurable Outcomes:	Specific parent programs will be offered. Parent attendance sheets will demonstrate an increase of 24% from the 2013-2014 academic year Contracts with Parent education providers will demonstrate the implementation of this program A job description will provide evidence of the intent to hire a parent liaison. Comprehensive school sites will have Parent-Faculty-Student type associations formed.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
PIQE I & 2 will be offered to parents. A parent liaison will be employed to coordinate parent involvement in schools Schools will create parent teacher student associations There will be an increase of parent attendance at events by 30% at back to school nights, CCSS information nights, ELAC participation, Spring Showcase Parents will be sent to CABE conference with teachers and administrators.	District wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient ____Other Subgroups:(Specify)_____	$175,000

GOAL:	**School faculty and staff, parents and students will increase engagement in learning.**	Related State and/or Local Priorities: 1 X 2 X 3 4 X 5 X 6 X 7 X 8 X COE only: 9 10 Local : Specify

Identified Need :	**Increase student attendance**	
Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2014-15

Expected Annual Measurable Outcomes:	Monthly attendance and report logs will demonstrate an increase in student attendance. Defined programs for promoting attendance will be identified. Logs for parent contacts will demonstrate outreach to improve student attendance.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Intervention programs will be implemented as a precursor to expulsion. (in school suspension) Attendance Liaison will conduct home visits to truant students. Saturday School will be provided to improve attendance and support academic performance	District wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient ____Other Subgroups:(Specify)_____	$245,000

LCAP Year 2: 2015-16			
Expected Annual Measurable Outcomes:	Monthly attendance and report logs will demonstrate an increase in student attendance. Defined programs for promoting attendance will be identified. Logs for parent contacts will demonstrate outreach to improve student attendance.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Intervention programs will be implemented as a pre-cursor to expulsion. (in school suspension) Parent Liaison will conduct home visits to truant students. Saturday School will be provided to improve attendance and support academic performance	District wide	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient ____Other Subgroups:(Specify)_____	$360,000

LCAP Year 3: 2016-17			
Expected Annual Measurable Outcomes:	Monthly attendance and report logs will demonstrate an increase in student attendance. Defined programs for promoting attendance will be identified. Logs for parent contacts will demonstrate outreach to improve student attendance.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Intervention programs will be implemented as a pre-cursor to expulsion. (in school suspension) Parent Liaison will conduct home visits to truant students. Saturday School will be provided to improve attendance and support academic performance	District wide	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient ____Other Subgroups:(Specify)_____	$360,000

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Original GOAL from prior year LCAP:	The conditions for learning will be improved for students	Related State and/or Local Priorities: 1X_ 2__ 3__ 4X_ 5__ 6__ 7__ 8X_ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	Staffing will reflect accommodation of reduced class sizes	Actual Annual Measurable Outcomes: Staffing was increased to accommodation for reduced class sizes

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Class size in the core content will be reduced from 35:1 to 34:1 in order to give improved learning opportunities for students	$350,000	Hired three additional teachers as well as paid teachers to work their preparation period to add sections to the master schedule. The addition of elective courses has allowed for the reduction in class size in core content classes. Recent negotiations with Teachers called for more attention to student data and achievement t improve student learning.	$350,000
Scope of service: District Wide X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: District Wide X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Additional teachers will be hired to continue to reduce the class sizes.

Original GOAL from prior year LCAP:	The conditions for learning will be improved for students	Related State and/or Local Priorities: 1 X 2__ 3__ 4__ 5__ 6__ 7__ 8 __ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	

Expected Annual Measurable Outcomes:	Students will be taught by Highly Qualified Teachers	Actual Annual Measurable Outcomes:	Students will be taught by Highly Qualified Teachers

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
District and site staff will attend recruitment fairs. **Appropriate materials promoting the district will be developed.**	$5,000	**District and site staff attended recruitment fairs.** **Appropriate materials promoting the district were developed** **Hiring incentives were offered for some hard to fill teaching positions.**	$9,321
Scope of service: District Wide X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: District Wide X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Continue with attendance of recruitment fairs, hiring bonuses and upgrade recruitment fair marketing materials.

Original GOAL from prior year LCAP:	The conditions for learning will be improved for students	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7_X_ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups: Low Income and English Learners	

Expected Annual Measurable Outcomes:	Add Programs to motivate more students to go to Universities. Master schedules will incorporate additional courses.	Actual Annual Measurable Outcomes:	Add Programs to motivate more students to go to Universities. Master schedules will incorporate additional courses.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
S f will participate in training and membership into AVID.	$5,000	**Although AVID was not offered as a course for the 14-15 school year, the district provided two courses to help transition freshmen to the high school setting: Freshmen Seminar and Link Crew.** **GHS – 3 sections Freshmen Seminar and 1 Link Crew.** **KCHS – 1 section Freshmen Seminar and 1 Link Crew**	Title 1 was used for this
Scope of service: District Wide _ALL OR: _X_Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: District Wide _ALL OR: _X_Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Continue with Freshman Seminar and Link Crew offerings An additional counselor is being hired at each comprehensive high school..

Original GOAL from prior year LCAP:	The conditions for learning will be improved for students	Related State and/or Local Priorities: 1 X 2 X 3 4 X 5 6 X 7 X 8 X COE only: 9 10 Local : Specify
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	

Expected Annual Measurable Outcomes:	Actual Annual Measurable Outcomes:
More professional development with accountability. Sign-in sheets will reflect staff participation Professional development evaluations Handouts will be kept Instructional coaches and administrative walk-thorough records	More professional development with accountability. Sign-in sheets will reflect staff participation Professional development evaluations Handouts will be kept Instructional coaches and administrative walk-thorough records

LCAP Year: 2014-15

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
By June, 2014 a review of the LEA Plan, School Site Plans and WASC recommendations will be conducted and a professional development plan for certificated and classified employees will be developed which reflects the adopted performance standards.	Existing Title 2 funds	A professional development calendar was developed for the 2014/15 school year and 2015 summer. All teachers have participated in professional development in PLCs (Professional Learning Communities) and Constructive Meaning.	Existing Title 2 funds

Subject/content	Number of full PD days 14-15	Number of teachers
Constructing Meaning	6	24
ELD	7	7
Math	8	8
English	4	14
Science	4	10
OdysseyWare	2	10 (includes 2 counselors)

Scope of service:	District Wide	Scope of service:	District Wide
X ALL		X ALL	
OR:		OR:	

<table>
<tr><td>__Low Income pupils __English Learners
__Foster Youth __Redesignated fluent English proficient
__Other Subgroups:(Specify)_____</td><td></td><td>__Low Income pupils __English Learners
__Foster Youth __Redesignated fluent English proficient
__Other Subgroups:(Specify)_____</td><td></td></tr>
<tr><td>Instructional coaches will be hired</td><td>Title 1 funds</td><td>Instructional coaches were hired</td><td>Title 1 funds</td></tr>
<tr><td>Scope of service: District Wide
_X_ALL
OR:
__Low Income pupils __English Learners
__Foster Youth __Redesignated fluent English proficient
__Other Subgroups:(Specify)_____</td><td></td><td>Scope of service: District Wide
_X_ALL
OR:
__Low Income pupils __English Learners
__Foster Youth __Redesignated fluent English proficient
__Other Subgroups:(Specify)_____</td><td></td></tr>
<tr><td>Administrative staff will be instructed on how to hold staff accountable for program implementation
-300-</td><td>General Fund</td><td>All Administrators received one on one coaching on informal instructional observations and feedback. In addition, they receive direct support from the Curriculum and Instruction Department on developing and revising their single plan for school achievement.
<table><tr><th>Subject/content</th><th>Half Day Trainings for Admin</th><th>Number of Admin</th></tr><tr><td>Constructing Meaning</td><td>2</td><td>5</td></tr><tr><td>ELD</td><td>1</td><td>6</td></tr><tr><td>Math</td><td>1 (full day)</td><td>3</td></tr><tr><td>Science</td><td>1</td><td>5</td></tr><tr><td>OdysseyWare</td><td>1</td><td>4</td></tr></table></td><td>General Fund</td></tr>
<tr><td>Scope of service: District Wide
_X_ALL
OR:
__Low Income pupils __English Learners
__Foster Youth __Redesignated fluent English proficient
__Other Subgroups:(Specify)_____</td><td></td><td>Scope of service: District Wide
_X_ALL
OR:
__Low Income pupils __English Learners
__Foster Youth __Redesignated fluent English proficient
__Other Subgroups:(Specify)_____</td><td></td></tr>
<tr><td>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</td><td colspan="3">Continue with aggressive professional development plan and classroom observations</td></tr>
</table>

Original GOAL from prior year LCAP:	The conditions for learning will be improved for students	Related State and/or Local Priorities: 1__ 2__ 3__ 4 X 5__ 6__ 7__ 8 X_ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups: Low Income, English Learners and Special Education	

Expected Annual Measurable Outcomes:	Increase CAHSEE passing rates	Actual Annual Measurable Outcomes:	Increase CAHSEE passing rates

LCAP Year: 2014-15

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures
Students will have more access to CAHSEE prep classes in order to increase passage rates.		Title 1	**CAHSEE preparation classes are offered during the regular school day as well as after school.**		Title 1
Scope of service:	District Wide		Scope of service:	District Wide	
_ALL			_ALL		
OR: _X_Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient _X_Other Subgroups:(Specify)__Special Education____			OR: _X_Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient _X_Other Subgroups:(Specify)__Special Education____		

Scores will show a steady increase of 25% annually		$0	**10th graders do not take the CAHSEE tests until mid-March. We do not have data yet for the 14-15 school year.**		$0
Scope of service:	District Wide		Scope of service:	District Wide	
__ALL			__ALL		
OR: _X_Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient _X_Other Subgroups:(Specify)__Special Education____			OR: _X_Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient _X_Other Subgroups:(Specify)__Special Education____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Continue to offer CAHSEE classes and after school tutoring. An additional counselor is being hired at each comprehensive high school.

Original GOAL from prior year LCAP:	The conditions for learning will be improved for students	Related State and/or Local Priorities: 1 X 2 X 3 _ 4 X 5 X 6 X 7 X 8 X COE only: 9 __ 10 __ Local : Specify _____
Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups: Low income, English learners, Foster youth & Special Education	

Expected Annual Measurable Outcomes:	Increase core content courses and decrease remedial classes To increase advanced placement course offerings	Actual Annual Measurable Outcomes:	Increase core content courses and decrease remedial classes To increase advanced placement course offerings

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
F edial support courses for second language l ners and underperforming students will be offered.	$235,000	**During the 2014/15 School Year, the District offered Designated ELD classes for English Learners. In addition the District offered SDAIE courses in core subjects.**	$190,000
Scope of service: District Wide X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: District Wide X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

<table>
<tr>
<td>Summer boot camps for second language learner's and underperforming student's will be offered</td>
<td>$40,000</td>
<td>There were credit recovery and Read 180 offering during the summer boot camp in 2014 and are being offered again in 2015.</td>
<td>$40,000</td>
</tr>
<tr>
<td>Scope of service: District Wide
_X_ALL
OR:
__Low Income pupils __English Learners
__Foster Youth __Redesignated fluent English proficient
__Other Subgroups:(Specify)_____</td>
<td></td>
<td>Scope of service: District Wide
_X_ALL
OR:
__Low Income pupils __English Learners
__Foster Youth __Redesignated fluent English proficient
__Other Subgroups:(Specify)_____</td>
<td></td>
</tr>
<tr>
<td>Increase advanced placement course offerings.</td>
<td>$25,000</td>
<td>Advance placement offerings were increased.

Greenfield High School
<table><tr><th>14-15 AP Courses (sections)</th><th>13-14 AP Courses (sections)</th></tr><tr><td>English Literature (2)
English Language (1)
Human Geography (1)
Biology (1)
US History (2)
Micro Economics (2)
Calculus A/B(1)
Spanish Language (1)</td><td>English Literature (1)
English Language (2)
Biology (1)
US History (2)
Micro Economics (2)
Calculus A/B (1)
Spanish Literature (1)</td></tr></table>
King City High School
<table><tr><th>14-15 AP Courses (sections)</th><th>13-14 AP Courses (sections)</th></tr><tr><td>English Literature (1)
English Language (1)
Human Geography (1)
Environmental Science (1)
US History (2)
Micro Economics (2)
Macro Economics (2)
Calculus A/B (1)
Spanish Language (1)</td><td>English Literature (1)
English Language (1)
Biology (1)
US History (2)
Micro Economics (2)
Macro Economics (2)
Calculus A/B (1)
Spanish Literature (1)</td></tr></table></td>
<td>$25,000</td>
</tr>
</table>

Scope of service:	District Wide		Scope of service:	District Wide	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Continue to offer summer boot camps, remedial & AP courses. An additional counselor is being hired at each comprehensive high school.

Original GOAL from prior year LCAP:	The conditions for learning will be improved for students	Related State and/or Local Priorities: 1 X 2 X 3 4 X 5 X 6 X 7 X 8 X COE only: 9 10 Local : Specify
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	

Expected Annual Measurable Outcomes:	Actual Annual Measurable Outcomes:
Offer college and career pathway courses to prepare students for college and career. Board adoption of participation in the County consortium for the Career pathways grant. Budget allocations from the grant will reflect implementation strategies. Professional Development agendas will reflect preparation and implementation of a career readiness program.	Offer college and career pathway courses to prepare students for college and career. Board adoption of participation in the County consortium for the Career pathways grant. Budget allocations from the grant will reflect implementation strategies. Professional Development agendas will reflect preparation and implementation of a career readiness program.

LCAP Year: 2014-15

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures
District staff will work with the consortium to develop courses and recruit students into career pathways.		$0	Our Career Pathways grant with Hartnell College did not materialize. For this school year we have focused on beginning a STEM pathway via our collaboration with Project Lead the Way. We will begin the first course (Introduction to Engineering Design) of the Engineering pathway the Fall of 2015.		$0
Scope of service:	District Wide		Scope of service:	District Wide	
X ALL			X ALL		

OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Students will be enrolled in a pathway of choice. All three pathways will be implemented and at capacity.	$0	Agriculture pathway offered at KCHS AG Pathway at KCHS 9th: Ag Biology; Pre-Ap Ag Biology Honors; Ag Earth Science; Ag Mech 1 10th: Ag Biology; Pre-Ap Ag Bio Honors; Ag Earth Science; Ag Chemistry; Ag Mech 1 or 2; Ag Leadership 11th: Animal Science; Ag Mech 1, 2, 3 Floral Design; Ag Leadership; Horticulture; Ag Business 12th: Animal Science; Ag Mech 1,2,3; Ag Construction; Floral Design; Floral Design 2; Ag Business; Ag Leadership; Horticulture	$0
Scope of service: District Wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: District Wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Our Career Pathways grant with Hartnell College did not materialize. For this school year we have focused on beginning a STEM pathway via our collaboration with Project Lead the Way. We will begin the first course (Introduction to Engineering Design) of the Engineering pathway the Fall of 2015. An additional counselor is being hired at each comprehensive high school.

Original GOAL from prior year LCAP:	**Pupil Outcomes on standardized test and in core content areas will increase. There will be a decrease in the achievement gap among students**	Related State and/or Local Priorities: 1__ 2_X 3_ 4_X 5_X 6__ 7__ 8 X COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All Applicable Pupil Subgroups: Low Income, English Learners, Redesignated fluent English proficient, students with 2.0 GPA or less	

-308- pected nnual Measurable Outcomes:	Increase student achievement Master schedules will reflect an increase in A-G course enrollments. Summer Boot Camps will be instituted to assist students off track for graduation. CELDT scores will reflect a higher passage rate of EL students. Before and after school support programs will be offered. Meeting Federal AMAO's will be realized. There will be a 75% increase in Second Language Learners and students from low socio-economic homes completing A-G course requirements with a grade "C" or better. ELL students will have access to CCSS by building staff capacity for implementation and development of the new ELD standards with the core content areas. The new ELD standards will be taught, an implementation plan developed and new benchmarks and regular review of data will be conducted. CASSP achievement level descriptors will show growth for all subgroups.	Actual Annual Measurable Outcomes:	Increase student achievement Master schedules will reflect an increase in A-G course enrollments. Summer Boot Camps will be instituted to assist students off track for graduation. CELDT scores will reflect a higher passage rate of EL students. Before and after school support programs will be offered. Meeting Federal AMAO's will be realized. There will be a 75% increase in Second Language Learners and students from low socio-economic homes completing A-G course requirements with a grade "C" or better. ELL students will have access to CCSS by building staff capacity for implementation and development of the new ELD standards with the core content areas. The new ELD standards will be taught, an implementation plan developed and new benchmarks and regular review of data will be conducted. CASSP achievement level descriptors will show growth for all subgroups.

LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures		Estimated Actual Annual Expenditures
Remediation classes will be included in the master schedule for students falling short of their A-G requirements (off track for graduation)		$260,000	There were credit recovery offerings during the summer boot camp in 2014. These classes were also offered during the instructional day and after school in 2014/15.	$120,000
Scope of service:	District Wide		Scope of service:	District Wide
_ALL			_ALL	
OR: _X Low Income pupils _X English Learners __Foster Youth _X Redesignated fluent English proficient _X Other Subgroups:(Specify) Students with less than 2.0 GPA			OR: _X Low Income pupils _X English Learners __Foster Youth _X Redesignated fluent English proficient _X Other Subgroups:(Specify) Students with less than 2.0 GPA	
S mer boot camps for low performing or s nd Language learners will be offered.		$40,000	There were credit recovery and Read 180 offering during the summer boot camp in 2014 and will again during the 2015 summer boot camp.	$40,000
Scope of service:	District Wide		Scope of service:	District Wide
__ALL			__ALL	
OR: _X Low Income pupils _X English Learners __Foster Youth _X Redesignated fluent English proficient _X Other Subgroups:(Specify) Students with less than 2.0 GPA			OR: _X Low Income pupils _X English Learners __Foster Youth _X Redesignated fluent English proficient _X Other Subgroups:(Specify) Students with less than 2.0 GPA	

After and/or before school support groups (tutoring) will be offered.		Title 1	CAHSEE Prep is offered during the school day and after school. Credit recovery is also offered during the school day and after school. General educational tutoring is offered to all students after school.		Title 1
Scope of service:	District Wide		Scope of service:	District Wide	
__ALL			__ALL		
OR: _X_Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient _X_Other Subgroups:(Specify) Students with less than 2.0 GPA			OR: _X_Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient _X_Other Subgroups:(Specify) Students with less than 2.0 GPA		
Academic advisors and/or advisory periods will b -310- nplemented to track student progress.		$85,000	Freshmen Seminar was offered during the 2014/15 school year. This course offered students instruction in study skills, organization strategies, goal setting and time management techniques. It introduced freshmen to the culture of their specific high school focusing on the traditions, activities, and services available. Students worked on high school planning, and explore post-secondary career options.		$60,000
Scope of service:	District Wide		Scope of service:	District Wide	
__ALL			__ALL		
OR: _X_Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient _X_Other Subgroups:(Specify) Students with less than 2.0 GPA			OR: _X_Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient _X_Other Subgroups:(Specify) Students with less than 2.0 GPA		

A determination will be made to increase math graduation requirements to three year requirement		$0	This is being discussed at the District Curriculum council meetings for a recommendation to the District. No recommendation has been made yet.		$0
Scope of service:	District Wide		Scope of service:	District Wide	
__ALL			__ALL		
OR: _X_Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient _X_Other Subgroups:(Specify) Students with less than 2.0 GPA			OR: _X_Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient _X_Other Subgroups:(Specify) Students with less than 2.0 GPA		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	An additional counselor is being hired at each comprehensive high school.				

Original GOAL from prior year LCAP:	**Pupil Outcomes on standardized test and in core content areas will increase. There will be a decrease in the achievement gap among students**	Related State and/or Local Priorities: 1_ 2_X_ 3_ 4_X_ 5_X_ 6_ 7_X_ 8_X_ COE only: 9_ 10_ Local : Specify _____
Goal Applies to:	Schools: All Applicable Pupil Subgroups: Low Income, English Learners, Redesignated fluent English proficient	

Expected Annual Measurable Outcomes:	Improve services and increase reclassification of EL students. Master schedules will reflect a reduction of support classes based on the 2014-2015 schedules. Reclassification rates will increase by at least 30% from the 2014-2015 academic year. Class rosters will show that EL classes are staff accordingly. Students will move one proficiency level per year as measured by the CELDT (ELPAC, 2016) Reclassification rates will increase by 30-40% from the 2014-2015 academic year. CELDT scores will improve from the 2014-2015 academic year The district will meet its AMAO targets. Regular logs for monitoring reclassified learners will demonstrate continuous progress in student performance.	Actual Annual Measurable Outcomes:	Improve services and increase reclassification of EL students. Master schedules will reflect a reduction of support classes based on the 2014-2015 schedules. Reclassification rates will increase by at least 30% from the 2014-2015 academic year. Class rosters will show that EL classes are staff accordingly. Students will move one proficiency level per year as measured by the CELDT (ELPAC, 2016) Reclassification rates will increase by 30-40% from the 2014-2015 academic year. CELDT scores will improve from the 2014-2015 academic year The district will meet its AMAO targets. Regular logs for monitoring reclassified learners will demonstrate continuous progress in student performance.

LCAP Year: 2014-15					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
An increase in the offerings of English Language Support classes will be evident in the master schedule.		$45,000	EL support classes increased in 2014-15		$45,000
Scope of service:	District Wide		Scope of service:	District Wide	
__ALL			__ALL		
OR: __Low Income pupils __X English Learners __Foster Youth __X Redesignated fluent English proficient ____Other Subgroups:(Specify)_____			OR: __Low Income pupils __X English Learners __Foster Youth __X Redesignated fluent English proficient ____Other Subgroups:(Specify)_____		
Class sizes for English Language Learners will be not exceed 25:1		$65,000	ELD level 1 class sizes have been reduced in this first year.		$65,000
Scope of service:	District Wide		Scope of service:	District Wide	
__ALL			__ALL		
OR: __Low Income pupils __X English Learners __Foster Youth __X Redesignated fluent English proficient ____Other Subgroups:(Specify)_____			OR: __Low Income pupils __X English Learners __Foster Youth __X Redesignated fluent English proficient ____Other Subgroups:(Specify)_____		

English Language Learner classes for ELD 1 and 2 will be separated. Scope of service: District Wide __ALL OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient ____Other Subgroups:(Specify)_____	$40,000	This is not fully implemented. ELD 1 learners are on a double block. Scope of service: District Wide __ALL OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient ____Other Subgroups:(Specify)_____	$12,000
Incentives for students are reclassified will be developed and implemented.	$0	While incentives are still being developed, AMAO 14-15 district data shows • AMAO 1- shows a 12% increase in this target • AMAO 2 (Less than 5 years cohort)- shows an increase of 2% in this target • AMAO 2 (5 years or more cohort)- shows an increase of 7% in this target	$0
Scope of service: District Wide __ALL __w Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient ____Other Subgroups:(Specify)_____		Scope of service: District Wide __ALL OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient ____Other Subgroups:(Specify)_____	
A certified ELD (ELPAC) teacher will be assigned to oversee CELDT testing, reclassification and student progress monitoring	$40,000	A teacher for each school site has been assigned this responsibility. In addition - an ELD Liaison at each comprehensive high school.	$20,000

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Greenfield High School

English Language Acquisition Status	2011-12	2012-13	2013-14	2014-15
English Learners	261	304	328	322
Re-designated FEP	37	3	26	21 (first semester only)

King City High School

English Language Acquisition Status	2011-12	2012-13	2013-14	2014-15
English Learner	191	208	227	160
Re-designated FEP	22	13	48	35 (first semester only)

Portola-Butler High School

English Language Acquisition Status	2011-12	2012-13	2013-14	2014-15
English Learner	51	49	34	27
Re-designated FEP	3	0	0	0

Scope of service:	District Wide
__ALL	
OR: __Low Income pupils _X English Learners __Foster Youth _X Redesignated fluent English proficient ____Other Subgroups:(Specify)_____	

Scope of service:	District Wide
__ALL	
OR: __Low Income pupils _X English Learners __Foster Youth _X Redesignated fluent English proficient ____Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Continue with Link Crew, continue to reduce class sizes for ELD, and develop reclassification incentives.

Original GOAL from prior year LCAP:	**Pupil Outcomes on standardized test and in core content areas will increase. There will be a decrease in the achievement gap among students**	Related State and/or Local Priorities: 1__ 2_X 3_ 4_X 5_X 6__ 7_X 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All

Expected Annual Measurable Outcomes:	Actual Annual Measurable Outcomes:
Increase student advancement into college **AP course offerings will increase by 5% from the 2013-2014 academic year. Specifically in math and science** **Students taking the AP exams will increase by 8%** **Students passage rate on the AP exam will increase by 8% from the 2013-2014 academic year** **Registration for AP professional training documents will demonstrate all teachers teaching such courses have been qualified.**	**Increase student advancement into college** **AP course offerings will increase by 5% from the 2013-2014 academic year. Specifically in math and science** **Students taking the AP exams will increase by 8%** **Students passage rate on the AP exam will increase by 8% from the 2013-2014 academic year** **Registration for AP professional training documents will demonstrate all teachers teaching such courses have been qualified.**

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
All teachers instructing AP courses will be provided appropriate professional development in teaching such courses in their content area.	$90,000	AP teachers were sent to training in summer of 2014 and also are registered to attend additional training in 2015. *AP Professional Training 2013-14 (Summer of 2014)* — GHS: 3 teachers — KCHS: 4 teachers	$40,000
Scope of service: District Wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient ____Other Subgroups:(Specify)_____		Scope of service: District Wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient ____Other Subgroups:(Specify)_____	

<table>
<tr>
<td>All staff will be provided professional development in teaching a rigorous course of study.</td>
<td>$20,000</td>
<td>
<table>
<tr><th>Subject/content</th><th>Number of full PD days 14-15</th><th>Number of teachers</th></tr>
<tr><td>Constructing Meaning</td><td>6</td><td>24</td></tr>
<tr><td>ELD</td><td>7</td><td>7</td></tr>
<tr><td>Math</td><td>8</td><td>8</td></tr>
<tr><td>English</td><td>4</td><td>14</td></tr>
<tr><td>Science</td><td>4</td><td>10</td></tr>
<tr><td>OdysseyWare</td><td>2</td><td>10 (includes 2 counselors)</td></tr>
</table>
</td>
<td>$23,000</td>
</tr>
<tr>
<td>Scope of service: District Wide
_X_ALL
OR:
__Low Income pupils __English Learners
__Foster Youth __Redesignated fluent English proficient
____Other Subgroups:(Specify)_____</td>
<td></td>
<td>Scope of service: District Wide
_X_ALL
OR:
__Low Income pupils __English Learners
__Foster Youth __Redesignated fluent English proficient
____Other Subgroups:(Specify)_____</td>
<td></td>
</tr>
<tr>
<td>Support study sessions will be provided to students in preparation for the AP examination</td>
<td>$30,000</td>
<td>AP tutoring was offered after school
AP Exams Taken
Greenfield High School
<table>
<tr><th>School Year</th><th>Number of Exams Taken</th><th>Number of Students who Passed Exams</th></tr>
<tr><td>14-15</td><td>Students take AP exams in May</td><td>Results in June, 2015</td></tr>
<tr><td>13-14</td><td>121</td><td>30 (24%)</td></tr>
</table>
King City High School
<table>
<tr><th>School Year</th><th>Number of Exams Taken</th><th>Number of Students who Passed Exams</th></tr>
<tr><td>14-15</td><td>Students take AP exams in May</td><td>Results in June, 2015</td></tr>
<tr><td>13-14</td><td>267</td><td>135 (51%)</td></tr>
</table>
</td>
<td>$50,000</td>
</tr>
<tr>
<td>Scope of service: District Wide
_X_ALL
OR:
__Low Income pupils __English Learners
__Foster Youth __Redesignated fluent English proficient
____Other Subgroups:(Specify)_____</td>
<td></td>
<td>Scope of service: District Wide
_X_ALL
OR:
__Low Income pupils __English Learners
__Foster Youth __Redesignated fluent English proficient
____Other Subgroups:(Specify)_____</td>
<td></td>
</tr>
<tr>
<td>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</td>
<td colspan="3">An additional counselor is being hired at each comprehensive high school.</td>
</tr>
</table>

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Original GOAL from prior year LCAP:	**School faculty and staff, parents and students will increase engagement in learning.**	Related State and/or Local Priorities: 1__ 2__ 3_X 4__ 5_X 6_X 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups: All	

Expected Annual Measurable Outcomes:	**Increase parent engagement in student learning process** **Specific parent programs will be offered.** **Parent attendance sheets will demonstrate an increase of 24% from the 2013-2014 academic year** **Contracts with Parent education providers will demonstrate the implementation of this program** **A job description will provide evidence of the intent to hire a parent liaison.** **Comprehensive school sites will have Parent-Faculty-Student type associations formed.**	Actual Annual Measurable Outcomes:	**Increase parent engagement in student learning process** **Specific parent programs will be offered.** **Parent attendance sheets will demonstrate an increase of 24% from the 2013-2014 academic year** **Contracts with Parent education providers will demonstrate the implementation of this program** **A job description will provide evidence of the intent to hire a parent liaison.** **Comprehensive school sites will have Parent-Faculty-Student type associations formed.**

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
PIQE I & 2 will be offered to parents.	$20,000	PIQE 1 was offered for parents.	$8,000

			Parent Institute for Quality Education Data PIQE Attendance / GHS / KCHS 2014-15: Participants: 66 came to introductory meeting, 46 came to the second and the class average is 35 Graduates: March 12, 2015 *classes still taking place / Classes will begin on April 17, 2015 2013-14: *No PIQE occurred this year / Participants: 48 Graduates: 31	
Scope of service: District Wide X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient ____Other Subgroups:(Specify)_____			Scope of service: District Wide X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient ____Other Subgroups:(Specify)_____	
A parent liaison will be employed to coordinate parent involvement in schools	$140,000		Implemented at both comprehensive high schools.	$90,000
Scope of service: District Wide __X__ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient ____Other Subgroups:(Specify)_____			Scope of service: District Wide __X__ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient ____Other Subgroups:(Specify)_____	
Schools will create parent teacher student associations	$0		Implemented @ GHS and a group is starting at KCHS	$0
Scope of service: District Wide __X__ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient ____Other Subgroups:(Specify)_____			Scope of service: District Wide __X__ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient ____Other Subgroups:(Specify)_____	

There will be an increase of parent attendance at events by 30% at back to school nights, CCSS information nights, ELAC participation, Spring Showcase		$0	There has been a sharp increase of Parent attendance at events such as Back to School Night at Greenfield High School and at ELAC at King City High School.		$0
Scope of service:	District Wide		Scope of service:	District Wide	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient ____Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient ____Other Subgroups:(Specify)_____		
Parents will be sent to CABE conference with teachers and administrators.		$15,000	Implemented - 2 from each site are scheduled to attend at the end of April 2015.		$2,500
Scope of service:	District Wide		Scope of service:	District Wide	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient ____Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient ____Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Continue efforts to offer PIQE II classes for parents.				

Original GOAL from prior year LCAP:	**School faculty and staff, parents and students will increase engagement in learning.**	Related State and/or Local Priorities: 1 X 2 X 3 4 X 5 X 6 X 7 X 8 X COE only: 9 10 Local : Specify
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	

Expected Annual Measurable Outcomes:	**Increase student attendance** **Monthly attendance and report logs will demonstrate an increase in student attendance.** **Defined programs for promoting attendance will be identified.** **Logs for parent contacts will demonstrate outreach to improve student attendance.**	Actual Annual Measurable Outcomes:	**Increase student attendance** **Monthly attendance and report logs will demonstrate an increase in student attendance.** **Defined programs for promoting attendance will be identified.** **Logs for parent contacts will demonstrate outreach to improve student attendance.**

LCAP Year: 2014-15

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures
Intervention programs will be implemented as a pre-cursor to expulsion. (in school suspension)		$142,000	Implemented		$140,000
Scope of service:	District Wide		Scope of service:	District Wide	
X ALL			X ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient ____Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient ____Other Subgroups:(Specify)_____		
Parent Liaison will conduct home visits to truant students.		(above)	Parent Liaisons meet regularly with parents on attendance plans as part of a site intervention plans.		$1,000
Scope of service:	District Wide		Scope of service:	District Wide	

_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient ____Other Subgroups:(Specify)_____			_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient ____Other Subgroups:(Specify)_____		
Saturday School will be provided to improve attendance and support academic performance		$30,000	Implemented		$20,000
Scope of service:	District Wide		Scope of service:	District Wide	
_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient ____Other Subgroups:(Specify)_____			_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient ____Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	An additional counselor is being hired at each comprehensive high school.				

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omplete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	$ 3,146,591

SMCJUHSD's twelve LCAP goals reflect the State's eight priorities and the identified needs of all students, most specifically those deemed eligible. A focal point for SMCJUHSD's 2014-15 LCAP was focused on increasing access and opportunity for EL students as well as providing consistent and effective interventions and enrichments, specifically related to increasing rigorous coursework and A-G completion.

For the 2015-16 year, the focus of SMCJUHS's LCAP centers on increasing resources at the site levels related to EL instruction and interventions to meet AMAO targets and increase in EL reclassification; increase A-G completion for all students- including EL students; increasing in AP course offerings and passing rates; increasing parental involvement; increasing interventions, both personnel and programs, to support behavior challenges.

Input and recommendations continued to emphasize the need for increasing eligible students' engagement in rigorous coursework, and embedded, timely supports based on effective use of supplemental and concentrated fund expenditures:

- The funding for 2015-16, generated by the number of eligible students—unduplicated low income, EL, and foster youth totals $
- Currently, 82% of SMCJUHSD's students are considered "eligible" as defined by the state's unduplicated count. Subsequently, all SMCJUHSD students will have the opportunity to educationally benefit from increased and improved services as they related to meeting all students' academic, social, and personal needs while continuing to target and provide for our most needy.
- Site Single Plans for Student Achievement will continue to align to SMCJUHSD's LCAP, as well as the District Goals, in an effort to define, implement, and monitor programs and funding related to increasing student achievement, attendance, graduation rates, and overall academic/social success.

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

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

82	%

Services provided in SMCJUHSD LCAP will strengthen academic and behavior supports for low income, foster youth, English learners, and students with disabilities. Given our district demographics and our Districtwide Program Improvement status we offer Districtwide programs that benefit all students we serve.
Services and supports:

- resources that target academic needs related to the new ELD standards, A-G completion, CAHSEE support and remediation, after school/Saturday school tutoring, programs for behavior interventions
- student access to supplemental programs, services, and opportunities in order to promote well-rounded students who are college and career ready. Additionally, resources will continue to support the STEM program which includes, but is not limited to, Project Lead the Way, at both comprehensive high schools.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

(1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

(1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

(1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

01-13-15 [California Department of Education]

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Approval of 2015-2016 Budget

MEETING: June 16, 2015

AGENDA SECTION:

X ACTION

☐ **INFORMATION**

☐ **ACTION/CONSENT**

Board Goals:

	Improve/Sustain Student Achievement through CAASPP Test and Other Assessment Measures
	Improve School Climate and Student Discipline in Support of Teaching, Learning and Student Safety
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:
California school districts are required under Education Code 42417 to adopt a subsequent year budget on or before July 1 of each year. The budget is submitted in the required SACS format and includes all funds of the District. By August 15 the county superintendent of schools shall either conditionally approve or disapprove a budget that does not provide adequate assurance that the district will meet its current and future obligations and resolve any problems identified in studies, reports, evaluations, or audits.

Recommendation:
It is recommended that the State Administrator approve the 2015-2016 Budget.

Fiscal Impact:
Balanced Budget.

Submitted By:

Duane Wolgamott
Business Manager

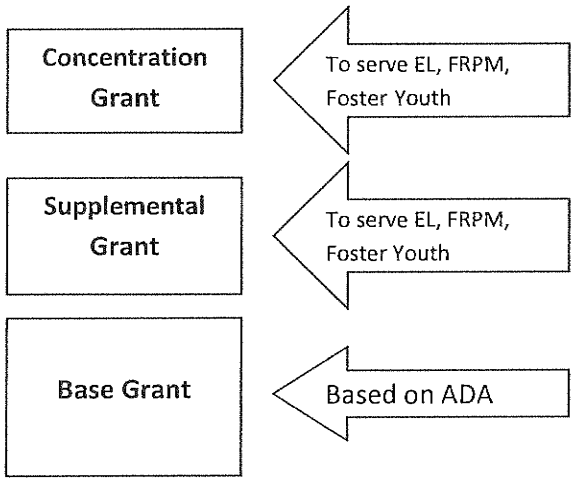
Approved:

Daniel R. Moirao, Ed.D.
State Administrator

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
800 Broadway Street, King City, CA 93930 • 831-385-0606 • FAX 831-385-0695

Budget Assumptions 2015-2016
Duane Wolgamott, Chief Business Official

Funding for California Schools has experienced a major overhaul in the last two years and what was once known as revenue limits and categorical funding is now the Local Control Funding Formula (LCFF). Under the LCFF all public schools in California receive a ***base grant*** which is funded on the average daily attendance of the number of students enrolled in the school district. In addition, a school district may receive additional funding known as a ***supplemental grant*** for students targeted disadvantaged students. These are students who are classified as English learners (EL) or students who receive free or reduced-price meal (FRPM), foster youth or any combination of these factors. On top of these funding criteria a school district may receive a ***concentration grant*** if over 55% of it student population is English learners, or free or reduced-price meal recipients, or foster youth. The South Monterey County Joint Union High School District qualifies for all three grants. However, funding from the supplemental and concentration grant must be used to provide the necessary support for students listed in the categories above.



The purpose of the budget assumptions is to provide the District with the road map that was used in preparing the 2015-2016 budget. How the district spends its money determines the priorities of the school district. Because public schools are dependent on the Governor's proposed budget for the State of California the assumptions made are based on the most current information we have and are subjection to change.

As part of the new LCFF school districts are required to develop a Local Control Accountability Plan (LCAP) that outlines how the monetary resources provided from the state will be spent. In developing the LCAP input was taken from various elements of the community and through three public forums. From that input the following assumptions have guided the development of the 2015-2016 budget.

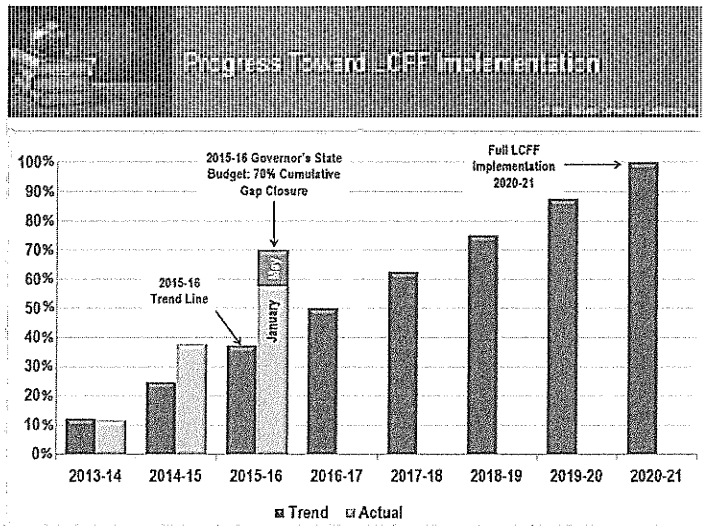
California school districts are required under Education Code 52060 – 52062 conduct a public hearing on the next fiscal year budget along with a public hearing on the Local Control Accountability Plan (LCAP) prior to the meeting of the Board of Education adopting the completed budge and the LCAP. By August 15 the county Superintendent of Schools shall approve, conditionally approve or disapprove a budget. A budget that does not provide adequate assurance that the district will meet its current and future obligations and resolve any

problems identified in studies, reports, evaluations, or audits may be conditionally approve or disapprove the school districts proposed adopted budget. .

Overall Assumptions

1. The projected General Fund ending fund balance for the 2014-2015 fiscal year is anticipated to be $3,460,197. Carrying that balance forward to 2015-2016, it is anticipated that the 2015-16 ending balance will be approximately $4,995,126. This is subject to change after the 2014-2015 books are closed and after the State budget is approved.

2. While the revenues generated with the Local Control Funding Formula (LCFF) suggest a significant increase for school funding in the proposed Governor's budget, the current funding level is still far below the adjusted 2007-2008 funded target levels.



The combination of increases in Average Daily Attendance (ADA) and the LCFF projected increases have increased district LCFF revenue by an estimated $3,091,944. The District must dedicate at least $3,146,591 of LCFF funding to Supplemental and Concentrate grants for English Learners, FRPM, or Foster Youth services to improve their academic achievement. Plans for these expenditures are outlined in the LCAP.

3. Enrollment projections for 2015-2016 estimates an increase in enrollment compared to the 2014-2015 academic year. The projected enrollment for 2015-2016 academic year is estimated at 2039 compared to:

    - 2008/09 - 2134
    - 2009/10 - 2134
    - 2010/11 - 2021
    - 2011/12 - 1841
    - 2012/13 - 1909
    - 2013/14 - 1963
    - **2014/15 - 1993**

4. Funding for 2015-2016 will be based on an estimated ADA of 1937. Actual ADA will not be known until P-2 is completed in mid-April 2016 and will determine the 2015-16 ADA.

    - 2008/09 – 1977 92.6%
    - 2009/10 – 1917 92.4%
    - 2010/11 – 1752 91.3%
    - 2011/12 – 1759 89.0%
    - 2012/13 – 1831 92.9%
    - 2013/14 – 1827 93.1%
    - **2014/15 – 1900.54 95.36%**

5. The staffing formula is currently set at 32:1 for all courses except PE which is staffed at 45:1.

Revenue Assumptions

1. The District base grant is determined on the 2015-2016 ADA with a 1.02% cost of living adjustment (COLA). The District's 2015-16 base grant is estimated to be $8,801 per unit of actual attendance. Based upon a funded attendance projection of 1937 the base grant, inclusive of adjustments for beginning teacher and unemployment insurances incentives, is estimated to be $17,047,537.

2. The Consumer Price index is estimated to be 2.20%.

3. The District supplemental/concentration grants determination is based on an estimate of an 82% unduplicated student count. The District's supplemental/concentration grants are estimated to be a combined $1,729.57 per unit of actual attendance. Based upon a funded attendance projection of 1937 the supplemental/concentration grants are estimated to be $3,350,188. These funds are for services to improve the academic success of students who are EL, FRPM, or Foster Youth.

   The Local Control Accountability Plan has been reviewed and updated for the 2015-16 year. Additional staff has been added as well as school campus safety projects for the replacement of the Greenfield High School fire alarm system, installation of security cameras and increase campus security.

4. Unrestricted Lottery revenues are projected to be $126.00 per a formula based on ADA - $280,866 (allocated to school site for use as program discretionary funds.

   Restricted Lottery revenues are projected to be $30.00 per a formula based on ADA $85,000. Restricted Lottery revenues are to be used for adopted textbook and curriculum purchases.

5. The District receives Special Education funding based on its average daily attendance entered into a formula by the Special Education Local Plan Area (SELPA).

Actual costs for special education are dependent on the type of services that the District is required to provide each individual student. For the District to provide these specialized services a contribution from the General Education (Base Grant) fund is necessary. For the 2015-2016 academic year, the projected General Fund contribution is anticipated to be $2,095,630. The Estimated Actuals for General Fund contributions for 2014-2015 is $1,821,214.

The plan to serve more of the district special education students in-house rather than through other agencies is in place to start in 2015-16. The financial impact is a reduction to the encroachment on the General Education fund (Base Grant). The overall increase in Special Education encroachment is due to an increase in the number of Special Education students as well as some students with high cost service level requirements.

6. Home-to-school transportation funding has been rolled into the LCFF funding and while no longer a restricted account – it must remain the same in 2015-2016 as was received in 2013-14. Although no additional funding is available the district plans to continue to reduce costs where it can with the inclusion of parent provided transportation when appropriate and reimburses the federal mileage reimbursement allocation.

7. In the Governor's May budget proposal – there is proposal for one time funding grants in the amount of $601 per ADA for 2015-2016. While the Governor's May Budget proposal suggests that local educational agencies (LEAs) prioritize these funds for professional development, teacher induction, and instructional materials and technology, this is not a mandate and the funds can be used for "any one-time purpose, as determined by the governing board".

   Due to the fact that this is just a proposal – the proposed one time funding grant is not currently included in the 2015-2016 Adopted Budget. It will be added into the 45 day budget revision if in the final adopted state budget.

8. With the inception of the LCFF most state funded categorical revenues have been eliminated. The remaining state funded categorical funds are Special Education, Restricted Lottery and Food Service. All other funds are now a part of the base, supplemental and/or concentration grants provided to school districts.

9. The District has fully funded the Routine Restricted Maintenance program at above the 3% of the general Fund minimum requirement. Much of the money has been budgeted into Capital Facility Improvements to continue to catch the District up on the backlog of deferred maintenance and facility projects.

10. The District has allocated $225,000 in 2015-16 for technology equipment maintenance and replacement.

11. The District has allocated $100,000 in 2015-16 to continue to build the available funds in the Capital Equipment replacement fund which was started in 2014-15.

12. The District must continue to make an annual payment of $1.2 million dollars out of the General Fund for the loan debt as a result of participating in SB130, which provided the District a $14,395,000.00 loan in 2010.

    Through special legislation related to the enactment of LCFF, the State of California will now be providing the District with an amount equal to the difference of the 5.75% interest rate on the loan secured through SB130 and the amount equal to the annual rate of return of the Pooled Money Investment Account for the applicable fiscal year, plus an additional 2%. This amount will vary with the loan interest rates. The State of California will be notifying the District in the early fall on the amount which the District will be receiving for this year. Once this amount is known – the budget will be adjusted in the interim report occurring after notification. In 2014-15, the amount of the "make whole" payment amount was $200,407.

Expenditure Assumptions

1. Salaries

Certificate salary costs will increase by 20.7% as a result of step and column movement, the negotiated 3% raise to the salary schedule, increases to the teacher hourly rate and stipends, the addition of two additional counselors, seven new teaching positions and other increases in LCAP expenditures.

Column increases are budgeted for those certificated employees who have indicated completion of the required units for movement on the salary schedule.

2015/16 New Positions

Pos #	Job Category	Job Class	Location Description	Total Estimated Cost	Funding
255	Teacher	TCHRENG	King City High School	$ 80,148	EIA - 100% (Categorical - Restricted)
256	Teacher	TCHRENG	Greenfield High School	$ 80,148	EIA - 100% (Categorical - Restricted)
257	Teacher	TCHRAG	Greenfield High School	$ 80,148	EPA - 100% (General Fund)
258	Teacher	TCHRMATH	King City High School	$ 80,148	LCAP - 100%
259	Teacher	TCHRSPED	King City High School	$ 95,947	Special Education - 100%
260	Teacher	TCHRSPED	Greenfield High School	$ 95,947	Special Education - 100%
261	Teacher	TCHRSPED	Greenfield High School	$ 95,947	Special Education - 100%
262	Teacher	COUNSELOR	King City High School	$ 80,148	LCAP - 100%
263	Teacher	COUNSELOR	Greenfield High School	$ 80,148	LCAP - 100%
264	Admin	DIRECTOR OF ALT LEARNING	District	$ 150,219	LCAP - 100%
265	Classified	School Office Assistant	Portola-Butler Cont	$ 41,578	General Fund - 100% (salary from existing moving to SpEd)
266a	Classified	Utility/Bus Driver	King City High School	$ 50,091	Maintenance - 50% / Transportation - 50%
266b	Classified	Utility/Bus Driver	Greenfield High School	$ 50,091	Maintenance - 50% / Transportation - 50%
267	Classified	Fiscal Technician	District Office	$ 61,882	General Fund - 100%
				$ 1,122,591	

2. Classified Salary costs will increase by 9.6% as a result of step and column movement, the negotiated 3% raise to the salary schedule, and three new positions.

3. For categorically funded programs, the positions allocated are reflective of the funding available. Individuals hired into these positions are either hired as temporary employees or have a corresponding temporary employee filling their position while they serve in these categorically funded positions.

4. Benefits
   3.1 The following reflects estimated employer rates for all statutory benefits for the budget year:

STRS	10.73%
PERS	11.847%
OASDI (FICA)	6.20%
Medicare	1.45%
Workers Comp	2.268%
Unemployment	0.05%

5. Benefit costs are increasing by 21.5% due to the increases in Certificated and Classified salaries, increases in staffing, increases in the District's contribution to employee's medical plans and the increased contribution rate the District is required to contribute to STRS and CalPERS.

6. Costs resulting from early retirement agreements are budgeted under the General Education portion for the General Fund. Payments for retirements for the 2015-2016 year is projected to be $50,000.

7. Utilities are budgeted for an overall increased rate of 5%.

8. Books and Supplies are decreasing by 43.8% from 2014-2015 estimated actuals. Most of this decline is due to the fact that the adopted budget assumptions do not include any carryover funds or expenditures of them. Common core funding also ended in 2014-2015. Once the amount of carryover has been determined, then the expenditures will be adjusted for those categoricals in the 1st Interim budget revisions.

9. The district has again allocated $100,000.00 into a textbook account for the next year to replace old textbooks and for the purchase of new materials association with the implementation of the new Common Core State Standards and new District course offerings.

10. Service/Operating expenses are decreasing by 13.9% from 2014-2015 estimated actuals. Most of this decline is due to the fact that the adopted budget assumptions do not include any carryover funds or expenditures of them. Common core funding also ended in 2014-2015. Once the amount of carryover has been determined, then the expenditures will be adjusted for those categoricals in the 1st Interim budget revisions.

11. Capital outlay is decreasing by 39.6%. During the 2014-15 fiscal year there was a restricted capital outlay of $61,473 related to a donation to purchase a vehicle for the KCHS Agriculture Department. The District is budgeting $100,000.00 for next year to build the Capital Equipment fund that was started in 2014-2015 for replacement of vehicles and capital equipment.

12. Debt Service and Major Lease Payments:

    12.1. Inter-program direct and indirect costs will be calculated at the maximum allowable rate per program.

    12.2. Fund 56: This fund is use to record the final payment on the Lease-Lease Back Bonds held with the fiscal agent. The final payment will be made in 2029.

13. Fund 13: The cafeteria Fund is once again expected to be balanced with no encroachment in the 2015-2016 fiscal year.

14. Fund 17: Special Reserve: The monies held in this fund are the final monies from the Lease-Lease Back Bonds that have not been spent. These funds are the District's Special Reserve fund.

15. Fund 25: Capital Facilities: Revenues in this fund have slowly been increasing after years of minimal revenues. These funds are collected to be used for growth related expenditures as well as to go toward the Certificates of Participation (COP) payments for portables and the HVAC overhaul competed in prior years. One of the final payments for these items will be made in the current year and the other will be in fiscal year 2018-19.

16. Fund 35 County School Facilities: This funds was exhausted with the closeout of the KCHS Gymnasium project in 2015-16.

17. Fund 56: Debit Service Fund: This fund is the funds held by an external fiscal agent for the final payment of the State Loan bond.

Balances

1. The Reserve for "Economic Uncertainty" of 3% required by CA Education Code 33128 is funded. However, a 3% General Fund reserve for a high school district of our size is inadequate for most uncertainties that may prevail. In 2014-2015, the Board of Trustees revised the Board Policy to now require the District to maintain a 17% General Fund reserve.

   The current undesignated fund balance in Fund 01 and Fund 17 are equal to a 30.7% reserve.

   The current legislation limiting District reserves to the 3% minimum has not yet been triggered by all the qualifying factors. School Services of California continues to advise districts "to take no action to reduce reserves below prudent levels. Spend as much as you can on students, but do not reduce reserves below your own judgement of what is required".

Disclaimer

1. The Governor has until June 30 to sign the State Budget. The legislature has sent their proposal to the Governor for review. Current information indicates that the Local Control Funding Formula will be implemented as indicated in this budget. At this time details for final calculations of the revenue are being finalized.

Model OB16-01 4-22-15 original budget model 1 — **Fiscal Year 2015/16**

General Fund

	Dollars per ADA	Total Amount
Beginning Fund Balance	$0.00	$0
+ Total Resources	$11,996.51	$23,237,240
- Total Uses	$11,204.08	$21,702,311
Ending Fund Balance	$792.43	$1,534,929
Fund Balance Difference	$792.43	$1,534,929

Ending Fund Balance Components

Ending Fund Balance Components	Amount
Nonspendable Assets	0
Restricted	0
Stabilization Arrangements	0
Other Committed	0
Other Assignments	0
Reserve for Economic Uncertainties	0
Other Assigned	0

Selection Group by Org, Fiscal Year, Budget Model, Filtered by (Organization = 28, Restricted? = Y, Fund = 01), ADA = 1,937

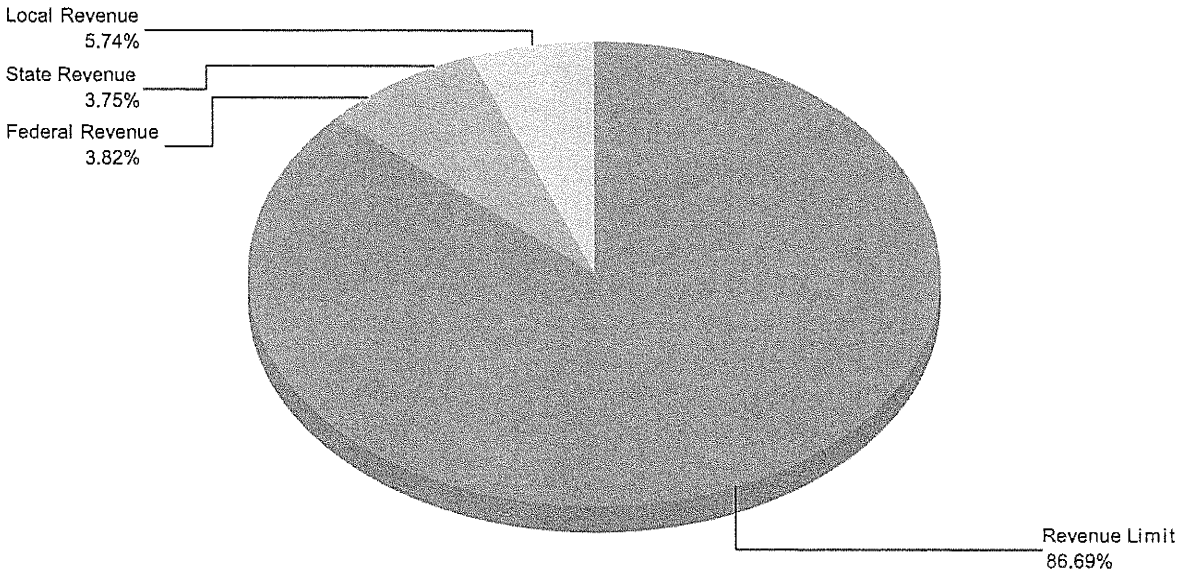
Model OB16-01 4-22-15 original budget model 1 **Fiscal Year 2015/16**

General Fund

Total Revenue Summary

(as % of Total Revenue)

Revenue by Object:	Dollars per ADA	Total Amount
Revenue Limit	10,399.63	20,144,086
Federal Revenue	458.78	888,658
Other State Revenue	449.84	871,340
Other Local Revenue	688.26	1,333,156
Total Revenue	**$11,996.51**	**$23,237,240**
Transfer In & Others	**$0.00**	**$0**
Total Resources	**$11,996.51**	**$23,237,240**



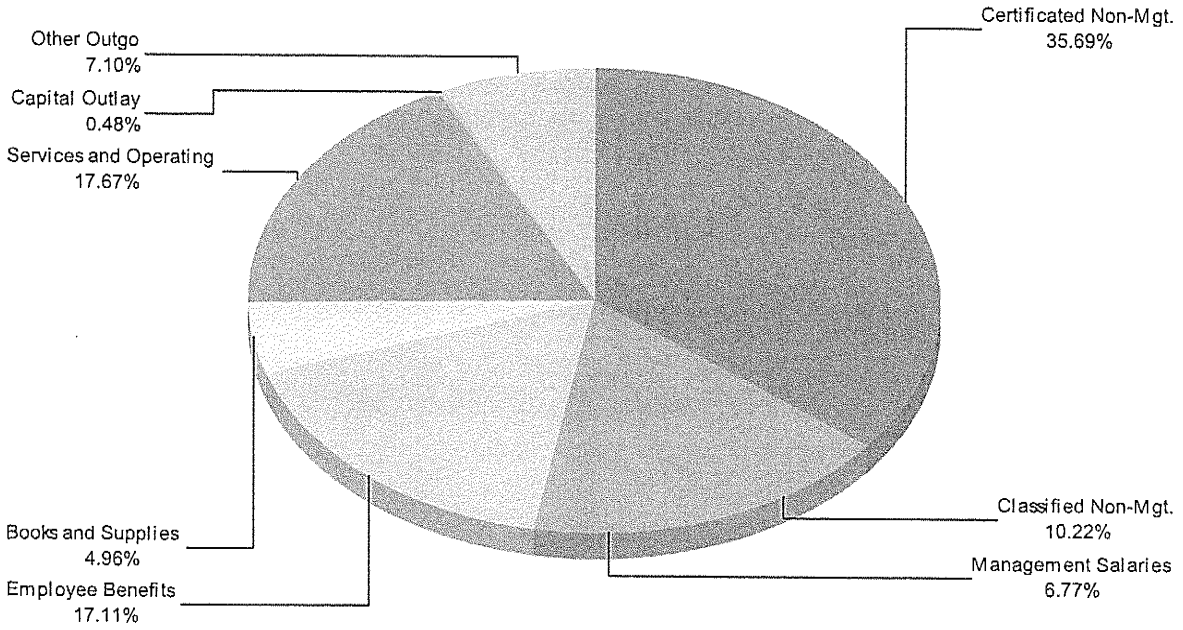
Model OB16-01 4-22-15 original budget model 1 — **Fiscal Year 2015/16**

General Fund

Expenditure by Object:	Dollars per ADA	Total Amount
Cert. Non-Mgt. Salaries	3,998.59	7,745,264
Class. Non-Mgt. Salaries	1,145.25	2,218,347
Management Salaries	758.06	1,468,370
Employee Benefits	1,916.73	3,712,707
Books and Supplies	555.96	1,076,888
ces and Operating	1,979.97	3,835,208
al Outlay	53.69	104,000
Other Outgo	795.83	1,541,527
Total Expenditure	**$11,204.08**	**$21,702,311**
Transfer out and Other:	**$0.00**	**$0**
Total Uses	**$11,204.08**	**$21,702,311**

Total Expenditure Summary

(as % of Total Expenditure)



Selection Group by Org, Fiscal Year, Budget Model, Filtered by (Organization = 28, Restricted? = Y, Fund = 01), ADA = 1,937

ESCAPE ONLINE

Model OB16-01 4-22-15 original budget model 1 **Fiscal Year 2015/16**

General Fund

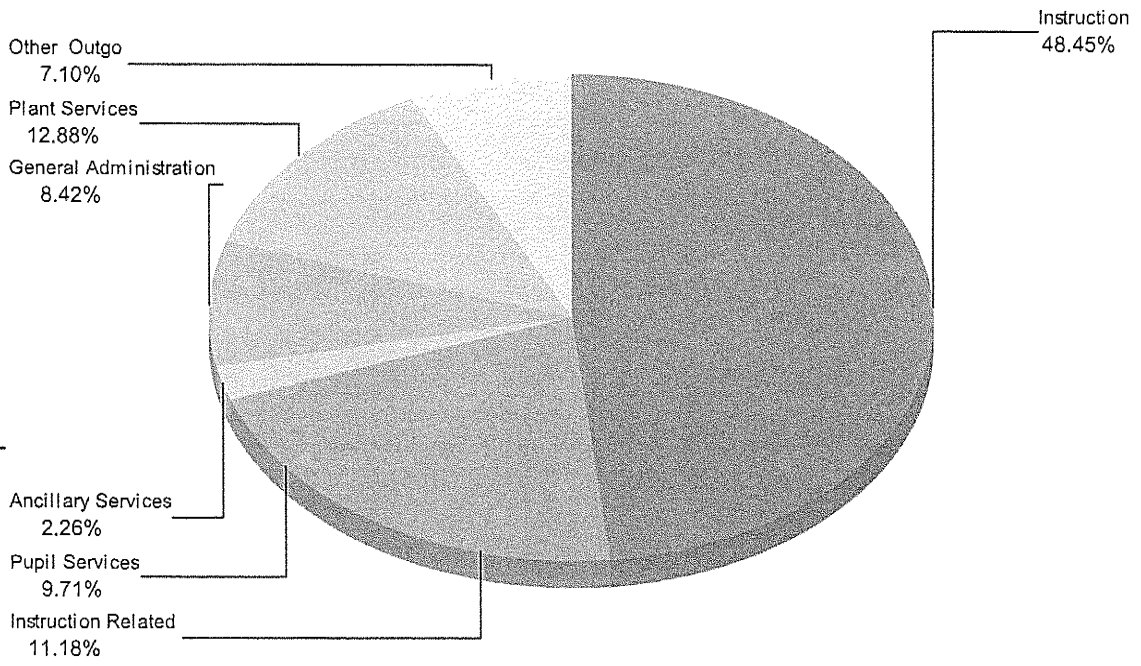
Expenditure by Function:	Dollars per ADA	Total Amount
Instruction	5,428.69	10,515,374
Instruction Related Services	1,252.14	2,425,404
Pupil Services	1,088.12	2,107,684
Ancillary Services	253.48	490,996
Community Services	0.00	0
rprise	0.00	0
eral Administration*	942.90	1,826,397
Plant Services	1,442.92	2,794,929
Other Outgo	795.83	1,541,527
Total	**$11,204.08**	**$21,702,311**

*** General Administration Expenditure Breakdown:**

Board and Supt. Administration	218.59	423,411
Other General Administration	573.95	1,111,740
Centralized Data Processing	150.36	291,246

Total Expenditure by Function Summary

(as % of Total Expenditure)



ANNUAL BUDGET REPORT:
July 1, 2015 Budget Adoption

Insert "X" in applicable boxes:

[X] This budget was developed using the state-adopted Criteria and Standards. It includes the expenditures necessary to implement the Local Control and Accountability Plan (LCAP) or annual update to the LCAP that will be effective for the budget year. The budget was filed and adopted subsequent to a public hearing by the governing board of the school district pursuant to Education Code sections 33129, 42127, 52060, 52061, and 52062.

[X] If the budget includes a combined assigned and unassigned ending fund balance above the minimum recommended reserve for economic uncertainties, at its public hearing, the school district complied with the requirements of subparagraphs (B) and (C) of paragraph (2) of subdivision (a) of Education Code Section 42127.

Budget available for inspection at:

Place: 800 Broadway King City CA
Date: June 01, 2015

Public Hearing:

Place: 800 Broadway Street King City CA
Date: June 01, 2015
Time: 05:30 PM

Adoption Date: June 16, 2015

Signed: _____
Clerk/Secretary of the Governing Board
(Original signature required)

Contact person for additional information on the budget reports:

Name: Duane Wolgamott
Telephone: 831-385-0606 ext 4338

Title: Chief Business Official
E-mail: dwolgamo@smcjuhsd.org

Criteria and Standards Review Summary

The following summary is automatically completed based on data provided in the Criteria and Standards Review (Form 01CS). Criteria and standards that are "Not Met," and supplemental information and additional fiscal indicators that are "Yes," may indicate areas of potential concern for fiscal solvency purposes and should be carefully reviewed.

CRITERIA AND STANDARDS			Met	Not Met
1	Average Daily Attendance	Budgeted (funded) ADA has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.	X	

CRITERIA AND STANDARDS (continued)			Met	Not Met
2	Enrollment	Enrollment has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.	X	
3	ADA to Enrollment	Projected second period (P-2) ADA to enrollment ratio is consistent with historical ratios for the budget and two subsequent fiscal years.		X
4	Local Control Funding Formula (LCFF)	Projected change in LCFF is within the standard for the budget and two subsequent fiscal years.	X	
5	Salaries and Benefits	Projected ratios of total unrestricted salaries and benefits to total unrestricted general fund expenditures are consistent with historical ratios for the budget and two subsequent fiscal years.	X	
6a	Other Revenues	Projected operating revenues (e.g., federal, other state, and other local) are within the standard for the budget and two subsequent fiscal years.		X
6b	Other Expenditures	Projected operating expenditures (e.g., books and supplies, and services and other operating) are within the standard for the budget and two subsequent fiscal years.		X
7	Ongoing and Major Maintenance Account	If applicable, required contribution to the ongoing and major maintenance account (i.e., restricted maintenance account) is included in the budget.	X	
8	Deficit Spending	Unrestricted deficit spending, if any, has not exceeded the standard for two or more of the last three fiscal years.	X	
9	Fund Balance	Unrestricted general fund beginning balance has not been overestimated by more than the standard for two or more of the last three fiscal years.	X	
10	Reserves	Projected available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the budget and two subsequent fiscal years.	X	

SUPPLEMENTAL INFORMATION			No	Yes
S1	Contingent Liabilities	Are there known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?	X	
S2	Using One-time Revenues to Fund Ongoing Expenditures	Are there ongoing general fund expenditures in excess of one percent of the total general fund expenditures that are funded with one-time resources?	X	
S3	Using Ongoing Revenues to Fund One-time Expenditures	Are there large non-recurring general fund expenditures that are funded with ongoing general fund revenues?		X
S4	Contingent Revenues	Are any projected revenues for the budget or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?	X	
S5	Contributions	Have contributions from unrestricted to restricted resources, or transfers to or from the general fund to cover operating deficits, changed by more than the standard for the budget or two subsequent fiscal years?		X

SUPPLEMENTAL INFORMATION (continued)			No	Yes
S6	Long-term Commitments	Does the district have long-term (multiyear) commitments or debt agreements?		X
		• If yes, have annual payments for the budget or two subsequent fiscal years increased over prior year's (2014-15) annual payment?		X
S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)?		X
		• If yes, are they lifetime benefits?	X	
		• If yes, do benefits continue beyond age 65?	X	
		• If yes, are benefits funded by pay-as-you-go?		X
S7b	Other Self-insurance Benefits	Does the district provide other self-insurance benefits (e.g., workers' compensation)?	X	
S8	Status of Labor Agreements	Are salary and benefit negotiations still open for:		
		• Certificated? (Section S8A, Line 1)	X	
		• Classified? (Section S8B, Line 1)	X	
		• Management/supervisor/confidential? (Section S8C, Line 1)	X	
S9	Local Control and Accountability Plan (LCAP)	• Did or will the school district's governing board adopt an LCAP or approve an update to the LCAP effective for the budget year?		X
		• Approval date for adoption of the LCAP or approval of an update to the LCAP:	Jun 16, 2015	
S10	LCAP Expenditures	Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template, Section 3: Actions, Services, and Expenditures?		X

ADDITIONAL FISCAL INDICATORS			No	Yes
A1	Negative Cash Flow	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?	X	
A2	Independent Position Control	Is personnel position control independent from the payroll system?	X	
A3	Declining Enrollment	Is enrollment decreasing in both the prior fiscal year and budget year?	X	
A4	New Charter Schools Impacting District Enrollment	Are any new charter schools operating in district boundaries that are impacting the district's enrollment, either in the prior fiscal year or budget year?	X	
A5	Salary Increases Exceed COLA	Has the district entered into a bargaining agreement where any of the budget or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?		X

ADDITIONAL FISCAL INDICATORS (continued)			No	Yes
A6	Uncapped Health Benefits	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	X	
A7	Independent Financial System	Is the district's financial system independent from the county office system?	X	
A8	Fiscal Distress Reports	Does the district have any reports that indicate fiscal distress? If yes, provide copies to the COE, pursuant to EC 42127.6(a).	X	
A9	Change of CBO or Superintendent	Have there been personnel changes in the superintendent or chief business official (CBO) positions within the last 12 months?	X	

ANNUAL CERTIFICATION REGARDING SELF-INSURED WORKERS' COMPENSATION CLAIMS

Pursuant to EC Section 42141, if a school district, either individually or as a member of a joint powers agency, is self-insured for workers' compensation claims, the superintendent of the school district annually shall provide information to the governing board of the school district regarding the estimated accrued but unfunded cost of those claims. The governing board annually shall certify to the county superintendent of schools the amount of money, if any, that it has decided to reserve in its budget for the cost of those claims.

To the County Superintendent of Schools:

(___) Our district is self-insured for workers' compensation claims as defined in Education Code Section 42141(a):

Total liabilities actuarially determined:	$
Less: Amount of total liabilities reserved in budget:	$
Estimated accrued but unfunded liabilities:	$ 0.00

(X) This school district is self-insured for workers' compensation claims through a JPA, and offers the following information:
Monterey Educational Risk Management Authority
76 Stephanie Drive Salinas, CA 93901 831-783-3311

(___) This school district is not self-insured for workers' compensation claims.

Signed _____
Clerk/Secretary of the Governing Board
(Original signature required)

Date of Meeting: Jun 16, 2015

For additional information on this certification, please contact:

Name: Duane Wolgamott

Title: Chief Business Official

Telephone: 831-385-0606 ext 4338

E-mail: dwolgamo@smcjuhsd.org

Description	Resource Codes	Object Codes	2014-15 Estimated Actuals Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	2015-16 Budget Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
A. REVENUES									
1) LCFF Sources		8010-8099	17,052,142.00	0.00	17,052,142.00	20,144,086.00	0.00	20,144,086.00	18.1%
2) Federal Revenue		8100-8299	0.00	1,206,114.00	1,206,114.00	0.00	888,658.00	888,658.00	-26.3%
3) Other State Revenue		8300-8599	763,901.00	176,807.00	940,708.00	763,901.00	107,439.00	871,340.00	-7.4%
4) Other Local Revenue		8600-8799	564,446.00	813,864.00	1,378,310.00	594,156.00	739,000.00	1,333,156.00	-3.3%
5) TOTAL, REVENUES			18,380,489.00	2,196,785.00	20,577,274.00	21,502,143.00	1,735,097.00	23,237,240.00	12.9%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	6,175,981.00	1,083,628.00	7,259,609.00	7,014,819.00	1,747,949.00	8,762,768.00	20.7%
2) Classified Salaries		2000-2999	1,919,573.00	516,232.00	2,435,805.00	2,113,156.00	556,057.00	2,669,213.00	9.6%
3) Employee Benefits		3000-3999	2,507,177.00	547,983.00	3,055,160.00	2,924,072.00	788,635.00	3,712,707.00	21.5%
4) Books and Supplies		4000-4999	1,152,979.00	764,224.00	1,917,203.00	886,157.00	190,731.00	1,076,888.00	-43.8%
5) Services and Other Operating Expenditures		5000-5999	1,756,088.26	2,696,257.00	4,452,345.26	2,474,005.00	1,361,203.00	3,835,208.00	-13.9%
6) Capital Outlay		6000-6999	110,688.00	61,473.00	172,161.00	104,000.00	0.00	104,000.00	-39.6%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	1,306,927.00	234,600.00	1,541,527.00	1,306,927.00	234,600.00	1,541,527.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(107,541.00)	107,541.00	0.00	(66,230.00)	66,230.00	0.00	0.0%
9) TOTAL, EXPENDITURES			14,821,872.26	6,011,938.00	20,833,810.26	16,756,906.00	4,945,405.00	21,702,311.00	4.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			3,558,616.74	(3,815,153.00)	(256,536.26)	4,745,237.00	(3,210,308.00)	1,534,929.00	-698.3%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(2,725,739.00)	2,725,739.00	0.00	(3,202,265.00)	3,202,265.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(2,725,739.00)	2,725,739.00	0.00	(3,202,265.00)	3,202,265.00	0.00	0.0%

Description	Resource Codes	Object Codes	2014-15 Estimated Actuals Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	2015-16 Budget Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			832,877.74	(1,089,414.00)	(256,536.26)	1,542,972.00	(8,043.00)	1,534,929.00	-698.3%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	2,181,605.00	1,455,460.00	3,637,065.00	3,094,150.74	366,046.00	3,460,196.74	-4.9%
b) Audit Adjustments		9793	79,668.00	0.00	79,668.00	0.00	0.00	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			2,261,273.00	1,455,460.00	3,716,733.00	3,094,150.74	366,046.00	3,460,196.74	-6.9%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,261,273.00	1,455,460.00	3,716,733.00	3,094,150.74	366,046.00	3,460,196.74	-6.9%
2) Ending Balance, June 30 (E + F1e)			3,094,150.74	366,046.00	3,460,196.74	4,637,122.74	358,003.00	4,995,125.74	44.4%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	6,000.00	0.00	6,000.00	6,000.00	0.00	6,000.00	0.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Expenditures		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	366,046.00	366,046.00	0.00	358,003.00	358,003.00	-2.2%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments		9780	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Unassigned/unappropriated									
Reserve for Economic Uncertainties		9789	697,117.00	0.00	697,117.00	746,122.00	0.00	746,122.00	7.0%
Unassigned/Unappropriated Amount		9790	2,391,033.74	0.00	2,391,033.74	3,885,000.74	0.00	3,885,000.74	62.5%

Description	Resource Codes	Object Codes	2014-15 Estimated Actuals Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	2015-16 Budget Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
G. ASSETS									
1) Cash									
a) in County Treasury		9110	5,765,177.26	(243,498.68)	5,521,678.58				
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00	0.00	0.00				
b) in Banks		9120	0.00	0.00	0.00				
c) in Revolving Fund		9130	6,000.00	0.00	6,000.00				
d) with Fiscal Agent		9135	998,965.44	0.00	998,965.44				
e) collections awaiting deposit		9140	0.00	0.00	0.00				
2) Investments		9150	0.00	0.00	0.00				
3) Accounts Receivable		9200	(17,764.59)	(67,980.57)	(85,745.16)				
4) Due from Grantor Government		9290	0.00	0.00	0.00				
5) Due from Other Funds		9310	0.00	0.00	0.00				
6) Stores		9320	0.00	0.00	0.00				
7) Prepaid Expenditures		9330	0.00	0.00	0.00				
8) Other Current Assets		9340	0.00	0.00	0.00				
9) TOTAL, ASSETS			6,752,378.11	(311,479.25)	6,440,898.86				
H. DEFERRED OUTFLOWS OF RESOURCES									
1) Deferred Outflows of Resources		9490	0.00	0.00	0.00				
2) TOTAL, DEFERRED OUTFLOWS			0.00	0.00	0.00				
I. LIABILITIES									
1) Accounts Payable		9500	741,507.15	130,230.31	871,737.46				
2) Due to Grantor Governments		9590	0.00	0.00	0.00				
3) Due to Other Funds		9610	0.00	0.00	0.00				
4) Current Loans		9640	0.00	0.00	0.00				
5) Unearned Revenue		9650	0.00	0.00	0.00				
6) TOTAL, LIABILITIES			741,507.15	130,230.31	871,737.46				
J. DEFERRED INFLOWS OF RESOURCES									
1) Deferred Inflows of Resources		9690	0.00	0.00	0.00				
2) TOTAL, DEFERRED INFLOWS			0.00	0.00	0.00				
K. FUND EQUITY									
Ending Fund Balance, June 30									

Description	Resource Codes	Object Codes	2014-15 Estimated Actuals			2015-16 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
(G9 + H2) - (I6 + J2)			6,010,870.96	(441,709.56)	5,569,161.40				

escription	Resource Codes	Object Codes	2014-15 Estimated Actuals Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	2015-16 Budget Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
CFF SOURCES									
Principal Apportionment									
State Aid - Current Year		8011	9,104,586.00	0.00	9,104,586.00	12,011,677.00	0.00	12,011,677.00	31.9%
Education Protection Account State Aid - Current Year		8012	2,581,657.00	0.00	2,581,657.00	2,723,668.00	0.00	2,723,668.00	5.5%
State Aid - Prior Years		8019	(42,842.00)	0.00	(42,842.00)	0.00	0.00	0.00	-100.0%
Tax Relief Subventions									
Homeowners' Exemptions		8021	29,236.00	0.00	29,236.00	29,236.00	0.00	29,236.00	0.0%
Timber Yield Tax		8022	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
County & District Taxes									
Secured Roll Taxes		8041	4,864,338.00	0.00	4,864,338.00	4,864,338.00	0.00	4,864,338.00	0.0%
Unsecured Roll Taxes		8042	203,419.00	0.00	203,419.00	203,419.00	0.00	203,419.00	0.0%
Prior Years' Taxes		8043	300,471.00	0.00	300,471.00	300,471.00	0.00	300,471.00	0.0%
Supplemental Taxes		8044	76,998.00	0.00	76,998.00	76,998.00	0.00	76,998.00	0.0%
Edu n Revenue Augmentation Fu RAF)		8045	(141,182.00)	0.00	(141,182.00)	(141,182.00)	0.00	(141,182.00)	0.0%
Community Redevelopment Funds (SB 617/699/1992)		8047	54,279.00	0.00	54,279.00	54,279.00	0.00	54,279.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	21,182.00	0.00	21,182.00	21,182.00	0.00	21,182.00	0.0%
Miscellaneous Funds (EC 41604)									
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, LCFF Sources			17,052,142.00	0.00	17,052,142.00	20,144,086.00	0.00	20,144,086.00	18.1%
LCFF Transfers									
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00		0.00	0.00		0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2014-15 Estimated Actuals Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	2015-16 Budget Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			17,052,142.00	0.00	17,052,142.00	20,144,086.00	0.00	20,144,086.00	18.1%
EDERAL REVENUE									
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	335,129.00	335,129.00	0.00	250,174.00	250,174.00	-25.3%
Special Education Discretionary Grants		8182	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pas: ough Revenues from Fec Sources		8287	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	3010	8290		589,297.00	589,297.00		467,834.00	467,834.00	-20.6%
NCLB: Title I, Part D, Local Delinquent Programs	3025	8290		0.00	0.00		0.00	0.00	0.0%
NCLB: Title II, Part A, Teacher Quality	4035	8290		92,302.00	92,302.00		52,877.00	52,877.00	-42.7%
NCLB: Title III, Immigrant Education Program	4201	8290		9,438.00	9,438.00		4,590.00	4,590.00	-51.4%

Description	Resource Codes	Object Codes	2014-15 Estimated Actuals Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	2015-16 Budget Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
NCLB: Title III, Limited English Proficient (LEP) Student Program	4203	8290		63,221.00	63,221.00		55,178.00	55,178.00	-12.7%
NCLB: Title V, Part B, Public Charter Schools Grant Program (PCSGP)	4610	8290		0.00	0.00		0.00	0.00	0.0%
Other No Child Left Behind	3011-3020, 3026-3199, 4036-4126, 5510	8290		39,162.00	39,162.00		0.00	0.00	-100.0%
Vocational and Applied Technology Education	3500-3699	8290		77,565.00	77,565.00		58,005.00	58,005.00	-25.2%
Safe and Drug Free Schools	3700-3799	8290		0.00	0.00		0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	1,206,114.00	1,206,114.00	0.00	888,658.00	888,658.00	-26.3%
OTHER STATE REVENUE									
Other State Apportionments									
ROC/P Entitlement									
C Year	6360	8311		0.00	0.00		0.00	0.00	0.0%
P ears	6360	8319		0.00	0.00		0.00	0.00	0.0%
Special Education Master Plan									
Current Year	6500	8311		0.00	0.00		0.00	0.00	0.0%
Prior Years	6500	8319		0.00	0.00		0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	212,685.00	0.00	212,685.00	212,685.00	0.00	212,685.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	280,866.00	85,000.00	365,866.00	280,866.00	85,000.00	365,866.00	0.0%
Tax Relief Subventions Restricted Levies - Other									
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
School Based Coordination Program	7250	8590		0.00	0.00		0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590		0.00	0.00		0.00	0.00	0.0%
Charter School Facility Grant	6030	8590		0.00	0.00		0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2014-15 Estimated Actuals			2015-16 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Drug/Alcohol/Tobacco Funds	6650, 6690	8590		0.00	0.00		0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590		0.00	0.00		0.00	0.00	0.0%
Healthy Start	6240	8590		0.00	0.00		0.00	0.00	0.0%
American Indian Early Childhood Education	7210	8590		0.00	0.00		0.00	0.00	0.0%
Specialized Secondary	7370	8590		0.00	0.00		0.00	0.00	0.0%
School Community Violence Prevention Grant	7391	8590		0.00	0.00		0.00	0.00	0.0%
Quality Education Investment Act	7400	8590		0.00	0.00		0.00	0.00	0.0%
Common Core State Standards Implementation	7405	8590		0.00	0.00		0.00	0.00	0.0%
All Other State Revenue	All Other	8590	270,350.00	91,807.00	362,157.00	270,350.00	22,439.00	292,789.00	-19.2%
TOTAL, OTHER STATE REVENUE			763,901.00	176,807.00	940,708.00	763,901.00	107,439.00	871,340.00	-7.4%

Description	Resource Codes	Object Codes	2014-15 Estimated Actuals Unrestricted (A)	2014-15 Estimated Actuals Restricted (B)	2014-15 Estimated Actuals Total Fund col. A + B (C)	2015-16 Budget Unrestricted (D)	2015-16 Budget Restricted (E)	2015-16 Budget Total Fund col. D + E (F)	% Diff Column C & F
OTHER LOCAL REVENUE									
Other Local Revenue									
County and District Taxes									
Other Restricted Levies									
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes									
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	172,277.00	0.00	172,277.00	172,277.00	0.00	172,277.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sales									
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	16,000.00	0.00	16,000.00	16,000.00	0.00	16,000.00	0.0%
Interest		8660	12,640.00	0.00	12,640.00	12,000.00	0.00	12,000.00	-5.1%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts									
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue Plus: Misc Funds Non-LCFF									

Description	Resource Codes	Object Codes	2014-15 Estimated Actuals			2015-16 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
(50%) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	363,529.00	83,864.00	447,393.00	393,879.00	9,000.00	402,879.00	-9.9%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments									
Special Education SELPA Transfers									
From Districts or Charter Schools	6500	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6500	8792		730,000.00	730,000.00		730,000.00	730,000.00	0.0%
From JPAs	6500	8793		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers									
From Districts or Charter Schools	6360	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6360	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6360	8793		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments									
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			564,446.00	813,864.00	1,378,310.00	594,156.00	739,000.00	1,333,156.00	-3.3%
TOTAL, REVENUES			18,380,489.00	2,196,785.00	20,577,274.00	21,502,143.00	1,735,097.00	23,237,240.00	12.9%

escription	Resource Codes	Object Codes	2014-15 Estimated Actuals Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	2015-16 Budget Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
ERTIFICATED SALARIES									
Certificated Teachers' Salaries		1100	5,152,756.00	961,570.00	6,114,326.00	5,809,103.00	1,440,606.00	7,249,709.00	18.6%
Certificated Pupil Support Salaries		1200	201,534.00	82,403.00	283,937.00	307,994.00	87,559.00	395,553.00	39.3%
Certificated Supervisors' and Administrators' Salaries		1300	728,221.00	39,655.00	767,876.00	797,720.00	219,784.00	1,017,504.00	32.5%
Other Certificated Salaries		1900	93,470.00	0.00	93,470.00	100,002.00	0.00	100,002.00	7.0%
TOTAL, CERTIFICATED SALARIES			6,175,981.00	1,083,628.00	7,259,609.00	7,014,819.00	1,747,949.00	8,762,768.00	20.7%
LASSIFIED SALARIES									
Classified Instructional Salaries		2100	0.00	357,292.00	357,292.00	0.00	370,603.00	370,603.00	3.7%
Classified Support Salaries		2200	941,856.00	85,662.00	1,027,518.00	1,036,705.00	122,818.00	1,159,523.00	12.8%
Classified Supervisors' and Administrators' Salaries		2300	376,220.00	62,584.00	438,804.00	412,482.00	38,384.00	450,866.00	2.7%
Clerical, Technical and Office Salaries		2400	527,532.00	10,694.00	538,226.00	563,967.00	24,252.00	588,219.00	9.3%
Other Classified Salaries		2900	73,965.00	0.00	73,965.00	100,002.00	0.00	100,002.00	35.2%
TOT 35 LASSIFIED SALARIES			1,919,573.00	516,232.00	2,435,805.00	2,113,156.00	556,057.00	2,669,213.00	9.6%
MPL E BENEFITS									
STRS		3101-3102	533,730.00	87,728.00	621,458.00	717,026.00	164,522.00	881,548.00	41.9%
PERS		3201-3202	210,194.00	64,360.00	274,554.00	257,412.00	76,089.00	333,501.00	21.5%
OASDI/Medicare/Alternative		3301-3302	240,980.00	61,265.00	302,245.00	283,310.00	77,411.00	360,721.00	19.3%
Health and Welfare Benefits		3401-3402	1,163,907.00	299,505.00	1,463,412.00	1,283,095.00	417,144.00	1,700,239.00	16.2%
Unemployment Insurance		3501-3502	4,074.00	808.00	4,882.00	4,589.00	1,174.00	5,763.00	18.0%
Workers' Compensation		3601-3602	176,239.00	34,317.00	210,556.00	206,927.00	52,295.00	259,222.00	23.1%
OPEB, Allocated		3701-3702	178,053.00	0.00	178,053.00	171,713.00	0.00	171,713.00	-3.6%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			2,507,177.00	547,983.00	3,055,160.00	2,924,072.00	788,635.00	3,712,707.00	21.5%
OOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials		4100	100,000.00	102,902.00	202,902.00	100,000.00	85,000.00	185,000.00	-8.8%
Books and Other Reference Materials		4200	12,927.00	232,906.00	245,833.00	9,327.00	4,294.00	13,621.00	-94.5%
Materials and Supplies		4300	621,996.33	364,188.00	986,184.33	522,767.00	78,986.00	601,753.00	-39.0%

Description	Resource Codes	Object Codes	2014-15 Estimated Actuals Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	2015-16 Budget Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
Noncapitalized Equipment		4400	418,055.67	64,228.00	482,283.67	254,063.00	22,451.00	276,514.00	-42.7%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			1,152,979.00	764,224.00	1,917,203.00	886,157.00	190,731.00	1,076,888.00	-43.8%
SERVICES AND OTHER OPERATING EXPENDITURES									
Subagreements for Services		5100	0.00	164,719.00	164,719.00	0.00	20,000.00	20,000.00	-87.9%
Travel and Conferences		5200	120,102.00	175,469.00	295,571.00	145,202.00	55,577.00	200,779.00	-32.1%
Dues and Memberships		5300	98,878.00	2,000.00	100,878.00	98,878.00	0.00	98,878.00	-2.0%
Insurance		5400 - 5450	149,890.00	0.00	149,890.00	149,890.00	0.00	149,890.00	0.0%
Operations and Housekeeping Services		5500	420,740.00	0.00	420,740.00	420,740.00	0.00	420,740.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	159,896.25	389,786.00	549,682.25	762,755.00	391,376.00	1,154,131.00	110.0%
Transfers of Direct Costs		5710	(4,000.00)	4,000.00	0.00	(4,000.00)	4,000.00	0.00	0.0%
Tran of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prof al/Consulting Services and Ope. g Expenditures		5800	717,274.01	1,956,615.00	2,673,889.01	801,182.00	885,910.00	1,687,092.00	-36.9%
Communications		5900	93,308.00	3,668.00	96,976.00	99,358.00	4,340.00	103,698.00	6.9%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			1,756,088.26	2,696,257.00	4,452,345.26	2,474,005.00	1,361,203.00	3,835,208.00	-13.9%

Description	Resource Codes	Object Codes	2014-15 Estimated Actuals Unrestricted (A)	2014-15 Estimated Actuals Restricted (B)	2014-15 Estimated Actuals Total Fund col. A + B (C)	2015-16 Budget Unrestricted (D)	2015-16 Budget Restricted (E)	2015-16 Budget Total Fund col. D + E (F)	% Diff Column C & F
APITAL OUTLAY									
.and		6100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
.and Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	6,688.00	61,473.00	68,161.00	0.00	0.00	0.00	-100.0%
Equipment Replacement		6500	104,000.00	0.00	104,000.00	104,000.00	0.00	104,000.00	0.0%
TOTAL, CAPITAL OUTLAY			110,688.00	61,473.00	172,161.00	104,000.00	0.00	104,000.00	-39.6%
THER OUTGO (excluding Transfers of Indirect Costs)									
Tuition									
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sta ecial Schools		7130	6,943.00	0.00	6,943.00	6,943.00	0.00	6,943.00	0.0%
Tui ., Excess Costs, and/or Deficit Payments									
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	234,600.00	234,600.00	0.00	234,600.00	234,600.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues									
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments									
To Districts or Charter Schools	6500	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6500	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6500	7223		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers of Apportionments									
To Districts or Charter Schools	6360	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6360	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6360	7223		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	32,370.00	0.00	32,370.00	32,370.00	0.00	32,370.00	0.0%

Description	Resource Codes	Object Codes	2014-15 Estimated Actuals Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	2015-16 Budget Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service									
Debt Service - Interest		7438	712,614.00	0.00	712,614.00	712,614.00	0.00	712,614.00	0.0%
Other Debt Service - Principal		7439	555,000.00	0.00	555,000.00	555,000.00	0.00	555,000.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			1,306,927.00	234,600.00	1,541,527.00	1,306,927.00	234,600.00	1,541,527.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS									
Transfers of Indirect Costs		7310	(107,541.00)	107,541.00	0.00	(66,230.00)	66,230.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(107,541.00)	107,541.00	0.00	(66,230.00)	66,230.00	0.00	0.0%
TOTAL, EXPENDITURES			14,821,872.26	6,011,938.00	20,833,810.26	16,756,906.00	4,945,405.00	21,702,311.00	4.2%

Description	Resource Codes	Object Codes	2014-15 Estimated Actuals Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	2015-16 Budget Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
INTERFUND TRANSFERS									
INTERFUND TRANSFERS IN									
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT									
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: teria Fund		7616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Otl thorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES									
SOURCES									
State Apportionments Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds									
Proceeds from Sale/Lease-Purchase of Land/Buildings		8953	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources									
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds									
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

escription	Resource Codes	Object Codes	2014-15 Estimated Actuals Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	2015-16 Budget Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
JSES									
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
ONTRIBUTIONS									
Contributions from Unrestricted Revenues		8980	(2,725,739.00)	2,725,739.00	0.00	(3,202,265.00)	3,202,265.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) TOTAL, CONTRIBUTIONS			(2,725,739.00)	2,725,739.00	0.00	(3,202,265.00)	3,202,265.00	0.00	0.0%
OTAL, OTHER FINANCING SOURCES/USES a - b + c - d + e)			(2,725,739.00)	2,725,739.00	0.00	(3,202,265.00)	3,202,265.00	0.00	0.0%

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Description	Function Codes	Object Codes	2014-15 Estimated Actuals Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	2015-16 Budget Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
. REVENUES									
1) LCFF Sources		8010-8099	17,052,142.00	0.00	17,052,142.00	20,144,086.00	0.00	20,144,086.00	18.1%
2) Federal Revenue		8100-8299	0.00	1,206,114.00	1,206,114.00	0.00	888,658.00	888,658.00	-26.3%
3) Other State Revenue		8300-8599	763,901.00	176,807.00	940,708.00	763,901.00	107,439.00	871,340.00	-7.4%
4) Other Local Revenue		8600-8799	564,446.00	813,864.00	1,378,310.00	594,156.00	739,000.00	1,333,156.00	-3.3%
5) TOTAL, REVENUES			18,380,489.00	2,196,785.00	20,577,274.00	21,502,143.00	1,735,097.00	23,237,240.00	12.9%
. EXPENDITURES (Objects 1000-7999)									
1) Instruction	1000-1999		7,106,051.45	3,554,895.23	10,660,946.68	7,780,702.00	2,734,672.00	10,515,374.00	-1.4%
2) Instruction - Related Services	2000-2999		1,687,405.55	645,280.77	2,332,686.32	1,788,877.00	636,527.00	2,425,404.00	4.0%
3) Pupil Services	3000-3999		1,226,329.00	648,595.00	1,874,924.00	1,606,419.00	501,265.00	2,107,684.00	12.4%
4) Ancillary Services	4000-4999		443,082.26	0.00	443,082.26	490,996.00	0.00	490,996.00	10.8%
5) [illegible]nunity Services	5000-5999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
6) [illegible]prise	6000-6999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
7) General Administration	7000-7999		1,694,883.00	116,744.00	1,811,627.00	1,760,167.00	66,230.00	1,826,397.00	0.8%
8) Plant Services	8000-8999		1,357,194.00	811,823.00	2,169,017.00	2,022,818.00	772,111.00	2,794,929.00	28.9%
9) Other Outgo	9000-9999	Except 7600-7699	1,306,927.00	234,600.00	1,541,527.00	1,306,927.00	234,600.00	1,541,527.00	0.0%
10) TOTAL, EXPENDITURES			14,821,872.26	6,011,938.00	20,833,810.26	16,756,906.00	4,945,405.00	21,702,311.00	4.2%
. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			3,558,616.74	(3,815,153.00)	(256,536.26)	4,745,237.00	(3,210,308.00)	1,534,929.00	-698.3%
. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(2,725,739.00)	2,725,739.00	0.00	(3,202,265.00)	3,202,265.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(2,725,739.00)	2,725,739.00	0.00	(3,202,265.00)	3,202,265.00	0.00	0.0%

Description	Function Codes	Object Codes	2014-15 Estimated Actuals Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	2015-16 Budget Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			832,877.74	(1,089,414.00)	(256,536.26)	1,542,972.00	(8,043.00)	1,534,929.00	-698.3%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	2,181,605.00	1,455,460.00	3,637,065.00	3,094,150.74	366,046.00	3,460,196.74	-4.9%
b) Audit Adjustments		9793	79,668.00	0.00	79,668.00	0.00	0.00	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			2,261,273.00	1,455,460.00	3,716,733.00	3,094,150.74	366,046.00	3,460,196.74	-6.9%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,261,273.00	1,455,460.00	3,716,733.00	3,094,150.74	366,046.00	3,460,196.74	-6.9%
2) Ending Balance, June 30 (E + F1e)			3,094,150.74	366,046.00	3,460,196.74	4,637,122.74	358,003.00	4,995,125.74	44.4%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	6,000.00	0.00	6,000.00	6,000.00	0.00	6,000.00	0.0%
res		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
paid Expenditures		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	366,046.00	366,046.00	0.00	358,003.00	358,003.00	-2.2%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Unassigned/unappropriated									
Reserve for Economic Uncertainties		9789	697,117.00	0.00	697,117.00	746,122.00	0.00	746,122.00	7.0%
Unassigned/Unappropriated Amount		9790	2,391,033.74	0.00	2,391,033.74	3,885,000.74	0.00	3,885,000.74	62.5%

Resource	Description	2014-15 Estimated Actuals	2015-16 Budget
3550	Carl D. Perkins Career and Technical Education: Secondary, Section	3.00	0.00
6230	California Clean Energy Jobs Act	121,363.00	121,363.00
6300	Lottery: Instructional Materials	55,940.00	55,940.00
6500	Special Education	0.00	2,223.00
6512	Special Ed: Mental Health Services	125,569.00	125,569.00
7010	Agricultural Career Technical Education Incentive	1.00	1.00
7091	Economic Impact Aid (EIA): Limited English Proficiency (LEP) (12-13	2.00	0.00
7405	Common Core State Standards Implementation	1.00	1.00
8150	Ongoing & Major Maintenance Account (RMA: Education Code Secti	0.00	1,079.00
9010	Other Restricted Local	63,167.00	51,827.00
Total, Restricted Balance		366,046.00	358,003.00

Description	Resource Codes	Object Codes	2014-15 Estimated Actuals	2015-16 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	440,000.00	440,000.00	0.0%
3) Other State Revenue		8300-8599	35,000.00	35,000.00	0.0%
4) Other Local Revenue		8600-8799	154,435.00	154,435.00	0.0%
5) TOTAL, REVENUES			629,435.00	629,435.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	96,758.00	99,358.00	2.7%
3) Employee Benefits		3000-3999	57,428.00	78,048.00	35.9%
4) Books and Supplies		4000-4999	421,254.00	421,254.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	15,841.00	15,841.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			591,281.00	614,501.00	3.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			38,154.00	14,934.00	-60.9%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2014-15 Estimated Actuals	2015-16 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			38,154.00	14,934.00	-60.9%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	31,221.00	69,375.00	122.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			31,221.00	69,375.00	122.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			31,221.00	69,375.00	122.2%
2) Ending Balance, June 30 (E + F1e)			69,375.00	84,309.00	21.5%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Expenditures		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	69,369.00	84,297.00	21.5%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	6.00	12.00	100.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2014-15 Estimated Actuals	2015-16 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	47,486.92		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	51.49		
c) in Revolving Fund		9130	0.00		
d) with Fiscal Agent		9135	0.00		
e) collections awaiting deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			47,538.41		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			47,538.41		

Description	Resource Codes	Object Codes	2014-15 Estimated Actuals	2015-16 Budget	Percent Difference
FEDERAL REVENUE					
Child Nutrition Programs		8220	440,000.00	440,000.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			440,000.00	440,000.00	0.0%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	35,000.00	35,000.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			35,000.00	35,000.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	153,964.00	153,964.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	471.00	471.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Interagency Services		8677	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			154,435.00	154,435.00	0.0%
TOTAL, REVENUES			629,435.00	629,435.00	0.0%

Description	Resource Codes	Object Codes	2014-15 Estimated Actuals	2015-16 Budget	Percent Difference
CERTIFICATED SALARIES					
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	96,758.00	99,358.00	2.7%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			96,758.00	99,358.00	2.7%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	10,637.00	11,126.00	4.6%
OASDI/Medicare/Alternative		3301-3302	7,021.00	7,288.00	3.8%
Health and Welfare Benefits		3401-3402	37,605.00	57,327.00	52.4%
Unemployment Insurance		3501-3502	51.00	52.00	2.0%
Workers' Compensation		3601-3602	2,114.00	2,255.00	6.7%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			57,428.00	78,048.00	35.9%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	55,000.00	55,000.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
Food		4700	366,254.00	366,254.00	0.0%
TOTAL, BOOKS AND SUPPLIES			421,254.00	421,254.00	0.0%

Description	Resource Codes	Object Codes	2014-15 Estimated Actuals	2015-16 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	2,000.00	2,000.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	2,500.00	2,500.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	11,341.00	11,341.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			15,841.00	15,841.00	0.0%
CAPITAL OUTLAY					
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.0%
TOTAL, EXPENDITURES			591,281.00	614,501.00	3.9%

Description	Resource Codes	Object Codes	2014-15 Estimated Actuals	2015-16 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8916	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Capital Leases		8972	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2014-15 Estimated Actuals	2015-16 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	526.00	526.00	0.0%
5) TOTAL, REVENUES			526.00	526.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			526.00	526.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2014-15 Estimated Actuals	2015-16 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			526.00	526.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	2,986,818.00	2,987,344.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,986,818.00	2,987,344.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,986,818.00	2,987,344.00	0.0%
2) Ending Balance, June 30 (E + F1e)			2,987,344.00	2,987,870.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Expenditures		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	2,987,344.00	2,987,870.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2014-15 Estimated Actuals	2015-16 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	2,997,389.10		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Fund		9130	0.00		
d) with Fiscal Agent		9135	0.00		
e) collections awaiting deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			2,997,389.10		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			2,997,389.10		

Description	Resource Codes	Object Codes	2014-15 Estimated Actuals	2015-16 Budget	Percent Difference
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	526.00	526.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			526.00	526.00	0.0%
TOTAL, REVENUES			526.00	526.00	0.0%

Description	Resource Codes	Object Codes	2014-15 Estimated Actuals	2015-16 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund/CSSF		8912	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: General Fund/CSSF		7612	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2014-15 Estimated Actuals	2015-16 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	50,070.00	50,070.00	0.0%
5) TOTAL, REVENUES			50,070.00	50,070.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	140,000.00	100,000.00	-28.6%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	108,253.00	108,253.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			248,253.00	208,253.00	-16.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(198,183.00)	(158,183.00)	-20.2%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2014-15 Estimated Actuals	2015-16 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(198,183.00)	(158,183.00)	-20.2%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	384,002.00	185,819.00	-51.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			384,002.00	185,819.00	-51.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			384,002.00	185,819.00	-51.6%
2) Ending Balance, June 30 (E + F1e)			185,819.00	27,636.00	-85.1%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Expenditures		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	185,819.00	27,636.00	-85.1%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2014-15 Estimated Actuals	2015-16 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	367,500.37		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Fund		9130	0.00		
d) with Fiscal Agent		9135	0.00		
e) collections awaiting deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			367,500.37		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			367,500.37		

Description	Resource Codes	Object Codes	2014-15 Estimated Actuals	2015-16 Budget	Percent Difference
OTHER STATE REVENUE					
Tax Relief Subventions Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Other Restricted Levies Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	70.00	70.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Mitigation/Developer Fees		8681	50,000.00	50,000.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			50,070.00	50,070.00	0.0%
TOTAL, REVENUES			50,070.00	50,070.00	0.0%

Description	Resource Codes	Object Codes	2014-15 Estimated Actuals	2015-16 Budget	Percent Difference
CERTIFICATED SALARIES					
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2014-15 Estimated Actuals	2015-16 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	5,000.00	5,000.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	135,000.00	95,000.00	-29.6%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			140,000.00	100,000.00	-28.6%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	20,135.00	20,135.00	0.0%
Other Debt Service - Principal		7439	88,118.00	88,118.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			108,253.00	108,253.00	0.0%
TOTAL, EXPENDITURES			248,253.00	208,253.00	-16.1%

Description	Resource Codes	Object Codes	2014-15 Estimated Actuals	2015-16 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Sale/Lease-Purchase of Land/Buildings		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2014-15 Estimated Actuals	2015-16 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	3,300.00	0.00	-100.0%
5) TOTAL, REVENUES			3,300.00	0.00	-100.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	253,873.00	0.00	-100.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			253,873.00	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(250,573.00)	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2014-15 Estimated Actuals	2015-16 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(250,573.00)	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	258,849.00	8,276.00	-96.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			258,849.00	8,276.00	-96.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			258,849.00	8,276.00	-96.8%
2) Ending Balance, June 30 (E + F1e)			8,276.00	8,276.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Expenditures		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	8,276.00	8,276.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2014-15 Estimated Actuals	2015-16 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	(4,927.57)		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Fund		9130	0.00		
d) with Fiscal Agent		9135	0.00		
e) collections awaiting deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			(4,927.57)		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			(4,927.57)		

Description	Resource Codes	Object Codes	2014-15 Estimated Actuals	2015-16 Budget	Percent Difference
FEDERAL REVENUE					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
School Facilities Apportionments		8545	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	3,300.00	0.00	-100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			3,300.00	0.00	-100.0%
TOTAL, REVENUES			3,300.00	0.00	-100.0%

Description	Resource Codes	Object Codes	2014-15 Estimated Actuals	2015-16 Budget	Percent Difference
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2014-15 Estimated Actuals	2015-16 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	253,873.00	0.00	-100.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			253,873.00	0.00	-100.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
Transfers of Pass-Through Revenues To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			253,873.00	0.00	-100.0%

Description	Resource Codes	Object Codes	2014-15 Estimated Actuals	2015-16 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
To: State School Building Fund/ County School Facilities Fund From: All Other Funds		8913	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2014-15 Estimated Actuals	2015-16 Budget	Percent Difference
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Sale/Lease-Purchase of Land/Buildings		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2014-15 Estimated Actuals	2015-16 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2014-15 Estimated Actuals	2015-16 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,280,981.00	1,280,981.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,280,981.00	1,280,981.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,280,981.00	1,280,981.00	0.0%
2) Ending Balance, June 30 (E + F1e)			1,280,981.00	1,280,981.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Expenditures		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	1,280,981.00	1,280,981.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2014-15 Estimated Actuals	2015-16 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Fund		9130	0.00		
d) with Fiscal Agent		9135	0.00		
e) collections awaiting deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00		

Description	Resource Codes	Object Codes	2014-15 Estimated Actuals	2015-16 Budget	Percent Difference
FEDERAL REVENUE					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Tax Relief Subventions Voted Indebtedness Levies					
Homeowners' Exemptions		8571	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8572	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue County and District Taxes Voted Indebtedness Levies					
Secured Roll		8611	0.00	0.00	0.0%
Unsecured Roll		8612	0.00	0.00	0.0%
Prior Years' Taxes		8613	0.00	0.00	0.0%
Supplemental Taxes		8614	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			0.00	0.00	0.0%
TOTAL, REVENUES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2014-15 Estimated Actuals	2015-16 Budget	Percent Difference
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Bond Redemptions		7433	0.00	0.00	0.0%
Bond Interest and Other Service Charges		7434	0.00	0.00	0.0%
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2014-15 Estimated Actuals	2015-16 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: General Fund		7614	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2014-15 Estimated Actuals	2015-16 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2014-15 Estimated Actuals	2015-16 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,248,728.00	1,248,728.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,248,728.00	1,248,728.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,248,728.00	1,248,728.00	0.0%
2) Ending Balance, June 30 (E + F1e)			1,248,728.00	1,248,728.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Expenditures		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	1,248,728.00	1,248,728.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2014-15 Estimated Actuals	2015-16 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Fund		9130	0.00		
d) with Fiscal Agent		9135	1,248,727.02		
e) collections awaiting deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			1,248,727.02		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			1,248,727.02		

Description	Resource Codes	Object Codes	2014-15 Estimated Actuals	2015-16 Budget	Percent Difference
FEDERAL REVENUE					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			0.00	0.00	0.0%
TOTAL, REVENUES			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2014-15 Estimated Actuals	2015-16 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	2014-15 Estimated Actuals			2015-16 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
A. DISTRICT						
1. Total District Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (includes Necessary Small School ADA)	1,900.54	1,900.54	1,900.54	1,937.00	1,937.00	1,937.00
2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)	0.00	0.00	0.00	0.00	0.00	0.00
3. Total Basic Aid Open Enrollment Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)	0.00	0.00	0.00	0.00	0.00	0.00
4. Total, District Regular ADA (Sum of Lines A1 through A3)	1,900.54	1,900.54	1,900.54	1,937.00	1,937.00	1,937.00
5. District Funded County Program ADA						
a. County Community Schools per EC 1981(a)(b)&(d)						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools, Technical, Agricultural, and Natural Resource Conservation Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)	0.00	0.00	0.00	0.00	0.00	0.00
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	1,900.54	1,900.54	1,900.54	1,937.00	1,937.00	1,937.00
7. Adults in Correctional Facilities						
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

PART I - CURRENT EXPENSE FORMULA	Total Expense for Year (1)	EDP No.	Reductions (See Note 1) (2)	EDP No.	Current Expense of Education (Col 1 - Col 2) (3)	EDP No.	Reductions (Extracted) (See Note 2) (4a)	Reductions (Overrides)* (See Note 2) (4b)	EDP No.	Current Expense-Part II (Col 3 - Col 4) (5)	EDP No.
1000 - Certificated Salaries	7,259,609.00	301	0.00	303	7,259,609.00	305	0.00		307	7,259,609.00	309
2000 - Classified Salaries	2,435,805.00	311	0.00	313	2,435,805.00	315	213,720.00		317	2,222,085.00	319
3000 - Employee Benefits (Excluding 3800)	3,055,160.00	321	178,053.00	323	2,877,107.00	325	83,237.00		327	2,793,870.00	329
4000 - Books, Supplies Equip Replace. (6500)	2,021,203.00	331	0.00	333	2,021,203.00	335	724,251.00		337	1,296,952.00	339
5000 - Services. . . & 7300 - Indirect Costs	4,452,345.26	341	0.00	343	4,452,345.26	345	926,886.00		347	3,525,459.26	349
				TOTAL	19,046,069.26	365			TOTAL	17,097,975.26	369

Note 1 - In Column 2, report expenditures for the following programs: Nonagency (Goals 7100-7199), Community Services (Goal 8100), Food Services (Function 3700), Fringe Benefits for Retired Persons (Objects 3701-3702), and Facilities Acquisition & Construction (Function 8500).

Note 2 - In Column 4, report expenditures for: Transportation (Function 3600), Lottery Expenditures (Resource 1100), Special Education Students in Nonpublic Schools (Function 1180), and other federal or state categorical aid in which funds were granted for expenditures in a program not incurring any teacher salary expenditures or requiring disbursement of the funds without regard to the requirements of EC Section 41372.

* If an amount (even zero) is entered in any row of Column 4b or in Line 13b, the form uses only the values in Column 4b and Line 13b rather than the values in Column 4a and Line 13a.

PART II: MINIMUM CLASSROOM COMPENSATION (Instruction, Functions 1000-1999)	Object		EDP No.
1. Teacher Salaries as Per EC 41011	1100	5,993,597.00	375
2. Salaries of Instructional Aides Per EC 41011	2100	357,292.00	380
3. STRS	3101 & 3102	515,618.00	382
4. PERS	3201 & 3202	39,927.00	383
5. OASDI - Regular, Medicare and Alternative	3301 & 3302	125,664.00	384
6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans)	3401 & 3402	895,569.00	385
7. Unemployment Insurance	3501 & 3502	3,202.00	390
8. Workers' Compensation Insurance	3601 & 3602	138,568.00	392
9. OPEB, Active Employees (EC 41372)	3751 & 3752	0.00	
10. Other Benefits (EC 22310)	3901 & 3902	0.00	393
11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10)		8,069,437.00	395
12. Less: Teacher and Instructional Aide Salaries and Benefits deducted in Column 2		0.00	
13a. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4a (Extracted)		0.00	396
b. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4b (Overrides)*			396
14. TOTAL SALARIES AND BENEFITS		8,069,437.00	397
15. Percent of Current Cost of Education Expended for Classroom Compensation (EDP 397 divided by EDP 369) Line 15 must equal or exceed 60% for elementary, 55% for unified and 50% for high school districts to avoid penalty under provisions of EC 41372		47.20%	
16. District is exempt from EC 41372 because it meets the provisions of EC 41374. (If exempt, enter 'X')			

PART III: DEFICIENCY AMOUNT

A deficiency amount (Line 5) is only applicable to districts not meeting the minimum classroom compensation percentage required under EC 41372 and not exempt under the provisions of EC 41374.

1.	Minimum percentage required (60% elementary, 55% unified, 50% high)	50.00%
2.	Percentage spent by this district (Part II, Line 15)	47.20%
3.	Percentage below the minimum (Part III, Line 1 minus Line 2)	2.80%
4.	District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369)	17,097,975.26
5.	Deficiency Amount (Part III, Line 3 times Line 4)	478,743.31

PART IV: Explanation for adjustments entered in Part I, Column 4b (required)

The estimated actuals do not include the final supplimental payroll expenditures. The District also was unable to fill all of the certificated teaching postions during the year which resulted in expenditures below the budgeted amounts.

PART I - CURRENT EXPENSE FORMULA	Total Expense for Year (1)	EDP No.	Reductions (See Note 1) (2)	EDP No.	Current Expense of Education (Col 1 - Col 2) (3)	EDP No.	Reductions (Extracted) (See Note 2) (4a)	Reductions (Overrides)* (See Note 2) (4b)	EDP No.	Current Expense-Part II (Col 3 - Col 4) (5)	EDP No.
1000 - Certificated Salaries	8,762,768.00	301	0.00	303	8,762,768.00	305	0.00		307	8,762,768.00	309
2000 - Classified Salaries	2,669,213.00	311	0.00	313	2,669,213.00	315	270,567.00		317	2,398,646.00	319
3000 - Employee Benefits (Excluding 3800)	3,712,707.00	321	171,713.00	323	3,540,994.00	325	114,547.00		327	3,426,447.00	329
4000 - Books, Supplies Equip Replace. (6500)	1,180,888.00	331	0.00	333	1,180,888.00	335	498,896.00		337	681,992.00	339
5000 - Services. . . & 7300 - Indirect Costs	3,835,208.00	341	0.00	343	3,835,208.00	345	531,911.00		347	3,303,297.00	349
				TOTAL	19,989,071.00	365			TOTAL	18,573,150.00	369

Note 1 - In Column 2, report expenditures for the following programs: Nonagency (Goals 7100-7199), Community Services (Goal 8100), Food Services (Function 3700), Fringe Benefits for Retired Persons (Objects 3701-3702), and Facilities Acquisition & Construction (Function 8500).

Note 2 - In Column 4, report expenditures for: Transportation (Function 3600), Lottery Expenditures (Resource 1100), Special Education Students in Nonpublic Schools (Function 1180), and other federal or state categorical aid in which funds were granted for expenditures in a program not incurring any teacher salary expenditures or requiring disbursement of the funds without regard to the requirements of EC Section 41372.

* If an amount (even zero) is entered in any row of Column 4b or in Line 13b, the form uses only the values in Column 4b and Line 13b rather than the values in Column 4a and Line 13a.

PART II: MINIMUM CLASSROOM COMPENSATION (Instruction, Functions 1000-1999)	Object		EDP No.
1. Teacher Salaries as Per EC 41011	1100	7,040,128.00	375
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3. STRS	3101 & 3102	722,926.00	382
4. PERS	3201 & 3202	48,651.00	383
5. OASDI - Regular, Medicare and Alternative	3301 & 3302	151,607.00	384
6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans)	3401 & 3402	1,040,094.00	385
7. Unemployment Insurance	3501 & 3502	3,704.00	390
8. Workers' Compensation Insurance	3601 & 3602	167,199.00	392
9. OPEB, Active Employees (EC 41372)	3751 & 3752	0.00	
10. Other Benefits (EC 22310)	3901 & 3902	0.00	393
11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10)		9,544,912.00	395
12. Less: Teacher and Instructional Aide Salaries and Benefits deducted in Column 2		0.00	
13a. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4a (Extracted)		0.00	396
b. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4b (Overrides)*			396
14. TOTAL SALARIES AND BENEFITS		9,544,912.00	397
15. Percent of Current Cost of Education Expended for Classroom Compensation (EDP 397 divided by EDP 369) Line 15 must equal or exceed 60% for elementary, 55% for unified and 50% for high school districts to avoid penalty under provisions of EC 41372		51.39%	
16. District is exempt from EC 41372 because it meets the provisions of EC 41374. (If exempt, enter 'X')			

PART III: DEFICIENCY AMOUNT		
A deficiency amount (Line 5) is only applicable to districts not meeting the minimum classroom compensation percentage required under EC 41372 and not exempt under the provisions of EC 41374.		
1. Minimum percentage required (60% elementary, 55% unified, 50% high)	50.00%	
2. Percentage spent by this district (Part II, Line 15)	51.39%	
3. Percentage below the minimum (Part III, Line 1 minus Line 2)	0.00%	
4. District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369)	18,573,150.00	
5. Deficiency Amount (Part III, Line 3 times Line 4)	0.00	

PART IV: Explanation for adjustments entered in Part I, Column 4b (required)

	Unaudited Balance July 1	Audit Adjustments/ Restatements	Audited Balance July 1	Increases	Decreases	Ending Balance June 30	Amounts Due Within One Year
Governmental Activities:							
General Obligation Bonds Payable	9,594,385.00	85,659.00	9,680,044.00		1,266,496.00	8,413,548.00	
State School Building Loans Payable			0.00			0.00	
Certificates of Participation Payable			0.00			0.00	
Capital Leases Payable	396,947.00	(10,526.00)	386,421.00		88,256.00	298,165.00	
Lease Revenue Bonds Payable	13,070,000.00		13,070,000.00		535,000.00	12,535,000.00	
Other General Long-Term Debt	185,025.00		185,025.00			185,025.00	
Net Pension Liability			0.00			0.00	
Net OPEB Obligation	375,048.76	239,058.24	614,107.00			614,107.00	
Compensated Absences Payable	165,510.20	(2,462.20)	163,048.00			163,048.00	
Governmental activities long-term liabilities	23,786,915.96	311,729.04	24,098,645.00	0.00	1,889,752.00	22,208,893.00	0.00
Bus -Type Activities:							
Ge...!... Obligation Bonds Payable			0.00			0.00	
State School Building Loans Payable			0.00			0.00	
Certificates of Participation Payable			0.00			0.00	
Capital Leases Payable			0.00			0.00	
Lease Revenue Bonds Payable			0.00			0.00	
Other General Long-Term Debt			0.00			0.00	
Net Pension Liability			0.00			0.00	
Net OPEB Obligation			0.00			0.00	
Compensated Absences Payable			0.00			0.00	
Business-type activities long-term liabilities	0.00	0.00	0.00	0.00	0.00	0.00	0.00

-405-

Part I - General Administrative Share of Plant Services Costs

California's indirect cost plan allows that the general administrative costs in the indirect cost pool may include that portion of plant services costs (maintenance and operations costs and facilities rents and leases costs) attributable to the general administrative offices. The calculation of the plant services costs attributed to general administration and included in the pool is standardized and automated using the percentage of salaries and benefits relating to general administration as proxy for the percentage of square footage occupied by general administration.

A. Salaries and Benefits - Other General Administration and Centralized Data Processing

1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702) (Functions 7200-7700, goals 0000 and 9000) — 792,720.00
2. Contracted general administrative positions not paid through payroll
   a. Enter the costs, if any, of general administrative positions performing services ON SITE but paid through a contract, rather than through payroll, in functions 7200-7700, goals 0000 and 9000, Object 5800.
   b. If an amount is entered on Line A2a, provide the title, duties, and approximate FTE of each general administrative position paid through a contract. Retain supporting documentation in case of audit.

B. Salaries and Benefits - All Other Activities

1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702) (Functions 1000-6999, 7100-7180, & 8100-8400; Functions 7200-7700, all goals except 0000 & 9000) — 11,779,801.00

C. Percentage of Plant Services Costs Attributable to General Administration
(Line A1 plus Line A2a, divided by Line B1; zero if negative) (See Part III, Lines A5 and A6) — 6.73%

Part II - Adjustments for Employment Separation Costs

When an employee separates from service, the local educational agency (LEA) may incur costs associated with the separation in addition to the employee's regular salary and benefits for the final pay period. These additional costs can be categorized as "normal" or "abnormal or mass" separation costs.

Normal separation costs include items such as pay for accumulated unused leave or routine severance pay authorized by governing board policy. Normal separation costs are not allowable as direct costs to federal programs, but are allowable as indirect costs. State programs may have similar restrictions. Where federal or state program guidelines required that the LEA charge an employee's normal separation costs to an unrestricted resource rather than to the restricted program in which the employee worked, the LEA may identify and enter these costs on Line A for inclusion in the indirect cost pool.

Abnormal or mass separation costs are those costs resulting from actions taken by an LEA to influence employees to terminate their employment earlier than they normally would have. Abnormal or mass separation costs include retirement incentives such as a Golden Handshake or severance packages negotiated to effect termination. Abnormal or mass separation costs may not be charged to federal programs as either direct costs or indirect costs. Where an LEA paid abnormal or mass separation costs on behalf of positions in general administrative functions included in the indirect cost pool, the LEA must identify and enter these costs on Line B for exclusion from the pool.

A. Normal Separation Costs (optional)
Enter any normal separation costs paid on behalf of employees of restricted state or federal programs that were charged to an unrestricted resource (0000-1999) in funds 01, 09, and 62 with functions 1000-6999 or 8100-8400 rather than to the restricted program. These costs will be moved in Part III from base costs to the indirect cost pool. Retain supporting documentation.

B. Abnormal or Mass Separation Costs (required)
Enter any abnormal or mass separation costs paid on behalf of general administrative positions charged to unrestricted resources (0000-1999) in funds 01, 09, and 62 with functions 7200-7700. These costs will be moved in Part III from the indirect cost pool to base costs. If none, enter zero. — 0.00

Part III - Indirect Cost Rate Calculation (Funds 01, 09, and 62, unless indicated otherwise)

A.	**Indirect Costs**	
1.	Other General Administration, less portion charged to restricted resources or specific goals (Functions 7200-7600, objects 1000-5999, minus Line B9)	1,023,009.00
2.	Centralized Data Processing, less portion charged to restricted resources or specific goals (Function 7700, objects 1000-5999, minus Line B10)	354,744.00
3.	External Financial Audit - Single Audit (Function 7190, resources 0000-1999, goals 0000 and 9000, objects 5000-5999)	0.00
4.	Staff Relations and Negotiations (Function 7120, resources 0000-1999, goals 0000 and 9000, objects 1000-5999)	5,000.00
5.	Plant Maintenance and Operations (portion relating to general administrative offices only) (Functions 8100-8400, objects 1000-5999 except 5100, times Part I, Line C)	145,974.84
6.	Facilities Rents and Leases (portion relating to general administrative offices only) (Function 8700, resources 0000-1999, objects 1000-5999 except 5100, times Part I, Line C)	0.00
7.	Adjustment for Employment Separation Costs	
	a. Plus: Normal Separation Costs (Part II, Line A)	0.00
	b. Less: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
8.	Total Indirect Costs (Lines A1 through A7a, minus Line A7b)	1,528,727.84
9.	Carry-Forward Adjustment (Part IV, Line F)	101,095.40
10.	Total Adjusted Indirect Costs (Line A8 plus Line A9)	1,629,823.24
B.	**Base Costs**	
1.	Instruction (Functions 1000-1999, objects 1000-5999 except 5100)	10,428,066.68
2.	Instruction-Related Services (Functions 2000-2999, objects 1000-5999 except 5100)	2,332,686.32
3.	Pupil Services (Functions 3000-3999, objects 1000-5999 except 5100)	1,774,924.00
4.	Ancillary Services (Functions 4000-4999, objects 1000-5999 except 5100)	439,082.26
5.	Community Services (Functions 5000-5999, objects 1000-5999 except 5100)	0.00
6.	Enterprise (Function 6000, objects 1000-5999 except 5100)	0.00
7.	Board and Superintendent (Functions 7100-7180, objects 1000-5999, minus Part III, Line A4)	381,671.00
8.	External Financial Audit - Single Audit and Other (Functions 7190-7191, objects 5000-5999, minus Part III, Line A3)	38,000.00
9.	Other General Administration (portion charged to restricted resources or specific goals only) (Functions 7200-7600, resources 2000-9999, objects 1000-5999; Functions 7200-7600, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	0.00
10.	Centralized Data Processing (portion charged to restricted resources or specific goals only) (Function 7700, resources 2000-9999, objects 1000-5999; Function 7700, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	9,203.00
11.	Plant Maintenance and Operations (all except portion relating to general administrative offices) (Functions 8100-8400, objects 1000-5999 except 5100, minus Part III, Line A5)	2,023,042.16
12.	Facilities Rents and Leases (all except portion relating to general administrative offices) (Function 8700, objects 1000-5999 except 5100, minus Part III, Line A6)	0.00
13.	Adjustment for Employment Separation Costs	
	a. Less: Normal Separation Costs (Part II, Line A)	0.00
	b. Plus: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
14.	Adult Education (Fund 11, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	0.00
15.	Child Development (Fund 12, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	0.00
16.	Cafeteria (Funds 13 and 61, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	591,281.00
17.	Foundation (Funds 19 and 57, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	0.00
18.	Total Base Costs (Lines B1 through B12 and Lines B13b through B17, minus Line B13a)	18,017,956.42
C.	**Straight Indirect Cost Percentage Before Carry-Forward Adjustment (For information only - not for use when claiming/recovering indirect costs)** (Line A8 divided by Line B18)	8.48%
D.	**Preliminary Proposed Indirect Cost Rate (For final approved fixed-with-carry-forward rate for use in 2016-17 see www.cde.ca.gov/fg/ac/ic)** (Line A10 divided by Line B18)	9.05%

Part IV - Carry-forward Adjustment

The carry-forward adjustment is an after-the-fact adjustment for the difference between indirect costs recoverable using the indirect cost rate approved for use in a given year, and the actual indirect costs incurred in that year. The carry-forward adjustment eliminates the need for LEAs to file amended federal reports when their actual indirect costs vary from the estimated indirect costs on which the approved rate was based.

Where the ratio of indirect costs incurred in the current year is less than the estimated ratio of indirect costs on which the approved rate for use in the current year was based, the carry-forward adjustment is limited by using either the approved rate times current year base costs, or the highest rate actually used to recover costs from any program times current year base costs, if the highest rate used was less than the approved rate. Rates used to recover costs from programs are displayed in Exhibit A.

A.	**Indirect costs incurred in the current year (Part III, Line A8)**	1,528,727.84
B.	**Carry-forward adjustment from prior year(s)**	
1.	Carry-forward adjustment from the second prior year	395,784.75
2.	Carry-forward adjustment amount deferred from prior year(s), if any	0.00
C.	**Carry-forward adjustment for under- or over-recovery in the current year**	
1.	Under-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus (approved indirect cost rate (10.12%) times Part III, Line B18); zero if negative	101,095.40
2.	Over-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus the lesser of (approved indirect cost rate (10.12%) times Part III, Line B18) or (the highest rate used to recover costs from any program (11.26%) times Part III, Line B18); zero if positive	0.00
D.	**Preliminary carry-forward adjustment (Line C1 or C2)**	101,095.40

E. Optional allocation of negative carry-forward adjustment over more than one year

Where a negative carry-forward adjustment causes the proposed approved rate to fall below zero or would reduce the rate at which the LEA could recover indirect costs to such an extent that it would cause the LEA significant fiscal harm, the LEA may request that the carry-forward adjustment be allocated over more than one year. Where allocation of a negative carry-forward adjustment over more than one year does not resolve a negative rate, the CDE will work with the LEA on a case-by-case basis to establish an approved rate.

Option 1.	Preliminary proposed approved rate (Part III, Line D) if entire negative carry-forward adjustment is applied to the current year calculation:	not applicable
Option 2.	Preliminary proposed approved rate (Part III, Line D) if one-half of negative carry-forward adjustment is applied to the current year calculation and the remainder is deferred to one or more future years:	not applicable
Option 3.	Preliminary proposed approved rate (Part III, Line D) if one-third of negative carry-forward adjustment is applied to the current year calculation and the remainder is deferred to one or more future years:	not applicable
	LEA request for Option 1, Option 2, or Option 3	1
F.	**Carry-forward adjustment used in Part III, Line A9 (Line D minus amount deferred if Option 2 or Option 3 is selected)**	101,095.40

Approved indirect cost rate: 10.12%
Highest rate used in any program: 11.26%

Note: In one or more resources, the rate used is greater than the approved rate.

Fund	Resource	Eligible Expenditures (Objects 1000-5999 except Object 5100)	Indirect Costs Charged (Objects 7310 and 7350)	Rate Used
01	3010	543,346.00	45,951.00	8.46%
01	3185	34,927.00	2,863.00	8.20%
01	4035	86,956.00	5,346.00	6.15%
01	4201	9,244.00	194.00	2.10%
01	4203	61,957.00	1,264.00	2.04%
01	7091	676,195.00	20,913.00	3.09%
01	7405	275,420.00	31,010.00	11.26%

Description	Object Codes	Lottery: Unrestricted (Resource 1100)	Transferred to Other Resources for Expenditure	Lottery: Instructional Materials (Resource 6300)*	Totals
A. AMOUNT AVAILABLE FOR THIS FISCAL YEAR					
1. Adjusted Beginning Fund Balance	9791-9795	343,015.00		73,842.00	416,857.00
2. State Lottery Revenue	8560	280,866.00		85,000.00	365,866.00
3. Other Local Revenue	8600-8799	640.00		0.00	640.00
4. Transfers from Funds of Lapsed/Reorganized Districts	8965	0.00		0.00	0.00
5. Contributions from Unrestricted Resources (Total must be zero)	8980	0.00			0.00
6. Total Available (Sum Lines A1 through A5)		624,521.00	0.00	158,842.00	783,363.00
B. EXPENDITURES AND OTHER FINANCING USES					
1. Certificated Salaries	1000-1999	0.00			0.00
2. Classified Salaries	2000-2999	10,797.00			10,797.00
3. Employee Benefits	3000-3999	1,077.00			1,077.00
4. Books and Supplies	4000-4999	367,356.00		102,902.00	470,258.00
5. a. Services and Other Operating Expenditures (Resource 1100)	5000-5999	206,132.00			206,132.00
b. Services and Other Operating Expenditures (Resource 6300)	5000-5999, except 5100, 5710, 5800				
c. Duplicating Costs for Instructional Materials (Resource 6300)	5100, 5710, 5800				
6. Capital Outlay	6000-6999	0.00			0.00
7. Tuition	7100-7199	0.00			0.00
8. Interagency Transfers Out					
a. To Other Districts, County Offices, and Charter Schools	7211,7212,7221, 7222,7281,7282	0.00			0.00
b. To JPAs and All Others	7213,7223, 7283,7299	0.00			0.00
9. Transfers of Indirect Costs	7300-7399				
10. Debt Service	7400-7499	0.00			0.00
11. All Other Financing Uses	7630-7699	0.00			0.00
12. Total Expenditures and Other Financing Uses (Sum Lines B1 through B11)		585,362.00	0.00	102,902.00	688,264.00
C. ENDING BALANCE (Must equal Line A6 minus Line B12)	979Z	39,159.00	0.00	55,940.00	95,099.00
D. COMMENTS:					

Data from this report will be used to prepare a report to the Legislature as required by Control Section 24.60 of the Budget Act.

*Pursuant to Government Code Section 8880.4(a)(2) and the definition in Education Code Section 60010(h), Resource 6300 funds are to be used for the purchase of instructional materials only. Any amounts in the shaded cells of this column should be reviewed for appropriateness.

Description	Object Codes	2015-16 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2016-17 Projection (C)	% Change (Cols. E-C/C) (D)	2017-18 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	20,144,086.00	8.11%	21,777,566.00	8.94%	23,724,882.00
2. Federal Revenues	8100-8299	0.00	0.00%		0.00%	
3. Other State Revenues	8300-8599	763,901.00	0.00%	763,901.00	0.00%	763,901.00
4. Other Local Revenues	8600-8799	594,156.00	0.00%	594,156.00	0.00%	594,156.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	(3,202,265.00)	8.10%	(3,461,699.00)	4.78%	(3,627,337.00)
6. Total (Sum lines A1 thru A5c)		18,299,878.00	7.51%	19,673,924.00	9.06%	21,455,602.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				7,014,819.00		7,441,319.62
b. Step & Column Adjustment				140,296.00		148,826.39
c. Cost-of-Living Adjustment				286,204.62		0.00
d. Other Adjustments						
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	7,014,819.00	6.08%	7,441,319.62	2.00%	7,590,146.01
2. Classified Salaries						
a. Base Salaries				2,113,156.00		2,241,635.88
b. Step & Column Adjustment				42,263.12		44,832.72
c. Cost-of-Living Adjustment				86,216.76		
d. Other Adjustments						
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	2,113,156.00	6.08%	2,241,635.88	2.00%	2,286,468.60
3. Employee Benefits	3000-3999	2,924,072.00	10.00%	3,216,480.00	5.00%	3,377,304.00
4. Books and Supplies	4000-4999	886,157.00	2.00%	903,880.00	2.00%	921,957.00
5. Services and Other Operating Expenditures	5000-5999	2,474,005.00	4.00%	2,572,965.00	4.00%	2,675,884.00
6. Capital Outlay	6000-6999	104,000.00	0.00%	104,000.00	0.00%	104,000.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	1,306,927.00	0.00%	1,306,927.00	0.00%	1,306,927.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(66,230.00)	0.00%	(66,230.00)	0.00%	(66,230.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section F below)				0.00		0.00
11. Total (Sum lines B1 thru B10)		16,756,906.00	5.75%	17,720,977.50	2.68%	18,196,456.61
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		1,542,972.00		1,952,946.50		3,259,145.39
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		3,094,150.74		4,637,122.74		6,590,069.24
2. Ending Fund Balance (Sum lines C and D1)		4,637,122.74		6,590,069.24		9,849,214.63
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	6,000.00				
b. Restricted	9740					
c. Committed						
1. Stabilization Arrangements	9750	0.00				
2. Other Commitments	9760	0.00				
d. Assigned	9780	0.00				
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	746,122.00		4,228,022.00		4,458,060.00
2. Unassigned/Unappropriated	9790	3,885,000.74		2,362,047.24		5,391,154.63
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		4,637,122.74		6,590,069.24		9,849,214.63

Description	Object Codes	2015-16 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2016-17 Projection (C)	% Change (Cols. E-C/C) (D)	2017-18 Projection (E)
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	746,122.00		4,228,022.00		4,458,060.00
c. Unassigned/Unappropriated	9790	3,885,000.74		2,362,047.24		5,391,154.63
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789	2,987,870.00				
c. Unassigned/Unappropriated	9790	0.00				
3. Total Available Reserves (Sum lines E1a thru E2c)		7,618,992.74		6,590,069.24		9,849,214.63

F. ASSUMPTIONS

Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.

Description	Object Codes	2015-16 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2016-17 Projection (C)	% Change (Cols. E-C/C) (D)	2017-18 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	0.00	0.00%	0.00	0.00%	0.00
2. Federal Revenues	8100-8299	888,658.00	0.00%	888,658.00	0.00%	888,658.00
3. Other State Revenues	8300-8599	107,439.00	0.00%	107,439.00	0.00%	107,439.00
4. Other Local Revenues	8600-8799	739,000.00	0.00%	739,000.00	0.00%	739,000.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	3,202,265.00	8.10%	3,461,699.00	4.78%	3,627,337.00
6. Total (Sum lines A1 thru A5c)		4,937,362.00	5.25%	5,196,796.00	3.19%	5,362,434.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				1,747,949.00		1,854,224.00
b. Step & Column Adjustment				34,959.00		37,084.00
c. Cost-of-Living Adjustment				71,316.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	1,747,949.00	6.08%	1,854,224.00	2.00%	1,891,308.00
2. Classified Salaries						
a. Base Salaries				556,057.00		589,865.00
b. Step & Column Adjustment				11,121.00		11,797.00
c. Cost-of-Living Adjustment				22,687.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	556,057.00	6.08%	589,865.00	2.00%	601,662.00
3. Employee Benefits	3000-3999	788,635.00	5.00%	828,067.00	5.00%	869,470.00
4. Books and Supplies	4000-4999	190,731.00	2.00%	194,546.00	2.00%	198,437.00
5. Services and Other Operating Expenditures	5000-5999	1,361,203.00	5.00%	1,429,264.00	5.00%	1,500,727.00
6. Capital Outlay	6000-6999	0.00	0.00%	0.00	0.00%	0.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	234,600.00	0.00%	234,600.00	0.00%	234,600.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	66,230.00	0.00%	66,230.00	0.00%	66,230.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section F below)				0.00		0.00
11. Total (Sum lines B1 thru B10)		4,945,405.00	5.08%	5,196,796.00	3.19%	5,362,434.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		(8,043.00)		0.00		0.00
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		366,046.00		358,003.00		358,003.00
2. Ending Fund Balance (Sum lines C and D1)		358,003.00		358,003.00		358,003.00
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00				
b. Restricted	9740	358,003.00		358,003.00		358,003.00
c. Committed						
1. Stabilization Arrangements	9750					
2. Other Commitments	9760					
d. Assigned	9780					
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789					
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		358,003.00		358,003.00		358,003.00

Description	Object Codes	2015-16 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2016-17 Projection (C)	% Change (Cols. E-C/C) (D)	2017-18 Projection (E)
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
(Enter reserve projections for subsequent years 1 and 2						
in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)						

F. ASSUMPTIONS

Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.

Description	Object Codes	2015-16 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2016-17 Projection (C)	% Change (Cols. E-C/C) (D)	2017-18 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	20,144,086.00	8.11%	21,777,566.00	8.94%	23,724,882.00
2. Federal Revenues	8100-8299	888,658.00	0.00%	888,658.00	0.00%	888,658.00
3. Other State Revenues	8300-8599	871,340.00	0.00%	871,340.00	0.00%	871,340.00
4. Other Local Revenues	8600-8799	1,333,156.00	0.00%	1,333,156.00	0.00%	1,333,156.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	0.00	0.00%	0.00	0.00%	0.00
6. Total (Sum lines A1 thru A5c)		23,237,240.00	7.03%	24,870,720.00	7.83%	26,818,036.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				8,762,768.00		9,295,543.62
b. Step & Column Adjustment				175,255.00		185,910.39
c. Cost-of-Living Adjustment				357,520.62		0.00
d. Other Adjustments				0.00		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	8,762,768.00	6.08%	9,295,543.62	2.00%	9,481,454.01
2. Classified Salaries						
a. Base Salaries				2,669,213.00		2,831,500.88
b. Step & Column Adjustment				53,384.12		56,629.72
c. Cost-of-Living Adjustment				108,903.76		0.00
d. Other Adjustments				0.00		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	2,669,213.00	6.08%	2,831,500.88	2.00%	2,888,130.60
3. Employee Benefits	3000-3999	3,712,707.00	8.94%	4,044,547.00	5.00%	4,246,774.00
4. Books and Supplies	4000-4999	1,076,888.00	2.00%	1,098,426.00	2.00%	1,120,394.00
5. Services and Other Operating Expenditures	5000-5999	3,835,208.00	4.35%	4,002,229.00	4.36%	4,176,611.00
6. Capital Outlay	6000-6999	104,000.00	0.00%	104,000.00	0.00%	104,000.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	1,541,527.00	0.00%	1,541,527.00	0.00%	1,541,527.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	0.00	0.00%	0.00	0.00%	0.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments				0.00		0.00
11. Total (Sum lines B1 thru B10)		21,702,311.00	5.60%	22,917,773.50	2.80%	23,558,890.61
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		1,534,929.00		1,952,946.50		3,259,145.39
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		3,460,196.74		4,995,125.74		6,948,072.24
2. Ending Fund Balance (Sum lines C and D1)		4,995,125.74		6,948,072.24		10,207,217.63
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	6,000.00		0.00		0.00
b. Restricted	9740	358,003.00		358,003.00		358,003.00
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	0.00		0.00		0.00
d. Assigned	9780	0.00		0.00		0.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	746,122.00		4,228,022.00		4,458,060.00
2. Unassigned/Unappropriated	9790	3,885,000.74		2,362,047.24		5,391,154.63
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		4,995,125.74		6,948,072.24		10,207,217.63

Description	Object Codes	2015-16 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2016-17 Projection (C)	% Change (Cols. E-C/C) (D)	2017-18 Projection (E)
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	746,122.00		4,228,022.00		4,458,060.00
c. Unassigned/Unappropriated	9790	3,885,000.74		2,362,047.24		5,391,154.63
d. Negative Restricted Ending Balances (Negative resources 2000-9999)	979Z			0.00		0.00
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	2,987,870.00		0.00		0.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves - by Amount (Sum lines E1a thru E2c)		7,618,992.74		6,590,069.24		9,849,214.63
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		35.11%		28.76%		41.81%
F. RECOMMENDED RESERVES						
1. Special Education Pass-through Exclusions						
For districts that serve as the administrative unit (AU) of a special education local plan area (SELPA):						
a. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?	No					
b. If you are the SELPA AU and are excluding special education pass-through funds:						
1. Enter the name(s) of the SELPA(s):						
2. Special education pass-through funds (Column A: Fund 10, resources 3300-3499 and 6500-6540, objects 7211-7213 and 7221-7223; enter projections for subsequent years 1 and 2 in Columns C and E)		0.00		0.00		0.00
2. District ADA						
Used to determine the reserve standard percentage level on line F3d						
(Col. A: Form A, Estimated P-2 ADA column, lines A6 and C4; enter projections)		1,937.00		2,030.00		2,142.00
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)		21,702,311.00		22,917,773.50		23,558,890.61
b. Plus: Special Education Pass-through Funds (Line F1b2, if Line F1a is No)		0.00		0.00		0.00
c. Total Expenditures and Other Financing Uses (Line F3a plus line F3b)		21,702,311.00		22,917,773.50		23,558,890.61
d. Reserve Standard Percentage Level (Refer to Form 01CS, Criterion 10 for calculation details)		3%		3%		3%
e. Reserve Standard - By Percent (Line F3c times F3d)		651,069.33		687,533.21		706,766.72
f. Reserve Standard - By Amount (Refer to Form 01CS, Criterion 10 for calculation details)		0.00		0.00		0.00
g. Reserve Standard (Greater of Line F3e or F3f)		651,069.33		687,533.21		706,766.72
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)		YES		YES		YES

Section I - Expenditures	Funds 01, 09, and 62 Goals	Functions	Objects	2014-15 Expenditures
A. Total state, federal, and local expenditures (all resources)	All	All	1000-7999	20,833,810.26
B. Less all federal expenditures not allowed for MOE (Resources 3000-5999, except 3385)	All	All	1000-7999	1,299,223.00
C. Less state and local expenditures not allowed for MOE: (All resources, except federal as identified in Line B)				
1. Community Services	All	5000-5999	1000-7999	0.00
2. Capital Outlay	All except 7100-7199	All except 5000-5999	6000-6999	152,552.00
3. Debt Service	All	9100	5400-5450, 5800, 7430-7439	1,267,614.00
4. Other Transfers Out	All	9200	7200-7299	32,370.00
5. Interfund Transfers Out	All	9300	7600-7629	0.00
6. All Other Financing Uses	All	9100 9200	7699 7651	0.00
7. Nonagency	7100-7199	All except 5000-5999, 9000-9999	1000-7999	0.00
8. Tuition (Revenue, in lieu of expenditures, to approximate costs of services for which tuition is received)	All	All	8710	0.00
9. Supplemental expenditures made as a result of a Presidentially declared disaster	Manually entered. Must not include expenditures in lines B, C1-C8, D1, or D2.			
10. Total state and local expenditures not allowed for MOE calculation (Sum lines C1 through C9)				1,452,536.00
D. Plus additional MOE expenditures:				
1. Expenditures to cover deficits for food services (Funds 13 and 61) (If negative, then zero)	All	All	1000-7143, 7300-7439 minus 8000-8699	0.00
2. Expenditures to cover deficits for student body activities	Manually entered. Must not include expenditures in lines A or D1.			
E. Total expenditures subject to MOE (Line A minus lines B and C10, plus lines D1 and D2)				18,082,051.26

Section II - Expenditures Per ADA		2014-15 Annual ADA/ Exps. Per ADA
A. Average Daily Attendance (Form A, Annual ADA column, sum of lines A6 and C9)		1,900.54
B. Expenditures per ADA (Line I.E divided by Line II.A)		9,514.17

Section III - MOE Calculation (For data collection only. Final determination will be done by CDE)	Total	Per ADA
A. Base expenditures (Preloaded expenditures from prior year official CDE MOE calculation). (Note: If the prior year MOE was not met, CDE has adjusted the prior year base to 90 percent of the preceding prior year amount rather than the actual prior year expenditure amount.)	14,553,627.71	7,949.98
1. Adjustment to base expenditure and expenditure per ADA amounts for LEAs failing prior year MOE calculation (From Section IV)	0.00	0.00
2. Total adjusted base expenditure amounts (Line A plus Line A.1)	14,553,627.71	7,949.98
B. Required effort (Line A.2 times 90%)	13,098,264.94	7,154.98
C. Current year expenditures (Line I.E and Line II.B)	18,082,051.26	9,514.17
D. MOE deficiency amount, if any (Line B minus Line C) (If negative, then zero)	0.00	0.00
E. MOE determination (If one or both of the amounts in line D are zero, the MOE requirement is met; if both amounts are positive, the MOE requirement is not met. If either column in Line A.2 or Line C equals zero, the MOE calculation is incomplete.)	MOE Met	
F. MOE deficiency percentage, if MOE not met; otherwise, zero (Line D divided by Line B) (Funding under NCLB covered programs in FY 2016-17 may be reduced by the lower of the two percentages)	0.00%	0.00%

SECTION IV - Detail of Adjustments to Base Expenditures (used in Section III, Line A.1)		
Description of Adjustments	**Total Expenditures**	**Expenditures Per ADA**
Total adjustments to base expenditures	0.00	0.00

Description	2014-15 Actual	2015-16 Budget	% Diff.
SELPA Name: Monterey County (AS)			
Date allocation plan approved by SELPA governance:			
I. TOTAL SELPA REVENUES			
A. Base Plus Taxes and Excess ERAF			
1. Base Apportionment			0.00%
2. Local Special Education Property Taxes			0.00%
3. Applicable Excess ERAF			0.00%
4. Total Base Apportionment, Taxes, and Excess ERAF	0.00	0.00	0.00%
B. COLA Apportionment			0.00%
C. Growth Apportionment or Declining ADA Adjustment			0.00%
D. Subtotal (Sum lines A.4, B, and C)	0.00	0.00	0.00%
E. Program Specialist/Regionalized Services for NSS Apportionment			0.00%
F. Low Incidence Apportionment			0.00%
G. Out of Home Care Apportionment			0.00%
H. Extraordinary Cost Pool for NPS/LCI and NSS Mental Health Services Apportionment			0.00%
I. Adjustment for NSS with Declining Enrollment			0.00%
J. Grand Total Apportionment, Taxes and Excess ERAF (Sum lines D through I)	0.00	0.00	0.00%
K. Mental Health Apportionment			0.00%
L. Federal IDEA Local Assistance Grants - Preschool			0.00%
M. Federal IDEA - Section 619 Preschool			0.00%
N. Other Federal Discretionary Grants			0.00%
O. Other Adjustments			0.00%
P. Total SELPA Revenues (Sum lines J through O)	0.00	0.00	0.00%

Description	2014-15 Actual	2015-16 Budget	% Diff.
II. ALLOCATION TO SELPA MEMBERS			
Monterey County Office of Education (AS00)			0.00%
Alisal Union Elementary (AS01)			0.00%
Chualar Union Elementary (AS02)			0.00%
Greenfield Union Elementary (AS04)			0.00%
King City Union Elementary (AS05)			0.00%
Salinas City Elementary (AS06)			0.00%
San Antonio Union Elementary (AS07)			0.00%
Santa Rita Union Elementary (AS08)			0.00%
Spreckels Union Elementary (AS10)			0.00%
Washington Union Elementary (AS11)			0.00%
South Monterey County Joint Union High (AS13)			0.00%
Salinas Union High (AS14)			0.00%
Carmel Unified (AS15)			0.00%
Monterey Peninsula Unified (AS16)			0.00%
North Monterey County Unified (AS17)			0.00%
Pacific Grove Unified (AS18)			0.00%
San Ardo Union Elementary (AS19)			0.00%
San Lucas Union Elementary (AS20)			0.00%
Mission Union Elementary (AS21)			0.00%
Big Sur Unified (AS22)			0.00%
Soledad Unified (AS23)			0.00%
Gonzales Unified (AS24)			0.00%
Bradley Union Elementary (AS25)			0.00%
Graves Elementary (AS26)			0.00%
Lagunita Elementary (AS27)			0.00%
(AS99)			0.00%
Total Allocations (Sum all lines in Section II) (Amount must equal Line I.P)	0.00	0.00	0.00%

Preparer Name: _____

Title: _____

Phone: _____

Current LEA:	27-66068-0000000 South Monterey County Joint Union High	
Selected SELPA: AS		(Enter a SELPA ID from the list below then save and close)

POTENTIAL SELPAS FOR THIS LEA ID	SELPA-TITLE	DATE APPROVED (from Form SEA)
AS	Monterey County	

Description	Direct Costs - Interfund Transfers In 5750	Direct Costs - Interfund Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Indirect Costs - Interfund Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
01 GENERAL FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
09 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
10 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
11 ADULT EDUCATION FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
12 CHILD DEVELOPMENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
13 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
14 DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
15 PUPIL TRANSPORTATION EQUIPMENT FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
17 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
18 SCHOOL BUS EMISSIONS REDUCTION FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
19 FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation							0.00	0.00
20 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
21 BUILDING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
25 CAPITAL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
30 STATE SCHOOL BUILDING LEASE/PURCHASE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
35 COUNTY SCHOOL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
40 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
49 CAP PROJ FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
51 BOND INTEREST AND REDEMPTION FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
52 DEBT SVC FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
53 TAX OVERRIDE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
56 DEBT SERVICE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
57 FOUNDATION PERMANENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation							0.00	0.00
61 CAFETERIA ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00

Description	Direct Costs - Interfund Transfers In 5750	Direct Costs - Interfund Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Indirect Costs - Interfund Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
62 CHARTER SCHOOLS ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
63 OTHER ENTERPRISE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
66 WAREHOUSE REVOLVING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
67 SELF-INSURANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
71 RETIREE BENEFIT FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00			
Fund Reconciliation							0.00	0.00
73 FOUNDATION PRIVATE-PURPOSE TRUST FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00			
Fund Reconciliation							0.00	0.00
76 WARRANT/PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
95 STUDENT BODY FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
TOTALS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Description	Direct Costs - Interfund Transfers In 5750	Direct Costs - Interfund Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Indirect Costs - Interfund Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
01 GENERAL FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
09 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
10 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
11 ADULT EDUCATION FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
12 CHILD DEVELOPMENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
13 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
14 DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
15 PUPIL TRANSPORTATION EQUIPMENT FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
17 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
18 SCHOOL BUS EMISSIONS REDUCTION FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
19 FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation								
20 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail					0.00	0.00		
Other Sources/Uses Detail								
Fund Reconciliation								
21 BUILDING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
25 CAPITAL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
30 STATE SCHOOL BUILDING LEASE/PURCHASE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
35 COUNTY SCHOOL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
40 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
49 CAP PROJ FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
51 BOND INTEREST AND REDEMPTION FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
52 DEBT SVC FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
53 TAX OVERRIDE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
56 DEBT SERVICE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
57 FOUNDATION PERMANENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation								
61 CAFETERIA ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								

Description	Direct Costs - Interfund Transfers In 5750	Direct Costs - Interfund Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Indirect Costs - Interfund Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
62 CHARTER SCHOOLS ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
63 OTHER ENTERPRISE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
66 WAREHOUSE REVOLVING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
67 SELF-INSURANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
71 RETIREE BENEFIT FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
73 FOUNDATION PRIVATE-PURPOSE TRUST FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
76 WARRANT/PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
95 STUDENT BODY FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
TOTALS	0.00	0.00	0.00	0.00	0.00	0.00		

Provide methodology and assumptions used to estimate ADA, enrollment, revenues, expenditures, reserves and fund balance, and multiyear commitments (including cost-of-living adjustments).

Deviations from the standards must be explained and may affect the approval of the budget.

CRITERIA AND STANDARDS

1. CRITERION: Average Daily Attendance

STANDARD: Funded average daily attendance (ADA) has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the previous three fiscal years by more than the following percentage levels:

Percentage Level	District ADA		
3.0%	0	to	300
2.0%	301	to	1,000
1.0%	1,001	and	over

District ADA (Form A, Estimated P-2 ADA column, lines A6 and C9): 1,937

District's ADA Standard Percentage Level: 1.0%

1A. Calculating the District's ADA Variances

DATA ENTRY: For the Second and Third Prior Years, enter data in the Revenue Limit Funded ADA, Original Budget column. For the First Prior Year, enter the data in the Estimated Funded ADA, Original Budget column. All other data are extracted.

Fiscal Year	Revenue Limit (Funded) ADA/Estimated Funded ADA Original Budget (Form RL, Line 5c) (Form RL, Line 5c) (Form A, Lines A6 and C4) (Form A, Lines A6 and C9)	Estimated/Unaudited Actuals (Form RL, Line 5c) (Form A, Lines A6 and C4) (Form A, Lines A6 and C9)	ADA Variance Level (If Budget is greater than Actuals, else N/A)	Status
Third Prior Year (2012-13)	1,791.61	1,840.93	N/A	Met
Second Prior Year (2013-14)	1,840.29	1,841.64	N/A	Met
First Prior Year (2014-15)	1,824.35	1,900.54	N/A	Met
Budget Year (2015-16)	1,937.00			

1B. Comparison of District ADA to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Funded ADA has not been overestimated by more than the standard percentage level for the first prior year.

Explanation:
(required if NOT met)

1b. STANDARD MET - Funded ADA has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

2. CRITERION: Enrollment

STANDARD: Projected enrollment has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the previous three fiscal years by more than the following percentage levels:

Percentage Level	District ADA		
3.0%	0	to	300
2.0%	301	to	1,000
1.0%	1,001	and	over

District ADA (Form A, Estimated P-2 ADA column, lines A6 and C9): 1,937

District's Enrollment Standard Percentage Level: 1.0%

2A. Calculating the District's Enrollment Variances

DATA ENTRY: Enter data in the Enrollment, Budget, column for all fiscal years and in the Enrollment, CBEDS Actual, column for the First Prior Year; all other data are extracted or calculated.

Fiscal Year	Enrollment Budget	Enrollment CBEDS Actual	Enrollment Variance Level (If Budget is greater than Actual, else N/A)	Status
Third Prior Year (2012-13)	1,909	1,971	N/A	Met
Second Prior Year (2013-14)	1,963	1,962	0.1%	Met
First Prior Year (2014-15)	1,955	1,993	N/A	Met
Budget Year (2015-16)	2,039			

2B. Comparison of District Enrollment to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Enrollment has not been overestimated by more than the standard percentage level for the first prior year.

Explanation:
(required if NOT met)

1b. STANDARD MET - Enrollment has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

3. CRITERION: ADA to Enrollment

STANDARD: Projected second period (P-2) average daily attendance (ADA) to enrollment ratio for any of the budget year or two subsequent fiscal years has not increased from the historical average ratio from the three prior fiscal years by more than one half of one percent (0.5%).

3A. Calculating the District's ADA to Enrollment Standard

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	P-2 ADA Estimated/Unaudited Actuals (Form A, Lines 3, 6, and 26) (Form A, Lines A6 and C4) (Form A, Lines A6 and C9)	Enrollment CBEDS Actual (Criterion 2, Item 2A)	Historical Ratio of ADA to Enrollment
Third Prior Year (2012-13)	1,831	1,971	92.9%
Second Prior Year (2013-14)	1,838	1,962	93.7%
First Prior Year (2014-15)	1,901	1,993	95.4%
		Historical Average Ratio:	94.0%
	District's ADA to Enrollment Standard (historical average ratio plus 0.5%):		94.5%

3B. Calculating the District's Projected Ratio of ADA to Enrollment

DATA ENTRY: Enter Estimated P-2 ADA data in the first column for the two subsequent years. Enter data in the Enrollment column for the two subsequent years. All other data are extracted or calculated.

Fiscal Year	Estimated P-2 ADA Budget (Form A, Lines A6 and C9)	Enrollment Budget/Projected (Criterion 2, Item 2A)	Ratio of ADA to Enrollment	Status
Budget Year (2015-16)	1,937	2,039	95.0%	Not Met
1st Subsequent Year (2016-17)	2,030	2,137	95.0%	Not Met
2nd Subsequent Year (2017-18)	2,142	2,254	95.0%	Not Met

3C. Comparison of District ADA to Enrollment Ratio to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD NOT MET - Projected P-2 ADA to enrollment ratio is above the standard for one or more of the budget or two subsequent fiscal years. Provide reasons why the projected ratio exceeds the district's historical average ratio by more than 0.5%.

Explanation: (required if NOT met)

The District is using a projection percentage that it feels can be accomplish or exceed (as demonstrated in 2014-15) with LCFF and LCAP funded programs.

4. CRITERION: LCFF Revenue

STANDARD: Projected local control funding formula (LCFF) revenue for any of the budget year or two subsequent fiscal years has not changed from the prior fiscal year by more than the change in population, plus the district's gap funding or cost-of-living adjustment (COLA)[1] and its economic recovery target payment, plus or minus one percent.

For basic aid districts, projected LCFF revenue has not changed from the prior fiscal year by more than the percent change in property tax revenues plus or minus one percent.

For districts funded by necessary small school formulas, projected LCFF revenue has not changed from the prior fiscal year amount by more than the district's gap funding or COLA[1] and its economic recovery target payment, plus or minus one percent.

[1]Districts that are already at or above their LCFF target funding as described in Education Code Section 42238.03(d) receive no gap funding. These districts have a COLA applied to their LCFF target, but their year-over-year revenue increase might be less than the statutory COLA due to certain local factors and components of the funding formula.

4A. District's LCFF Revenue Standard

Indicate which standard applies:

LCFF Revenue

Basic Aid

Necessary Small School

The District must select which LCFF revenue standard applies.
LCFF Revenue Standard selected: LCFF Revenue

4A1. Calculating the District's LCFF Revenue Standard

DATA ENTRY: Enter LCFF Target amounts for the budget and two subsequent fiscal years.
Enter data in Step 1a for the two subsequent fiscal years. All other data is extracted or calculated.
Enter data for Steps 2a through 2d. All other data is calculated.

Projected LCFF Revenue

Has the District reached its LCFF target funding level? No

If Yes, then COLA amount in Line 2b2 is used in Line 2e Total calculation.
If No, then Gap Funding in Line 2c is used in Line 2e Total calculation.

	Prior Year (2014-15)	Budget Year (2015-16)	1st Subsequent Year (2016-17)	2nd Subsequent Year (2017-18)
LCFF Target (Reference Only)		22,582,797.00	24,153,146.00	26,074,682.00
Step 1 - Change in Population				
a. ADA (Funded) (Form A, lines A6 and C4)	1,900.54	1,937.00	2,030.00	2,142.00
b. Prior Year ADA (Funded)		1,900.54	1,937.00	2,030.00
c. Difference (Step 1a minus Step 1b)		36.46	93.00	112.00
d. Percent Change Due to Population (Step 1c divided by Step 1b)		1.92%	4.80%	5.52%
Step 2 - Change in Funding Level				
a. Prior Year LCFF Funding		17,099,289.00	20,144,168.00	21,777,566.00
b1. COLA percentage (if district is at target)	Not Applicable			
b2. COLA amount (proxy for purposes of this criterion)	Not Applicable	0.00	0.00	0.00
c. Gap Funding (if district is not at target)		2,758,789.00	792,283.00	890,856.00
d. Economic Recovery Target Funding (current year increment)				
e. Total (Lines 2b2 or 2c, as applicable, plus Line 2d)		2,758,789.00	792,283.00	890,856.00
f. Percent Change Due to Funding Level (Step 2e divided by Step 2a)		16.13%	3.93%	4.09%
Step 3 - Total Change in Population and Funding Level (Step 1d plus Step 2f)		18.05%	8.73%	9.61%
LCFF Revenue Standard (Step 3, plus/minus 1%):		**17.05% to 19.05%**	**7.73% to 9.73%**	**8.61% to 10.61%**

4A2. Alternate LCFF Revenue Standard - Basic Aid

DATA ENTRY: If applicable to your district, input data in the 1st and 2nd Subsequent Year columns for projected local property taxes; all other data are extracted or calculated.

Basic Aid District Projected LCFF Revenue

	Prior Year (2014-15)	Budget Year (2015-16)	1st Subsequent Year (2016-17)	2nd Subsequent Year (2017-18)
Projected Local Property Taxes (Form 01, Objects 8021 - 8089)	5,408,741.00	5,408,741.00	5,408,741.00	5,408,741.00
Percent Change from Previous Year		N/A	N/A	N/A
Basic Aid Standard (percent change from previous year, plus/minus 1%):		N/A	N/A	N/A

4A3. Alternate LCFF Revenue Standard - Necessary Small School

DATA ENTRY: All data are extracted or calculated.

Necessary Small School District Projected LCFF Revenue

	Budget Year (2015-16)	1st Subsequent Year (2016-17)	2nd Subsequent Year (2017-18)
Necessary Small School Standard (Gap Funding or COLA, plus Economic Recovery Target Payment, Step 2f, plus/minus 1%):	N/A	N/A	N/A

4B. Calculating the District's Projected Change in LCFF Revenue

DATA ENTRY: Enter data in the 1st and 2nd Subsequent Year columns for LCFF Revenue; all other data are extracted or calculated.

	Prior Year (2014-15)	Budget Year (2015-16)	1st Subsequent Year (2016-17)	2nd Subsequent Year (2017-18)
LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)	17,094,984.00	20,144,086.00	21,777,566.00	23,724,882.00
District's Projected Change in LCFF Revenue:		17.84%	8.11%	8.94%
LCFF Revenue Standard:		17.05% to 19.05%	7.73% to 9.73%	8.61% to 10.61%
Status:		Met	Met	Met

4C. Comparison of District LCFF Revenue to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Projected change in LCFF revenue has met the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

5. CRITERION: Salaries and Benefits

STANDARD: Projected ratio of total unrestricted salaries and benefits to total unrestricted general fund expenditures for any of the budget year or two subsequent fiscal years has not changed from the historical average ratio from the three prior fiscal years by more than the greater of three percent or the district's required reserves percentage.

It is likely that for many districts the 2014-15 and 2015-16 change from the historical average ratio will exceed the standard because certain revenues that were restricted prior to the LCFF are now unrestricted within the LCFF.

5A. Calculating the District's Historical Average Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Estimated/Unaudited Actuals - Unrestricted (Resources 0000-1999) Salaries and Benefits (Form 01, Objects 1000-3999)	Total Expenditures (Form 01, Objects 1000-7499)	Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures
Third Prior Year (2012-13)	9,982,763.27	13,119,860.79	76.1%
Second Prior Year (2013-14)	9,567,931.51	13,012,109.89	73.5%
First Prior Year (2014-15)	10,602,731.00	14,821,872.26	71.5%
		Historical Average Ratio:	73.7%

	Budget Year (2015-16)	1st Subsequent Year (2016-17)	2nd Subsequent Year (2017-18)
District's Reserve Standard Percentage (Criterion 10B, Line 4):	3.0%	3.0%	3.0%
District's Salaries and Benefits Standard (historical average ratio, plus/minus the greater of 3% or the district's reserve standard percentage):	**70.7% to 76.7%**	**70.7% to 76.7%**	**70.7% to 76.7%**

5B. Calculating the District's Projected Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

DATA ENTRY: If Form MYP exists, Unrestricted Salaries and Benefits, and Total Unrestricted Expenditures data for the 1st and 2nd Subsequent Years will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

Fiscal Year	Budget - Unrestricted (Resources 0000-1999) Salaries and Benefits (Form 01, Objects 1000-3999) (Form MYP, Lines B1-B3)	Total Expenditures (Form 01, Objects 1000-7499) (Form MYP, Lines B1-B8, B10)	Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures	Status
Budget Year (2015-16)	12,052,047.00	16,756,906.00	71.9%	Met
1st Subsequent Year (2016-17)	12,899,435.50	17,720,977.50	72.8%	Met
2nd Subsequent Year (2017-18)	13,253,918.61	18,196,456.61	72.8%	Met

5C. Comparison of District Salaries and Benefits Ratio to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Ratio of total unrestricted salaries and benefits to total unrestricted expenditures has met the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

6. CRITERION: Other Revenues and Expenditures

STANDARD: Projected operating revenues (including federal, other state, and other local) or expenditures (including books and supplies, and services and other operating), for any of the budget year or two subsequent fiscal years, have not changed from the prior fiscal year amount by more than the percentage change in population and the funded cost-of-living adjustment (COLA) plus or minus ten percent.

For each major object category, changes that exceed the percentage change in population and the funded COLA plus or minus five percent must be explained.

6A. Calculating the District's Other Revenues and Expenditures Standard Percentage Ranges

DATA ENTRY: All data are extracted or calculated.

	Budget Year (2015-16)	1st Subsequent Year (2016-17)	2nd Subsequent Year (2017-18)
1. District's Change in Population and Funding Level (Criterion 4A1, Step 3):	18.05%	8.73%	9.61%
2. District's Other Revenues and Expenditures Standard Percentage Range (Line 1, plus/minus 10%):	**8.05% to 28.05%**	**-1.27% to 18.73%**	**-.39% to 19.61%**
3. District's Other Revenues and Expenditures Explanation Percentage Range (Line 1, plus/minus 5%):	13.05% to 23.05%	3.73% to 13.73%	4.61% to 14.61%

6B. Calculating the District's Change by Major Object Category and Comparison to the Explanation Percentage Range (Section 6A, Line 3)

DATA ENTRY: If Form MYP exists, the 1st and 2nd Subsequent Year data for each revenue and expenditure section will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

Explanations must be entered for each category if the percent change for any year exceeds the district's explanation percentage range.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Change Is Outside Explanation Range
Federal Revenue (Fund 01, Objects 8100-8299) (Form MYP, Line A2)			
First Prior Year (2014-15)	1,206,114.00		
Budget Year (2015-16)	888,658.00	-26.32%	Yes
1st Subsequent Year (2016-17)	888,658.00	0.00%	Yes
2nd Subsequent Year (2017-18)	888,658.00	0.00%	Yes

Explanation: (required if Yes)
Reduced levels of Federal Funding are anticipated by using the current year funded levels without carryovers and unearned revenues. They will be revised at 1st Interim if higher levels of funding is confirmed.

Other State Revenue (Fund 01, Objects 8300-8599) (Form MYP, Line A3)			
First Prior Year (2014-15)	940,708.00		
Budget Year (2015-16)	871,340.00	-7.37%	Yes
1st Subsequent Year (2016-17)	871,340.00	0.00%	Yes
2nd Subsequent Year (2017-18)	871,340.00	0.00%	Yes

Explanation: (required if Yes)
The Other State Revues are budgeted for a reduction to ensure a conservative estimate of revenues. They will be revised at 1st Interim if higher levels of funding is confirmed.

Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYP, Line A4)			
First Prior Year (2014-15)	1,378,310.00		
Budget Year (2015-16)	1,333,156.00	-3.28%	Yes
1st Subsequent Year (2016-17)	1,333,156.00	0.00%	Yes
2nd Subsequent Year (2017-18)	1,333,156.00	0.00%	Yes

Explanation: (required if Yes)
Other Local Revenues are reduced in 2015-16 due to one time donations in 2014-15 that are not anticipated in future years.

Books and Supplies (Fund 01, Objects 4000-4999) (Form MYP, Line B4)			
First Prior Year (2014-15)	1,917,203.00		
Budget Year (2015-16)	1,076,888.00	-43.83%	Yes
1st Subsequent Year (2016-17)	1,098,426.00	2.00%	Yes
2nd Subsequent Year (2017-18)	1,120,394.00	2.00%	Yes

Explanation: (required if Yes)
The budgets are reduced due to no antcipated expenditures in EIA or Common Core as well as reduced site supply budgets due to the use of the large carryover they were budgeted in 2014-15.

Services and Other Operating Expenditures (Fund 01, Objects 5000-5999) (Form MYP, Line B5)

First Prior Year (2014-15)	4,452,345.26		
Budget Year (2015-16)	3,835,208.00	-13.86%	Yes
1st Subsequent Year (2016-17)	4,002,229.00	4.35%	No
2nd Subsequent Year (2017-18)	4,176,611.00	4.36%	Yes

Explanation: (required if Yes)
The budgets are reduced due to no antcipated expenditures in EIA or Common Core compared to expenditures in 2014-15.

6C. Calculating the District's Change in Total Operating Revenues and Expenditures (Section 6A, Line 2)

DATA ENTRY: All data are extracted or calculated.

Total Federal, Other State, and Other Local Revenue (Criterion 6B)

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Status
First Prior Year (2014-15)	3,525,132.00		
Budget Year (2015-16)	3,093,154.00	-12.25%	Not Met
1st Subsequent Year (2016-17)	3,093,154.00	0.00%	Met
2nd Subsequent Year (2017-18)	3,093,154.00	0.00%	Met

Total Books and Supplies, and Services and Other Operating Expenditures (Criterion 6B)

First Prior Year (2014-15)	6,369,548.26		
Budget Year (2015-16)	4,912,096.00	-22.88%	Not Met
1st Subsequent Year (2016-17)	5,100,655.00	3.84%	Met
2nd Subsequent Year (2017-18)	5,297,005.00	3.85%	Met

6D. Comparison of District Total Operating Revenues and Expenditures to the Standard Percentage Range

DATA ENTRY: Explanations are linked from Section 6B if the status in Section 6C is not met; no entry is allowed below.

1a. STANDARD NOT MET - Projected total operating revenues have changed by more than the standard in one or more of the budget or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating revenues within the standard must be entered in Section 6A above and will also display in the explanation box below.

Explanation: Federal Revenue (linked from 6B if NOT met)
Reduced levels of Federal Funding are anticipated by using the current year funded levels without carryovers and unearned revenues. They will be revised at 1st Interim if higher levels of funding is confirmed.

Explanation: Other State Revenue (linked from 6B if NOT met)
The Other State Revues are budgeted for a reduction to ensure a conservative estimate of revenues. They will be revised at 1st Interim if higher levels of funding is confirmed.

Explanation: Other Local Revenue (linked from 6B if NOT met)
Other Local Revenues are reduced in 2015-16 due to one time donations in 2014-15 that are not anticipated in future years.

1b. STANDARD NOT MET - Projected total operating expenditures have changed by more than the standard in one or more of the budget or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating expenditures within the standard must be entered in Section 6A above and will also display in the explanation box below.

Explanation: Books and Supplies (linked from 6B if NOT met)
The budgets are reduced due to no antcipated expenditures in EIA or Common Core as well as reduced site supply budgets due to the use of the large carryover they were budgeted in 2014-15.

Explanation: Services and Other Exps (linked from 6B if NOT met)
The budgets are reduced due to no antcipated expenditures in EIA or Common Core compared to expenditures in 2014-15.

7. CRITERION: Facilities Maintenance

STANDARD: Confirm that the annual contribution for facilities maintenance funding is not less than the amount required pursuant to Education Code Section 17070.75, if applicable, and that the district is providing adequately to preserve the functionality of its facilities for their normal life in accordance with Education Code sections 52060(d)(1) and 17002(d)(1).

Determining the District's Compliance with the Contribution Requirement for EC Section 17070.75 - Ongoing and Major Maintenance/Restricted Maintenance Account (OMMA/RMA)

DATA ENTRY: Click the appropriate Yes or No button for special education local plan area (SELPA) administrative units (AUs); all other data are extracted or calculated. If standard is not met, enter an X in the appropriate box and enter an explanation, if applicable.

1. a. For districts that are the AU of a SELPA, do you choose to exclude revenue that are passed through to participating members of the SELPA from the OMMA/RMA required minimum contribution calculation? — No

   b. Pass-through revenues and apportionments that may be excluded from the OMMA/RMA calculation per EC Section 17070.75(b)(2)(C) (Fund 10, objects 7211-7213 and 7221-7223 with resources 3300-3499 and 6500-6540) — 0.00

2. Ongoing and Major Maintenance/Restricted Maintenance Account

a. Budgeted Expenditures and Other Financing Uses (Form 01, objects 1000-7999)	21,702,311.00			
b. Plus: Pass-through Revenues and Apportionments (Line 1b, if line 1a is No)	0.00	3% Required Minimum Contribution (Line 2c times 3%)	Budgeted Contribution [1] to the Ongoing and Major Maintenance Account	Status
c. Net Budgeted Expenditures and Other Financing Uses	21,702,311.00	651,069.33	773,190.00	Met

[1] Fund 01, Resource 8150, Objects 8900-8999

If standard is not met, enter an X in the box that best describes why the minimum required contribution was not made:

	Not applicable (district does not participate in the Leroy F. Green School Facilities Act of 1998)
	Exempt (due to district's small size [EC Section 17070.75 (b)(2)(D)])
	Other (explanation must be provided)

Explanation: (required if NOT met and Other is marked)

8. CRITERION: Deficit Spending

STANDARD: Unrestricted deficit spending (total unrestricted expenditures and other financing uses is greater than total unrestricted revenues and other financing sources) as a percentage of total unrestricted expenditures and other financing uses, has not exceeded one-third of the district's available reserves[1] as a percentage of total expenditures and other financing uses[2] in two out of three prior fiscal years.

8A. Calculating the District's Deficit Spending Standard Percentage Levels

DATA ENTRY: All data are extracted or calculated.

	Third Prior Year (2012-13)	Second Prior Year (2013-14)	First Prior Year (2014-15)
1. District's Available Reserve Amounts (resources 0000-1999)			
a. Reserve for Economic Uncertainties (Funds 01 and 17, Object 9789)	0.00	497,914.00	3,684,461.00
b. Unassigned/Unappropriated (Funds 01 and 17, Object 9790)	416,084.70	1,677,690.64	2,391,033.74
c. Negative General Fund Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999)	0.00	0.00	0.00
d. Available Reserves (Lines 1a through 1c)	416,084.70	2,175,604.64	6,075,494.74
2. Expenditures and Other Financing Uses			
a. District's Total Expenditures and Other Financing Uses (Fund 01, objects 1000-7999)	17,039,033.34	16,610,631.31	20,833,810.26
b. Plus: Special Education Pass-through Funds (Fund 10, resources 3300-3499 and 6500-6540, objects 7211-7213 and 7221-7223)			0.00
c. Total Expenditures and Other Financing Uses (Line 2a plus Line 2b)	17,039,033.34	16,610,631.31	20,833,810.26
3. District's Available Reserve Percentage (Line 1d divided by Line 2c)	2.4%	13.1%	29.2%
District's Deficit Spending Standard Percentage Levels (Line 3 times 1/3):	**0.8%**	**4.4%**	**9.7%**

[1]Available reserves are the unrestricted amounts in the Reserve for Economic Uncertainties and the Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

[2]A school district that is the Administrative Unit of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

8B. Calculating the District's Deficit Spending Percentages

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Net Change in Unrestricted Fund Balance (Form 01, Section E)	Total Unrestricted Expenditures and Other Financing Uses (Form 01, Objects 1000-7999)	Deficit Spending Level (If Net Change in Unrestricted Fund Balance is negative, else N/A)	Status
Third Prior Year (2012-13)	(1,179,615.53)	13,266,514.30	8.9%	Not Met
Second Prior Year (2013-14)	979,389.71	13,025,624.98	N/A	Met
First Prior Year (2014-15)	832,877.74	14,821,872.26	N/A	Met
Budget Year (2015-16) (Information only)	1,542,972.00	16,756,906.00		

8C. Comparison of District Deficit Spending to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Unrestricted deficit spending, if any, has not exceeded the standard percentage level in two or more of the three prior years.

Explanation:
(required if NOT met)

In 2012-13 - The District had a negative certification and was using state loans to operate. This condition no longer exists.

9. CRITERION: Fund Balance

STANDARD: Budgeted beginning unrestricted general fund balance has not been overestimated for two out of three prior fiscal years by more than the following percentage levels:

Percentage Level [1]	District ADA		
1.7%	0	to	300
1.3%	301	to	1,000
1.0%	1,001	to	30,000
0.7%	30,001	to	400,000
0.3%	400,001	and	over

[1] Percentage levels equate to a rate of deficit spending which would eliminate recommended reserves for economic uncertainties over a three year period.

District Estimated P-2 ADA (Form A, Lines A6 and C4): 1,937

District's Fund Balance Standard Percentage Level: 1.0%

9A. Calculating the District's Unrestricted General Fund Beginning Balance Percentages

DATA ENTRY: Enter data in the Original Budget column for the First, Second, and Third Prior Years; all other data are extracted or calculated.

Fiscal Year	Unrestricted General Fund Beginning Balance [2] (Form 01, Line F1e, Unrestricted Column) Original Budget	Estimated/Unaudited Actuals	Beginning Fund Balance Variance Level (If overestimated, else N/A)	Status
Third Prior Year (2012-13)	2,138,577.81	2,381,830.46	N/A	Met
Second Prior Year (2013-14)	595,251.02	1,202,214.93	N/A	Met
First Prior Year (2014-15)	1,158,356.00	2,261,273.00	N/A	Met
Budget Year (2015-16) (Information only)	3,094,150.74			

[2] Adjusted beginning balance, including audit adjustments and other restatements (objects 9791-9795)

9B. Comparison of District Unrestricted Beginning Fund Balance to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Unrestricted general fund beginning fund balance has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

10. CRITERION: Reserves

STANDARD: Available reserves[1] for any of the budget year or two subsequent fiscal years are not less than the following percentages or amounts[2] as applied to total expenditures and other financing uses[3]:

DATA ENTRY: Budget Year data are extracted. Enter district and charter school ADA corresponding to financial data reported in the General Fund, only, for the two subsequent years.

Percentage Level	District ADA		
5% or $65,000 (greater of)	0	to	300
4% or $65,000 (greater of)	301	to	1,000
3%	1,001	to	30,000
2%	30,001	to	400,000
1%	400,001	and	over

[1] Available reserves are the unrestricted amounts in the Reserve for Economic Uncertainties and the Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

[2] Dollar amounts to be adjusted annually by the prior year statutory cost-of-living adjustment (Education Code Section 42238), rounded to the nearest thousand.

[3] A school district that is the Administrative Unit (AU) of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

	Budget Year (2015-16)	1st Subsequent Year (2016-17)	2nd Subsequent Year (2017-18)
District Estimated P-2 ADA (Form A, Lines A6 and C4):	1,937	2,030	2,142
District's Reserve Standard Percentage Level:	3%	3%	3%

10A. Calculating the District's Special Education Pass-through Exclusions (only for districts that serve as the AU of a SELPA)

DATA ENTRY: For SELPA AUs, if Form MYP exists, all data will be extracted including the Yes/No button selection. If not, click the appropriate Yes or No button for item 1 and, if Yes, enter data for item 2a and for the two subsequent years in item 2b; Budget Year data are extracted.

For districts that serve as the AU of a SELPA (Form MYP, Lines F1a, F1b1, and F1b2):

1. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members? No
2. If you are the SELPA AU and are excluding special education pass-through funds:
   a. Enter the name(s) of the SELPA(s): _____

	Budget Year (2015-16)	1st Subsequent Year (2016-17)	2nd Subsequent Year (2017-18)
b. Special Education Pass-through Funds (Fund 10, resources 3300-3499 and 6500-6540, objects 7211-7213 and 7221-7223)	0.00	0.00	0.00

10B. Calculating the District's Reserve Standard

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for lines 1 and 2 will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

	Budget Year (2015-16)	1st Subsequent Year (2016-17)	2nd Subsequent Year (2017-18)
1. Expenditures and Other Financing Uses (Fund 01, objects 1000-7999) (Form MYP, Line B11)	21,702,311.00	22,917,773.50	23,558,890.61
2. Plus: Special Education Pass-through (Criterion 10A, Line 2b, if Criterion 10A, Line 1 is No)	0.00	0.00	0.00
3. Total Expenditures and Other Financing Uses (Line B1 plus Line B2)	21,702,311.00	22,917,773.50	23,558,890.61
4. Reserve Standard Percentage Level	3%	3%	3%
5. Reserve Standard - by Percent (Line B3 times Line B4)	651,069.33	687,533.21	706,766.72
6. Reserve Standard - by Amount ($65,000 for districts with 0 to 1,000 ADA, else 0)	0.00	0.00	0.00
7. **District's Reserve Standard (Greater of Line B5 or Line B6)**	**651,069.33**	**687,533.21**	**706,766.72**

10C. Calculating the District's Budgeted Reserve Amount

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for lines 1 through 7 will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

Reserve Amounts (Unrestricted resources 0000-1999 except Line 4):	Budget Year (2015-16)	1st Subsequent Year (2016-17)	2nd Subsequent Year (2017-18)
1. General Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYP, Line E1a)	0.00		
2. General Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYP, Line E1b)	746,122.00	4,228,022.00	4,458,060.00
3. General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYP, Line E1c)	3,885,000.74	2,362,047.24	5,391,154.63
4. General Fund - Negative Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999) (Form MYP, Line E1d)	0.00	0.00	0.00
5. Special Reserve Fund - Stabilization Arrangements (Fund 17, Object 9750) (Form MYP, Line E2a)	0.00		
6. Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYP, Line E2b)	2,987,870.00		
7. Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYP, Line E2c)	0.00		
8. District's Budgeted Reserve Amount (Lines C1 thru C7)	7,618,992.74	6,590,069.24	9,849,214.63
9. District's Budgeted Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	35.11%	28.76%	41.81%
District's Reserve Standard (Section 10B, Line 7):	**651,069.33**	**687,533.21**	**706,766.72**
Status:	Met	Met	Met

10D. Comparison of District Reserve Amount to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Projected available reserves have met the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

SUPPLEMENTAL INFORMATION

DATA ENTRY: Click the appropriate Yes or No button for items S1 through S4. Enter an explanation for each Yes answer.

S1. Contingent Liabilities

1a. Does your district have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget? — No

1b. If Yes, identify the liabilities and how they may impact the budget:

S2. Use of One-time Revenues for Ongoing Expenditures

1a. Does your district have ongoing general fund expenditures in the budget in excess of one percent of the total general fund expenditures that are funded with one-time resources? — No

1b. If Yes, identify the expenditures and explain how the one-time resources will be replaced to continue funding the ongoing expenditures in the following fiscal years:

S3. Use of Ongoing Revenues for One-time Expenditures

1a. Does your district have large non-recurring general fund expenditures that are funded with ongoing general fund revenues? — Yes

1b. If Yes, identify the expenditures:

$100,000 contribution to Capital Equipment Replacement Fund. $600,000 for fire alarm replacement at GHS.

S4. Contingent Revenues

1a. Does your district have projected revenues for the budget year or either of the two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)? — No

1b. If Yes, identify any of these revenues that are dedicated for ongoing expenses and explain how the revenues will be replaced or expenditures reduced:

S5. Contributions

Identify projected contributions from unrestricted resources in the general fund to restricted resources in the general fund for the budget year and two subsequent fiscal years. Provide an explanation if contributions have changed from the prior fiscal year amounts by more than $20,000 and more than ten percent. Explanation should include whether contributions are ongoing or one-time in nature.

Identify projected transfers to or from the general fund to cover operating deficits in either the general fund or any other fund for the budget year and two subsequent fiscal years. Provide an explanation if transfers have changed from the prior fiscal year amounts by more than $20,000 and more than ten percent. Explanation should include whether transfers are ongoing or one-time in nature.

Estimate the impact of any capital projects on the general fund operational budget.

District's Contributions and Transfers Standard: -10.0% to +10.0% or -$20,000 to +$20,000

S5A. Identification of the District's Projected Contributions, Transfers, and Capital Projects that may Impact the General Fund

DATA ENTRY: For Contributions, enter data in the Projection column for the 1st and 2nd Subsequent Years. Contributions for the First Prior Year and Budget Year will be extracted. For Transfers In and Transfers Out, enter data in the First Prior Year. If Form MYP exists, the data will be extracted for the Budget Year, and 1st and 2nd Subsequent Years. If Form MYP does not exist, enter data in the Budget Year, 1st and 2nd subsequent Years. Click the appropriate button for item 1d; all other data will be calculated.

Description / Fiscal Year	Projection	Amount of Change	Percent Change	Status
1a. **Contributions, Unrestricted General Fund (Fund 01, Resources 0000-1999, Object 8980)**				
First Prior Year (2014-15)	(2,725,739.00)			
Budget Year (2015-16)	(3,202,265.00)	476,526.00	17.5%	Not Met
1st Subsequent Year (2016-17)	(3,461,699.00)	259,434.00	8.1%	Met
2nd Subsequent Year (2017-18)	(3,627,337.00)	165,638.00	4.8%	Met
1b. **Transfers In, General Fund ***				
First Prior Year (2014-15)	0.00			
Budget Year (2015-16)	0.00	0.00	0.0%	Met
1st Subsequent Year (2016-17)	0.00	0.00	0.0%	Met
2nd Subsequent Year (2017-18)	0.00	0.00	0.0%	Met
1c. **Transfers Out, General Fund ***				
First Prior Year (2014-15)	0.00			
Budget Year (2015-16)	0.00	0.00	0.0%	Met
1st Subsequent Year (2016-17)	0.00	0.00	0.0%	Met
2nd Subsequent Year (2017-18)	0.00	0.00	0.0%	Met

1d. **Impact of Capital Projects**
Do you have any capital projects that may impact the general fund operational budget? No

* Include transfers used to cover operating deficits in either the general fund or any other fund.

S5B. Status of the District's Projected Contributions, Transfers, and Capital Projects

DATA ENTRY: Enter an explanation if Not Met for items 1a-1c or if Yes for item 1d.

1a. NOT MET - The projected contributions from the unrestricted general fund to restricted general fund programs have changed by more than the standard for one or more of the budget or subsequent two fiscal years. Identify restricted programs and amount of contribution for each program and whether contributions are ongoing or one-time in nature. Explain the district's plan, with timeframes, for reducing or eliminating the contribution.

Explanation: (required if NOT met) Increase Special Education costs due to additional staffing and some required high cost services.

1b. MET - Projected transfers in have not changed by more than the standard for the budget and two subsequent fiscal years.

Explanation: (required if NOT met)

1c. MET - Projected transfers out have not changed by more than the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

1d. NO - There are no capital projects that may impact the general fund operational budget.

Project Information:
(required if YES)

S6. Long-term Commitments

Identify all existing and new multiyear commitments[1] and their annual required payments for the budget year and two subsequent fiscal years.

Explain how any increase in annual payments will be funded. Also explain how any decrease to funding sources used to pay long-term commitments will be replaced.

[1] Include multiyear commitments, multiyear debt agreements, and new programs or contracts that result in long-term obligations.

S6A. Identification of the District's Long-term Commitments

DATA ENTRY: Click the appropriate button in item 1 and enter data in all columns of item 2 for applicable long-term commitments; there are no extractions in this section.

1. Does your district have long-term (multiyear) commitments? (If No, skip item 2 and Sections S6B and S6C) — Yes

2. If Yes to item 1, list all new and existing multiyear commitments and required annual debt service amounts. Do not include long-term commitments for postemployment benefits other than pensions (OPEB); OPEB is disclosed in item S7A.

Type of Commitment	# of Years Remaining	SACS Fund and Object Codes Used For: Funding Sources (Revenues)	Debt Service (Expenditures)	Principal Balance as of July 1, 2015
Capital Leases	4	Fund 25	Object 74xx	278,485
Certificates of Participation				
General Obligation Bonds	5	Fund 51		9,495,000
Supp Early Retirement Program	1	Fund 01	37xx	50,000
State School Building Loans				
Compensated Absences				
Other Long-term Commitments (do not include OPEB):				
Lease Leaseback Bond Loan	16	General Fund	74xx	12,495,000
TOTAL:				22,318,485

Type of Commitment (continued)	Prior Year (2014-15) Annual Payment (P & I)	Budget Year (2015-16) Annual Payment (P & I)	1st Subsequent Year (2016-17) Annual Payment (P & I)	2nd Subsequent Year (2017-18) Annual Payment (P & I)
Capital Leases	104,673	104,673	74,013	74,106
Certificates of Participation				
General Obligation Bonds	765,000	765,000	765,000	765,000
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				
Other Long-term Commitments (continued):				
Lease Leaseback Bond Loan	1,232,044	1,234,344	1,234,131	1,229,769
Total Annual Payments:	2,101,717	2,104,017	2,073,144	2,068,875
Has total annual payment increased over prior year (2014-15)?		Yes	No	No

S6B. Comparison of the District's Annual Payments to Prior Year Annual Payment

DATA ENTRY: Enter an explanation if Yes.

1a. Yes - Annual payments for long-term commitments have increased in one or more of the budget or two subsequent fiscal years. Explain how the increase in annual payments will be funded.

Explanation: (required if Yes to increase in total annual payments)

No new loan - just a small variance of less than $2,000 in the state loan payment on the payent schedule.

S6C. Identification of Decreases to Funding Sources Used to Pay Long-term Commitments

DATA ENTRY: Click the appropriate Yes or No button in item 1; if Yes, an explanation is required in item 2.

1. Will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources?

No

2. No - Funding sources will not decrease or expire prior to the end of the commitment period, and one-time funds are not being used for long-term commitment annual payments.

Explanation: (required if Yes)

S7. Unfunded Liabilities

Estimate the unfunded liability for postemployment benefits other than pensions (OPEB) based on an actuarial valuation, if required, or other method; identify or estimate the annual required contribution; and indicate how the obligation is funded (pay-as-you-go, amortized over a specific period, etc.).

Estimate the unfunded liability for self-insurance programs such as workers' compensation based on an actuarial valuation, if required, or other method; identify or estimate the required contribution; and indicate how the obligation is funded (level of risk retained, funding approach, etc.).

S7A. Identification of the District's Estimated Unfunded Liability for Postemployment Benefits Other than Pensions (OPEB)

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section except the budget year data on line 5b.

1. Does your district provide postemployment benefits other than pensions (OPEB)? (If No, skip items 2-5) — Yes

2. For the district's OPEB:
   a. Are they lifetime benefits? — No
   b. Do benefits continue past age 65? — No
   c. Describe any other characteristics of the district's OPEB program including eligibility criteria and amounts, if any, that retirees are required to contribute toward their own benefits:

3. a. Are OPEB financed on a pay-as-you-go, actuarial cost, or other method? — Pay-as-you-go

   b. Indicate any accumulated amounts earmarked for OPEB in a self-insurance or governmental fund

Self-Insurance Fund	Governmental Fund
0	0

4. OPEB Liabilities

a. OPEB actuarial accrued liability (AAL)	2,226,672.00
b. OPEB unfunded actuarial accrued liability (UAAL)	2,614,898.00
c. Are AAL and UAAL based on the district's estimate or an actuarial valuation?	Actuarial
d. If based on an actuarial valuation, indicate the date of the OPEB valuation	Jul 01, 2014

5. OPEB Contributions

	Budget Year (2015-16)	1st Subsequent Year (2016-17)	2nd Subsequent Year (2017-18)
a. OPEB annual required contribution (ARC) per actuarial valuation or Alternative Measurement Method	278,340.00	278,340.00	278,340.00
b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund) (funds 01-70, objects 3701-3752)	171,713.00	90,000.00	90,000.00
c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)	133,236.00	133,236.00	133,236.00
d. Number of retirees receiving OPEB benefits	12	12	12

S7B. Identification of the District's Unfunded Liability for Self-Insurance Programs

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section.

1. Does your district operate any self-insurance programs such as workers' compensation, employee health and welfare, or property and liability? (Do not include OPEB, which is covered in Section S7A) (If No, skip items 2-4)

   No

2. Describe each self-insurance program operated by the district, including details for each such as level of risk retained, funding approach, basis for valuation (district's estimate or actuarial), and date of the valuation:

3. Self-Insurance Liabilities

a. Accrued liability for self-insurance programs	
b. Unfunded liability for self-insurance programs	

4. Self-Insurance Contributions

	Budget Year (2015-16)	1st Subsequent Year (2016-17)	2nd Subsequent Year (2017-18)
a. Required contribution (funding) for self-insurance programs			
b. Amount contributed (funded) for self-insurance programs			

S8. Status of Labor Agreements

Analyze the status of employee labor agreements. Identify new labor agreements, as well as new commitments provided as part of previously ratified multiyear agreements; and include all contracts, including all administrator contracts (and including all compensation). For new agreements, indicate the date of the required board meeting. Compare the increase in new commitments to the projected increase in ongoing revenues, and explain how these commitments will be funded in future fiscal years.

If salary and benefit negotiations are not finalized at budget adoption, upon settlement with certificated or classified staff:

The school district must determine the cost of the settlement, including salaries, benefits, and any other agreements that change costs, and provide the county office of education (COE) with an analysis of the cost of the settlement and its impact on the operating budget.

The county superintendent shall review the analysis relative to the criteria and standards, and may provide written comments to the president of the district governing board and superintendent.

S8A. Cost Analysis of District's Labor Agreements - Certificated (Non-management) Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2014-15)	Budget Year (2015-16)	1st Subsequent Year (2016-17)	2nd Subsequent Year (2017-18)
Number of certificated (non-management) full-time-equivalent (FTE) positions	78.5	90.5	90.5	90.5

Certificated (Non-management) Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year? — Yes

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7.

Negotiations Settled

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting: Jan 20, 2015

2b. Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official? Yes
If Yes, date of Superintendent and CBO certification: Dec 18, 2014

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement? Yes
If Yes, date of budget revision board adoption: Mar 11, 2015

4. Period covered by the agreement: Begin Date: Jul 01, 2014 End Date: Jun 30, 2017

5. Salary settlement:

	Budget Year (2015-16)	1st Subsequent Year (2016-17)	2nd Subsequent Year (2017-18)
Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?	Yes	Yes	No
One Year Agreement			
Total cost of salary settlement			
% change in salary schedule from prior year			
or			
Multiyear Agreement			
Total cost of salary settlement	260,000	357,521	0
% change in salary schedule from prior year (may enter text, such as "Reopener")	3.0%	4.0%	0.0%

Identify the source of funding that will be used to support multiyear salary commitments:

General Fund

Negotiations Not Settled

		Budget Year (2015-16)	1st Subsequent Year (2016-17)	2nd Subsequent Year (2017-18)
6.	Cost of a one percent increase in salary and statutory benefits			
7.	Amount included for any tentative salary schedule increases			0

Certificated (Non-management) Health and Welfare (H&W) Benefits	Budget Year (2015-16)	1st Subsequent Year (2016-17)	2nd Subsequent Year (2017-18)
1. Are costs of H&W benefit changes included in the budget and MYPs?	Yes	Yes	Yes
2. Total cost of H&W benefits	992,854	992,854	992,854
3. Percent of H&W cost paid by employer	100.0%	100.0%	100.0%
4. Percent projected change in H&W cost over prior year	14.0%	0.0%	0.0%

Certificated (Non-management) Prior Year Settlements

Are any new costs from prior year settlements included in the budget? No

If Yes, amount of new costs included in the budget and MYPs

If Yes, explain the nature of the new costs:

Certificated (Non-management) Step and Column Adjustments	Budget Year (2015-16)	1st Subsequent Year (2016-17)	2nd Subsequent Year (2017-18)
1. Are step & column adjustments included in the budget and MYPs?	Yes	Yes	Yes
2. Cost of step & column adjustments	127,011	175,255	185,910
3. Percent change in step & column over prior year	5.0%	38.0%	6.0%

Certificated (Non-management) Attrition (layoffs and retirements)	Budget Year (2015-16)	1st Subsequent Year (2016-17)	2nd Subsequent Year (2017-18)
1. Are savings from attrition included in the budget and MYPs?	No	No	No
2. Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?	No	No	No

Certificated (Non-management) - Other

List other significant contract changes and the cost impact of each change (i.e., class size, hours of employment, leave of absence, bonuses, etc.):

S8B. Cost Analysis of District's Labor Agreements - Classified (Non-management) Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2014-15)	Budget Year (2015-16)	1st Subsequent Year (2016-17)	2nd Subsequent Year (2017-18)
Number of classified (non-management) FTE positions	48.5	63.4	63.4	63.4

Classified (Non-management) Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year? Yes

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7.

Negotiations Settled

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting: Jan 20, 2015

2b. Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official? Yes
If Yes, date of Superintendent and CBO certification: Dec 18, 2014

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement? Yes
If Yes, date of budget revision board adoption: Mar 11, 2015

4. Period covered by the agreement: Begin Date: Jul 01, 2014 End Date: Jun 30, 2017

5. Salary settlement:

	Budget Year (2015-16)	1st Subsequent Year (2016-17)	2nd Subsequent Year (2017-18)
Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?	Yes	Yes	No
One Year Agreement			
Total cost of salary settlement			
% change in salary schedule from prior year			
or			
Multiyear Agreement			
Total cost of salary settlement	80,000	108,904	0
% change in salary schedule from prior year (may enter text, such as "Reopener")	3.0%	4.0%	0.0%

Identify the source of funding that will be used to support multiyear salary commitments:

General Fund

Negotiations Not Settled

6. Cost of a one percent increase in salary and statutory benefits

	Budget Year (2015-16)	1st Subsequent Year (2016-17)	2nd Subsequent Year (2017-18)
7. Amount included for any tentative salary schedule increases			

Classified (Non-management) Health and Welfare (H&W) Benefits	Budget Year (2015-16)	1st Subsequent Year (2016-17)	2nd Subsequent Year (2017-18)
1. Are costs of H&W benefit changes included in the budget and MYPs?	Yes	Yes	Yes
2. Total cost of H&W benefits	380,738	380,738	380,738
3. Percent of H&W cost paid by employer	100.0%	100.0%	100.0%
4. Percent projected change in H&W cost over prior year	26.7%	0.0%	0.0%

Classified (Non-management) Prior Year Settlements

Are any new costs from prior year settlements included in the budget? No

If Yes, amount of new costs included in the budget and MYPs

If Yes, explain the nature of the new costs:

Prior year 2nd interim costs were for all statutory payroll and not just H&W benefits

Classified (Non-management) Step and Column Adjustments	Budget Year (2015-16)	1st Subsequent Year (2016-17)	2nd Subsequent Year (2017-18)
1. Are step & column adjustments included in the budget and MYPs?	Yes	Yes	Yes
2. Cost of step & column adjustments	36,642	53,384	56,630
3. Percent change in step & column over prior year	27.0%	45.0%	6.0%

Classified (Non-management) Attrition (layoffs and retirements)	Budget Year (2015-16)	1st Subsequent Year (2016-17)	2nd Subsequent Year (2017-18)
1. Are savings from attrition included in the budget and MYPs?	No	No	No
2. Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?	No	No	No

Classified (Non-management) - Other

List other significant contract changes and the cost impact of each change (i.e., hours of employment, leave of absence, bonuses, etc.):

S8C. Cost Analysis of District's Labor Agreements - Management/Supervisor/Confidential Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2014-15)	Budget Year (2015-16)	1st Subsequent Year (2016-17)	2nd Subsequent Year (2017-18)
Number of management, supervisor, and confidential FTE positions	13.0	14.0	14.0	14.0

Management/Supervisor/Confidential Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year? Yes

If Yes, complete question 2.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 3 and 4.

If n/a, skip the remainder of Section S8C.

Negotiations Settled

2. Salary settlement:

	Budget Year (2015-16)	1st Subsequent Year (2016-17)	2nd Subsequent Year (2017-18)
Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?	Yes	No	No
Total cost of salary settlement	98,283	0	0
% change in salary schedule from prior year (may enter text, such as "Reopener")	9.0%	0.0%	0.0%

Negotiations Not Settled

3. Cost of a one percent increase in salary and statutory benefits

	Budget Year (2015-16)	1st Subsequent Year (2016-17)	2nd Subsequent Year (2017-18)
4. Amount included for any tentative salary schedule increases			

Management/Supervisor/Confidential Health and Welfare (H&W) Benefits

	Budget Year (2015-16)	1st Subsequent Year (2016-17)	2nd Subsequent Year (2017-18)
1. Are costs of H&W benefit changes included in the budget and MYPs?	Yes	Yes	Yes
2. Total cost of H&W benefits	168,000	168,000	168,000
3. Percent of H&W cost paid by employer	100.0%	100.0%	100.0%
4. Percent projected change in H&W cost over prior year	10.0%	0.0%	0.0%

Management/Supervisor/Confidential Step and Column Adjustments

	Budget Year (2015-16)	1st Subsequent Year (2016-17)	2nd Subsequent Year (2017-18)
1. Are step & column adjustments included in the budget and MYPs?	Yes	Yes	Yes
2. Cost of step and column adjustments	24,395	24,395	24,395
3. Percent change in step & column over prior year	400.0%	0.0%	0.0%

Management/Supervisor/Confidential Other Benefits (mileage, bonuses, etc.)

	Budget Year (2015-16)	1st Subsequent Year (2016-17)	2nd Subsequent Year (2017-18)
1. Are costs of other benefits included in the budget and MYPs?	Yes	Yes	Yes
2. Total cost of other benefits	20,400	20,400	20,400
3. Percent change in cost of other benefits over prior year	73.0%	0.0%	0.0%

S9. Local Control and Accountability Plan (LCAP)

Confirm that the school district's governing board has adopted an LCAP or an update to the LCAP effective for the budget year.

DATA ENTRY: Click the appropriate Yes or No button in item 1, and enter the date in item 2.

1. Did or will the school district's governing board adopt an LCAP or approve an update to the LCAP effective for the budget year?	Yes
2. Approval date for adoption of the LCAP or approval of an update to the LCAP.	Jun 16, 2015

S10. LCAP Expenditures

Confirm that the school district's budget includes the expenditures necessary to implement the LCAP or annual update to the LCAP.

DATA ENTRY: Click the appropriate Yes or No button.

Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template, Section 3: Actions, Services and Expenditures?	Yes

ADDITIONAL FISCAL INDICATORS

The following fiscal indicators are designed to provide additional data for reviewing agencies. A "Yes" answer to any single indicator does not necessarily suggest a cause for concern, but may alert the reviewing agency to the need for additional review.

DATA ENTRY: Click the appropriate Yes or No button for items A1 through A9 except item A3, which is automatically completed based on data in Criterion 2.

A1.	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?	No
A2.	Is the system of personnel position control independent from the payroll system?	No
A3.	Is enrollment decreasing in both the prior fiscal year and budget year? (Data from the enrollment budget column and actual column of Criterion 2A are used to determine Yes or No)	No
A4.	Are new charter schools operating in district boundaries that impact the district's enrollment, either in the prior fiscal year or budget year?	No
A5.	Has the district entered into a bargaining agreement where any of the budget or subsequent years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	Yes
A6.	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	No
A7.	Is the district's financial system independent of the county office system?	No
A8.	Does the district have any reports that indicate fiscal distress pursuant to Education Code Section 42127.6(a)? (If Yes, provide copies to the county office of education)	No
A9.	Have there been personnel changes in the superintendent or chief business official positions within the last 12 months?	No

When providing comments for additional fiscal indicators, please include the item number applicable to each comment.

Comments:
(optional)

End of School District Budget Criteria and Standards Review

SACS2015 Financial Reporting Software - 2015.1.0
6/9/2015 7:55:42 AM 27-66068-0000000

July 1 Budget
2015-16 Budget
Technical Review Checks
South Monterey County Joint Union High Monterey County

Following is a chart of the various types of technical review checks and related requirements:

F - Fatal (Data must be corrected; an explanation is not allowed)
W/WC - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)
O - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

IMPORT CHECKS

CHECKFUND - (F) - All FUND codes must be valid. PASSED

CHECKRESOURCE - (W) - All RESOURCE codes must be valid. PASSED

CHK-RS-LOCAL-DEFINED - (F) - All locally defined resource codes must roll up to a CDE defined resource code. PASSED

CHECKGOAL - (F) - All GOAL codes must be valid. PASSED

CHECKFUNCTION - (F) - All FUNCTION codes must be valid. PASSED

CHECKOBJECT - (F) - All OBJECT codes must be valid. PASSED

CHK-FUNDxOBJECT - (F) - All FUND and OBJECT account code combinations must be valid. PASSED

CHK-FUNDxRESOURCE - (W) - All FUND and RESOURCE account code combinations should be valid. PASSED

CHK-FUNDxGOAL - (W) - All FUND and GOAL account code combinations should be valid. PASSED

CHK-FUNDxFUNCTION-A - (W) - All FUND (funds 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations should be valid. PASSED

CHK-FUNDxFUNCTION-B - (F) - All FUND (all funds except for 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations must be valid. PASSED

CHK-RESOURCExOBJECTA - (W) - All RESOURCE and OBJECT (objects 8000 through 9999, except for 9791, 9793, and 9795) account code combinations should be valid. PASSED

CHK-RESOURCExOBJECTB - (O) - All RESOURCE and OBJECT (objects 9791, 9793, and 9795) account code combinations should be valid. PASSED

CHK-RES6500xOBJ8091 - (F) - There is no activity in Resource 6500 (Special Education) with Object 8091 (LCFF Transfers-Current Year) or 8099 (LCFF/Revenue Limit Transfers-Prior Years). PASSED

CHK-FUNCTIONxOBJECT - (F) - All FUNCTION and OBJECT account code combinations

must be valid. PASSED

CHK-GOALxFUNCTION-A - (F) - Goal and function account code combinations (all goals with expenditure objects 1000-7999 in functions 1000-1999 and 4000-5999) must be valid. NOTE: Functions not included in the GOALxFUNCTION table (0000, 2000-3999, 6000-6999, 7100-7199, 7210, 8000-8999) are not checked and will pass the TRC. PASSED

CHK-GOALxFUNCTION-B - (F) - General administration costs (functions 7200-7999, except 7210) must be direct-charged to an Undistributed, Nonagency, or County Services to Districts goal (Goal 0000, 7100-7199, or 8600-8699). PASSED

SPECIAL-ED-GOAL - (F) - Special Education revenue and expenditure transactions (resources 3300-3405, 6500-6540, and 7240, objects 1000-8999) must be coded to a Special Education 5000 goal or to Goal 7110, Nonagency-Educational. This technical review check excludes Early Intervening Services resources 3312, 3318, 3322, 3329, 3332, and 3334. PASSED

GENERAL LEDGER CHECKS

INTERFD-DIR-COST - (F) - Transfers of Direct Costs - Interfund (Object 5750) must net to zero for all funds. PASSED

INTERFD-INDIRECT - (F) - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero for all funds. PASSED

INTERFD-INDIRECT-FN - (F) - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero by function. PASSED

INTERFD-IN-OUT - (F) - Interfund Transfers In (objects 8910-8929) must equal Interfund Transfers Out (objects 7610-7629). PASSED

LCFF-TRANSFER - (F) - LCFF Transfers (objects 8091 and 8099) must net to zero, individually. PASSED

INTRAFD-DIR-COST - (F) - Transfers of Direct Costs (Object 5710) must net to zero by fund. PASSED

INTRAFD-INDIRECT - (F) - Transfers of Indirect Costs (Object 7310) must net to zero by fund. PASSED

INTRAFD-INDIRECT-FN - (F) - Transfers of Indirect Costs (Object 7310) must net to zero by function. PASSED

CONTRIB-UNREST-REV - (F) - Contributions from Unrestricted Revenues (Object 8980) must net to zero by fund. PASSED

CONTRIB-RESTR-REV - (F) - Contributions from Restricted Revenues (Object 8990) must net to zero by fund. PASSED

EPA-CONTRIB - (F) - There should be no contributions (objects 8980-8999) to the Education Protection Account (Resource 1400). PASSED

LOTTERY-CONTRIB - (F) - There should be no contributions (objects 8980-8999) to the lottery (resources 1100 and 6300) or from the Lottery: Instructional Materials (Resource 6300). PASSED

PASS-THRU-REV=EXP - (W) - Pass-through revenues from all sources (objects 8287,

8587, and 8697) should equal transfers of pass-through revenues to other agencies (objects 7211 through 7213, plus 7299 for resources 3327 and 3328), by resource. PASSED

SE-PASS-THRU-REVENUE - (W) - Transfers of special education pass-through revenues are not reported in the general fund for the Administrative Unit of a Special Education Local Plan Area. PASSED

EXCESS-ASSIGN-REU - (F) - Amounts reported in Other Assignments (Object 9780) and/or Reserve for Economic Uncertainties (REU) (Object 9789) should not create a negative amount in Unassigned/Unappropriated (Object 9790) by fund and resource (for all funds except funds 61 through 73). PASSED

UNASSIGNED-NEGATIVE - (F) - Unassigned/Unappropriated balance (Object 9790) must be zero or negative, by resource, in all funds except the general fund and funds 61 through 73. PASSED

UNR-NET-POSITION-NEG - (F) - Unrestricted Net Position (Object 9790), in restricted resources, must be zero or negative, by resource, in funds 61 through 73. PASSED

RS-NET-POSITION-ZERO - (F) - Restricted Net Position (Object 9797), in unrestricted resources, must be zero, by resource, in funds 61 through 73. PASSED

EFB-POSITIVE - (W) - All ending fund balances (Object 979Z) should be positive by resource, by fund. PASSED

OBJ-POSITIVE - (W) - All applicable objects should have a positive balance by resource, by fund. PASSED

REV-POSITIVE - (W) - Revenue amounts exclusive of contributions (objects 8000-8979) should be positive by resource, by fund. PASSED

EXP-POSITIVE - (W) - Expenditure amounts (objects 1000-7999) should be positive by function, resource, and fund. PASSED

CEFB-POSITIVE - (F) - Components of Ending Fund Balance/Net Position (objects 9700-9789, 9796, and 9797) must be positive individually by resource, by fund. PASSED

SUPPLEMENTAL CHECKS

CB-BUDGET-CERTIFY - (F) - In Form CB, the district checked the box relating to the required budget certifications. PASSED

CB-BALANCE-ABOVE-MIN - (W) - In Form CB, the district checked the box relating to compliance with EC Section 42127(a)(2)(B) and (C). PASSED

CS-EXPLANATIONS - (F) - Explanations must be provided in the Criteria and Standards Review (Form 01CS) for all criteria and for supplemental information items S1 through S6, and S9 if applicable, where the standard has not been met or where the status is Not Met or Yes. PASSED

CS-YES-NO - (F) - Supplemental information items and additional fiscal indicator items in the Criteria and Standards Review (Form 01CS) must be answered Yes or No, where applicable, for the form to be complete. PASSED

EXPORT CHECKS

FORM01-PROVIDE - (F) - Form 01 (Form 01I) must be opened and saved. PASSED

BUDGET-CERT-PROVIDE - (F) - Budget Certification (Form CB) must be provided. PASSED

WK-COMP-CERT-PROVIDE - (F) - Workers' Compensation Certification (Form CC) must be provided. PASSED

ADA-PROVIDE - (F) - Average Daily Attendance data (Form A) must be provided. PASSED

CS-PROVIDE - (F) - The Criteria and Standards Review (Form 01CS) has been provided. PASSED

MYP-PROVIDE - (W) - A Multiyear Projection Worksheet must be provided with your Budget. (Note: LEAs may use a multiyear projection worksheet other than Form MYP, with approval of their reviewing agency, as long as it provides current year and at least two subsequent fiscal years, and separately projects unrestricted resources, restricted resources, and combined total resources.) PASSED

CHK-UNBALANCED-A - (W) - Unbalanced and/or incomplete data in any of the forms should be corrected before an official export is completed. PASSED

CHK-UNBALANCED-B - (F) - Unbalanced and/or incomplete data in any of the forms must be corrected before an official export can be completed. PASSED

CHK-DEPENDENCY - (F) - If data have changed that affect other forms, the affected forms must be opened and saved. PASSED

Checks Completed.

SACS2015 Financial Reporting Software - 2015.1.0
6/9/2015 7:56:11 AM 27-66068-0000000

July 1 Budget
2014-15 Estimated Actuals
Technical Review Checks

South Monterey County Joint Union High Monterey County

Following is a chart of the various types of technical review checks and related requirements:

F - Fatal (Data must be corrected; an explanation is not allowed)
W/WC - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)
O - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

IMPORT CHECKS

CHECKFUND - (F) - All FUND codes must be valid. PASSED

CHECKRESOURCE - (W) - All RESOURCE codes must be valid. PASSED

CHK-RS-LOCAL-DEFINED - (F) - All locally defined resource codes must roll up to a CDE defined resource code. PASSED

CHECKGOAL - (F) - All GOAL codes must be valid. PASSED

CHECKFUNCTION - (F) - All FUNCTION codes must be valid. PASSED

CHECKOBJECT - (F) - All OBJECT codes must be valid. PASSED

CHK-FUNDxOBJECT - (F) - All FUND and OBJECT account code combinations must be valid. PASSED

CHK-FUNDxRESOURCE - (W) - All FUND and RESOURCE account code combinations should be valid. PASSED

CHK-FUNDxGOAL - (W) - All FUND and GOAL account code combinations should be valid. PASSED

CHK-FUNDxFUNCTION-A - (W) - All FUND (funds 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations should be valid. PASSED

CHK-FUNDxFUNCTION-B - (F) - All FUND (all funds except for 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations must be valid. PASSED

CHK-RESOURCExOBJECTA - (W) - All RESOURCE and OBJECT (objects 8000 through 9999, except for 9791, 9793, and 9795) account code combinations should be valid. PASSED

CHK-RESOURCExOBJECTB - (O) - All RESOURCE and OBJECT (objects 9791, 9793, and 9795) account code combinations should be valid. PASSED

CHK-RES6500xOBJ8091 - (F) - There is no activity in Resource 6500 (Special Education) with Object 8091 (LCFF Transfers-Current Year) or 8099 (LCFF/Revenue Limit Transfers-Prior Years). PASSED

CHK-FUNCTIONxOBJECT - (F) - All FUNCTION and OBJECT account code combinations

must be valid. PASSED

CHK-GOALxFUNCTION-A - (F) - Goal and function account code combinations (all goals with expenditure objects 1000-7999 in functions 1000-1999 and 4000-5999) must be valid. NOTE: Functions not included in the GOALxFUNCTION table (0000, 2000-3999, 6000-6999, 7100-7199, 7210, 8000-8999) are not checked and will pass the TRC. PASSED

CHK-GOALxFUNCTION-B - (F) - General administration costs (functions 7200-7999, except 7210) must be direct-charged to an Undistributed, Nonagency, or County Services to Districts goal (Goal 0000, 7100-7199, or 8600-8699). PASSED

SPECIAL-ED-GOAL - (F) - Special Education revenue and expenditure transactions (resources 3300-3405, 6500-6540, and 7240, objects 1000-8999) must be coded to a Special Education 5000 goal or to Goal 7110, Nonagency-Educational. This technical review check excludes Early Intervening Services resources 3312, 3318, 3322, 3329, 3332, and 3334. PASSED

PY-EFB=CY-BFB - (F) - Prior year ending fund balance (preloaded from last year's unaudited actuals submission) must equal current year beginning fund balance (Object 9791). PASSED

PY-EFB=CY-BFB-RES - (F) - Prior year ending balance (preloaded from last year's unaudited actuals submission) must equal current year beginning balance (Object 9791), by fund and resource. PASSED

GENERAL LEDGER CHECKS

INTERFD-DIR-COST - (F) - Transfers of Direct Costs - Interfund (Object 5750) must net to zero for all funds. PASSED

INTERFD-INDIRECT - (F) - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero for all funds. PASSED

INTERFD-INDIRECT-FN - (F) - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero by function. PASSED

INTERFD-IN-OUT - (F) - Interfund Transfers In (objects 8910-8929) must equal Interfund Transfers Out (objects 7610-7629). PASSED

DUE-FROM=DUE-TO - (F) - Due from Other Funds (Object 9310) must equal Due to Other Funds (Object 9610). PASSED

LCFF-TRANSFER - (F) - LCFF Transfers (objects 8091 and 8099) must net to zero, individually. PASSED

INTRAFD-DIR-COST - (F) - Transfers of Direct Costs (Object 5710) must net to zero by fund. PASSED

INTRAFD-INDIRECT - (F) - Transfers of Indirect Costs (Object 7310) must net to zero by fund. PASSED

INTRAFD-INDIRECT-FN - (F) - Transfers of Indirect Costs (Object 7310) must net to zero by function. PASSED

CONTRIB-UNREST-REV - (F) - Contributions from Unrestricted Revenues (Object 8980) must net to zero by fund. PASSED

CONTRIB-RESTR-REV - (F) - Contributions from Restricted Revenues (Object 8990) must net to zero by fund. PASSED

EPA-CONTRIB - (F) - There should be no contributions (objects 8980-8999) to the Education Protection Account (Resource 1400). PASSED

LOTTERY-CONTRIB - (F) - There should be no contributions (objects 8980-8999) to the lottery (resources 1100 and 6300) or from the Lottery: Instructional Materials (Resource 6300). PASSED

PASS-THRU-REV=EXP - (W) - Pass-through revenues from all sources (objects 8287, 8587, and 8697) should equal transfers of pass-through revenues to other agencies (objects 7211 through 7213, plus 7299 for resources 3327 and 3328), by resource. PASSED

SE-PASS-THRU-REVENUE - (W) - Transfers of special education pass-through revenues are not reported in the general fund for the Administrative Unit of a Special Education Local Plan Area. PASSED

EXCESS-ASSIGN-REU - (F) - Amounts reported in Other Assignments (Object 9780) and/or Reserve for Economic Uncertainties (REU) (Object 9789) should not create a negative amount in Unassigned/Unappropriated (Object 9790) by fund and resource (for all funds except funds 61 through 73). PASSED

UNASSIGNED-NEGATIVE - (F) - Unassigned/Unappropriated balance (Object 9790) must be zero or negative, by resource, in all funds except the general fund and funds 61 through 73. PASSED

UNR-NET-POSITION-NEG - (F) - Unrestricted Net Position (Object 9790), in restricted resources, must be zero or negative, by resource, in funds 61 through 73. PASSED

RS-NET-POSITION-ZERO - (F) - Restricted Net Position (Object 9797), in unrestricted resources, must be zero, by resource, in funds 61 through 73. PASSED

EFB-POSITIVE - (W) - All ending fund balances (Object 979Z) should be positive by resource, by fund. PASSED

OBJ-POSITIVE - (W) - All applicable objects should have a positive balance by resource, by fund. PASSED

REV-POSITIVE - (W) - Revenue amounts exclusive of contributions (objects 8000-8979) should be positive by resource, by fund. PASSED

EXP-POSITIVE - (W) - Expenditure amounts (objects 1000-7999) should be positive by function, resource, and fund. PASSED

AR-AP-POSITIVE - (W) - The following Accounts Receivable (9200), Due from Other Funds (9310), Accounts Payable (9500), and/or Due to Other Funds (9610) objects have a negative balance in excess of $1,000 by resource, by fund: EXCEPTION

FUND	RESOURCE	OBJECT	VALUE
01	1100	9200	-19,173.68
Explanation: This will be cleared at during unaudited actuals			
01	3010	9200	-144,538.00
Explanation: This will be cleared at during unaudited actuals			

01 6300 9200 -9,897.77
Explanation:This will be cleared at during unaudited actuals

CEFB-POSITIVE - (F) - Components of Ending Fund Balance/Net Position (objects 9700-9789, 9796, and 9797) must be positive individually by resource, by fund. PASSED

NET-INV-CAP-ASSETS - (W) - If capital asset amounts are imported/keyed, objects 9400-9489, (Capital Assets) in funds 61-73, then an amount should be recorded for Object 9796 (Net Investment in Capital Assets) within the same fund. PASSED

SUPPLEMENTAL CHECKS

ASSET-ACCUM-DEPR-NEG - (F) - In Form ASSET, accumulated depreciation for governmental and business-type activities must be zero or negative. PASSED

DEBT-ACTIVITY - (O) - Long-term debt exists, but it appears that no activity has been entered in the Schedule of Long-Term Liabilities (Form DEBT) for the following long-term debt types: EXCEPTION

Long-Term Liability Type	Beginning Balance	Ending Balance
DEBT.GOV.OTH.DEBT.9669	185,025.00	185,025.00

DEBT-POSITIVE - (F) - In Form DEBT, long-term liability ending balances must be positive. PASSED

EXPORT CHECKS

FORM01-PROVIDE - (F) - Form 01 (Form 01I) must be opened and saved. PASSED

ADA-PROVIDE - (F) - Average Daily Attendance data (Form A) must be provided. PASSED

CHK-UNBALANCED-A - (W) - Unbalanced and/or incomplete data in any of the forms should be corrected before an official export is completed. PASSED

CHK-UNBALANCED-B - (F) - Unbalanced and/or incomplete data in any of the forms must be corrected before an official export can be completed. PASSED

CHK-DEPENDENCY - (F) - If data have changed that affect other forms, the affected forms must be opened and saved. PASSED

Checks Completed.

Export Log
Period: July 1 Budget
Type of Export: Official

==========
LEA: 27-66068-0000000 South Monterey County Joint Union High

Official Check for LEA: 27-66068-0000000 is good

Export of USER General Ledger started at 6/9/2015 7:57:07 AM

OFFICIAL Header for LEA: 27-66068-0000000 South Monterey County Joint Union High
VERSION 2015.1.0

Fiscal Year: 2014-15
Type of Data: Estimated Actuals
Number of records exported in group 1: 702

Fiscal Year: 2015-16
Type of Data: Budget
Number of records exported in group 2: 604

Export USER General Ledger completed at 6/9/2015 7:57:08 AM

Export of Supplementals (USER ELEMENTs) started at 6/9/2015 7:57:08 AM
Fiscal Year: 2014-15
Type of Data: Estimated Actuals
Number of records exported in group 3: 597

Fiscal Year: 2015-16
Type of Data: Budget
Number of records exported in group 4: 2272

Export of Supplemental (USER ELEMENTs) completed at 6/9/2015 7:57:08 AM

Export of Explanations started at 6/9/2015 7:57:08 AM
Fiscal Year: 2014-15
Type of Data: Estimated Actuals
Number of records exported in group 5: 3

Export of Explanations completed at 6/9/2015 7:57:08 AM

Export of TRC Log started at 6/9/2015 7:57:08 AM
Fiscal Year: 2014-15
Type of Data: Estimated Actuals
Number of records exported in group 6: 56

Fiscal Year: 2015-16
Type of Data: Budget
Number of records exported in group 7: 54

Export of TRC Log completed at 6/9/2015 7:57:08 AM

OFFICIAL END for LEA: 27-66068-0000000 South Monterey County Joint Union High

Exported to file: C:\SACS2015\Official\27660680000000BS1.DAT

End of Official Export Process

District: South Monterey County Jt UHSD
CDS #: 27-66068

Adopted Budget
2015-16 Budget Attachment
Balances in Excess of Minimum Reserve Requirements

Reasons for Assigned and Unassigned Ending Fund Balances in Excess of Minimum Recommended Reserves

Education Code Section 42127(a)(2)(B) requires a statement of the reasons that substantiates the need for assigned and unassigned ending fund balances in excess of the minimum reserve standard for economic uncertainties for each fiscal year identified in the budget.

Combined Assigned and Unassigned/unappropriated Fund Balances				
Form	Fund		2015-16 Budget	Objects 9780/9789/9790
01	General Fund/County School Service Fund	$	3,885,000.74	Form 01
17	Special Reserve Fund for Other Than Capital Outlay Projects	$	2,997,389.10	Form 17
	Total Assigned and Unassigned Ending Fund Balances	$	6,882,389.84	
	District Standard Reserve Level		3%	Form 01CS Line 10B-4
	Less District Minimum Reserve for Economic Uncertainties	$	651,069.33	Form 01CS Line 10B-7
	Remaining Balance to Substantiate Need	$	6,231,320.51	

Reasons for Fund Balances in Excess of Minimum Reserve for Economic Uncertainties				
Form	Fund		2015-16 Budget	Description of Need
01	General Fund/County School Service Fund	$	2,940,000.00	Board required 17% minimum reserve (additional 14%)
01	General Fund/County School Service Fund	$	293,931.41	Reserved for facility projects - PBHS
01	General Fund/County School Service Fund			
01	General Fund/County School Service Fund			
01	General Fund/County School Service Fund			
17	Special Reserve Fund for Other Than Capital Outlay Projects	$	2,997,389.10	Reserve for paying down State Bond
17	Special Reserve Fund for Other Than Capital Outlay Projects			
	Insert Lines above as needed			
	Total of Substantiated Needs	$	6,231,320.51	

	Remaining Unsubstantiated Balance	$	-	Balance should be Zero

Education Code Section 42127 (d)(1) requires a county superintendent to either conditionally approve or disapprove a school district budget if the district does not provide for EC 42127 (a)(2)(B) public review and discussion at its public budget hearing.

SSC School District and Charter School Financial Projection Dartboard
2015-16 May Revision

This version of SSC's Financial Projection Dartboard is based on the 2015-16 May Revision. We have updated the cost-of-living adjustment (COLA), Consumer Price Index (CPI), and ten-year T-bill planning factors per the latest economic forecasts. We have also updated the Local Control Funding Formula (LCFF) factors. We rely on various state agencies and outside sources in developing these factors, but we assume responsibility for them with the understanding that they are general guidelines.

LCFF ENTITLEMENT FACTORS				
Entitlement Factors per ADA	**K-3**	**4-6**	**7-8**	**9-12**
2014-15 Initial Grants	$7,011	$7,116	$7,328	$8,491
COLA at 1.02%	$72	$73	$75	$87
2015-16 Base Grants	$7,083	$7,189	$7,403	$8,578

Entitlement Factors per ADA	**K-3**	**4-6**	**7-8**	**9-12**
2015-16 Base Grants	$7,083	$7,189	$7,403	$8,578
Adjustment Factors	10.40% CSR	-	-	2.6% CTE
CSR and CTE amounts	$737	-	-	$223
2015-16 Adjusted Base Grants	$7,820	$7,189	$7,403	$8,801

Supplemental Grants (% Adj. Base)	20%	20%	20%	20%
Concentration Grants	50%	50%	50%	50%
Concentration Grant Threshold	55%	55%	55%	55%

LCFF DARTBOARD FACTORS						
Factor	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**2018-19**	**2019-20**
LCFF Planning Factors	SSC Simulator[1]	SSC Simulator[1]	SSC Simulator[2]	SSC Simulator[2]	SSC Simulator[2]	–
SSC LCFF Recommended Gap Funding Percentage	29.97%	53.08%	12.62%	18.24%	20.58%	–
Department of Finance	29.97%	53.08%	37.40%	36.74%	20.97%	–

PLANNING FACTORS							
Factor		**2014-15**	**2015-16**	**2016-17**	**2017-18**	**2018-19**	**2019-20**
Statutory COLA		0.85%	1.02%	1.60%	2.48%	2.87%	2.50%
COLA on state and local share only of Special Education, Child Nutrition, American Indian Education Centers/American Indian Early Childhood Education		0.85%	1.02%	1.60%	2.48%	2.87%	2.50%
California CPI		1.40%	2.20%	2.40%	2.60%	2.70%	2.50%
California Lottery[3]	Base	$128	$128	$128	$128	$128	$128
	Proposition 20	$34	$34	$34	$34	$34	$34
Interest Rate for Ten-Year Treasuries		2.20%	2.40%	2.80%	3.00%	3.10%	2.90%
CalPERS Employer Rate		11.771%	11.847%	13.05%	16.60%[4]	18.20%	19.90%
CalSTRS Employer Rate		8.88%	10.73%	12.58%	14.43%	16.28%	18.13%

RESERVES		
State Reserve Requirement	**District ADA Range**	**Reserve Plan[5]**
The greater of 5% or $64,000	0 to 300	SSC recommends one year's increment of planned revenue growth
The greater of 4% or $64,000	301 to 1,000	
3%	1,001 to 30,000	
2%	30,001 to 400,000	
1%	400,001 and higher	

[1] Go to the SSC LCFF Simulator™ at www.sscal.com. Your LCFF amounts for multiyear planning purposes will be provided based on your district-specific data.

[2] For the forecast years, the total dollar amount needed to fund the statutory COLA is applied to the SSC LCFF Simulator™.

[3] The forecast for Lottery funding per ADA includes both base (unrestricted) funding and the amount restricted by Proposition 20 (2000) for instructional materials. Lottery funding is initially based on prior-year annual ADA—and is ultimately based on current-year annual ADA—multiplied by the historical statewide average excused absence factor of 1.04446. Starting in 2015-16, Adult Education ADA and ROC/P ADA will no longer be included in Lottery funding per Government Code Section 8880.5(a)(2).

[4] CalPERS provided these estimates in 2014 and has not yet issued revised estimates.

[5] District reserve requirements as stated in the State Board of Education (SBE) adopted criteria and standards based solely on district size are not as relevant when financial volatility and exposure is disparate under the LCFF. We recommend that every district first observe the current SBE-required reserve for the traditional economic uncertainties. We also recommend the establishment of a separate reserve based on the annual LCFF revenue increase projected for the district in Year 2 and Year 3 of the multiyear projection. We recommend that the district develop a plan to, over time, set aside one year's growth in LCFF funding as a reserve due to the potential volatility inherent in state revenues. Within that set aside, we also recommend assigning the supplemental and concentration dollars.

School Services of California Inc.

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LCFF Calculator Universal Assumptions

South Monterey County Joint Union High (66068) - Adopted Budget 2015/16

Summary of Funding

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Target	$ 20,800,574	$ 21,931,003	$ 22,582,797	$ 24,153,146	$ 26,074,682	$ 27,667,681	$ 27,666,208
Floor	**13,727,543**	**15,031,511**	**17,385,379**	**20,985,283**	**22,834,026**	**24,423,991**	**25,097,858**
Applied Formula: Target or Floor	FLOOR	FLOOR	FLOOR	FLOOR	FLOOR	FLOOR	FLOOR
Remaining Need after Gap (informational only)	*6,224,147*	*4,831,714*	*2,438,629*	*2,375,580*	*2,349,800*	*2,569,813*	*2,568,350*
Current Year Gap Funding	848,884	2,067,778	2,758,789	792,283	890,856	673,877	-
Economic Recovery Target	-	-	-	-	-	-	-
Additional State Aid	-	-	-	-	-	-	-
Total Phase-In Entitlement	**$ 14,576,427**	**$ 17,099,289**	**$ 20,144,168**	**$ 21,777,566**	**$ 23,724,882**	**$ 25,097,868**	**$ 25,097,858**

Components of LCFF By Object Code

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
8011 - State Aid	$ 4,089,421	$ 6,833,081	$ 9,108,160	$ 12,011,759	$ 13,639,123	$ 15,567,449	$ 18,269,434	$ 19,689,117
8011 - Fair Share	-	-	-	-	-	-	-	-
8311 & 8590 - Categoricals	2,536,670	-	-	-	-	-	-	-
8012 - EPA	2,408,555	2,363,841	2,582,388	2,723,668	2,729,702	2,748,692	1,419,693	-
Local Revenue Sources:								
8021 to 8048 - Property Taxes		5,379,505	5,408,741	5,408,741	5,408,741	5,408,741	5,408,741	5,408,741
8096 - In-Lieu of Property Taxes		-	-	-	-	-	-	-
Property Taxes net of in-lieu	*4,696,013*	*5,379,505*	*5,408,741*	*5,408,741*	*5,408,741*	*5,408,741*	*5,408,741*	*5,408,741*
OTAL FUNDING	**$ 13,730,659**	**$ 14,576,427**	**$ 17,099,289**	**$ 20,144,168**	**$ 21,777,566**	**$ 23,724,882**	**$ 25,097,858**	**$ 25,097,858**
ccess Taxes	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
PA in excess to LCFF Funding	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -

Summary of Student Population	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Unduplicated Pupil Population							
Agency Unduplicated Pupil Count	1,609.00	1,634.00	1,672.00	1,752.00	1,849.00	1,910.00	1,910.00
COE Unduplicated Pupil Count	-	5.00	-	-	-	-	-
Total Unduplicated pupil Count	1,609.00	1,639.00	1,672.00	1,752.00	1,849.00	1,910.00	1,910.00
Rolling %, Supplemental Grant	80.4500%	81.9500%	81.9700%	81.9800%	82.0100%	82.0000%	81.9900%
Rolling %, Concentration Grant	80.4500%	81.9500%	81.9700%	81.9800%	82.0100%	82.0000%	81.9900%
FUNDED ADA							
Adjusted Base Grant ADA	*Current Year*	*Current Year*	*Current Year*	*Current Year*	*Current Year*	*Current Year*	*Current Year*
Grades TK-3	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-
Grades 9-12	1,839.76	1,909.30	1,946.81	2,039.81	2,151.81	2,222.81	2,222.81
Total Adjusted Base Grant ADA	***1,839.76***	***1,909.30***	***1,946.81***	***2,039.81***	***2,151.81***	***2,222.81***	***2,222.81***
Necessary Small School ADA	*Current year*	*Current year*	*Current year*	*Current year*	*Current year*	*Current year*	*Current year*
Grades TK-3	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-
Total Necessary Small School ADA	-	-	-	-	-	-	-
Total Funded ADA	**1839.76**	**1909.30**	**1946.81**	**2039.81**	**2151.81**	**2222.81**	**2222.81**
ACTUAL ADA *(Current Year Only)*							
Grades TK-3	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-
Grades 9-12	1,839.76	1,909.30	1,946.81	2,039.81	2,151.81	2,222.81	2,222.81
Total Actual ADA	**1,839.76**	**1,909.30**	**1,946.81**	**2,039.81**	**2,151.81**	**2,222.81**	**2,222.81**
Funded Difference (Funded ADA less Actual ADA)	-	-	-	-	-	-	-

Minimum Proportionality Percentage (MPP)	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Current year estimated supplemental and concentration grant funding in the LCAP year	$	$ 1,611,282	$ 3,350,188	$ 3,995,619	$ 4,711,013	$ 5,268,543	$ 5,500,000
Current year Minimum Proportionality Percentage (MPP)		10.63%	20.35%	22.89%	25.21%	27.02%	28.54%

PROPOSITION 30 - EPA

EPA Entitlement as % of statewide adjusted Revenue Limit	21.5165%	21.1229%	22.2354%	23.0000%	22.0000%	21.0000%	10.5000%	0.0000%
CALCULATE APPLICATION OF EPA								
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Adjusted Total Revenue Limit	11,193,989	11,190,873	11,613,871	11,842,036	12,407,736	13,089,008	13,520,886	13,520,886
CY Adjusted NSS Allowance		-	-	-	-	-	-	-
Total	11,193,989	11,190,873	11,613,871	11,842,036	12,407,736	13,089,008	13,520,886	13,520,886
Less Property Taxes/In-Lieu	4,696,013	5,379,505	5,408,741	5,408,741	5,408,741	5,408,741	5,408,741	5,408,741
Gross State Aid for Purposes of EPA	6,497,976	5,811,368	6,205,130	6,433,295	6,998,995	7,680,267	8,112,145	8,112,145
EPA Entitlement								
Proportionate Share*	2,408,555	2,363,841	2,582,388	2,723,668	2,729,702	2,748,692	1,419,693	-
Min EPA $200/ADA	368,054	367,952	381,860	389,362	407,962	430,362	444,562	444,562
EPA Allocation	2,408,555	2,363,841	2,582,388	2,723,668	2,729,702	2,748,692	1,419,693	-
Application of EPA								
Phase-In Entitlement	11,193,989	14,576,427	17,099,289	20,144,168	21,777,566	23,724,882	25,097,868	25,097,858
Less Property Taxes/In-Lieu	4,696,013	5,379,505	5,408,741	5,408,741	5,408,741	5,408,741	5,408,741	5,408,741
Gross State Aid	6,497,976	9,196,922	11,690,548	14,735,427	16,368,825	18,316,141	19,689,127	19,689,117
Less EPA Allocation	2,408,555	2,363,841	2,582,388	2,723,668	2,729,702	2,748,692	1,419,693	-
Net State Aid	4,089,421	6,833,081	9,108,160	12,011,759	13,639,123	15,567,449	18,269,434	19,689,117
Minimum State Aid								
Adjusted Total Revenue Limit	11,193,989	11,190,892	11,613,890	11,842,056	12,407,756	13,089,030	13,520,909	13,520,909
2012-13 Deficited NSS Allowance	-	-	-	-	-	-	-	-
Less Property Taxes/In-Lieu	4,696,013	5,379,505	5,408,741	5,408,741	5,408,741	5,408,741	5,408,741	5,408,741
Less EPA Allocation	2,408,555	2,363,841	2,582,388	2,723,668	2,729,702	2,748,692	1,419,693	-
Revenue Limit Minimum State Aid	4,089,421	3,447,546	3,622,761	3,709,647	4,269,313	4,931,597	6,692,475	8,112,168
Categorical Minimum State Aid	2,536,670	2,536,670	2,536,670	2,536,670	2,536,670	2,536,670	2,536,670	2,536,670
Minimum State Aid Guarantee	6,626,091	5,984,216	6,159,431	6,246,317	6,805,983	7,468,267	9,229,145	10,648,838
Charter School Minimum State Aid Offset *(effective 2014-15)*	-	-	-	-	-	-	-	-
LCFF State Aid	6,626,091	6,833,081	9,108,160	12,011,759	13,639,123	15,567,449	18,269,434	19,689,117
EPA in Excess to LCFF Funding	-	-	-	0	-	0	-	-

**EPA proportionate share is based on the adjusted revenue limit in the Floor calculation*

Minimum Proportionality Percentage (MPP): Summary Supplemental & Concentration Grant

		2013-14	2014-15	2015-16	2016-17**	2017-18**	2018-19**	2019-20**
1.	LCFF Target Supplemental & Concentration Grant Funding *from Calculator tab*		4,967,690	5,119,430	5,481,682	5,927,020	6,292,624	6,291,151
2.	Prior Year (estimated) Expenditures for Unduplicated Pupils above what was spent on services for all pupils		174,875	1,348,666	3,500,000	4,250,000	5,000,000	5,500,000
	Prior Year EIA expenditures 2014-15 py exp (2013-14 exp) must >= 2012-13 EIA exp	174,874 TRUE						
3.	Difference *[1] less [2]*		4,792,815	3,770,764	1,981,682	1,677,020	1,292,624	791,151
4.	Estimated Additional Supplemental & Concentration Grant Funding *[3] * GAP funding rate*		1,436,407	2,001,522	495,619	461,013	268,543	-
	GAP funding rate		*29.97%*	*53.08%*	*25.01%*	*27.49%*	*20.78%*	*0.00%*
5.	Estimated Supplemental and Concentration Grant Funding *[2] plus [4] (unless [3]<0 then [1])* *LCAP Section 3, Part A*		1,611,282	3,350,188	3,995,619	4,711,013	5,268,543	5,500,000
6.	Base Funding *LCFF Phase-In Entitlement less [5], excludes Targeted Instructional Improvement & Transportation*		15,158,515	16,464,488	17,452,455	18,684,377	19,499,833	19,268,366
	LCFF Phase-In Entitlement		*17,099,289*	*20,144,168*	*21,777,566*	*23,724,882*	*25,097,868*	*25,097,858*
7/8.	Minimum Proportionality Percentage* *[5] / [6]* *LCAP Section 3, Part B*		10.63%	20.35%	22.89%	25.21%	27.02%	28.54%

**percentage by which services for unduplicated students must be increased or improved over services provided for all students in the LCAP year.*
If Step 3a <=0, then calculate the minimum proportionality percentage at Estimated Supplemental & Concentration Grant Funding, step 5.
***Regulations only require an LEA to demonstrate how it is meeting the proportionality percentage in the LCAP year, not across all three years.*

SUMMARY SUPPLEMENTAL & CONCENTRATION GRANT & MPP

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Current year estimated supplemental and concentration grant funding in the LCAP year	$ 1,611,282	$ 3,350,188	$ 3,995,619	$ 4,711,013	$ 5,268,543	$ 5,500,000
Current year Minimum Proportionality Percentage (MPP)	10.63%	20.35%	22.89%	25.21%	27.02%	28.54%

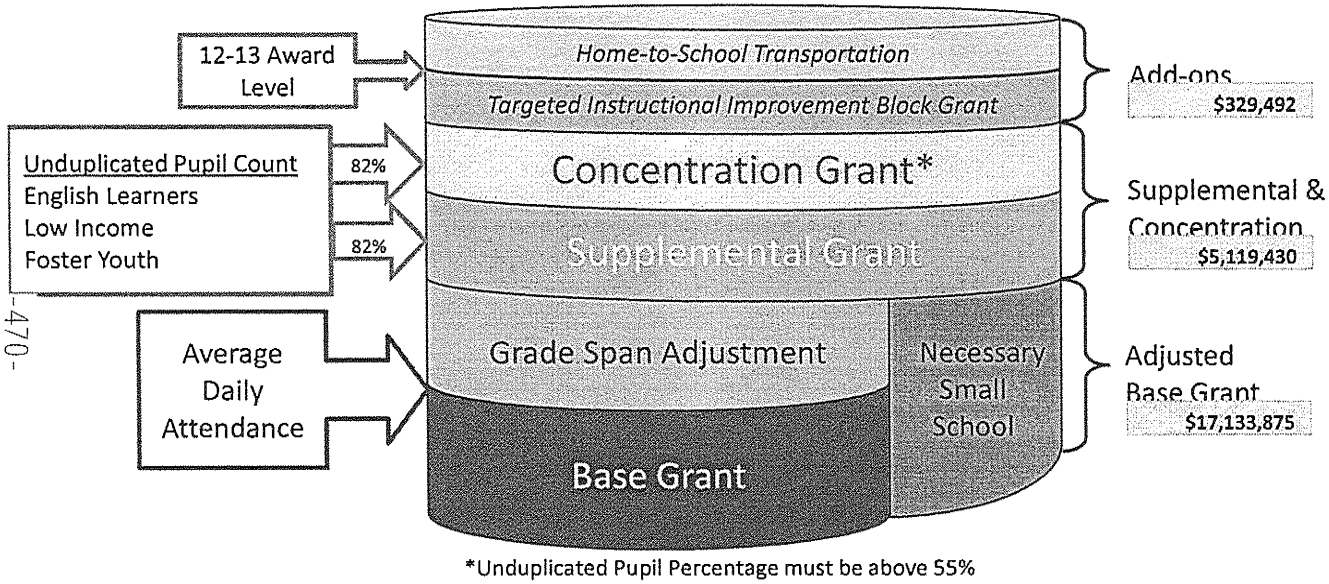
LOCAL CONTROL FUNDING FORMULA

NOTE: Charts provided on the Graphs tab represent one computational methodology and are not intended to set or communicate any standards of the California Department of Education (CDE) or the Fiscal Crisis and Management Assistance Team (FCMAT). The Graphs tab remains unprotected to allow editing for local standards.

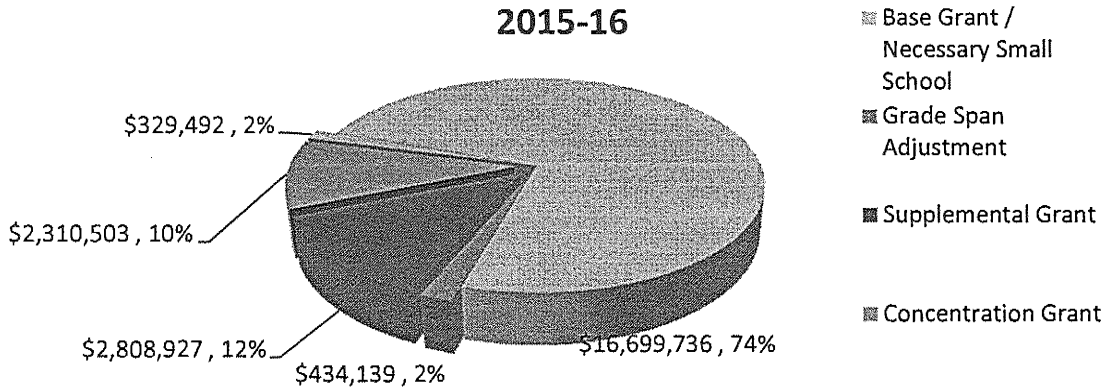
Components of LCFF Target Entitlement

		2015-16	
Base Grant / Necessary Small School	$	16,699,736	
Grade Span Adjustment	$	434,139	
Supplemental Grant	$	2,808,927	82%
Concentration Grant	$	2,310,503	82%
Add-ons (TIIBG & Transportation)	$	329,492	
Total	$	22,582,797	

TOTAL TARGET LCFF: $22,582,797



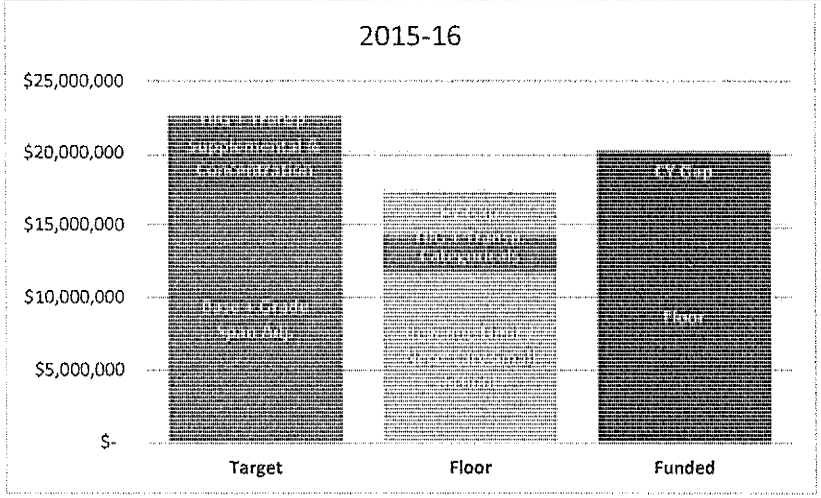
*Unduplicated Pupil Percentage must be above 55%



2015-16 Funding Components

Component		Target		Floor		Funded
Base + Grade Span Adj.	$	17,133,875				
Supplemental & Concentration	$	5,119,430				
venue Limit / Necessary Small School			$	11,842,036		
tegoricals			$	2,207,178		
G + Transp.	$	329,492	$	329,492		
PY Gap			$	3,006,673		
Floor					$	17,385,379
CY Gap					$	2,758,789

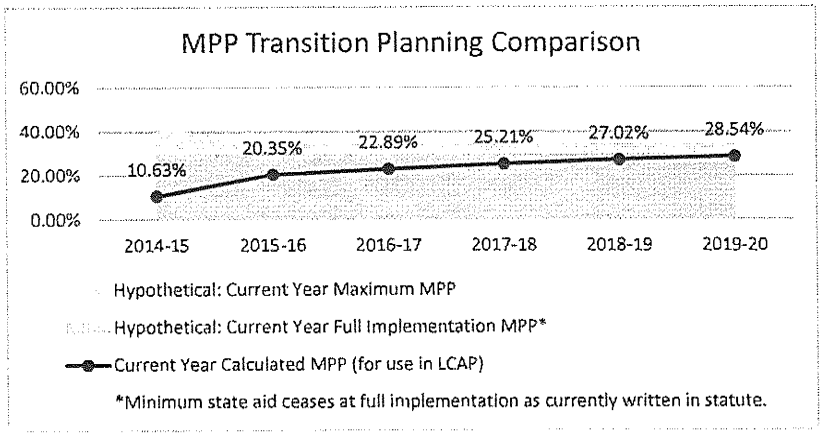
LOCAL CONTROL FUNDING FORMULA



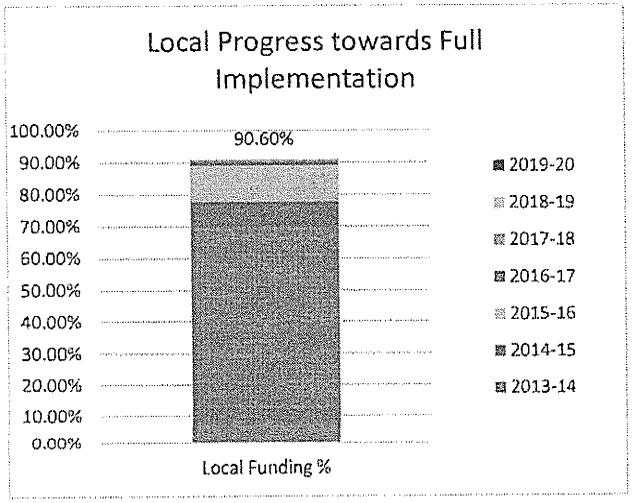
MPP Transition Planning Comparison						
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Current Year Calculated MPP (for use in LCAP)	10.63%	20.35%	22.89%	25.21%	27.02%	28.54%
Hypothetical: Current Year Maximum MPP	42.09%	34.84%	34.33%	33.93%	34.06%	34.05%
Hypothetical: Current Year Full Implementation MPP*	29.86%	29.88%	29.89%	29.91%	29.90%	29.89%

*Minimum state aid ceases at full implementation as currently written in statute.

LOCAL CONTROL FUNDING FORMULA



Ratio Allocation of Phase-in Funding	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Target less add-ons	$ 20,471,082	$ 21,601,511	$ 22,253,305	$ 23,823,654	$ 25,745,190	$ 27,338,189	$ 27,336,716
Floor & Gap less add-ons	$ 14,246,935	$ 16,769,797	$ 19,814,676	$ 21,448,074	$ 23,395,390	$ 24,768,376	$ 24,768,366
Funding Ratio	69.60%	77.63%	89.04%	90.03%	90.87%	90.60%	90.60%

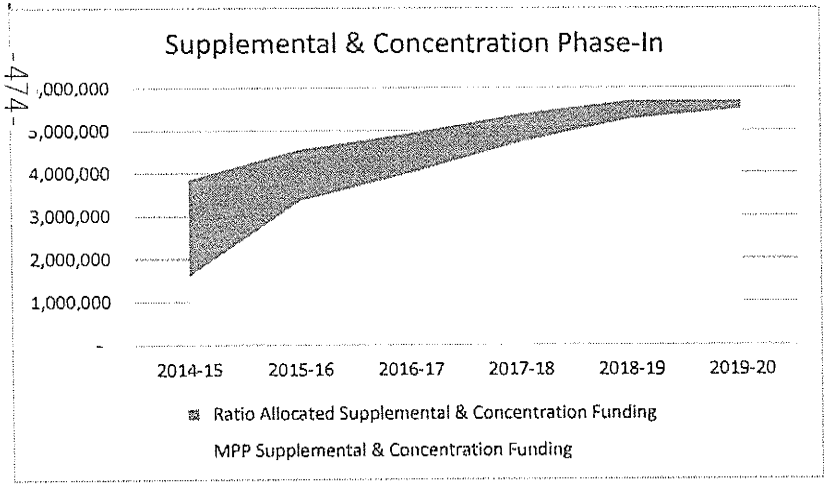


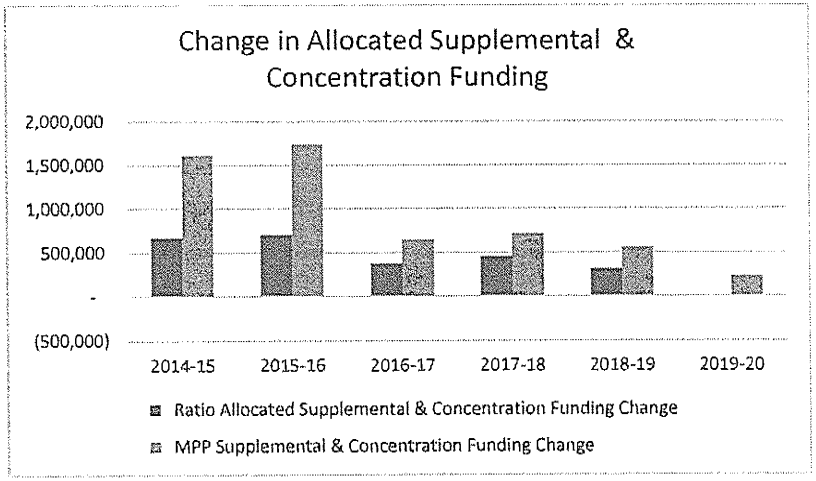
Component Allocation During Phase-In	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20

LOCAL CONTROL FUNDING FORMULA

Phase-in Funding	$ 14,576,427	$ 17,099,289	$ 20,144,168	$ 21,777,566	$ 23,724,882	$ 25,097,868	$ 25,097,858
Ratio* Allocated Components:	69.60%	77.63%	89.04%	90.03%	90.87%	90.60%	90.60%
Adjusted Base Grant	$ 11,059,997	$ 12,913,254	$ 15,256,259	$ 16,512,999	$ 18,009,338	$ 19,067,264	$ 19,068,284
Supplemental Funding	1,779,553	2,116,482	2,501,111	2,707,471	2,953,891	3,127,032	3,126,817
Concentration Funding	1,407,385	1,740,061	2,057,307	2,227,603	2,432,161	2,574,080	2,573,265
Add-ons (TIIG, Transp.)	329,492	329,492	329,492	329,492	329,492	329,492	329,492
Ratio Allocated Supplemental & Concentration Funding	*3,186,938*	*3,856,543*	*4,558,417*	*4,935,075*	*5,386,053*	*5,701,112*	*5,700,082*
Ratio Allocated Supplemental & Concentration Funding Change		*669,604*	*701,874*	*376,658*	*450,978*	*315,059*	*(1,030)*
Minimum Proportionality Percentage (MPP) Allocated Components:							
Adjusted Base Grant		$ 15,488,007	$ 16,793,980	$ 17,781,947	$ 19,013,869	$ 19,829,325	$ 19,597,858
MPP Supplemental & Concentration Funding		1,611,282	3,350,188	3,995,619	4,711,013	5,268,543	5,500,000
Add-ons (TIIG, Transp.)		329,492	329,492	329,492	329,492	329,492	329,492
MPP Supplemental & Concentration Funding Change		1,611,282	1,738,906	645,431	715,394	557,530	231,457

**Ratio allocation represents one computational methodology to disaggregate phase-in funding into comparable target funding categories. The state has not adopted a standard methodology, and demonstrated methodology is not intended to be used as an official basis.*



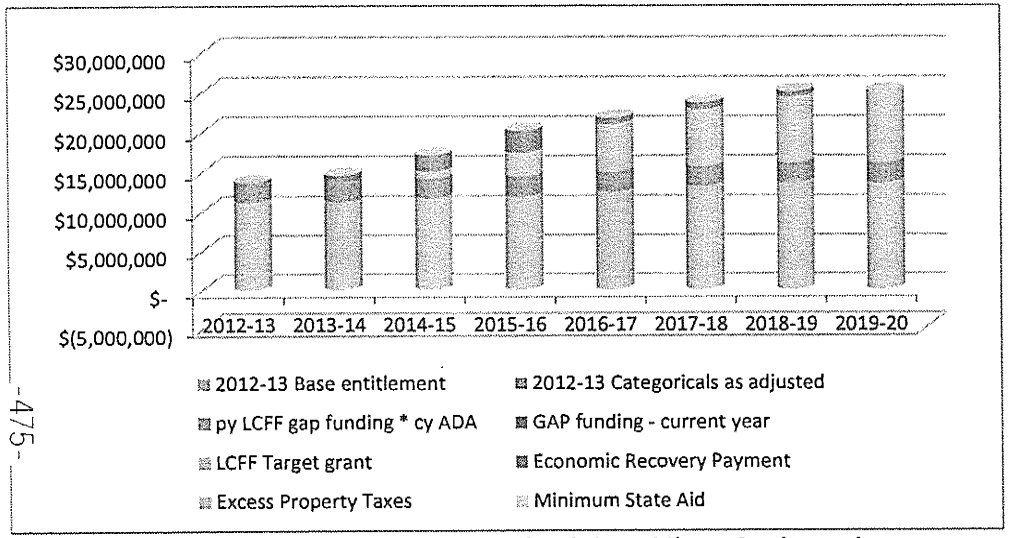


If MPP Supplemental & Concentration funding appears low when compared to Ratio Allocated Supplemental & Concentration funding, verify that all appropriate services provided to benefit Unduplicated Pupils Count students above general services is included on Step 2 of the MPP calculation. Tip: Give the district credit for existing services it continues to provide in the MPP calculation.

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Excess Property Taxes	$ -	$ -	$ 0	$ (0)	$ 0	$ (0)	$ 0	$ -
Minimum State Aid	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Economic Recovery Payment	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
LCFF Target grant	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -

LOCAL CONTROL FUNDING FORMULA

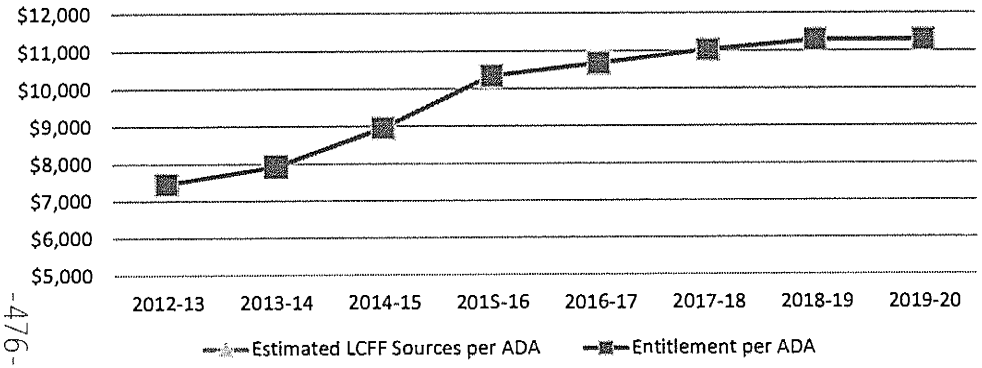
GAP funding - current year	$ -	$ 848,884	$ 2,067,778	$ 2,758,789	$ 792,283	$ 890,856	$ 673,877	$ -	
py LCFF gap funding * cy ADA	$ -	$ -	$ 880,970	$ 3,006,673	$ 6,040,877	$ 7,208,348	$ 8,366,435	$ 9,040,302	
2012-13 Categoricals as adjusted	$ 2,536,670	$ 2,536,670	$ 2,536,670	$ 2,536,670	$ 2,536,670	$ 2,536,670	$ 2,536,670	$ 2,536,670	
2012-13 Base entitlement	$ 11,193,989	$ 11,190,873	$ 11,613,871	$ 11,842,036	$ 12,407,736	$ 13,089,008	$ 13,520,886	$ 13,520,886	
Total General Purpose Funding	$ 13,730,659	$ 14,576,427	$ 17,099,289	$ 20,144,168	$ 21,777,566	$ 23,724,882	$ 25,097,868	$ 25,097,858	
Calculator tab: Recap total LCFF	$ 13,730,659	$ 14,576,427	$ 17,099,289	$ 20,144,168	$ 21,777,566	$ 23,724,882	$ 25,097,868	$ 25,097,858	
Proof	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	



LCFF Entitlement and Funding Sources before COE Transfer, Choice and Charter Supplemental

LCFF Entitlement per ADA

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Funded ADA	1,840.27	1,839.76	1,909.30	1,946.81	2,039.81	2,151.81	2,222.81	2,222.81
Estimated LCFF Sources per ADA	$ 7,461.22	$ 7,923.00	$ 8,955.79	$ 10,347.27	$ 10,676.27	$ 11,025.55	$ 11,291.05	$ 11,291.05
Net Change per ADA		$ 461.78	$ 1,032.78	$ 1,391.48	$ 329.00	$ 349.28	$ 265.51	$ (0.00)
Net Percent Change		6.19%	13.04%	15.54%	3.18%	3.27%	2.41%	0.00%
Estimated LCFF Entitlement per ADA	$ 7,461.22	$ 7,923.00	$ 8,955.79	$ 10,347.27	$ 10,676.27	$ 11,025.55	$ 11,291.05	$ 11,291.05
Net Change per ADA		$ 461.78	$ 1,032.78	$ 1,391.48	$ 329.00	$ 349.28	$ 265.51	$ (0.00)
Net Percent Change		6.19%	13.04%	15.54%	3.18%	3.27%	2.41%	0.00%



LOCAL CONTROL FUNDING FORMULA

Summary of Funding

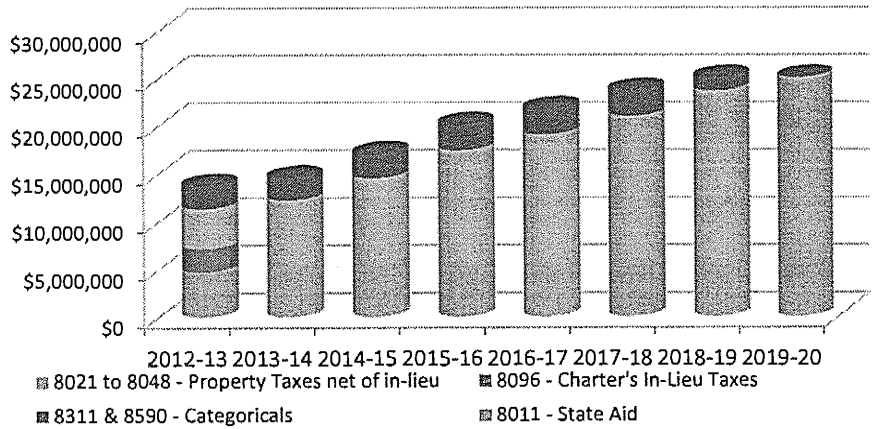
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Target	$ 20,800,574	$ 21,931,003	$ 22,582,797	$ 24,153,146	$ 26,074,682	$ 27,667,681	$ 27,666,208
Floor	13,727,543	15,031,511	17,385,379	20,985,283	22,834,026	24,423,991	25,097,858
Applied Formula: Target or Floor	FLOOR	FLOOR	FLOOR	FLOOR	FLOOR	FLOOR	FLOOR
Current Year Gap Funding	848,884	2,067,778	2,758,789	792,283	890,856	673,877	-
Economic Recovery Target	-	-	-	-	-	-	-
Minimum State Aid	-	-	-	-	-	-	-
Total Phase-In Entitlement	**$ 14,576,427**	**$ 17,099,289**	**$ 20,144,168**	**$ 21,777,566**	**$ 23,724,882**	**$ 25,097,868**	**$ 25,097,858**

Components of LCFF By Object Code

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
8011 - State Aid	$ 4,089,421	$ 6,833,081	$ 9,108,160	$ 12,011,759	$ 13,639,123	$ 15,567,449	$ 18,269,434	$ 19,689,117
8011 - Fair Share	-	-	-	-	-	-	-	-
8311 & 8590 - Categoricals	2,536,670	-	-	-	-	-	-	-
8012 - EPA	2,408,555	2,363,841	2,582,388	2,723,668	2,729,702	2,748,692	1,419,693	-
Local Revenue Sources:								
8021 to 8048 - Property Taxes net of in-lieu	4,696,013	5,379,505	5,408,741	5,408,741	5,408,741	5,408,741	5,408,741	5,408,741
8096 - Charter's In-Lieu Taxes	-	-	-	-	-	-	-	-
TOTAL FUNDING	**$ 13,730,659**	**$ 14,576,427**	**$ 17,099,289**	**$ 20,144,168**	**$ 21,777,566**	**$ 23,724,882**	**$ 25,097,868**	**$ 25,097,858**
Excess Taxes	$ -	$ -	$ 0	$ (0)	$ 0	$ (0)	$ 0	$ -

LOCAL CONTROL FUNDING FORMULA

EPA in excess to LCFF Funding	$ -	$ -	$ (0)	$ 0	$ (0)	$ 0	$ (0)	$ -



LCFF Entitlement	$ 13,730,659	$ 14,576,427	$ 17,099,289	$ 20,144,168	$ 21,777,566	$ 23,724,882	$ 25,097,868	$ 25,097,858
ɔess Taxes	-	-	0	(0)	0	(0)	0	-
nimum EPA	-	-	-	0	-	0	-	-
ɔof Total all Sources	$ 13,730,659	$ 14,576,427	$ 17,099,289	$ 20,144,168	$ 21,777,566	$ 23,724,882	$ 25,097,868	$ 25,097,858
	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Declaration of Need for Fully Qualified Educators **MEETING: 6/16/2015**

AGENDA SECTION:

X **ACTION**

☐ **INFORMATION**

☐ **ACTION/CONSENT**

Board Goals:

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

Summary:

The attached annual Declaration must be submitted to the California Commission on Teacher Credentialing in order for the District to lawfully hire anyone who holds an Internship credential or emergency permit. It is also required in order for the district to petition for an emergency CLAD or its equivalent for employees teaching English Learners and who do not hold the proper authorization.

Education Code 44300 requires that a Declaration of Need for Fully Qualified Educators be adopted at a public meeting by the Governing Board/State Administrator of the District. The Declaration shall be valid for no more than twelve months and shall expire on June 30 following its submission to the Commission.

Recommendation:

It is recommended that the State Administrator approve the Declaration of Need for Fully Qualified Educators as presented.

Fiscal Impact:

No fiscal impact

Submitted By:

Claudia Arellano
Human Resources Director

Approved:

Daniel R. Moirao, Ed.D.
State Administrator

State of California
Commission on Teacher Credentialing
Certification, Assignment and Waivers Division
1900 Capitol Avenue
Sacramento, CA 95811-4213

Email: credentials@ctc.ca.gov
Website: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

☒ Original Declaration of Need for year: 2015-2016
☐ Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT

Name of District: South Monterey County Joint Union High School Di District CDS Code: 66068

Name of County: Monterey County CDS Code: 27

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board of the school district specified above adopted a declaration at a regularly scheduled public meeting held on 06 / 16 / 15 certifying that there is an insufficient number of certificated persons who meet the district' s specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

▶ ***Enclose a copy of the board agenda item***

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2016.

Submitted by (Superintendent, Board Secretary, or Designee):

Daniel R. Moirao, Ed.D		State Administrator
Name	*Signature*	*Title*
Fax Number	*Telephone Number*	*Date*

Mailing Address

EMail Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL OR AGENCY

Name of County _____ County CDS Code _____

Name of State Agency _____

Name of NPS/NPA _____ County of Location _____

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ____ ____/ ____, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency 's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

▶ ***Enclose a copy of the public announcement***

Submitted by Superintendent, Director, or Designee:

Name	*Signature*	*Title*
Fax Number	*Telephone Number*	*Date*

Mailing Address

EMail Address

▶ *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit	**Estimated Number Needed**
☒ CLAD/English Learner Authorization (applicant already holds teaching credential)	5
☐ Bilingual Authorization (applicant already holds teaching credential)	
List target language(s) for bilingual authorization: _____	
☒ Resource Specialist	2
☐ Teacher Librarian Services	
☐ Visiting Faculty Permit	

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	0
Single Subject	3
Special Education	2
TOTAL	5

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to www.cde.ca.gov for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved intern program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? ☐ Yes ☒ No

If no, explain. We work with University Interns as our district is very small

Does your agency participate in a Commission-approved college or university intern program? ☒ Yes ☐ No

If yes, how many interns do you expect to have this year? 5

If yes, list each college or university with which you participate in an intern program.

Brandman University, San Jose State University, CSU Monterey Bay, National University

U of La Verne, Cal Poly SLO

If no, explain why you do not participate in an intern program.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

SUBJECT: Approval of Contract with Lozano, Smith, Attorneys At Law

MEETING: June 16, 2015

AGENDA SECTION:

☐ **ACTION**

☐ **INFORMATION**

X 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:
The school district has used the legal services of Lozano, Smith Attorneys at Law for several years. This action continues our agreement to use their services on an as needed basis.

Recommendation:
It is recommended that the State Administrator approve the ongoing agreement with Lozano, Smith Attorneys at Law

Fiscal Impact:
Legal services are budgeted annually, but it is never absolute how much of that budget is necessary until the year actually begins.

Submitted By:

Daniel R. Moirao Ed.D.
State Administrator

Approved:

Daniel R. Moirao, Ed.D.
State Administrator

Lozano Smith
ATTORNEYS AT LAW

Karen M. Rezendes
Attorney at Law

E-mail: krezendes@lozanosmith.com

May 22, 2015

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

Re: 2015-2016 Agreement for Legal Services

Dear Dr. Moirao:

As the 2015-2016 year arrives, we first want to thank you for your confidence in allowing us to provide legal services in 2014-2015, and look forward to partnering with you in the upcoming year.

For 27 years, we have focused on tailoring our services to meet the unique needs of each client. We understand and remain committed to your mission of serving the public in the most cost effective manner. To help achieve this mission, Lozano Smith provides clients with a full suite of free resources, including Client News Briefs, webinars, workshops and handbooks on a variety of topics. Simultaneously, our bills are based on actual time spent, without any required minimum billing period for phone calls or email correspondence.

In addition, we also continue to use a "tiered" billing system to ensure that when appropriate, relatively newer attorneys can be utilized, providing you with cost savings. Each of our attorneys is placed at the appropriate "tier" based on their experience. At this point every year, we conduct a comprehensive review of our billing rates. As a result of our annual review, our legal staff fees have been adjusted to reflect updated tiered status for particular attorneys and years of experience. The tiers established in our current agreement for legal services are not changing and we will extend our current agreement into the 2015-2016 year. Should you have questions regarding the billing rate for a particular attorney, please feel free to contact us.

Because there are no changes to our agreement, there is no legal requirement for Board approval. However, if you prefer to take the matter to the Board, we would be happy to provide you with a new contract for 2015-2016.

We look forward to another rewarding year.

Sincerely,

LOZANO SMITH

Karen M. Rezendes
Managing Partner

KMR/jv

7404 N. Spalding Avenue Fresno, California 9...-...70 Tel 559-431-5600 Fax 559-261-9366

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

SUBJECT: Approval of Contract with Dannis, Woliver, Kelley Attorneys At Law

MEETING: June 16, 2015

AGENDA SECTION:

☐ **ACTION**

☐ **INFORMATION**

X **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:
The school district has used the legal services of Dannis, Woliver, Kelley Attorneys at Law for several years. This action continues our agreement to use their services on an as needed basis.

Recommendation:
It is recommended that the State Administrator approve the ongoing agreement with Lozano, Smith Attorneys at Law

Fiscal Impact:
Legal services are budgeted annually, but it is never absolute how much of that budget is necessary until the year actually begins.

Submitted By:

Daniel R. Moirao Ed.D.
State Administrator

Approved:

Daniel R. Moirao, Ed.D.
State Administrator

AGREEMENT FOR PROFESSIONAL SERVICES

This Agreement is made and entered into this 1st day of July, 2015, by and between the South Monterey County Joint Union High School District, hereinafter referred to as District, and Dannis Woliver Kelley, a professional corporation, hereinafter referred to as Attorney.

In consideration of the promises and the mutual agreements hereinafter contained, District and Attorney agree as follows:

District appoints Attorney to represent, advise, and counsel it from July 1, 2015, through and including June 30, 2016, and continuing thereafter as approved. Any services performed during the period between the above commencement date and the date of Board action approving this Agreement are hereby ratified by said Board approval. Attorney agrees to prepare periodic reviews of relevant court decisions, legislation, and other legal issues. Attorney agrees to keep current and in force at all times a policy covering incidents of legal malpractice.

District shall be truthful with Attorney, cooperate with Attorney, keep Attorney informed of developments, perform the obligations it has agreed to perform under this Agreement and pay Attorney bills in a timely manner.

Except as hereinafter provided, District agrees to pay Attorney two hundred twenty-five dollars ($225) to three hundred ten dollars ($310) per hour for shareholders, special counsel and of counsel; one hundred eighty-five dollars ($185) to two hundred twenty-five dollars ($225) per hour for associates; and one hundred twenty dollars ($120) to one hundred forty dollars ($140) per hour for paralegals and law clerks. The rate for Gregory J. Dannis will be three hundred thirty-five dollars ($335) per hour. Rates for individual attorneys may vary within the above ranges depending on the level of experience and qualifications and the nature of the legal services provided. Substantive communications advice (telephone, voice-mail, e-mail) is billed in a minimum increment of one-tenth (.1) of an hour, except for the first such advice in any business day, which is charged in a minimum of three-tenths (.3) of an hour. In the course of travel it may be necessary for Attorney to work for and bill other clients while in transit. If, during the course of representation of District, an insurance or other entity assumes responsibility for payment of all or partial fees of Attorney on a particular case or matter, District shall remain responsible for the difference between fees paid by the other entity and Attorney's hourly rates as specified in this Agreement unless otherwise agreed by the parties.

Agreements for legal fees at other than the hourly rate set forth above may be made by mutual agreement for special projects or particular scopes of work.

District further agrees to reimburse Attorney for actual and necessary expenses and costs with respect to providing the above services, including support services such as copying costs, express postage, and facsimile transmittals. District agrees that such actual and necessary expenses may vary according to special circumstances necessitated by request of District or emergency conditions which occasionally arise.

District further agrees to pay for major costs and expenses by paying third parties directly including, but not limited to, costs of serving pleadings, filing fees and other charges assessed by courts and other public agencies, arbitrators' fees, court reporters' fees, jury fees, witness fees, investigation expenses, consultants' fees, and expert witness fees. Upon mutual consent of District and Attorney, Attorney may pay for such costs and expenses and District shall advance costs and expenses to Attorney.

Occasionally Attorney may provide District officials and/or employees with food or meals at Attorney-sponsored trainings or when working with District officials and/or employees. Attorney may provide such food or meals without additional charge in exchange for the consideration provided by the District under this Agreement.

Attorney shall send District a statement for fees and costs incurred every calendar month. Attorney's statements shall clearly state the basis thereof, including the amount, rate and basis for calculations or other methods of determination of Attorney's fees. District shall pay Attorney's statements within thirty (30) days after each statement's date. Upon District office's request for additional statement information, Attorney shall provide a bill to District no later than ten (10) days following the request. District is entitled to make subsequent requests for bills at intervals of no less than thirty (30) days following the initial request.

It is expressly understood and agreed to by both parties that Attorney, while carrying out and complying with any of the terms and conditions of this Agreement, is an independent contractor and is not an employee of the District.

Because Attorney represents many school and community college districts, county offices of education, joint powers authorities, SELPAs and other educational entities, conflicts of interest may arise in the course of Attorney's representation. If Attorney becomes aware of any potential or actual conflicts of interest, Attorney will inform the District of the conflict and comply with the legal and ethical requirements to fulfill its duties of loyalty and confidentiality to District. If District has any question about whether Attorney has a conflict of interest in its representation of District in any matter, it may contact Attorney or other legal counsel for clarification.

District or Attorney may terminate this Agreement by giving thirty (30) days written notice of termination to the other party.

IN WITNESS WHEREOF, the parties hereto have signed this Agreement for Professional Services.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

_____ _____

Daniel Moirao
State Administrator

Date

DANNIS WOLIVER KELLEY

_____ May 27, 2015

Sandra Woliver
Attorney at Law

Date

At its public meeting of _____, 2015, the Board approved this Agreement and authorized the Board president, Superintendent or Designee to execute this Agreement.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Approval of Agricultural Career Technical Education Incentive Grant for 2015-2016

MEETING: June 16, 2015

AGENDA SECTION:

X **ACTION**

☐ **INFORMATION**

☐ **ACTION/CONSENT**

Board Goals:

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

Summary:
The District is applying for a grant for the 2015-16 school year from the California Department of Education in the amount of $25,324 to enhance the current Career Technical Educational programs.

Recommendation:
The recommendation is being made for the State Administrator to approve the application for the Career Technical Education Incentive Grant.

Fiscal Impact:
Revenue of $25,324 – restricted for use in CTE programs in 2015-16.

Submitted By:

Daniel R. Moirao, Ed.D.
State Administrator

Approved:

Daniel R. Moirao, Ed.D.
State Administrator

California Department of Education

AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT

2015–16 APPLICATION FOR FUNDING

(Due Date: To be received in Regional Supervisor's Office by June 30, 2015)

DATES OF PROJECT DURATION - JULY 1, 2015, TO JUNE 30, 2016

King City High School	South Monterey County Joint Union HS District
(School Site)	(District)

Certification: I hereby certify that all applicable state and federal rules and regulations will be observed; that to the best of my knowledge, the information contained in this application is correct and complete; and that the attached assurances are accepted as the basic conditions of the operations in this project/program for local participation and assistance.

Signature of Authorized Agent	State Administrator Title
Signature of Agriculture Teacher Responsible for the Program	Signature of Principal
	Contact Phone Number: 831-385-5461 x1196

Date of Approval of Local Agency Board:	6/16/2015	
Funds Requested - Part I	$5,000.00	
Part II	$4,824.00	
Part III	$8,000.00	
Part IV	$7,500.00	
Total		$25,324.00
Number of Different Agriculture Teachers at Site:	4	

PART I - QUALITY CRITERIA 1-9 (REQUIRED) ALLOCATION

Quality Criteria	Will Meet Criteria	Variance Requested
1. Curriculum and Instruction	x	
2. Leadership and Citizenship Development	x	
3. Practical Application of Occupational Skills	x	
4. Qualified and Competent Personnel	x	
5. Facilities, Equipment, and Materials	x	
6. Community, Business, and Industry Involvement	x	
7. Career Guidance	x	
8. Program Promotion	x	
9. Program Accountability and Planning	x	

Formal Variance Request must be included if requesting a variance. A variance is a proposed plan for bringing the program into compliance with required quality criteria. Variances should result in compliance prior to the following year's application. All variances must be approved with the application. Non-compliance with the terms of the approved variance will result in a loss of funds.

PART I - CONTINUED

Departmental Allocation: Meeting the criteria in PART I makes the program eligible for the following amounts based on the number of teachers in the program.

Total Number of Teachers	Amount Eligible	Amount Requested
One Teacher or Less	$4,000	
Two Teachers	$4,500	
Three Teachers or More	$5,000	$5,000.00

PART II - PROGRAM ENROLLMENT ALLOCATION

Total Number of Students	2014–15 R2 Number	Amount Requested
List Number from R2 Report ($8/Member)	603	$4,824.00

PART III - QUALITY CRITERIA 10–11 (OPTIONAL) ALLOCATION

Schools which qualify for a Departmental Allocation may apply for additional amounts for each specific Quality Criteria (10 and 11) met.

* Amounts requested in Quality Criterion 10 will be the indicated amount for that criterion, multiplied by the full-time equivalent (FTE). To count a preparation period, the teacher must be teaching Career Technical Education courses in Agriculture for 50 percent or more of their teaching periods.
* Amounts requested in Quality Criterion 11A will be the indicated amount for each teacher who was compensated a minimum of $2,000 for year-round employment.
* Amounts requested in Quality Criterion 11B will be the indicated amount for each teacher who is provided a project supervision period. Project periods will be counted if the teacher has a preparation period as part of the regular teaching day.

Number of FTE Agriculture Teachers at Site: 4

List the Names of the Agriculture Teachers:

1. Debbie Benson	4. Lauren Fontes
2. Jessica Souza	5.
3. Patrick Smith	6.

	Number Meeting Criteria	Amount Requested
Criterion 10 - Student/Teacher Ratio		$0.00
Criterion 11A - Year-Round Employment	4	$8,000.00
Criterion 11B - Project Supervision Period		$0.00
TOTAL FUNDS REQUESTED PART IV		$8,000.00

PART IV - QUALITY CRITERION 12 (OPTIONAL) ALLOCATION

Quality Criterion 12 Form is attached and all criteria has been met. If the answer is yes, list $7,500 (funds requesting) in space to the right. $7,500.00

PART V - FINANCIAL SCHEDULE

Part A

Line	Acct. No.	Classification	A Description of Item for Which Funds Will be Expended	B Incentive Grant Funds		C Matching Funds
1	4000	Books & Supplies		19,324.00		21,000.00
2			Subtotal for 4000	**$19,324.00**		**$21,000.00**
3	5000	Services and Other Operating Expenses such as: Services of Consultants, Staff Travel, and Conference; Rentals, Leases, and Repairs; Bus Transportation	1. National Convention	3,000.00		500.00
4			2. Staff Travel	1,500.00		
5			3. CATA			4,500.00
6			4. Inservices			500.00
			5. Prof Development	500.00		
7			6. Car Repairs	1,000.00		
8			Subtotal for 5000	**$6,000.00**		**$5,500.00**
9	6000	Capital Outlay: Includes Sites and Improvements of Sites; Buildings and Improvement of Buildings; Equipment	1.			
10			2.			
11			3.			
			4.			
12			5.			
13			Subtotal for 6000	**$0.00**		**$0.00**
14			Total for 4000–6000 Lines 2, 8, 13	**$25,324.00**		**$26,500.00**

TOTAL 2015–16 Incentive Grant Allocation: $25,324.00

Part B - Complete this portion if a waiver of the matching requirement is requested:

Line	Acct No.	Classification	A Description of Item for Which Funds Were Expended	B Incentive Grant Funds		C Amount of Salary and Benefits
15	1000	Salaries	Teachers' Summer Service Salaries			
16	1000	Salaries	Teachers' Salaries for Project Supervision Period			
17	3000	Benefits	Benefits for the Above Items (1000)			
18			TOTAL			**$0.00**

TOTAL Amount of Waiver Requested: _____

California Department of Education
AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT
QUALITY CRITERION 12

Agricultural programs meeting all of the required Quality Criteria (Criteria 1–9) and Criterion 12 may qualify for an additional $7,500. This form along with the appropriate verification must be attached to the Agricultural Career Technical Education Incentive Grant Application. The Incentive Grant application is due in the Regional Supervisor's office on June 30, 2015.

Number of Students on Previous Year's R-2 Report: 603

12A Leadership and Citizenship Development

22 Number of activities on the approved FFA Activity list in which the local chapter participated (must participate in at least 80 percent of the activities)

12B Practical Application of Occupational Skills

47 Number of students who received the State FFA Degree (must be at least 5 percent of the R2 number)

12C Qualified and Professional Activities

4 Number of teachers who attended a minimum of five professional inservice activities (must attach approved Inservice Activities Verification Page)

12D Community, Business, and Industry Involvement

3 Number of meetings held by the local Agriculture Advisory Committee (must be at least three, with minutes attached)

Name of Agriculture Advisory Committee Chair: Mr. Bob Martin

Phone Number of Agriculture Advisory Committee Chair: 831-595-1554

12E Retention

16 Number of students from the 2010 Freshman cohort who completed 3 or 4 years of Agriculture Education courses must be at least 30% of the 2010 Freshman cohort

12F Graduate Follow-Up

50 Number of program completers graduating last year

49 Number of those who graduated who are employed in agriculture, in the military, or continuing their education (must be at least 75 percent of the program completers). Attach graduate follow-up report

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Rescinding of Award of Contract – GHS Track Resurfacing: Dynamic Sports Construction, Inc.

MEETING: June 16, 2015

AGENDA SECTION:

X ACTION

☐ **INFORMATION**

☐ **ACTION/CONSENT**

Board Goals:

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

Summary:
A bid protest was received on the award of the bid for the Greenfield High School track resurfacing. After review by the District and our legal counsel of the bid protest, the bid documents and the bid from Dynamic Sports Construction, the District is withdrawing the award of the contract.

The District has obtained a CMAS (California Master Contract) for track resurfacing and it is believed we can award a contract using the CMAS state bid. We have talked a CMAS contractor and believe that the original time line and budget can be reasonably met using this method.

Recommendation:
Rescind the award of the GHS track resurfacing contract and grant the District permission to enter into a Contract with an approved CMAS contractor for track resurfacing.

Fiscal Impact:
None

Submitted By:

Duane Wolgamott
Chief Business Official

Approved:

Daniel R. Moirao, Ed.D.
State Administrator

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
800 Broadway Street, King City, CA 93930 • 831-385-0606 • FAX 831-385-0695

Dear Mr. Wolesensky:

This correspondence concerns the Greenfield High School Track Resurface Project. Please be advised that South Monterey County Joint Union High School District wishes to rescind its award of the contract for the Project to Dynamic Sports Construction, Inc. As stated on page 2 of the Invitation to Bid, a contractor must have a Class "A" or "B" or "C21" with an additional "C22" license or, alternatively, a Class "A" or "B" or "C21" with a subcontractor with a "C22" license. It has come to the District's attention that Dynamic does not possess any of these licenses. The District will promptly return Dynamic's cashier's check number 5500316071 in the amount of $16,110.00 to Dynamic. The District requests that Dynamic cease any and all operations for the Project.

The District also notes that under Article 14 of the Short-Form General Conditions for the Project Contract, the District can terminate its contract with Dynamic. Therefore, the District considers this contract rescinded and/or terminated.

Thank you for your prompt attention to this matter. We appreciate your interest in the Project.

Sincerely,

Duane Wolgamott

Duane Wolgamott
Chief Business Official

GREENFIELD High School
225 S. EL Camino Real
Greenfield, CA 93927
831-674-2751

KING CITY High School
720 Broadway Street
King City, CA 93930
831-385-5461

PORTOLA-BUTLER
Continuation High School
760 Broadway Street
King City, CA 93930

BEYNON
A Tarkett Sports Company

May 27, 2015

VIA EMail to dmiller@smcjuhsd.org and Overnight Courier
Ms. Diane Miller
Director of Maintenance, Operations, Transportation & Facilities
South Monterey County Joint Union High School District
District Office
800 Broadway
King City, California 93930

Re: BID PROTEST OF BEYNON SPORTS SURFACES, INC.
Greenfield High School Track Resurface
JK Architecture Project Number #15-190

Dear Ms. Miller:

This shall serve as a formal bid protest relative to the award and/or intended award of the referenced Greenfield High School Track Surface project ("Project") located within the South Monterey County Joint Union High School District ("District") to Dynamic Sports Construction, Inc. ("Dynamic"). Beynon Sports Surfaces, Inc. ("Beynon") timely files the instant protest to challenge any intended award and/or overturn any award to Dynamic and respectfully requests that the project be awarded to Beynon as the lowest responsible and responsive bidder, as required and demanded by the Project specifications. All Project documents are incorporated herein by reference.

The basis for this protest is simple: Dynamic does not and cannot meet several material aspects of the specifications related to (1) contractor licensing requirements; (2) acknowledgement and completion of all required bid documents; and (3) quality assurance requirements. As such, Dynamic's bid should be deemed non-responsive and Beynon should be awarded this important project.

While the District has the option to deem Dynamic's bid non-responsive without the need for an interested bidder to resort to the protest process, Beynon believes that the filing of this protest has become necessary to protect its interests.

Contractor Licensing

Pursuant to the Project's Invitation to Bid, the "Owner will not consider or accept any bids from contractors who are not licensed...in accordance with the California Public Contract Code, providing for licensing of Contractors". The Invitation to Bid explicitly and unambiguously requires a bidder, in accordance with Section 3300 of said Code, to have a Class "A", or "B" or "C21" with an additional "C22" license or, alternatively, a Class "A", or "B" or "C21" with a subcontractor with a "C22" license. Accordingly, the District should not consider or accept a bid from a contractor who cannot meet these license requirements.

According to the records maintained on the website for the California Contractors State License Board, Dynamic holds only a "D12" license classification. *See,* Contractor's License Detail attached hereto as Exhibit A. As such, Dynamic does not meet the Project license requirements given that its bid does not clearly conform to the public agency bid specifications. Dynamic's bid, therefore, must be deemed as non-responsive and rejected.

Incomplete Bid Documents

a. Acknowledgment of Addenda

The Project bid form requires each bidder to acknowledge receipt of all published addenda to the specifications. Any failure of a bidder to do so shall deem its bid to be non-responsive.

Upon information and belief, Dynamic failed to acknowledge Addendum #1. Accordingly, the failure to so acknowledge this addendum to the specifications is grounds for a non-responsive bid. Dynamic's bid should be rejected.

b. Incomplete Bid Forms

Pursuant to the "Designation of Subcontractors" document included in the Project bid documents, and as required by the Public Contract Code of the State of California, upon information and belief, Dynamic failed to identify its track striper subcontractor. Accordingly, the failure to do so is a lack of conformance to the public agency bid specifications and provides additional grounds for a non-responsive bid.

Inability to Meet Quality Assurance Requirements

The Project specifications mandate important "Quality Assurance" requirements to establish – and provide comfort for the District – that all bidders have the requisite experience to complete the Project to the satisfaction of the District and in accordance with all requirements. Specifically, Part 1.3 of Section 32 18 23 provides:

1.3 QUALITY ASSURANCE

1.3.1 The track surface will be applied by a licensed firm, which has successfully installed the polyurethane material in the specification for the past five (5) years and shall have a current California license and bond number.

1.3.2 Contractor references for five (5) similar, successfully executed projects in California will be required. Successful contractor will provide proof of insurance and bonding if required. The company that is bidding must have completed all five jobs. Employee references for work done by a company or companies other than the bidder are not acceptable as references.

BEYNON
A Tarkett Sports Company

As already established herein, Dynamic cannot meet the licensing requirement as mandated by the Instructions to Bidders and Part 1.3.1. Additionally, upon information and belief, Dynamic does not have the requisite installation experience for the specified polyurethane material, as required by Parts 1.3.1 and 1.3.2. The District was savvy enough during the procurement process to require important experience and licensing criteria which speak directly to quality assurance, especially as it relates to prior experience with a similar track surfacing product by a duly-licensed contractor. This is obviously important for purposes of security of the District's investment and ultimate performance of the track surface. However, upon information and belief, Dynamic and its bid are materially deficient in the above-noted respects. Accordingly, Dynamic's bid does not meet the material elements of the specifications and should not be considered by the District.

Request for Relief

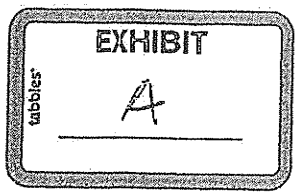
For the reasons provided herein, Beynon respectfully requests that it be awarded this Project as the lowest responsible and responsive bidder. Beynon also requests that all matters associated with moving forward with the referenced Greenfield High School project be stayed until after this protest has been properly and fully addressed. In the event that the project does move forward, Beynon will consider all legal options associated with enjoining any efforts associated therewith.

We appreciate your immediate attention to this matter and await your response in accordance with California law.

Regards,
Beynon Sports Surfaces, Inc.

Tim Prochko
Senior Legal Counsel
Tarkett Sports
tim.prochko@tarkettsports.com
(248) 977-4388 ext. 102

cc: Duane Wolgamott (via email to dwolgamott@smcjuhsd.org)
JK Architecture (via overnight courier)
Jeff Dickey (via email)
Mason Farnsworth (via email)
Mark Duyst (via email)
Drew Beynon (via email)
Rob Gloeckner (via email)



Contractor's License Detail for License # 837239

ISCLAIMER: A license status check provides information taken from the CSLB license database. Before relying on this formation, you should be aware of the following limitations.

CSLB complaint disclosure is restricted by law (B&P 7124.6) If this entity is subject to public complaint disclosure, a link for complaint disclosure will appear below. Click on the link or button to obtain complaint and/or legal action information.
Per B&P 7071.17 , only construction related civil judgments reported to the CSLB are disclosed.
Arbitrations are not listed unless the contractor fails to comply with the terms of the arbitration.
Due to workload, there may be relevant information that has not yet been entered onto the Board's license database.

Business Information

DYNAMIC SPORTS CONSTRUCTION INC
301 SONNY DRIVE
LEANDER, TX 78641
Business Phone Number:(512) 260-6722

Entity Corporation
Issue Date 04/28/2004
Expire Date **04/30/2016**

License Status

This license is current and active.

All information below should be reviewed.

Classifications

D12 - SYNTHETIC PRODUCTS

Bonding Information

Contractor's Bond

This license filed a Contractor's Bond with MERCHANTS BONDING COMPANY (MUTUAL).
Bond Number: CA789114
Bond Amount: $12,500
Effective Date: 04/27/2015
Contractor's Bond History

Bond of Qualifying Individual

The Responsible Managing Officer (RMO) WOLESENSKY ROBERT MELVIN certified that he/she owns 10 percent or more of the voting stock/equity of the corporation. A bond of qualifying individual is **not** required.
Effective Date: 04/28/2004

Workers' Compensation

This license has workers compensation insurance with the GENERAL CASUALTY COMPANY OF WISCONSIN
Policy Number:CWC1183354
Effective Date: 03/29/2014
Expire Date: 03/29/2016
Workers' Compensation History

Contractor's License Detail (Personnel List)

Contractor License # 837239
Contractor Name DYNAMIC SPORTS CONSTRUCTION INC

Click on the person's name to see a more detailed page of information on that person

Personnel Currently Associated with License

Name ROBERT MELVIN WOLESENSKY
Title RMO / CEO / PRES
Association Date 04/28/2004
Classification D12

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Approval of Joint Exercise of Powers Agreement with Monterey & San Benito Property/Liability JPA

MEETING: June 16, 2015

AGENDA SECTION:

X ACTION

☐ **INFORMATION**

☐ **ACTION/CONSENT**

Board Goals:

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

Summary:
The District is a member of the Monterey & San Benito Property/Liability Joint Powers Authority. This agreement is our renewal.

Recommendation:
The recommendation is being made for the State Administrator to approve Joint Exercise of Powers Agreement with the Monterey & Sen Benito Counties Property/Liability JPA.

Fiscal Impact:
None

Submitted By:

Duane Wolgamott
Chief Business Official

Approved:

Daniel R. Moirao, Ed.D.
State Administrator

JOINT EXERCISE OF POWERS AGREEMENT

MONTEREY & SAN BENITO COUNTIES PROPERTY/LIABILITY

JOINT POWERS AUTHORITY

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JOINT EXERCISE OF POWERS AGREEMENT

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JOINT EXERCISE OF POWERS AGREEMENT

TO ESTABLISH, OPERATE, AND MAINTAIN A JOINT PROGRAM FOR LIABILITY AND PROPERTY DAMAGE PROTECTION

THIS AGREEMENT is entered into pursuant to the provisions of the Joint Exercise of Powers Act, Title 1, Division 7, Chapter 5, Article 1 (Sections 6500, et seq.) of the California Government Code between the public educational agencies signatory hereto, and also those which may hereafter become signatory hereto, for the purpose of operating an agency to be known and designated as the Monterey & San Benito Counties Property/Liability Joint Powers Authority, hereinafter designated as the "Authority".

WITNESSETH:

WHEREAS, it is to the mutual benefit of the parties herein subscribed and in the best public interest of said parties to join together to establish this Joint Powers Agreement to accomplish the purposes hereinafter set forth; and

WHEREAS, the development, organization, and implementation of such an Authority is of such magnitude that it is desirable for aforesaid parties to join together in this Joint Powers Agreement in order to accomplish the purposes hereinafter set forth; and

WHEREAS, the signatories hereto have determined that there is a need, by public educational agencies, for a joint program for liability and property damage protection; and

WHEREAS, it has been determined by such signatories that a joint program for liability and property damage protection is of value on an individual and mutual basis; and

WHEREAS, A joint program for liability and property damage protection can adequately serve the needs of all of such signatories; and

WHEREAS, Title 1, Division 7, Chapter 5, Article 1, of the California Government Code authorizes joint exercise by two or more public agencies of any power common to them; and

WHEREAS, it is the desire of the signatories hereto to jointly provide for a joint program for liability and property damage protection for their mutual advantage and concern; and

WHEREAS, it is the desire of the signatories hereto to study and from time to time to incorporate other forms of risk management into a joint program such as that described herein.

WHEREAS, the original Joint Powers Agreement to Establish Operate and Maintain a Self-Insurance Program has been in effect since June 29, 1980 and this revised Joint Powers Agreement supersedes the original agreement, as amended; and

NOW, THEREFORE, FOR AND IN CONSIDERATION OF THE MUTUAL ADVANTAGES TO BE DERIVED THEREFROM, AND IN CONSIDERATION OF THE EXECUTION OF THIS AGREEMENT BY OTHER PUBLIC AGENCIES, each of the parties hereto does agree as follows:

1. CREATION OF THE JOINT POWERS ENTITY

A Joint Powers Entity, separate and apart from the public educational agencies signatory hereto, shall be and is hereby created and shall hereafter be designated as the Monterey & San Benito Counties Property/Liability Joint Powers Authority (hereinafter referred to as the "Authority").

2. TERM OF THE AGREEMENT

This Agreement shall be effective upon the execution hereof by the parties or by their duly authorized representatives and shall supersede and replace any Agreement or Agreements between the parties relating to the Authority. This Agreement shall continue in effect until lawfully terminated as provided herein. In the event of a reorganization of one or more of the public educational agencies participating in this Agreement, the successor in interest or successors in interest to the obligations of any such reorganized public educational agency may be substituted as a party or as parties to this Agreement.

3. PURPOSE OF THE AUTHORITY

The Authority is established for the purposes of administering this Agreement, pursuant to the Joint Powers provisions of the California Government Code, and of providing the services and other items necessary and appropriate for the establishment, operation, and maintenance of a joint program for liability and property damage claims against the members of the public agencies who are members thereof, and to provide a forum for discussion, study, development and implementation of recommendations of mutual interest regarding other joint programs.

4. POWERS OF THE AUTHORITY

The governing board of the Authority shall be wholly separate and apart from the governing boards of the Member Districts, and the Authority shall be wholly separate and apart from said Member Districts. The Authority shall have the power and authority to exercise any power common to the public educational agencies which are parties to this Agreement, provided that the same are in furtherance of the functions and objectives set forth herein. Pursuant to Section 6509 of the California Government Code, the exercise of the aforesaid powers of the Authority shall be subject to the restrictions upon the manner of exercising such powers by a public educational agency having the same status as a Member District or Joint Powers Authority, except as otherwise provided in this Agreement.

5. FUNCTIONS OF THE AUTHORITY

(a) To provide a Joint program and system, as stated in the memorandum of coverage and given to each member, for liability and property damage claims against the members of the Authority and as such, to perform, or contract for the performance of, the financial administration, policy formation, claim service, legal representation, safety engineering, and other development as necessary for the payment and handling of all liability and property damage protection claims against members. Said payment and handling for any member shall be for all liability and property damage claims filed and arising out of facts occurring during the period of membership in the Authority. The Authority shall not pay or handle for a member any liability and property damage protection claims which arise out of facts occurring before membership or after termination of membership in this Joint Powers Authority.

(b) To pursue any member's right of subrogation against a third party when at the discretion of the Authority the same is appropriate.

(c) To enter into contracts.

(d) To obtain appropriate insurance coverage in the amount as determined by the Executive Committee.

(e) To acquire, hold, and dispose of property, real and personal, all for the purpose of providing the membership with the necessary education, study, development, and implementation of a self-insurance program, for liability and property protection including, but not limited to, the acquisition of facilities and equipment necessary, the employment of personnel, and the operation and maintenance of a system for the handling of the joint program.

(f) To incur debts, liabilities, and obligations necessary to accomplish the purposes of this Agreement.

(g) To receive gifts, contributions, and donations of property, funds, services, and other forms of assistance from persons, firms, corporations, associations, and any governmental entity.

(h) To invest surplus reserve funds as deemed appropriate by the Executive Committee as subject to law.

(i) To provide a forum for discussion, study, development, and implementation of recommendations of mutual interest regarding other joint programs.

(j) To sue and be sued in the name of the Authority.

(k) To review the Agreement and Bylaws every three (3) years.

(l) To perform such other functions as may be necessary or appropriate to carry out this Agreement, so long as such other functions so performed are not prohibited by any provision of law.

6. BYLAWS

The Authority shall be governed pursuant to those certain Bylaws, a copy of which is attached hereto as Exhibit "A" and incorporated herein by reference, and by such amendments to the Bylaws as may from time to time be adopted. Wherever in this Agreement "Bylaws" are referred to, said Bylaws shall be those set forth in Exhibit "A", as may be amended. Each party to this Agreement agrees to comply with and be bound by the provisions of said Bylaws and further agrees that the Authority shall be operated pursuant to this Agreement and said Bylaws.

Procedures for amending the Bylaws shall be as provided in the Bylaws so long as not inconsistent with this Agreement. All amendments must be approved by a majority vote of the members of the Board of Directors before the amendment shall become effective. Such amendments shall be binding upon all members of the Authority. The effective date of any amendment will be on the first day of the next month following adoption, unless otherwise stated.

7. MEMBERSHIP IN THE AUTHORITY

(a) Each party to this Agreement must be eligible for membership in the Authority as defined in the Bylaws and shall become a member of the Authority on the effective date of this Agreement, except as provided herein below. Each party which becomes a member of the Authority shall be entitled to the rights and privileges of, and shall be subject to the obligations of, membership as provided in this Agreement and in the Bylaws.

(b) Upon approval of a majority vote of the Board of Directors, any school district, community college district, county superintendent of schools or board of education, regional occupational center or program, Joint Powers Authority comprised solely of public educational entities, or other public educational agencies that are not party hereto but desire to join the Authority created hereby, may become a member hereof by executing a copy of this Agreement whereby said school district, community college district, county superintendent of schools or board of education, regional occupational center or program, Joint Powers Authority comprised solely of public educational entitles, or other public educational agencies agrees to comply with the terms of this Agreement and of the Bylaws effective as of the date of such execution.

(c) Each member, as a party to this agreement, certifies that it intends to and does contract with all other members as parties to this agreement and, with such other members as may later be added as parties to this agreement. Each member also certifies that removal of any party from this agreement shall not affect this agreement or the member's obligations hereunder.

(d) Public educational agencies applying for membership in the Monterey & San Benito Counties Property/Liability JPA on or after July 1, 2009, shall be subject to the following conditions:

I. Submission of a formal letter requesting membership.

II. The Executive Committee will review the request and make a recommendation to the Joint Powers Authority Board. Applicant shall become a member upon approval of a majority vote of the members of the Board of Directors.

III. Following the Joint Powers Authority Board decision, the Executive Committee will request an executed copy of the Joint Powers Agreement and together with a resolution formally adopted by the applicant's Board of Trustees.

8. **RESPONSIBILITIES OF MEMBERS**

(a) Timely payment of premiums and assessments.

(b) Provision of accurate and timely underwriting data.

(c) Assistance with investigation and resolution of claims.

(d) Participation in risk management and loss control programs.

The member shall be ultimately responsible for any portion of claims charged or chargeable against the District as determined by the Authority. In the event of leaving the Authority, the District shall be required to fund, upon departure, its share of any liabilities incurred during membership in the program.

Each member shall have such other responsibilities as are established by the Authority.

9. **WITHDRAWAL FROM OR TERMINATION OF MEMBERSHIP**

Any party to this Agreement, which has completed three (3) consecutive years as a member of the Authority may voluntarily terminate this Agreement as to itself and withdraw from membership in the Authority. Such termination and withdrawal of membership shall become effective subject and according to the conditions, manner and means set forth in the Bylaws.

A member may be involuntarily terminated from the Authority upon a majority vote of all the remaining members of the Board of Directors, as provided by the Bylaws. Such removal from membership shall operate to terminate the Agreement as to such party.

10. **TERMINATION OF AGREEMENT**

This Agreement may be terminated at the end of any fiscal year by affirmative vote of a majority of the members of the Board of Directors; provided, however, that the Authority and this Agreement shall continue to exist for the purpose of disposing of claims, distribution of assets, and all other functions necessary to conclude the affairs of the Authority.

11. DISPOSITION OF PROPERTY AND FUNDS

In the event of the dissolution of the Authority, the complete rescission, or other final termination of this Agreement by all public agencies then a party hereto, any property interest remaining in the Authority following a discharge of all obligations shall be disposed of as provided by the Bylaws.

In the event a member withdraws from this Agreement, any property interest of that member remaining in the Authority following discharge of all obligations shall be disposed of as provided for by the Bylaws.

12. AMENDMENTS

This Agreement may be amended at any time with a subsequent written Agreement signed by a majority of members of the Board of Directors and will be binding to all remaining members. Any such amendment shall be effective upon the date of final execution thereof, unless otherwise provided by this amendment.

13. SEVERABILITY

Should any portion, term, condition, or provision of this Agreement be decided by a court of competent jurisdiction to be illegal or in conflict with any law of the State of California, or be otherwise rendered unenforceable or ineffectual, the validity of the remaining portions, terms, conditions, and provisions shall not be affected thereby.

14. LIABILITY

Pursuant to the provisions of (Sections 895, et seq.,) the California Government Code, the members are jointly or severally liable upon any liability which is otherwise imposed by law upon any one of the members or upon the Authority for injury caused by a negligent or wrongful act or omission occurring in the performance of this Agreement.

If a member or the Authority is held liable upon any judgment for damages caused by such an act or omission and makes payments in excess of it's pro rata share on such judgment, such member or the Authority is entitled to contribution from each of the other members that are parties to the Agreement. A member's pro rata share shall be determined in the same manner as for the disposition of property and funds as provided in the Agreement and the Bylaws.

The Authority may insure itself, to the extent deemed necessary or appropriate by the Executive Committee against loss, liability, and claims arising out of or connected with this Agreement.

15. ENFORCEMENT

The Authority is hereby given authority to enforce this Agreement. In the event suit is brought upon this Agreement by the Authority and

judgment is rendered against a member, the member shall pay all costs incurred by the Authority, including reasonable attorney's fees as fixed by the court.

16. DEFINITIONS

Unless the context requires otherwise, the terms used herein and in the Bylaws shall have the following meanings:

(a) "Authority" shall mean the Monterey & San Benito Counties Property and Liability Joint Powers Authority created by this Agreement.

(b) "Board of Directors" shall mean the governing board of the Authority established by the Bylaws to direct and control the Authority.

(c) "Contribution" shall mean money paid by a member to the Authority.

(d) "Executive Committee" shall be the committee established by the Bylaws to conduct the business of the Authority.

(e) "Joint Program" shall mean the group purchasing of Insurance, or the pooled purchase of Excess Insurance with the setting aside of funds and reserves to pay for a self-insured retention or for losses not covered by insurance.

(f) "Liability" shall mean comprehensive general liability, property damage liability, automobile liability, personal injury liability, and errors and omissions liability as further defined in the memorandum of coverage.

(g) "Member" shall mean an individual school district, community college district, regional occupational center or program, the county board of education or county superintendent of schools, or joint powers authority comprised solely of public educational agencies which belong to the Authority. The term "member" shall not exclude withdrawn members with respect to their ongoing obligations for the policy years they participated.

(h) "Memorandum of Coverage" shall mean the document stating the type of program and the scope of liability and property damage protection coverage as adopted by the Board of Directors.

(i) "Obligations", shall include, but not be limited to, all payments required by law, together with all reserves which have been established for the purpose of paying incurred claims together with any other legal obligations incurred by the Authority pursuant to this Agreement.

(j) "Program Year" shall mean one year of the Joint Program separate from each and every other Program Year and shall operate on fiscal year from July 1st through June 30th, or as otherwise determined by the Authority.

(k) "Property Damage" shall mean damage to real or personal property owned or held by a member as further defined in the memorandum of coverage.

(l) "Pro-rata Share" shall mean each member's financial contribution in proportion to the total of all members' contributions for each program year.

(m) "Public Educational Agency" shall mean a school district, community college district, regional occupational program/center or program, county board of education or superintendent of schools or joint powers agency/authority consisting of one or more of the foregoing and serving the interests of public entities.

(n) "Reserves" shall mean those parts of member contributions held by the Authority to make future liability and property damage payments as respects to claims that have been incurred but are unpaid.

(o) "Subrogation" shall mean the recovery of payments, which the Authority has made on behalf of a member. Subrogation monies received are the property of the Authority.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be duly executed by their authorized officers thereunto duly authorized as set forth herein below.

Name of Entity: _____

Date: _____

By: _____

Title: _____

BY:
TITLE:
DISTRICT: ALISAL UNION SCHOOL DISTRICT

BY:
TITLE:
DISTRICT: AROMAS-SAN JUAN UNIFIED SCHOOL DISTRICT

BY:
TITLE:
DISTRICT: BIG SUR CHARTER SCHOOL
(FORMERLY DEPENDENT OF PACIFIC UNIFIED SCHOOL DISTRICT)

BY:
TITLE:
DISTRICT: BIG SUR UNIFIED SCHOOL DISTRICT
(FORMERLY PACIFIC UNIFIED SCHOOL DISTRICT)

BY:
TITLE:
DISTRICT: BRADLEY UNION SCHOOL DISTRICT

BY:
TITLE:
DISTRICT: CARMEL UNIFIED SCHOOL DISTRICT

BY:
TITLE:
DISTRICT: CHUALAR ELEMENTARY SCHOOL DISTRICT

BY:
TITLE:
DISTRICT: GONZALES UNIFIED HIGH SCHOOL DISTRICT

BY:
TITLE:
DISTRICT: GRAVES ELEMENTARY SCHOOL DISTRICT

BY:
TITLE:
DISTRICT: GREENFIELD UNION SCHOOL DISTRICT

BY:
TITLE:
DISTRICT: HOLLISTER ELEMENTARY SCHOOL DISTRICT

BY:
TITLE:
DISTRICT: JEFFERSON ELEMENTARY SCHOOL DISTRICT

BY:
TITLE:
DISTRICT: KING CITY UNION ELEMENTARY SCHOOL DISTRICT

BY:
TITLE:
DISTRICT: LAGUNITA ELEMENTARY SCHOOL DISTRICT

BY:
TITLE:
DISTRICT: MISSION UNION SCHOOL DISTRICT

BY:
TITLE:
DISTRICT: MONTEREY COUNTY OFFICE OF EDUCATION

BY:
TITLE:
DISTRICT: NORTH COUNTY JOINT UNION SCHOOL DISTRICT

BY:
TITLE: DISTRICT: NORTH MONTEREY COUNTY UNIFIED SCHOOL DISTRICT

BY:
TITLE:
DISTRICT: PACIFIC GROVE UNIFIED SCHOOL DISTRICT

BY:
TITLE:
DISTRICT: SALINAS CITY SCHOOL DISTRICT

BY:
TITLE:
DISTRICT: SALINAS UNION HIGH SCHOOL DISTRICT

BY:
TITLE:
DISTRICT: SAN ANTONIO UNION SCHOOL DISTRICT

BY:
TITLE:
DISTRICT: SAN ARDO UNION SCHOOL DISTRICT

BY:
TITLE:
DISTRICT: SAN BENITO HIGH SCHOOL DISTRICT

BY:
TITLE:
DISTRICT: SAN LUCAS UNION SCHOOL DISTRICT

BY:
TITLE:
DISTRICT: SANTA RITA UNION SCHOOL DISTRICT

BY:
TITLE:
DISTRICT: SOLEDAD UNIFIED SCHOOL DISTRICT

BY:
TITLE:
DISTRICT: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
(FORMERLY KING CITY JOINT UNION HIGH SCHOOL DISTRICT)

BY:
TITLE:
DISTRICT: SPRECKELS UNION SCHOOL DISTRICT

BY:
TITLE:
DISTRICT: WASHINGTON UNION SCHOOL DISTRICT

EXHIBIT "A" BYLAWS

MONTEREY & SAN BENITO COUNTIES PROPERTY/LIABILITY

JOINT POWERS AUTHORITY

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EXHIBIT "A"

BYLAWS

MONTEREY & SAN BENITO COUNTIES PROPERTY/LIABILITY
JOINT POWERS AUTHORITY

PREAMBLE

The Monterey & San Benito Counties Property/Liability Joint Powers Authority ("Authority") is established for the purpose of providing the services and other items necessary and appropriate for the establishment, operation, and maintenance of a joint program for liability and property damage protection for the public educational agencies who are members hereof, and to provide a forum for discussion, study, development, and implementation of recommendations of mutual interest regarding programs of insurance and self-insurance.

ARTICLE I

BOARD OF DIRECTORS

A. Board of Directors is hereby established to direct and control the Authority.

B. Each member of the Authority shall be entitled to appoint to the Board of Directors one representative and one alternate who shall be designated in writing. Said representative and said alternate must be an employee of the member and shall serve at the pleasure of the member by whom appointed. Only the designated representative or designated alternate may represent a member, and each shall be invited to attend all meetings of the Board of Directors. The designated representative and designated alternate may invite members of their agencies' staffs or consultants to attend meetings of the Board of Directors in an advisory capacity only.

C. Each member shall have one vote, which may be cast only by the designated representative who is in physical attendance, or by the designated alternate who is in physical attendance if the designated representative is absent. No proxy or absentee votes shall be permitted.

D. The Board of Directors may conduct regular, adjourned regular, special, and adjourned special meetings, provided, however, that will hold at least one (1) regular meeting each fiscal year. The date, time, and place for each such regular meeting shall be adopted by the Board of Directors, which shall be publicly posted prior to the meeting on a public bulletin board to be designated by the Board of Directors and filed with each member of the Authority. All meetings of the Board of Directors shall be called, held, and conducted in accordance with the terms and provisions of the Ralph M. Brown Act (Sections 54950, et. seq.), of the California Government Code, as said Act may be modified

by subsequent legislation, and as the same may be augmented by rules of the Board of Directors not inconsistent therewith. Except as otherwise provided or permitted by law, all meetings of the Board of Directors shall be open and public. The Board of Directors shall cause minutes of its meetings to be kept, and shall promptly transmit to the members of the Authority true and correct copies of the minutes of such meetings.

E. The Board of Directors shall designate a specific location at which it will receive notices, correspondence, and other communications, and shall designate one of its members as an officer for the purpose of receiving service on behalf of the Authority. The Authority shall comply with the provisions of Sections 6503.5 and 53051 of the Government Code requiring the filing of a statement with the Secretary of State.

F. The Board of Directors shall have the power, authority and duty to handle all aspects of liability and property damage claims against members of the Authority. All expenditures of funds shall be authorized by the Authority.

G. The Board of Directors shall directly or by contract provide for services required to effectively implement all aspects of this joint program.

ARTICLE II

RULES OF THE BOARD OF DIRECTORS

A. The Board of Directors may establish rules governing its own conduct and procedure, and have such expressed or implied authority as is not inconsistent with or contrary to the laws of the State of California, these Bylaws, or the Joint Powers Agreement.

B. A quorum for the transaction of business by the Board of Directors shall consist of a majority of the active members of the Authority.

C. No one serving on the Board of Directors shall receive any salary or compensation from the Authority.

ARTICLE III

EXECUTIVE COMMITTEE

A. There shall be a seven (7) member Executive Committee comprised of a President, Vice President, Treasurer, Secretary, and three elected Members at Large.

B. The Members at Large shall be elected by the majority vote of the members of the Executive Committee and shall serve a term of two years. In the event of a vacancy occurring, the vacancy shall be filled by the majority vote of the members of the Executive Committee to complete the unexpired term.

C. The Executive Committee shall be responsible for the ongoing operations of the Authority and is empowered to implement and enforce the Agreement and Bylaws and other such rules the Authority may adopt.

D. The Executive Committee may conduct regular, adjourned regular, special, and adjourned special meetings, provided, however, that it will hold at least four (4) regular meetings each fiscal year. Such meetings may be held concurrent with Board of Director meetings. The date, time, and place for each such regular meeting shall be adopted by the Executive Committee, which shall be publicly posted prior to the meeting on a public bulletin board to be designated by the Executive Committee and filed with each Member of the Authority. All meetings of the Executive Committee shall be called, held, and conducted in accordance with the terms and provisions of the Ralph M. Brown Act (Sections 54950, et seq.), of the California Government Code, as said Act may be modified by subsequent legislation, and as the same may be augmented by rules of the Executive Committee not inconsistent therewith. Except as otherwise provided or permitted by law, all meetings of the Executive Committee shall be open and public. The Executive Committee shall cause minutes of its meetings to be kept, and shall promptly transmit to the Members of the Authority true and correct copies of the minutes of such meetings.

E. The powers of the Executive Committee include:

1. Appoint and dissolve working committees from its active membership or by contracting for services of others in keeping with the Joint Powers Agreement and these Bylaws.

2. The power, authority and duty to handle all aspects of liability and property damage claims against members of the Authority arising out of facts occurring during membership. All expenditures of funds shall be authorized by the Executive Committee.

3. Directly or by contract provide for services required to effectively implement all aspects of this joint program.

4. Recommend admission of new members to the Board of Directors.

5. To determine contributions and the method by which contributions will be paid to the fund. Premium shall be based upon ADA, numbers and types of vehicles, loss history, unusual exposures, total insured values, and miscellaneous coverage risks, which are included. The Executive Committee shall also provide for additional assessments during the year, if necessary or appropriate, to allow for increased costs and expenses as may occur.

6. The Executive Committee shall ensure that a complete and accurate system of accounting of the fund shall be maintained at all times consistent with established auditing standards and accounting procedures. The Executive Committee shall determine the manner in which liability and property damage claims shall be processed. Such processing shall conform to all provisions of law now in effect or later enacted.

7. Approve special property and/or liability coverage for Members.

8. Review of the JPA Agreement and Bylaws every three (3) years.

9. Any other powers necessary to conduct the business of the Authority unless such power is specifically reserved for the Board of Directors.

ARTICLE IV

RULES OF THE EXECUTIVE COMMITTEE

A. The Executive Committee may establish rules governing its own conduct and procedure, and have such expressed or implied authority as is not inconsistent with or contrary to the laws of the State of California, these Bylaws, or the Joint Powers Agreement.

B. A quorum for the transaction of business by the Executive Committee shall consist of a majority of the members of the Executive Committee.

C. Each member of the Executive Committee shall be entitled to one vote, which may be cast only by the designated representative who is in physical attendance, or the designated alternate who is in physical attendance, if the designated representative is absent. No proxy or absentee votes shall be permitted. Except as otherwise provided by law, the Joint Exercise of Powers Agreement or in these Bylaws, a vote of the majority of the members of the Executive Committee shall be sufficient to constitute action provided that a quorum is present.

D. No one serving on the Executive Committee shall receive any salary or compensation from the Authority.

E. The Executive Committee may approve reimbursement for expenses incurred at its discretion.

ARTICLE V

OFFICERS

A. The officers of the Authority shall be elected by the majority vote of the members of the Executive Committee. The principal officers shall be a President, a Vice President, Treasurer, and Secretary, and each shall serve a term of two years. Any person elected or appointed as an officer may be removed at any time, with or without cause. All vacancies however arising may be filled at any time during the program year and shall be approved by the majority vote of the members of the Executive Committee.

B. The President shall be the chief executive officer and shall have general supervision and direction of the business of the Authority, shall see that all orders and resolutions of the Authority are carried into effect, and shall be a member of all committees appointed by the

Authority. The President shall have other powers and perform such other duties as may be prescribed from time to time by the Authority.

C. The Vice President shall have such powers and perform such duties as may be prescribed from time to time by the Authority or the President. In the absence or disability of the President, the Vice President shall be vested with all the powers and authorized to perform all the duties of the President.

D. The Treasurer shall be the chief financial officer of the Authority and shall assume the duties described in Sections 6505.1 and 6505.5 of the California Government Code, as follows:

1. Receive and receipt for all money of the Authority and place it in an approved depository to the credit of the Authority.

2. Be responsible for the safekeeping and disbursement of all money of the Authority.

3. Pay, when due, out of money of the Authority, all legitimate and verifiable sums payable by the Authority, only when warrants authorized by the Treasurer and drawn by the Auditor-Controller of Monterey County or from a commercial account in a financial institution approved by the Authority.

4. Verify and report in writing on the first day of July, October, January, and April of each year, or as soon as possible thereafter, to the Authority, the amount of money held for the Authority, the amount of receipts since the last report, and the amount paid out since the last report.

5. Custodian of Authority property.

6. The Treasurer shall have such other powers and perform such other duties as may be prescribed from time to time by law or by the Authority or the President.

E. The Secretary shall attend all meetings of the Authority and record all votes and the minutes of all proceedings in a book to be kept for that purpose. The Secretary shall give, or cause to be given, notice of all meetings of the Authority when notice is required by law or these Bylaws. The Secretary shall have such other powers and perform such other duties as may be prescribed from time to time by law or by the Authority or the President.

ARTICLE VI

MEMBERSHIP IN THE AUTHORITY

A. Membership in the Authority shall be open to any California public educational agency which has been duly approved by the Board of Directors and is party to the Agreement and Bylaws.

ARTICLE VII

FINANCE

A. The Authority shall operate on a fiscal year from July 1st through June 30th.

B. The Authority shall annually, if possible on or before September 1st, adopt a budget showing each of the purposes for which the Authority will need money and the estimated amount of money that will be needed for each such purpose for the ensuing fiscal year. A copy of the budget shall be transmitted to each of the members of the Authority.

C. The Authority shall review their Capital Target Policy annually.

D. Each member shall pay to the Authority each fiscal year the annual contribution calculated and adopted by the Authority pursuant to subparagraph D of this Article.

E. The annual contributions as calculated for each member of the Authority shall be determined as follows:

1. Member's pro rata share of the cost of the Authority's joint program as per the memorandum of coverage.

2. Member's pro rata share of the General Fund of the Authority as determined by the Executive Committee.

3. A pro rata share of all other costs as determined by the Executive Committee.

4. Member's pro rata share shall be determined based upon each member's prior year's average daily attendance, loss history, number and types of vehicles, total insured values, unusual exposures and other information relative to providing coverage for the member.

5. Since the amount required to fulfill claim obligations cannot be known precisely in advance, assessments, reserve requirements, and other financial parameters of the Authority's operation must necessarily be initially established and subsequently maintained by means of estimates. The amount calculated and billed to a member in the initial policy year is this estimate amount. Any interim transactions and their effects of the Authority notwithstanding, it is mutually agreed by the Authority and each of its members, that all members participating in the Authority for any period of time will jointly and severally be liable for payment of any assessments, premiums, and other amounts necessary to meet any benefit, expense or other lawful obligation of the Authority arising from that period of time related to the self-insured program. An actuarial study, performed on at least a biennial basis, to determine the self-insured rate is required. This rate is used to calculate the member contribution.

6. Accordingly, a member's obligation for its pro rata share of the policy year liabilities never expires. This joint and several liabilities will apply without limitation as to the amount, and without any restriction as to when any portion of the obligation

is identified. Specifically, any members who terminate their participation in the Authority, voluntarily or involuntarily, will remain jointly and severally liable for payment of any Authority obligations attributable to their period of membership, regardless of when part or all of these obligations become known. Termination of membership in the Authority will only serve to cancel the member's participation in future policy years but the obligation for policy years where the member participated does not expire.

7. For purposes of self-insured programs, a member's share will be calculated on a 'pro rata' share basis. See Joint Exercise Powers of Agreement 16. DEFINITIONS (1).

F. Should the total obligations of the Authority exceed the total assets, the members may be assessed a pro rata share of the additional contribution as determined by the Executive Committee.

G. A General Fund shall be established and maintained to receive monies, pay operating expenses, hold reserves and pay claims of the Authority. The Authority shall accept and deposit all monies received by it including monies from any of the following sources:

1. Member contributions, including deposit premiums, assessments and any other charges.

2. Interest and other investment income.

3. Refund of insurance premiums.

4. Subrogation recoveries.

5. Grants from any public agency or private company.

ARTICLE VIII

MEMORANDUM OF COVERAGE

A. As soon as practicable following the effective date of each program year, the Authority shall distribute to members the Memorandum of Coverage.

B. The memorandum of Coverage shall contain:

1. The basis of premium contributions.

2. The scope of protection provided for liability and property damage.

3. Other terms and conditions, which the Authority may consider necessary.

ARTICLE IX

ACCOUNTS AND RECORDS

A. The Treasurer of Monterey County is the designated depository of the Authority.

B. The Authority is strictly accountable for all funds received and dispersed by it, and to that end, the Authority shall establish and maintain such funds and accounts as may be required by good accounting practice or by any provision of law or any resolution of the Authority. Books and records of the Authority in the hands of the Secretary/Treasurer shall be open to inspection at all reasonable times by representatives of the members. The Authority, as soon as practical after the close of each fiscal year, shall give, or cause to be given a complete written report of all financial activities for such fiscal year to each member of the Authority.

C. The Authority shall make, or contract with a Certified Public Accountant to make, an annual audit of the accounts, records, and financial affairs of the Authority. In each case the minimum requirements of the audit shall be those prescribed by the State Controller for special districts under Section 26909 of the California Government Code and shall conform to the generally accepted auditing standards and accounting principles. When such an audit of accounts and reports is made by a Certified Public Accountant, a report thereof shall be filed as a public record with each of the members of the Authority, and also with the Auditor-Controller of Monterey County.

ARTICLE X

RISK MANAGEMENT

A. The Authority shall develop suggested guidelines for risk management practices. Each of the members hereby agrees to implementation in its agency, the guidelines of risk management practices developed by the Authority.

ARTICLE XI

WITHDRAWAL FROM OR TERMINATION OF MEMBERSHIP

A. Any member having completed three (3) complete consecutive years as a member of the Authority, may withdraw from its status as a member and party to the Joint Powers Agreement at the end of any fiscal year by notifying the Authority in writing, prior to December 31st of that fiscal year.

B. The withdrawing member shall continue to be responsible for the amount of any costs, liabilities, assessments, or contingencies required because of claims related to the policy years in which they have participated as described in ARTICLE VII. E. 5 and 6.

C. A member may be involuntarily terminated from the Authority upon a majority vote of all the remaining members of the Board of Directors. Involuntary termination shall have the effect of eliminating the party as a signatory of the Joint Powers Agreement and as a member of the Authority, effective at the end of the fiscal year in which the action is taken or upon such other date as the Board of Directors may specify, but in no case less than sixty (60) days after notice of involuntary termination is given. However, involuntary termination does not terminate a member's rights or obligations to jointly indemnify other members for the programs and policy years in which they participated and to fund contributions or assessments as described in ARTICLE VII. E. 5 and 6.

D. Grounds for involuntary termination include, but are not limited to, the following:

1. Failure or refusal to abide by the Agreement or these Bylaws.

2. Failure or refusal of a member to abide by an amendment which has been adopted by the Authority as provided in the Agreement or these Bylaws.

3. Failure or refusal to pay contributions or assessments to the Authority as provided in the Agreement or Bylaws.

4. Failure to comply with risk management or safety programs implemented by the Authority.

5. Failure of a member to disclose a material fact to the Authority or its Manager, whereby said material fact constitutes fraud, misrepresentation or concealment for the purposes of obtaining coverage with the Authority.

ARTICLE XII

DISPOSITION OF PROPERTY AND FUNDS

A. In the event of dissolution of the Authority, the complete rescission, or other final termination of Joint Powers Agreement by all members or other public educational agencies then a party to the Agreement, any property interest remaining in the Authority following a discharge of all obligations shall be disposed of pursuant to a plan of retrospective calculation adopted by the Executive Committee which shall then determine, with the objective of returning to each member or other agency which is then or was theretofore a party during the six-month period immediately preceding the termination of the Agreement, a proportionate return on the contributions made to such properties by such parties. Notwithstanding the foregoing, no asset may be divided or returned until all outstanding obligations of the Authority have been provided for or a paid-up contract has been entered into which will remove further obligation from the Authority.

B. The current fair value of the Authority properties shall be determined by the Executive Committee. If a withdrawing or terminating member disagrees with the current fair value of Authority properties as

determined by the Executive Committee, the current fair value of said properties shall be determined by an independent appraiser selected by the Executive Committee.

C. If the Executive Committee determines a dividend or return of contributions is to be declared, such dividend or return of contribution shall be computed pursuant to the retrospective plan adopted by the Executive Committee. Any surplus money on hand shall be returned in proportion to the contributions made in accordance with Government Code section 6512. Any such distribution will be made to the current participating members at the date of dissolution.

ARTICLE XIII

INVESTMENT OF SURPLUS FUNDS

A. The Authority shall have the power to invest or cause to be invested in compliance with Section 6509.5 of the California Government Code, such reserve surplus funds as are not necessary for the immediate operation of the Authority in such securities as allowed by Section 53601 of the California Government Code.

B. The level of cash to be retained for the actual operation of the Authority shall be determined by Executive Committee.

ARTICLE XIV

INDEMNIFICATION

A. The members of the Board of Directors and the officers of the Authority shall act in good faith and in the best interests of the Authority in the performance of their duties hereunder. The members of the Board of Directors and the officers of the Authority shall be liable for any act or omission within the scope of their office as a public entity only in the event that they act or fail to act because of actual fraud, corruption, or actual malice or willfully fail or refuse to conduct the defense of a claim or action in good faith or to reasonably cooperate in good faith in the defense conducted by the Authority, to the extent permitted by law. No member of the Board shall be liable for any action taken or omitted by any other Member of the Board. No member of the Board, or officer, shall be required to deposit premium on a bond or other security to guarantee the faithful performance of his or her duties hereunder, although the Authority may provide such bonds. Funds of the Authority shall be used to defend and to indemnify members of the Board, employees, and officers of the Authority for any act or omission pursuant to the provisions of Government Code sections 910 to 996.6. The Authority may purchase insurance to provide for acts or omissions of directors and officers.

B. The Authority shall indemnify, protect, defend, and hold harmless each and all of the member entities, and their officers and employees, for and from any and all liability, claims, causes of action, damages,

losses, judgments, costs, or expenses (including attorney's fees) resulting from an injury caused by a negligent or wrongful act or omission occurring in the performance of this Agreement by the Authority, by one or more of the member entities, or any of their officers, employees, agents, or independent contractors. This indemnification provision is intended to supplant and supersede the pro rata right of contribution formula set forth in Government Code section 895.6.

C. Section 895.2 of the California Government Code imposes certain tort liability jointly upon entities solely by reason of such entities being parties to an agreement as defined in section 895 of said Code. Therefore, the member entities hereto, as between themselves, pursuant to the authorization contained in sections 895.4 and 895.6 of the California Government Code, each assumes the full liability imposed upon it for any of its officers or agents by law for injuries caused by a negligent or wrongful act or omission occurring in the performance of this Agreement to the same extent that such liability would be imposed in the absence of section 895.2 of said Code to achieve this purpose, each member entity indemnifies and holds harmless all other member entities for any loss, cost, or expense that may be imposed upon such other member entities solely by virtue of section 895.2 of the California Code.

ARTICLE XV

AMENDMENT

A. Amendment to these Bylaws may be proposed by any member of the Authority.

B. All amendments to these Bylaws must be approved by a majority vote of the Board of Directors before the amendment shall become effective. Such amendments shall be binding upon all members of the Authority. The effective date of any amendment will be on the first day of the next month following adoption, unless otherwise stated.

ARTICLE XV

SEVERABILITY

A. Should any portion, term, condition, or provision of these Bylaws be decided by a court of competent jurisdiction to be illegal or in conflict with any law of the State of California, or be otherwise rendered unenforceable or ineffectual, the validity of the remaining portions, terms, conditions, and provisions shall not be affected thereby.

ARTICLE XVI

EFFECTIVE DATE

A. These Bylaws shall become effective immediately upon the effective date of the Joint Powers Agreement.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Approval of Contract with the County of Monterey Health Department, Behavioral Health Bureau

MEETING: June 16, 2015

AGENDA SECTION:

X **ACTION**

☐ **INFORMATION**

☐ **ACTION/CONSENT**

Board Goals:

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

Summary:
The District had a contract in the 2014-15 school year with the County of Monterey Health Department to supply a Behavioral Health Counselor and this is the renewal of that contract for the 2015-16 school year.

Recommendation:
The recommendation is being made for the State Administrator to approve the contract with the County of Monterey Health Department.

Fiscal Impact:
$60,000 - State funding received over the last year which is dedicated for this use.

Submitted By:

Duane Wolgamott
Chief Business Official

Approved:

Daniel R. Moirao, Ed.D.
State Administrator

MEMORANDUM OF UNDERSTANDING
BETWEEN
THE COUNTY OF MONTEREY, BY AND THROUGH
THE COUNTY OF MONTEREY HEALTH DEPARTMENT,
BEHAVIORAL HEALTH BUREAU
AND
SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

This Memorandum of Understanding (hereafter referred to as "MOU") is developed and entered into effective the **1 day of July**, which date is enumerated for purposes of reference, by and between the Monterey County Health Department, Behavioral Health Bureau (hereinafter referred to as "County") and **South Monterey County Joint Union High School District** (hereinafter referred to as "District" or "School District"), together referred to as "Parties" and singularly as "Party."

RECITALS:

WHEREAS, the School District is the recipient of Local Control Funding Formula (LCFF) funds due to changes in the FY 2013–14 State budget package which replaced the previous K–12 finance system with the new LCFF;

WHEREAS, the School District is required to develop a Local Control and Accountability Plan (LCAP) and has identified in that plan the need to provide therapeutic services to students who require such services;

WHEREAS, the County provides behavioral health services through the Health Department's Behavioral Health Bureau and to the extent that annual funding allows, is committed to assisting schools in Monterey County with the provision of therapeutic services to students who require them;

WHEREAS, the School District has requested assistance from the County for the provision of therapeutic services to enrolled students; and

NOW THEREFORE, this MOU is created for the purpose of setting forth the terms and conditions under which the County and the District will collaborate to ensure provision of therapeutic services to the students of the District.

1. Term of MOU

This MOU shall be in full force commencing **July 1, 2015 and ending June 30, 2016**, unless terminated or amended pursuant to this MOU.

2. Services and Responsibilities of the County

a. The County will assign to District 1 Full Time Equivalent ("FTE") therapists ("Therapists") for the provision of therapeutic behavioral health services ("Therapeutic

Services") for students in School District. Therapeutic Services shall include, individual therapy, group therapy, family therapy, parent and/or teacher consultation, treatment planning, and the provision of classroom observation, teacher training, parent education, and referrals for crisis intervention as needed. The County shall maintain the files and all required documents relating to any Therapeutic Services provided by Staff to all students pursuant to this MOU. The County shall respond to any requests from a student or his/her parent or guardian regarding such services, files, or documents.

b. To offset the costs to the School Districts as outlined in Section 4, Payment Provision of this MOU, the County will provide additional funding from Medi-Cal billing revenue and the Mental Health Services Act ("MHSA") for each Therapist per County fiscal year.

c. The County shall be solely responsible for managing, monitoring, and overseeing Staff in the provision of Therapeutic Services, including the scheduling of Therapeutic Services, at the District.

d. The County ensures that the Therapists and Interns ("Staff") that it assigns to the District will perform the scope of activities and services required to fulfill the therapeutic services needed by the District's students. The Staff shall be employees of the County, and the County shall pay all salaries and expenses owed to the Staff related to the Staff's services for the District pursuant to this MOU. The District's only financial obligation to the County or Staff shall be the payments to County described in Section 4 (a) of this MOU.

e. The County will manage and monitor the status of therapeutic services provided in the District and will report data required by the District and which conforms to the Confidentiality of Patient Information Certification included as Exhibit A to this MOU.

f. The County will provide office furniture and supplies; IT equipment and IT support necessary in order to appropriately equip the Staff with the appropriate furniture, supplies and equipment necessary for County business. The furniture, equipment and supplies will be owned and maintained by the County. In the event of termination of services, the County will retrieve all County-owned equipment furniture and supplies.

g. The County will provide and service the IT needs of the Staff assigned to work in the District.

h. The County shall designate a Services Manager or designee who will oversee and be the point of contact for the District for any and all issues associated with the services to be provided by the County as described in this MOU.

i. If either Party is ever audited, the other Party will provide assistance as may be helpful or necessary.

j. The County agrees to meet as needed with the District Manager or designee to ensure appropriate, efficient and effective implementation of the services rendered by County Staff.

3. Services and Responsibilities of the District

a. The District agrees to provide office and/or meeting space and any equipment necessary (other than the equipment provided by County in Section 2(f) of this MOU) for the implementation of services provided by Staff. In the event of termination of services, the County will retrieve all County-owned equipment, furniture, and supplies.

b. The District agrees to compensate the County for the services provided by the Therapists at a rate of $60,000 per County fiscal year as outlined in Section 4(a), Payment Provisions, of this MOU.

c. The District will assign a District Manager or designee to serve as the point of contact for the County for any all issues associated with this MOU.

d. The District agrees to meet as needed with the County Service Manager or designee and/or the County Staff assigned to work in the District to ensure appropriate, efficient and effective implementation of the services rendered by County Staff.

4. Payment Provisions

a. Subject to the limitations set forth herein, School District shall pay County **$60,000.00** for the provision of County's services during the term of this Agreement and in accordance with the following schedule:

Period	FTE Total	Maximum Annual Amount
July 1, 2015 to June 30, 2016	1 FTEs @ $60,000.00 each	$60,000.00 --1st semiannual payment of $30,000.00 shall be invoiced on or about December 31, 2015. --2nd semiannual payment of $30,000.00 shall be invoiced on or about June 30, 2016.

b. The County shall prepare and submit its invoice for the requested amount, as described in Section (a) above, along with such other information pertinent to the invoice, and submit to the School District at the following address:

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

School District shall pay the County's invoice in the requested amount within 30 days of receiving the County's invoice.

c. If for any reason this MOU is terminated, the School District's maximum liability shall be the total utilization to the date of termination not to exceed the maximum amount listed above.

d. As an exception to Section (c) above with respect to the Survival of Obligations after Termination, School District shall continue to remain obligated under this MOU with regard to payment for services required to be rendered after termination.

e. Subject to the limitations set forth herein, the County shall provide additional funds using MHSA and Medi-cal billing revenue for the provision of County's services during the term of this Agreement for funding not covered by the School District's allotment per Section 4(a) of this MOU.

5. Exhibits

The following attached exhibits are incorporated herein by reference and constitute as a part of this Memorandum of Understanding:

EXHIBIT A: CONFIDENTIALITY OF PATIENT INFORMATION CERTIFICATION (executed by County and District)
EXHIBIT B: COUNTY INSURANCE
EXHIBIT C: SCHOOL DISTRICT INSURANCE

6. Screening

The Parties shall comply with applicable laws, regulations, and District policies related to criminal records checks, fingerprinting, and tuberculosis screenings.

7. Maintenance and Confidentiality of Patient Information

a. The County shall maintain clinical records for each recipient of service in compliance with all state and federal requirements and Exhibit A. Such records shall include a description of all services provided by the County in sufficient detail to make possible all evaluation of services, and all data necessary to prepare reports to the State, including treatment plans, records of client interviews, and progress notes. The County shall retain clinical records for a minimum of seven (7) years and, in the case of minors, for at least one (1) year after the minor has reached the age of majority, but for a period of no less than seven years.

b. The County and District shall comply with the confidentiality requirements set forth in Exhibit A and incorporated by reference as if fully set forth herein.

8. Modification

This MOU may be modified only by an instrument in writing signed by the County and the District.

9. Termination

a. Termination Without Cause. Either Party may cancel this MOU at any time upon thirty (30) calendar days of written notice.

b. Termination With Cause. Either Party may terminate this Agreement upon the material breach of this Agreement by the other Party by giving the other party fifteen (15) days' prior written notice of such breach. If such breach is not cured by the breaching party within fifteen (15) days of receipt of this notice, this Agreement shall terminate at the end of such fifteen (15) day period.

10. Assignment

This MOU may not be assigned without the prior written consent of the Parties.

11. General Provisions

a. All work described herein shall be performed in accordance with applicable Federal, State and local laws and regulations,

b. Non-discrimination. During the performance of this Agreement, the Parties shall not unlawfully discriminate against any person because of race, religion, color, sex, national origin, ancestry, mental or physical handicap, medical condition, marital status, age (over 40), or sexual orientation, either in the Parties' employment practices or in the furnishing of services to recipients. The Parties shall insure that the evaluation and treatment of its employees and applicants for employment and all persons receiving and requesting services are free of such discrimination. The provision of services primarily or exclusively to such target population as may be designated in this Agreement shall not be deemed to be unlawful discrimination. In addition, School District's facility access for the disabled shall comply with § 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794).

c. Third Party Rights. Nothing in this MOU shall be construed to give any rights, benefits, or obligations to anyone other than School District and the County.

d. Independent Contractor. The County shall act as an independent contractor in the performance of the duties hereunder, and no officer, employee or agent of the County under this MOU shall be deemed to be an officer, employee or agent of the District in carrying out the duties of this MOU. Nothing in this MOU shall create any of the rights, powers, privileges or immunities of an employee of the District.

e. The County's obligations with regard to any personnel it retains, employs, or contracts with shall include paying all federal and state withholding taxes applicable to employees and complying with federal and state wage-hour obligations (including overtime), workers' compensation obligations, unemployment insurance obligations, and other applicable taxes and contributions to government mandated employment related insurance and similar programs.

12. Mutual Indemnification

a. The District shall indemnify, defend, and hold harmless the County of Monterey (hereinafter "County"), its officers, agents and employees from any claim, liability, loss, injury or damage rising out of, or in connection with, performance of this MOU by The District and/or its agents, employees or Collaborators, excepting only loss, injury or damage caused by the negligence or willful misconduct of personnel employed by the County. It is the intent of the parties to this MOU to provide the broadest possible coverage for the County. The District shall reimburse the County for all costs, attorneys' fees, expenses and liabilities incurred with respect to any litigation in which The District is obligated to indemnify, defend and hold harmless the County under this MOU.

b. County shall indemnify, defend, and hold harmless the District, its officers, agent and employees from any claim, liability, loss, injury or damage arising out of, or in connection with, performance of this MOU by the County and/or its agents, employees or Collaborators, excepting only loss, injury or damage caused by the negligence or willful misconduct of personnel employed by the District. It is the intent of the parties to this MOU to provide the broadest possible coverage for the District. The County shall reimburse the District for all costs, attorneys' fees, expenses and liabilities incurred with respect to any litigation in which the County is obligated to indemnify, defend and hold harmless the District under this MOU.

13. Insurance

a. County Insurance. The County shall secure and maintain the insurance coverage or self-insurance described in Exhibit B, a copy of which is attached hereto and incorporated herein by this reference.

b. School District Insurance. School District shall secure and maintain the insurance coverage or self-insurance described in Exhibit C, a copy of which is attached hereto and incorporated herein by this reference.

14. Cultural Competency and Linguistic Accessibility

a. The Staff shall provide services in a culturally competent manner to assure access to services by all eligible individuals as required by Department of Health Care Service's regulations and policies and other applicable laws. Cultural competency is defined as a congruent set of practice skills, behaviors, attitudes, and policies that enable staff to work

effectively in providing contractual services under this MOU in cross-cultural situations. Specifically, the Staff's provision of services shall acknowledge the importance of culture, adapt services to meet culturally unique needs, and promote congruent skills, behaviors, attitudes, and policies enabling all persons providing services to function effectively in cross-cultural situations.

b. The District shall provide linguistically accessible services to assure access to services by all eligible individuals as required by Department of Health Care Service's regulations and policies and other applicable laws. Specifically, the District shall provide services to eligible individuals in their primary language through linguistically proficient staff or interpreters. Family members, friends, or neighbors may be used as interpreters only in emergency situations.

c. For the purposes of this section, "access" is defined as the availability of medically necessary mental health services in a manner that promotes, provides the opportunity for and facilitates their use.

15. Notices

Any notices to be given hereunder to a Party shall be made via U.S. Mail or express courier to such Party's address given below, and/or via facsimile to the facsimile telephone numbers listed below.

If to School District, to:
South Monterey County Joint Union High School District
800 Broadway St., King City, CA 93930
Attn: Dr. Daniel Moirao
Tel: 831-385-0606 ext. 4304
Fax: 831-385-0695

If to the County, to:
Monterey County Health Department,
1270 Natividad Road, Salinas, CA 93906
Attn: Ray Bullick, Health Director
Tel: 831- 755-4526
Fax: 831-755-4797

This MOU constitutes the entire MOU between the parties and supersedes all previous communications, representations or MOUs regarding this subject, whether written, or oral, between the parties.

Consent to the terms of this MOU is indicated by the authorized signatures affixed and dated below.

IN WITNESS WHEREOF, the Parties have executed this Agreement as of the day and year written below.

MONTEREY COUNTY

Dated:

Ray Bullick, Director of Health

Dated:

Approved as to Fiscal Provisions[2]

Gary Giboney, Auditor/Controller

Dated:

Approved as to Liability Provisions[3]

Steve Mauck, Risk Management

Dated:

Approved as to Form [1]

Stacy L. Saetta, Deputy County Counsel

Dated:

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

By:

School District

Daniel R. Moirao, Superintendent

Printed Name and Title

Dated:

By:

(Signature of Secretary, Asst. Secretary, CFO, Treasurer or Asst. Treasurer)*

Printed Name and Title

Dated:

*INSTRUCTIONS: If CONTRACTOR is a corporation, including limited liability and non-profit corporations, the full legal name of the corporation shall be set forth above together with the signatures of two specified officers. If CONTRACTOR is a partnership, the name of the partnership shall be set forth above together with the signature of a partner who has authority to execute this Agreement on behalf of the partnership. If CONTRACTOR is contracting in an individual capacity, the individual shall set forth the name of the business, if any, and shall personally sign the Agreement.
[1]Approval by County Counsel is required; if Agreement is $100,000 and less approval by County Counsel is required only when modifications are made to any of the Agreement's standardized terms and conditions. [2]Approval by Auditor-Controller is required. [3]Approval by Risk Management is necessary only if changes are made in Sections XI or XII.

EXHIBIT A

CONFIDENTIALITY OF PATIENT INFORMATION CERTIFICATION

Confidentiality of Patient Information and Records. All Patient Information is confidential. The Parties shall maintain the confidentiality of all patient records, including billings and computerized records, in accordance with all applicable state and federal law relating to confidentiality of patient records and patient information, including but not limited to: the Standards for Privacy of Individually Identifiable Health Information, 45 C.F.R. Part 160 and Part 164, Subparts A and E as amended from time to time (the "Privacy Rule"), the Breach Notification Standards, 45 C.F.R. Part 160 and Part 164, Subparts A and D (the "Breach Notification Rule"), and with the Security Standards, 45 C.F.R. Part 160 and Part 164, Subpart C as amended from time to time (the "Security Rule"), under the Health Insurance Portability and Accountability Act of 1996 ("HIPAA"), as amended by the Health Information Technology for Economic and Clinical Health Act and its implementing regulations ("HITECH"); the federal Confidentiality of Alcohol and Drug Abuse Patient Records under 42 U.S.C. § 290dd-2 and 42 C.F.R. Part 2 (the "Part 2 Regulations"); the Lanterman-Petris-Short Act ("LPS"), California Welfare and Institutions Code sections 5328, *et seq.*; California substance abuse laws at California Health & Safety Code sections 11812 and 11845.5; Medi-Cal laws at 45 C.F.R. § 205.50, 42 C.F.R. § 431.300 *et seq.*; the Confidentiality of Medical Information Act ("CMIA"), California Civil Code sections 56.00 *et seq.*; California laws governing HIV/AIDS records at California Health & Safety Code § 120975; and California Civil Code Section 1798.29

"Patient Information "includes any individually identifying information related to a patient/recipient of behavioral health services, including, but not limited to, name, identifying numbers, symbol, fingerprint, photograph or voice print. In addition, "Patient Information "includes all health information the Parties have obtained about a patient/recipient of services, including the mere fact that patient is receiving alcohol or drug treatment from the County or has been referred to an alcohol or drug treatment program by the County, whether or not a documentary record of such information exists.

Ownership of Data. All Patient Information created or received by the County in connection with the provision of behavioral health services under this Agreement shall be and remain the property of the County and the County shall retain exclusive rights and ownership thereto. Such information shall be referred to henceforth as "County Data".

Use and Disclosure of Information. In relation to the services being provided by the County pursuant to this MOU, the District may require access to County Data regarding the progress of students receiving the therapeutic services. The County shall disclose County Data to District solely as set forth below. The County may provide County Data to District pursuant to a valid authorization for such disclosure from the patient/recipient of the Services or his or her legally authorized representative, or as required by law. The County also may provide County Data that has been de-identified in accordance with 45 C.F.R. Section 164.514 to District as necessary in connection with its performance of Services under this Agreement.

District shall use County Data or Patient Information obtained from contact with patients/recipients of Services and complainants (including anonymized data) only for the purpose(s) for which use or disclosure was authorized and shall implement appropriate safeguards to maintain the confidentiality of such information and to prevent further use or disclosure. District acknowledges that County Data regarding a patient whose records are subject to the Part 2 Regulations may not be re-disclosed to another entity without specific authorization from the patient or his/her legally authorized representative for such re-disclosure. In addition, District shall obtain the County's prior written consent to any disclosure of County Data, except as required by law. The County, through the Behavioral Health Director, shall have access to any Patient Information obtained by District in connection with its performance under this Agreement.

The Parties shall not disclose Patient Information, including the identities of patients/recipients of service, to other parties without proper authorization for such disclosure or as authorized by law.

In relation to the services being provided by County pursuant to this MOU, the County may also require access to District records and information, including but not limited to "education records" relating to the students receiving the therapeutic services ("District Data"). The County will use District Data only for the purpose of fulfilling its duties under this MOU and will not share such data (including anonymized data) with, or disclose it to, any third party without the prior written consent of the District, except as required by law and except to third party contractors retained by the County to provide services related to this MOU.

The County will provide access to District Data to its employees, subcontractors and third party contractors who need to access the data to fulfill the County obligations under this MOU. The County will ensure that employees and subcontractors who perform work under this MOU are bound to strict obligations of confidentiality no less rigorous than those set forth herein. If the County will have access to "education records" for the District's students as defined under the Family Educational Rights and Privacy Act (FERPA), the County acknowledges that for the purposes of this MOU it will be designated as a "school official" with "legitimate educational interests" in the District education records, as those terms have been defined under FERPA and its implementing regulations, and the County agrees to abide by the FERPA limitations and requirements imposed on school officials. The County shall train Staff and all of its responsible employees on how to comply with those responsibilities imposed by FERPA, through this MOU, which are applicable to the County, Staff, and County's employees. Vendor will use the education records only for the purpose of fulfilling its duties under this MOU for District's and the students' benefit, and will not share such data with or disclose it to any third party except as provided for in this MOU, required by law, or authorized in writing by the District.

If the District receives a subpoena, warrant, or other legal order, demand, including requests pursuant to the California Public Records Act (Gov. Code, §§ 6250, *et seq.*) ("requests") or requests seeking County Data, the District may advise the requesting party that the documents are not in the District's possession and that all requests should be directed to the County. The District shall respond to any such requests seeking District Data.

Upon termination or expiration of this MOU, the County will return or securely destroy District Data as directed by the District. Transfer to the District or a third party designated by the District shall occur within a reasonable period of time, and without significant interruption in service. In the event that the District requests destruction of District Data, the County agrees to securely destroy all data in its possession and in the possession of any subcontractors or agents to which the County might have transferred District Data. The County agrees to provide certification of data destruction to the District upon request.

District shall return or securely destroy County Data as directed by the County. Transfer to the County or a third party designated by the party shall occur within a reasonable period of time, and without significant interruption in service. In the even that County requires destruction of County Data, District agrees to securely destroy all data in its possession and in the possession of any subcontractors or agents to which the District may have transferred County Data. District agrees to provide certification of data destruction to County upon request.

Penalty for Unauthorized Disclosure. The Parties understand that disclosure of Patient Information in violation of law may subject the party releasing the information to civil and/or criminal fines, penalties, and damages.

Duty to Warn. The Parties understand that persons providing services under this MOU may, in certain situations involving a patient or recipient of services who is a danger to himself or others, have a duty to warn third parties of such danger and should consult supervisory staff and/or legal counsel about such duty to warn as appropriate.

Dissemination of these Confidentiality Provisions. The Parties shall inform all of their officers, employees, and agents providing services hereunder of these provisions.

By my signature below, as the authorized representative of the District, I certify acceptance and understanding for myself and the District of the above confidentiality provisions.	*By my signature below, as the authorized representative of the County, I certify acceptance and understanding for myself and the County of the above confidentiality provisions.*
_____ Signature of Authorized Representative	_____ Signature of Authorized Representative
_____ Name of Authorized Representative (printed)	_____ Name of Authorized Representative (printed)
_____ Title of Authorized Representative	_____ Title of Authorized Representative
Date: _____	Date: _____

EXHIBIT B

COUNTY INSURANCE

The County certifies that it maintains a program of insurance and self-insurance that covers its activities in connection with this MOU as follows:

1. Professional Liability Insurance or self-insurance with financially-owned and reputable companies with limits of one million dollars ($1,000,000) per claim and a general aggregate of three million dollars ($3,000,000). If such insurance is written on a claims-made form, it shall continue for three (3) years following termination of this MOU. The insurance shall have a retroactive date prior to coinciding with the effective date of this MOU. In the event that a claims-made policy is canceled or non-renewed, then the County shall obtain extended reporting (tail) coverage for the remainder of the three (3) year period.

2. Commercial General Liability Self-Insurance. The County shall maintain self-insurance with a self-insured retention of one million dollar ($1,000,000) and coverage of five million dollars ($5,000,000) in the aggregate.

3. Worker's Compensation Insurance in a form and amount covering the County's full liability as required by law under the Workers' Compensation Insurance and Safety Act of the State of California as amended from time to time.

The coverage referred to in Section 2 above shall be **documented with a letter of self-insurance provided by the County of Monterey**. Such a provision shall only apply, however, in proportion to and to the extent of the negligent acts or omissions of the County, its officers agents, and/or employees. The County upon execution of this MOU, shall furnish School District with Certificates of Insurance or **Letter of Self-Insurance** evidencing compliance with all requirements. Certificates shall further provide for thirty (30) days advance written notice to School District of any modification, change or cancellation of any of the above insurance coverages.

EXHIBIT C

SCHOOL DISTRICT INSURANCE

School District certifies that it maintains a program of insurance and self-insurance that covers its activities in connection with this MOU as follows:

1. Professional Liability Insurance or self-insurance with financially-owned and reputable companies with limits of one million dollars ($1,000,000) per claim and a general aggregate of three million dollars ($3,000,000). If such insurance is written on a claims-made form, it shall continue for three (3) years following termination of this MOU. The insurance shall have a retroactive date prior to coinciding with the effective date of this MOU. In the event that a claims-made policy is canceled or non-renewed, then School District shall obtain extended reporting (tail) coverage for the remainder of the three (3) year period.

2. Commercial General Liability Self-Insurance. School District shall maintain self-insurance with a self-insured retention of one million dollar ($1,000,000) and coverage of five million dollars ($5,000,000) in the aggregate.

3. Worker's Compensation Insurance in a form and amount covering School District's full liability as required by law under the Workers' Compensation Insurance and Safety Act of the State of California as amended from time to time.

The coverage referred to in Section 2 above shall be endorsed to include the County as an additional insured. Such a provision shall only apply, however, in proportion to and to the extent of the negligent acts or omissions of School District, its officers, agents, and/or employees. School District, upon execution of this MOU, shall furnish the County with Certificates of Insurance evidencing compliance with all requirements. Certificates shall further provide for thirty (30) days advance written notice to the County of any modification, change, or cancellation of any of the above insurance coverages.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Approval of Option and Land Lease Agreements with GTE Mobilnet of California Limited Partnership d/b/a Verizon Wireless

MEETING: June 16, 2015

AGENDA SECTION:

X **ACTION**

☐ **INFORMATION**

☐ **ACTION/CONSENT**

Board Goals:

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

Summary:
The District has been working with GTE Mobilnet (Verizon Wireless) on a lease contract to install a cellular tower on the KCHS campus. It would replace an existing wooden stadium light pole and would have the existing lights moved onto it. The same type of lease contract was done several years ago with T-mobile (Sprint).

The Option and Land Lease Agreement is a letter of commitment from the District for which we will receive a onetime payment of $2,000. If Verizon exercises this option and enters into the full agreement, the District will receive monthly lease payments totaling $21,600 for the first year. The annual amount increases 2% annually.

Recommendation:
The recommendation is being made for the State Administrator to approve the agreements with GTE Mobilnet of California Limited Partnership d/b/a Verizon Wireless.

Fiscal Impact:
Revenue source - $2,000 onetime payment and potential for $21,600/year in lease payments

Submitted By:

Duane Wolgamott
Chief Business Official

Approved:

Daniel R. Moirao, Ed.D.
State Administrator

LAND LEASE AGREEMENT

This Land Lease Agreement (the "Agreement") is made as of the date of the latter signature below by and between South Monterey County Joint Union High School District, f/k/a King City Joint Union High School District, whose address is 800 Broadway Street, King City, California 93830, hereinafter designated LESSOR, and GTE Mobilnet of California Limited Partnership, a California limited partnership, d/b/a Verizon Wireless, with its principal offices located at One Verizon Way, Mail Stop 4AW100, Basking Ridge, New Jersey 07920 (telephone number 866-862-4404), hereinafter designated LESSEE. LESSOR and LESSEE are at times collectively referred to hereinafter as the "Parties" or individually as the "Party."

1. PREMISES. LESSOR hereby leases to LESSEE a portion of that certain real property located in King City, California, and identified as Assessor's Parcel No. 026-061-003 and a portion of Assessor's Parcel No. 026-061-004 in the County Assessor's Office of Monterey County, California and legally described in Exhibit "A" attached hereto and made a part hereof (the entirety of LESSOR's property is referred to hereinafter as the "Property"), and being described as (i) a parcel of ground space measuring approximately thirteen feet (13') by twenty-eight feet (28'), and containing approximately three hundred sixty-four (364) square feet (the "Land Space"), (ii) a parcel of ground space sufficient for the installation of LESSEE's light standard antenna structure (the "Antenna Space"), and (iii) an aerial easement beyond the Antenna Space and above those portions of the Property over which LESSEE's antennas and related equipment may extend (the "Aerial Space"), together with (iv) the non-exclusive rights for ingress and egress, seven (7) days a week twenty-four (24) hours a day, on foot or motor vehicle, including trucks over or along a twelve-foot (12') wide right-of-way extending from the Premises (as hereinafter defined) to the nearest public right-of-way, Broadway Street, and for the installation and maintenance of utility wires, poles, cables, conduits and pipes under or along one or more rights-of-way extending to and from and between and among the Land Space and the Antenna Space and utility points of connection (collectively, the "Rights-of-Way"), said Land Space, Antenna Space, Aerial Space and Rights-of-Way (hereinafter collectively referred to as the "Premises") being substantially as described herein in Exhibit "B" attached hereto and made a part hereof. In the event any public utility is unable to use the Rights-of-Way, the LESSOR hereby agrees to grant an additional right-of-way either to the LESSEE or to the public utility at no cost to LESSEE.

2. SURVEY. LESSOR also hereby grants to LESSEE the right to survey the Property and the Premises, and said survey shall then become Exhibit "C" which shall be attached hereto and made a part hereof, and shall control in the event of boundary and access discrepancies between it and Exhibit "B." The cost for such work shall be borne by LESSEE.

3. TERM; RENTAL. This Agreement shall be effective as of the date of full execution by both Parties, provided, however, the initial term shall be for five (5) years and shall commence on the Commencement Date (as hereinafter defined) at which time rental payments shall commence and be due at a total annual rental of Twenty-One Thousand Six Hundred and 00/100 Dollars ($21,600.00), to be paid in equal monthly installments on the first day of the month, in advance, to LESSOR or to such other person, firm or place as LESSOR may, from

time to time, designate in writing at least thirty (30) days in advance of any rental payment date by notice given in accordance with Paragraph 23 below. The Commencement Date shall be the first day of the month in which notice of the exercise of the option, as set forth above, is effective. However, LESSOR and LESSEE acknowledge and agree that initial rental payment(s) shall not actually be sent by LESSEE until thirty (30) days after the exercise of the option is effective.

LESSOR hereby agrees to provide to LESSEE certain documentation (the "Rental Documentation") evidencing LESSOR's interest in, and right to receive payments under, this Agreement, including without limitation: (i) documentation acceptable to LESSEE in LESSEE's reasonable discretion, evidencing LESSOR's good and sufficient title to and/or interest in the Property and right to receive rental payments and other benefits hereunder; (ii) a complete and fully executed Internal Revenue Service Form W-9, or equivalent, in a form acceptable to LESSEE, for any party to whom rental payments are to be made pursuant to this Agreement; and (iii) other documentation requested by LESSEE in LESSEE's reasonable discretion. From time to time during the Term of this Agreement and within thirty (30) days of a written request from LESSEE, LESSOR agrees to provide updated Rental Documentation in a form reasonably acceptable to LESSEE. The Rental Documentation shall be provided to LESSEE in accordance with the provisions of and at the address given in Paragraph 23. Delivery of Rental Documentation to LESSEE shall be a prerequisite for the payment of any rent by LESSEE and notwithstanding anything to the contrary herein, LESSEE shall have no obligation to make any rental payments until Rental Documentation has been supplied to LESSEE as provided herein.

Within fifteen (15) days of obtaining an interest in the Property or this Agreement, any assignee(s), transferee(s) or other successor(s) in interest of LESSOR shall provide to LESSEE Rental Documentation in the manner set forth in the preceding Paragraph. From time to time during the Term of this Agreement and within thirty (30) days of a written request from LESSEE, any assignee(s), transferee(s) or other successor(s) in interest of LESSOR agrees to provide updated Rental Documentation in a form reasonably acceptable to LESSEE. Delivery of Rental Documentation to LESSEE by any assignee(s), transferee(s) or other successor(s) in interest of LESSOR shall be a prerequisite for the payment of any rent by LESSEE to such party and notwithstanding anything to the contrary herein, LESSEE shall have no obligation to make any rental payments to any assignee(s), transferee(s) or other successor(s) in interest of LESSOR until Rental Documentation has been supplied to LESSEE as provided herein.

4. EXTENSIONS. This Agreement shall automatically be extended for four (4) additional five (5) year terms unless LESSEE terminates this Agreement at the end of the then current term by giving LESSOR written notice of the intent to terminate at least six (6) months prior to the end of the then current term.

5. RENT INCREASES. Beginning upon the first (1st) annual anniversary of the Commencement Date and on each annual anniversary thereafter during the initial term and any extension terms, the annual rental shall increase by an amount equal to two percent (2.0%) of the annual rental paid during the immediately preceding year.

6. ADDITIONAL EXTENSIONS. If at the end of the fourth (4th) five (5) year extension term this Agreement has not been terminated by either Party by giving to the other written notice of an intention to terminate it at least three (3) months prior to the end of such term, this Agreement shall continue in force upon the same covenants, terms and conditions for a further term of five (5) years and for five (5) year terms thereafter until terminated by either Party by giving to the other written notice of its intention to so terminate at least three (3) months prior to the end of such term. Annual rental for each such additional five (5) year term shall be equal to the annual rental payable with respect to the immediately preceding five (5) year term. The initial term and all extensions shall be collectively referred to herein as the "Term."

7. TAXES. LESSEE shall have the responsibility to pay any personal property, real estate taxes, assessments or charges owed on the Property which LESSOR demonstrates is the result of LESSEE's use of the Premises and/or the installation, maintenance and operation of LESSEE's improvements, and any sales tax imposed on the rent (except to the extent that LESSEE is or may become exempt from the payment of sales tax in the jurisdiction in which the Property is located), including any increase in real estate taxes at the Property which LESSOR demonstrates arises from LESSEE's improvements and/or LESSEE's use of the Premises. LESSOR and LESSEE shall each be responsible for the payment of any taxes, levies, assessments and other charges imposed including franchise and similar taxes imposed upon the business conducted by LESSOR or LESSEE at the Property. Notwithstanding the foregoing, LESSEE shall not have the obligation to pay any tax, assessment or charge that LESSEE is disputing in good faith in appropriate proceedings prior to a final determination that such tax is properly assessed provided that no lien attaches to the Property. Nothing in this Paragraph shall be construed as making LESSEE liable for any portion of LESSOR's income taxes in connection with any Property or otherwise. Except as set forth in this Paragraph, LESSOR shall have the responsibility to pay any personal property, real estate taxes, assessments or charges owed on the Property and shall do so prior to the imposition of any lien on the Property.

LESSEE shall have the right, at its sole option and at its sole cost and expense, to appeal, challenge or seek modification of any tax assessment or billing for which LESSEE is wholly or partly responsible for payment. LESSOR shall reasonably cooperate with LESSEE at LESSEE's expense in filing, prosecuting and perfecting any appeal or challenge to taxes as set forth in the preceding sentence, including but not limited to, executing any consent, appeal or other similar document. In the event that as a result of any appeal or challenge by LESSEE, there is a reduction, credit or repayment received by LESSOR for any taxes previously paid by LESSEE, LESSOR agrees to promptly reimburse to LESSEE the amount of said reduction, credit or repayment. In the event that LESSEE does not have the standing rights to pursue a good faith and reasonable dispute of any taxes under this Paragraph, LESSOR will pursue such dispute at LESSEE's sole cost and expense upon written request of LESSEE.

8. USE; GOVERNMENTAL APPROVALS.

a. LESSEE shall use the Premises for the purpose of constructing, maintaining, repairing and operating a communications facility and uses incidental thereto. LESSOR agrees that LESSEE shall replace LESSOR's existing light standard with a new light standard (the "Pole") as

shown on Exhibit "B" attached hereto so that the Pole will accommodate both LESSEE's communications equipment, and LESSOR's stadium lights. The Pole shall be owned and maintained by LESSEE, and LESSEE shall, at its sole cost and expense, re-install LESSOR's existing stadium lights on the Pole. The re-installation of the existing stadium lights shall be in a location on the Pole as determined by LESSEE, and in no event shall LESSOR's lights be located above any of LESSEE's communications equipment on the Pole. LESSOR's existing light standard shall be removed from the Property and discarded by LESSEE at LESSEE's sole cost and expense.

b. All improvements, equipment, antennas and conduits shall be at LESSEE's expense and their installation shall be at the discretion and option of LESSEE. LESSEE shall have the right to replace, repair, add or otherwise modify its utilities, equipment, antennas and/or conduits or any portion thereof and the frequencies over which the equipment operates, whether the equipment, antennas, conduits or frequencies are specified or not on any exhibit attached hereto, during the Term. Throughout the Term of this Agreement, LESSEE shall be responsible to maintain and repair the Pole in good condition, reasonable wear and tear excepted, and in compliance with all applicable laws, and LESSOR shall be responsible to maintain and repair LESSOR's stadium lights located on the Pole in good condition, reasonable wear and tear excepted, and in compliance with all applicable laws. LESSOR shall maintain and repair its stadium lights without disturbing or affecting LESSEE's communications equipment. LESSOR acknowledges and agrees that (i) LESSEE's communications equipment is highly sensitive, (ii) LESSEE's communications equipment may only be handled by properly trained and qualified personnel, and (iii) LESSEE shall be solely responsible for the maintenance, repair and handling of all of LESSEE's equipment, antennas and any other of LESSEE's improvements during the term of this Agreement. LESSEE agrees that LESSOR shall have access to the Pole at all times for the purpose of installing and maintaining its lights. Notwithstanding the foregoing, except in the case of emergencies, LESSOR shall provide LESSEE's Network Operations Center with forty-eight (48) hours telephonic notice at 800-264-6620 prior to accessing the Pole. It is agreed, however, that only authorized engineers, employees or properly authorized contractors of LESSOR or persons under their direct supervision will be permitted to enter said premises.

c. It is understood and agreed that LESSEE's ability to use the Premises is contingent upon its obtaining after the execution date of this Agreement all of the certificates, permits and other approvals (collectively the "Governmental Approvals") that may be required by any Federal, State or Local authorities as well as satisfactory soil boring tests which will permit LESSEE use of the Premises as set forth above. LESSOR shall cooperate with LESSEE in its effort to obtain such approvals and shall take no action which would adversely affect the status of the Property with respect to the proposed use thereof by LESSEE. In the event that (i) any of such applications for such Governmental Approvals should be finally rejected; (ii) any Governmental Approval issued to LESSEE is canceled, expires, lapses, or is otherwise withdrawn or terminated by governmental authority; (iii) LESSEE determines that such Governmental Approvals may not be obtained in a timely manner; (iv) LESSEE determines that any soil boring tests are unsatisfactory; (v) LESSEE determines that the Premises is no longer technically compatible for its use, or (vi) LESSEE, in its sole discretion, determines that the use of the Premises is obsolete or unnecessary, LESSEE shall have the right to terminate this Agreement. Notice of LESSEE's

exercise of its right to terminate shall be given to LESSOR in writing by certified mail, return receipt requested, and shall be effective upon the mailing of such notice by LESSEE, or upon such later date as designated by LESSEE. All rentals paid to said termination date shall be retained by LESSOR. Upon such termination, this Agreement shall be of no further force or effect except to the extent of the representations, warranties and indemnities made by each Party to the other hereunder. Otherwise, LESSEE shall have no further obligations for the payment of rent to LESSOR.

9. INDEMNIFICATION. Subject to Paragraph 10 below, each Party shall indemnify and hold the other harmless against any claim of liability or loss from personal injury or property damage resulting from or arising out of the negligence or willful misconduct of the indemnifying Party, its employees, contractors or agents, except to the extent such claims or damages may be due to or caused by the negligence or willful misconduct of the other Party, or its employees, contractors or agents.

10. INSURANCE.

a. Notwithstanding the indemnity in Paragraph 9, the Parties hereby waive and release any and all rights of action for negligence against the other which may hereafter arise on account of damage to the Premises or to the Property, resulting from any fire, or other casualty of the kind covered by standard fire insurance policies with extended coverage, regardless of whether or not, or in what amounts, such insurance is now or hereafter carried by the Parties, or either of them. These waivers and releases shall apply between the Parties and they shall also apply to any claims under or through either Party as a result of any asserted right of subrogation. All such policies of insurance obtained by either Party concerning the Premises or the Property shall waive the insurer's right of subrogation against the other Party.

b. LESSEE will maintain at its own cost:

i. Commercial General Liability insurance with limits not less than One Million and 00/100 Dollars ($1,000,000.) for injury to or death of one or more persons in any one occurrence and Five Hundred Thousand and 00/100 Dollars ($500,000.00) for damage or destruction to property in any one occurrence;

ii. Commercial Auto Liability insurance on all owned, non-owned and hired automobiles with a minimum combined limit of not less than One Million and 00/100 Dollars ($1,000,000.00) per occurrence; and

iii. Workers Compensation insurance providing the statutory benefits and not less than One Million and 00/100 Dollars ($1,000,000.00) of Employers Liability coverage.

LESSEE will include LESSOR as an additional insured on the Commercial General Liability and Auto Liability policies.

c. LESSOR will maintain at its own cost commercial general liability insurance with limits not less than One Million and 00/100 Dollars ($1,000,000.00) for injury to or death of one or more persons in any one occurrence and Five Hundred Thousand and 00/100 Dollars ($500,000.00) for damage or destruction to property in any one occurrence. LESSOR will include LESSEE as an additional insured.

11. LIMITATION OF LIABILITY. Except for indemnification pursuant to Paragraphs 9 and 29, neither Party shall be liable to the other, or any of their respective agents, representatives, employees for any lost revenue, lost profits, loss of technology, rights or services, incidental, punitive, indirect, special or consequential damages, loss of data, or interruption or loss of use of service, even if advised of the possibility of such damages, whether under theory of contract, tort (including negligence), strict liability or otherwise.

12. ANNUAL TERMINATION. Notwithstanding anything to the contrary contained herein, provided LESSEE is not in default hereunder beyond applicable notice and cure periods, LESSEE shall have the right to terminate this Agreement upon the annual anniversary of the Commencement Date provided that three (3) months prior notice is given to LESSOR.

13. INTERFERENCE. LESSEE agrees to install equipment of the type and frequency which will not cause harmful interference which is measurable in accordance with then existing industry standards to any equipment of LESSOR or other lessees of the Property which existed on the Property prior to the date this Agreement is executed by the Parties. In the event any after-installed LESSEE's equipment causes such interference, and after LESSOR has notified LESSEE in writing of such interference, LESSEE will take all commercially reasonable steps necessary to correct and eliminate the interference, including but not limited to, at LESSEE's option, powering down such equipment and later powering up such equipment for intermittent testing. In no event will LESSOR be entitled to terminate this Agreement or relocate the equipment as long as LESSEE is making a good faith effort to remedy the interference issue. LESSOR agrees that LESSOR and/or any other tenants of the Property who currently have or in the future take possession of the Property will be permitted to install only such equipment that is of the type and frequency which will not cause harmful interference which is measurable in accordance with then existing industry standards to the then existing equipment of LESSEE. The Parties acknowledge that there will not be an adequate remedy at law for noncompliance with the provisions of this Paragraph and therefore, either Party shall have the right to equitable remedies, such as, without limitation, injunctive relief and specific performance.

14. REMOVAL AT END OF TERM.

a. LESSEE shall, upon expiration of the Term, or within ninety (90) days after any earlier termination of this Agreement, remove its building(s), antenna structure(s) (except footings), equipment, conduits, fixtures and all personal property and restore the Premises to its original condition, reasonable wear and tear and casualty damage excepted. LESSOR agrees and acknowledges that all of the equipment, conduits, fixtures and personal property of LESSEE shall remain the personal property of LESSEE and LESSEE shall have the

right to remove the same at any time during the Term, whether or not said items are considered fixtures and attachments to real property under applicable Laws (as defined in Paragraph 33 below). If such time for removal causes LESSEE to remain on the Premises after termination of this Agreement, LESSEE shall pay rent at the then existing monthly rate or on the existing monthly pro-rata basis if based upon a longer payment term, until such time as the removal of the building, antenna structure, fixtures and all personal property are completed.

b. Notwithstanding the foregoing, upon the expiration or earlier termination of this Agreement by LESSEE, LESSOR shall have the right to retain LESSEE's Pole installed by LESSEE on the Property, except that, in such event, LESSEE will remain responsible for the removal of any of its communications equipment, wires and cables from said Pole. LESSOR shall notify LESSEE of its election to retain the Pole at least one hundred twenty (120) days before the expiration of this Agreement or within fifteen (15) days after the earlier termination thereof. If LESSOR elects to retain the Pole, LESSOR shall take ownership of the Pole in its then "as is" condition without any representation or warranty from LESSEE as to its fitness for any particular purpose and upon such transfer, LESSEE shall have no further liability for the Pole.

15. HOLDOVER. LESSEE has no right to retain possession of the Premises or any part thereof beyond the expiration of that removal period set forth in Paragraph 14 herein, unless the Parties are negotiating a new lease or lease extension in good faith. In the event that the Parties are not in the process of negotiating a new lease or lease extension in good faith, LESSEE holds over in violation of Paragraph 14 and this Paragraph 15, then the rent then in effect payable from and after the time of the expiration or earlier removal period set forth in Paragraph 14 shall be equal to the rent applicable during the month immediately preceding such expiration or earlier termination.

16. RIGHT OF FIRST REFUSAL. If LESSOR elects, during the Term (i) to sell or otherwise transfer all or any portion of the Property, whether separately or as part of a larger parcel of which the Property is a part, or (ii) grant to a third party by easement or other legal instrument an interest in and to that portion of the Property occupied by LESSEE, or a larger portion thereof, for the purpose of operating and maintaining communications facilities or the management thereof, with or without an assignment of this Agreement to such third party, LESSEE shall have the right of first refusal to meet any bona fide offer of sale or transfer on the same terms and conditions of such offer. If LESSEE fails to meet such bona fide offer within thirty (30) days after written notice thereof from LESSOR, LESSOR may sell or grant the easement or interest in the Property or portion thereof to such third person in accordance with the terms and conditions of such third party offer. For purposes of this Paragraph, any transfer, bequest or devise of LESSOR's interest in the Property as a result of the death of LESSOR, whether by will or intestate succession, or any conveyance to LESSOR's family members by direct conveyance or by conveyance to a trust for the benefit of family members shall not be considered a sale of the Property for which LESSEE has any right of first refusal.

17. RIGHTS UPON SALE. Should LESSOR, at any time during the Term decide (i) to sell or transfer all or any part of the Property to a purchaser other than LESSEE, or (ii) to grant

to a third party by easement or other legal instrument an interest in and to that portion of the Property occupied by LESSEE, or a larger portion thereof, for the purpose of operating and maintaining communications facilities or the management thereof, such sale or grant of an easement or interest therein shall be under and subject to this Agreement and any such purchaser or transferee shall recognize LESSEE's rights hereunder under the terms of this Agreement. To the extent that LESSOR grants to a third party by easement or other legal instrument an interest in and to that portion of the Property occupied by LESSEE for the purpose of operating and maintaining communications facilities or the management thereof and in conjunction therewith, assigns this Agreement to said third party, LESSOR shall not be released from its obligations to LESSEE under this Agreement, and LESSEE shall have the right to look to LESSOR and the third party for the full performance of this Agreement.

18. QUIET ENJOYMENT. LESSOR covenants that LESSEE, on paying the rent and performing the covenants herein, shall peaceably and quietly have, hold and enjoy the Premises.

19. TITLE. LESSOR represents and warrants to LESSEE as of the execution date of this Agreement, and covenants during the Term that LESSOR is seized of good and sufficient title and interest to the Property and has full authority to enter into and execute this Agreement. LESSOR further covenants during the Term that there are no liens, judgments or impediments of title on the Property, or affecting LESSOR's title to the same and that there are no covenants, easements or restrictions which prevent or adversely affect the use or occupancy of the Premises by LESSEE as set forth above.

20. INTEGRATION. It is agreed and understood that this Agreement contains all agreements, promises and understandings between LESSOR and LESSEE and that no verbal or oral agreements, promises or understandings shall be binding upon either LESSOR or LESSEE in any dispute, controversy or proceeding at law, and any addition, variation or modification to this Agreement shall be void and ineffective unless made in writing signed by the Parties. In the event any provision of this Agreement is found to be invalid or unenforceable, such finding shall not affect the validity and enforceability of the remaining provisions of this Agreement. The failure of either Party to insist upon strict performance of any of the terms or conditions of this Agreement or to exercise any of its rights under the Agreement shall not waive such rights and such Party shall have the right to enforce such rights at any time and take such action as may be lawful and authorized under this Agreement, in law or in equity.

21. GOVERNING LAW. This Agreement and the performance thereof shall be governed, interpreted, construed and regulated by the Laws of the State in which the Property is located.

22. ASSIGNMENT. This Agreement may be sold, assigned or transferred by LESSEE without any approval or consent of LESSOR to LESSEE's principal, affiliates, subsidiaries of its principal or to any entity which acquires all or substantially all of LESSEE's assets in the market defined by the Federal Communications Commission in which the Property is located by reason of a merger, acquisition or other business reorganization. As to other parties, this Agreement may not be sold, assigned or transferred without the written consent of LESSOR,

which such consent will not be unreasonably withheld, delayed or conditioned. No change of stock ownership, partnership interest or control of LESSEE or transfer upon partnership or corporate dissolution of LESSEE shall constitute an assignment hereunder. LESSEE may sublet the Premises within its sole discretion, upon notice to LESSOR. Any sublease that is entered into by LESSEE shall be subject to the provisions of this Agreement and shall be binding upon the successors, assigns, heirs and legal representatives of the respective Parties hereto.

23. NOTICES. All notices hereunder must be in writing and shall be deemed validly given if sent by certified mail, return receipt requested or by commercial courier, provided the courier's regular business is delivery service and provided further that it guarantees delivery to the addressee by the end of the next business day following the courier's receipt from the sender, addressed as follows (or any other address that the Party to be notified may have designated to the sender by like notice):

LESSOR: South Monterey County Joint Union High School District,
f/k/a King City Joint Union High School District
800 Broadway Street
King City, California 93830

LESSEE: GTE Mobilnet of California Limited Partnership,
d/b/a Verizon Wireless
180 Washington Valley Road
Bedminster, New Jersey 07921
Attention: Network Real Estate
Site: King City Cemetery

Notice shall be effective upon actual receipt or refusal as shown on the receipt obtained pursuant to the foregoing.

24. SUCCESSORS. This Agreement shall extend to and bind the heirs, personal representative, successors and assigns of the Parties hereto.

25. SUBORDINATION AND NON-DISTURBANCE. LESSOR shall obtain not later than fifteen (15) days following the execution of this Agreement, a Non Disturbance Agreement, as defined below, from its existing mortgagee(s), ground lessors and master lessors, if any, of the Property. At LESSOR's option, this Agreement shall be subordinate to any future master lease, ground lease, mortgage, deed of trust or other security interest (a "Mortgage") by LESSOR which from time to time may encumber all or part of the Property or right-of-way; provided, however, as a condition precedent to LESSEE being required to subordinate its interest in this Agreement to any future Mortgage covering the Property, LESSOR shall obtain for LESSEE's benefit a non-disturbance and attornment agreement in the form reasonably satisfactory to LESSEE, and containing the terms described below (the "Non-Disturbance Agreement"), and shall recognize LESSEE's right to remain in occupancy of and have access to the Premises as long as LESSEE is not in default of this Agreement beyond applicable notice and cure periods. The Non-Disturbance Agreement shall include the encumbering party's

("Lender's") agreement that, if Lender or its successor-in-interest or any purchaser of Lender's or its successor's interest (a "Purchaser") acquires an ownership interest in the Property, Lender or such successor-in-interest or Purchaser will (i) honor all of the terms of this Agreement, (ii) fulfill LESSOR's obligations under this Agreement and (iii) promptly cure all of the then-existing LESSOR defaults under this Agreement. Such Non-Disturbance Agreement must be binding on all of Lender's participants in the subject loan, if any, and on all successors and assigns of Lender and/or its participants and on all Purchasers. In return for such Non-Disturbance Agreement, LESSEE will execute an agreement for Lender's benefit in which LESSEE (a) confirms that this Agreement is subordinate to the Mortgage or other real property interest in favor of Lender, (b) agrees to attorn to Lender if Lender becomes the owner of the Property and (c) agrees to accept a cure by Lender of any of LESSOR's defaults, provided such cure is completed within the deadline applicable to LESSOR. In the event LESSOR defaults in the payment and/or other performance of any mortgage or other real property interest encumbering the Property, LESSEE may, at its sole option and without obligation, cure or correct LESSOR's default and upon doing so, LESSEE shall be subrogated to any and all rights, titles, liens and equities of the holders of such mortgage or other real property interest and LESSEE shall be entitled to deduct and setoff against all rents that may otherwise become due under this Agreement the sums paid by LESSEE to cure or correct such defaults.

26. RECORDING. LESSOR agrees to execute a Memorandum (the "Memorandum") of this Agreement which LESSEE may record with the appropriate recording officer. The date set forth in the Memorandum is for recording purposes only and bears no reference to commencement of either the Term or rent payments.

27. DEFAULT.

a. In the event there is a breach by LESSEE with respect to any of the provisions of this Agreement or its obligations under it, including the payment of rent, LESSOR shall give LESSEE written notice of such breach. After receipt of such written notice, LESSEE shall have fifteen (15) days in which to cure any monetary breach and thirty (30) days in which to cure any non-monetary breach, provided LESSEE shall have such extended period as may be required beyond the thirty (30) days if the nature of the cure is such that it reasonably requires more than thirty (30) days and LESSEE commences the cure within the thirty (30) day period and thereafter continuously and diligently pursues the cure to completion. LESSOR may not maintain any action or effect any remedies for default against LESSEE unless and until LESSEE has failed to cure the breach within the time periods provided in this Paragraph.

b. In the event there is a breach by LESSOR with respect to any of the provisions of this Agreement or its obligations under it, LESSEE shall give LESSOR written notice of such breach. After receipt of such written notice, LESSOR shall have thirty (30) days in which to cure any such breach, provided LESSOR shall have such extended period as may be required beyond the thirty (30) days if the nature of the cure is such that it reasonably requires more than thirty (30) days and LESSOR commences the cure within the thirty (30) day period and thereafter continuously and diligently pursues the cure to completion. LESSEE may not maintain any action or effect any remedies for default against LESSOR unless and until LESSOR

has failed to cure the breach within the time periods provided in this Paragraph. Notwithstanding the foregoing to the contrary, it shall be a default under this Agreement if LESSOR fails, within five (5) days after receipt of written notice of such breach, to perform an obligation required to be performed by LESSOR if the failure to perform such an obligation interferes with LESSEE's ability to conduct its business on the Property; provided, however, that if the nature of LESSOR's obligation is such that more than five (5) days after such notice is reasonably required for its performance, then it shall not be a default under this Agreement if performance is commenced within such five (5) day period and thereafter diligently pursued to completion.

28. REMEDIES. Upon a default, the non-defaulting Party may at its option (but without obligation to do so), perform the defaulting Party's duty or obligation on the defaulting Party's behalf, including but not limited to the obtaining of reasonably required insurance policies. The costs and expenses of any such performance by the non-defaulting Party shall be due and payable by the defaulting Party upon invoice therefor. In the event of a default by either Party with respect to a material provision of this Agreement, without limiting the non-defaulting Party in the exercise of any right or remedy which the non-defaulting Party may have by reason of such default, the non-defaulting Party may terminate the Agreement and/or pursue any remedy now or hereafter available to the non-defaulting Party under the Laws or judicial decisions of the state in which the Premises are located; provided, however, LESSOR shall use reasonable efforts to mitigate its damages in connection with a default by LESSEE. If LESSEE so performs any of LESSOR's obligations hereunder, the full amount of the reasonable and actual cost and expense incurred by LESSEE shall immediately be owing by LESSOR to LESSEE, and LESSOR shall pay to LESSEE upon demand the full undisputed amount thereof with interest thereon from the date of payment at the greater of (i) ten percent (10%) per annum, or (ii) the highest rate permitted by applicable Laws. Notwithstanding the foregoing, if LESSOR does not pay LESSEE the full undisputed amount within thirty (30) days of its receipt of an invoice setting forth the amount due from LESSOR, LESSEE may offset the full undisputed amount, including all accrued interest, due against all fees due and owing to LESSOR until the full undisputed amount, including all accrued interest, is fully reimbursed to LESSEE.

29. ENVIRONMENTAL.

a. LESSOR will be responsible for all obligations of compliance with any and all environmental and industrial hygiene laws, including any regulations, guidelines, standards, or policies of any governmental authorities regulating or imposing standards of liability or standards of conduct with regard to any environmental or industrial hygiene conditions or concerns as may now or at any time hereafter be in effect, that are or were in any way related to activity now conducted in, on, or in any way related to the Property, unless such conditions or concerns are caused by the specific activities of LESSEE in the Premises.

b. LESSOR shall hold LESSEE harmless and indemnify LESSEE from and assume all duties, responsibility and liability at LESSOR's sole cost and expense, for all duties, responsibilities, and liability (for payment of penalties, sanctions, forfeitures, losses, costs, or damages) and for responding to any action, notice, claim, order, summons, citation, directive, litigation, investigation or proceeding which is in any way related to: (i) failure to comply with

any environmental or industrial hygiene law, including without limitation any regulations, guidelines, standards, or policies of any governmental authorities regulating or imposing standards of liability or standards of conduct with regard to any environmental or industrial hygiene concerns or conditions as may now or at any time hereafter be in effect, unless such non-compliance results from conditions caused by LESSEE; and (ii) any environmental or industrial hygiene conditions arising out of or in any way related to the condition of the Property or activities conducted thereon, unless such environmental conditions are caused by LESSEE.

30. CASUALTY. In the event of damage by fire or other casualty to the Premises that cannot reasonably be expected to be repaired within forty-five (45) days following same or, if the Property is damaged by fire or other casualty so that such damage may reasonably be expected to disrupt LESSEE's operations at the Premises for more than forty-five (45) days, then LESSEE may, at any time following such fire or other casualty, provided LESSOR has not completed the restoration required to permit LESSEE to resume its operation at the Premises, terminate this Agreement upon fifteen (15) days prior written notice to LESSOR. Any such notice of termination shall cause this Agreement to expire with the same force and effect as though the date set forth in such notice were the date originally set as the expiration date of this Agreement and the Parties shall make an appropriate adjustment, as of such termination date, with respect to payments due to the other under this Agreement. Notwithstanding the foregoing, the rent shall abate during the period of repair following such fire or other casualty in proportion to the degree to which LESSEE's use of the Premises is impaired.

31. CONDEMNATION. In the event of any condemnation of all or any portion of the Property, this Agreement shall terminate as to the part so taken as of the date the condemning authority takes title or possession, whichever occurs first. If as a result of a partial condemnation of the Premises or Property, LESSEE, in LESSEE's sole discretion, is unable to use the Premises for the purposes intended hereunder, or if such condemnation may reasonably be expected to disrupt LESSEE's operations at the Premises for more than forty-five (45) days, LESSEE may, at LESSEE's option, to be exercised in writing within fifteen (15) days after LESSOR shall have given LESSEE written notice of such taking (or in the absence of such notice, within fifteen (15) days after the condemning authority shall have taken possession) terminate this Agreement as of the date the condemning authority takes such possession. LESSEE may on its own behalf make a claim in any condemnation proceeding involving the Premises for losses related to the equipment, conduits, fixtures, its relocation costs and its damages and losses (but not for the loss of its leasehold interest). Any such notice of termination shall cause this Agreement to expire with the same force and effect as though the date set forth in such notice were the date originally set as the expiration date of this Agreement and the Parties shall make an appropriate adjustment as of such termination date with respect to payments due to the other under this Agreement. If LESSEE does not terminate this Agreement in accordance with the foregoing, this Agreement shall remain in full force and effect as to the portion of the Premises remaining, except that the rent shall be reduced in the same proportion as the rentable area of the Premises taken bears to the total rentable area of the Premises. In the event that this Agreement is not terminated by reason of such condemnation, LESSOR shall promptly repair any damage to the Premises caused by such condemning authority.

32. SUBMISSION OF AGREEMENT/PARTIAL INVALIDITY/AUTHORITY. The submission of this Agreement for examination does not constitute an offer to lease the Premises and this Agreement becomes effective only upon the full execution of this Agreement by the Parties. If any provision herein is invalid, it shall be considered deleted from this Agreement and shall not invalidate the remaining provisions of this Agreement. Each of the Parties hereto warrants to the other that the person or persons executing this Agreement on behalf of such Party has the full right, power and authority to enter into and execute this Agreement on such Party's behalf and that no consent from any other person or entity is necessary as a condition precedent to the legal effect of this Agreement.

33. APPLICABLE LAWS. During the Term, LESSOR shall maintain the Property in compliance with all applicable laws, rules, regulations, ordinances, directives, covenants, easements, zoning and land use regulations, and restrictions of record, permits, building codes, and the requirements of any applicable fire insurance underwriter or rating bureau, now in effect or which may hereafter come into effect (including, without limitation, the Americans with Disabilities Act and laws regulating hazardous substances) (collectively "Laws"). LESSEE shall, in respect to the condition of the Premises and at LESSEE's sole cost and expense, comply with (i) all Laws relating solely to LESSEE's specific and unique nature of use of the Premises (other than general office use); and (ii) all building codes requiring modifications to the Premises due to the improvements being made by LESSEE in the Premises.

34. SURVIVAL. The provisions of this Agreement relating to indemnification from one Party to the other Party shall survive any termination or expiration of this Agreement. Additionally, any provisions of this Agreement which require performance subsequent to the termination or expiration of this Agreement shall also survive such termination or expiration.

35. CAPTIONS. The captions contained in this Agreement are inserted for convenience only and are not intended to be part of the Agreement. They shall not affect or be utilized in the construction or interpretation of this Agreement.

[signatures on following page]

IN WITNESS WHEREOF, the Parties hereto have set their hands and affixed their respective seals the day and year last written below.

LESSOR:
South Monterey County Joint Union High School District, f/k/a King City Joint Union High School District

By: _____
Name: _____
Title: _____
Date: _____

LESSEE:
GTE Mobilnet of California Limited Partnership, d/b/a Verizon Wireless

By: Cellco Partnership, its General Partner

By: _____
Name: Phillip French
Title: Executive Director - Network
Date: _____

Exhibit A

(Legal Description of the Property)

PARCEL A:

THE LAND REFERRED TO HEREIN BELOW IS SITUATED IN THE COUNTY OF MONTEREY, STATE OF CALIFORNIA, AND IS DESCRIBED AS FOLLOWS:

PARCEL I:

All that real property situate in the County of Monterey, State of California, being part of the Rancho San Lorenzo, more particularly described as follows:

Beginning at a 4" x 4" post painted white at the most westerly corner of that certain 4.683 acre parcel of land conveyed by Spreckels Sugar Company to King City Union High School District by deed dated August 19th, 1946 and recorded November 19, 1946 in Volume 934 of Official Records, Monterey County, at page 409, from which point an iron bar one inch square standing in the northeast property line of Mildred Avenue, on the line between Lots 22 and 23, as said lots are shown on map entitled, "Map of Burbank & Devendorf Villa Lot Addition to the Town of King City, Monterey Co., Cal., surveyed by Shackelford and Fisher", filed for record June 11, 1895 in the office of the County Recorder of the County of Monterey, State of California, in Map Book 1 of "Surveys" at page 30, bears North 56° 09' East, 1112.48 feet distant; thence from said point of beginning,

(1) South 33° 51' East, 1036.82 feet along the southwesterly boundary of the above mentioned 4.683 acre parcel, to a 4" x 4" post painted white at the most southerly corner thereof, on the northwesterly boundary of the State Highway; thence along said last named boundary

(2) South 46° 36' West, 505.83 feet to a 1-1/2" iron pipe 6" underground; thence, leave said northwest boundary of said highway,

(3) North 41° 36' West, 1130.75 fee to a 1-1/2" iron pipe flush with the ground; thence

(4) North 56° 09' East, 651.10 feet to the point of beginning.

Excepting and Reserving to the grantor, its successors and assigns, the entire interest in and to all oil, gas, mineral and other hydrocarbons in, on or under, or which hereafter be produced, from the above described real property; provided that grantor, its successors or assigns, shall not, without the consent of grantee, its successors or assigns, make a surface location or drill a well located on the surface of said property, but grantor, its successors or assigns, shall have the right to whipstock and/or slant drill within or under said property from a well or wells whose surface location is situated off said property, as recited in the deed from Spreckels Sugar Company, a corporation, to King City Joint Union High School District, dated October 24, 1958 and recorded October 31, 1958, Volume 1906, Official Records, Page 304, Monterey County Records.

PARCEL II:

Certain real property, situate in the Rancho San Lorenzo (Soberanes), in the City of King, Monterey County, California, being a portion of that certain Parcel "A" as shown on map filed in Volume 19 of Parcel Maps at Page 100, records of said county, said part being more particularly described as follows:

Beginning at a 3/4" diameter iron pipe at the southeasterly corner of said Parcel "A", in the northwesterly line of Broadway (a city street) and running thence along said street line and parcel boundary,

(1) S. 48° 28' 34" W., 40.05 feet; thence leave said street line and continuing along the boundary of said Parcel "A" and the northeasterly boundary of the King City Cemetery Association Subdivision as shown on map filed in Volume 1 of "Cities and Towns" at Page 59, records of said county,

(2) N. 38° 24' 30" W., 411.41 feet to a 1" diameter iron pipe; thence

(3) S. 74° 09' 22" W., 10.41 feet to a 1" diameter iron pipe; thence continuing along the northeasterly boundary of the Re-Subdivision of the King City Cemetery, as shown on Map filed in Volume 4 of Surveys at Page 20, records of said county,

(4) N. 39° 40' 42" W., 211.56 feet; thence leave last mentioned boundary and along the boundary of that certain 3.163 acre tract of land as shown on map filed in Volume 11 of Surveys at 58, records of said county,

(5) N. 39° 43' 26" W., 318.28 feet; thence leave last mentioned boundary,

(6) N. 50° 17' 27" E., 39.92 feet to intersection thereof with the southeasterly boundary of said Parcel "A"; thence along said boundary,

(7) S. 39° 43' 26" E., 944.09 feet to the point of beginning.

Courses all true.

APN: 026-061-003

PARCEL B:

THE LAND REFERRED TO HEREIN BELOW IS SITUATED IN THE COUNTY OF MONTEREY, STATE OF CALIFORNIA, AND IS DESCRIBED AS FOLLOWS:

PARCEL I:

Lot Number 24 as said lot is shown and so designated on the "Map of Burbank and Devendorf's Villa Lot Addition to King City, Monterey County, California", filed for record in the Office of the County Recorder of Monterey County, California, July 11, 1895, Volume 1 of Record of Surveys, Page 30.

Excepting therefrom that portion of said land conveyed to Eugene L. Richardson and Theresa R. Richardson, Trustees of the Eugene L. Richardson and Theresa R. Richardson Living Trust, dated April 19, 1996, in the Quitclaim Deed recorded April 27, 2007, Instrument No. 2007034023, Official Records, Monterey County.

PARCEL III:

Beginning at the westerly corner of Lot No. 24 as the same is shown and designated on the Map of Burbank and Devendorf's Villa Lot Addition to King City, Monterey County, California, filed in the Office of the County Recorder of Monterey County, California, June 11, 1895, and recorded in Volume One of Records of Surveys (Licensed) at Page 30, in Records of said Monterey County, and from which point of beginning an iron bar one inch square standing in the north-east property line of Mildred Avenue on the line between Lots 22 and 23 of said Burbank and Devendorf's Villa Lot Addition to King City as shown on said map thereof, bears North 56° 09' East, 612.48 feet distant; thence from said point of beginning,

(1) South 33° 54' East, 952.55 feet along the southwesterly boundary of said Lot 24 and of Lot 25 of said Burbank and Devendorf's Villa Lot Addition, to a 1-1/2 by 3" stake standing in the fence on the northwesterly boundary of the State Highway leading from King City toward the Salinas River; thence

(2) South 46° 36' West, 305.00 feet along said fence on the northwesterly side of the State Highway to a 4" x 4" post painted white and marked SSC-HS2 from which an iron bar 1/2 inch square standing in the center of said State Highway bears South 33° 51' East, 30.50 feet distant; thence leaving said State Highway,

(3) North 33° 51' West, 1003.17 feet to a 4" x 4" post painted white and marked SSC- HS1 and thence

(4) North 56° 09' East, 300 feet to the place of beginning.

All courses true, the variation of the magnetic needle being 16°10' East.

PARCEL IV:

Beginning at a point in the most westerly corner of that certain 6,743 acre parcel of land conveyed by Spreckels Sugar Company to King City Union High School District by Indenture dated 22nd day of May, 1936 and recorded in Volume 499 of Official Records at Page 236, Records of Monterey County, California, from which point an iron bar one inch square standing in the Northeast property line of Mildred Avenue on the line between Lots 22 and 23 of said

Burbank and Devendorf's Villa Lot Addition to King City as shown on said map thereof, bears North 56° 09' East, 912.48 feet distant; thence from said point of beginning,

(1) South 33° 51' East, 1003.17 feet to a 4 x 4 post painted white and marked "SS C-H S 2" from which an iron bar one-half inch square standing in the center of the State Highway bears South 33° 51' East, 30.50 feet distant, thence

(2) South 46° 36' West, 202.81 feet along the northwesterly boundary of said State Highway to a 4 x 4 post painted white standing in the fence on the northwesterly boundary of said State Highway, thence leaving said State Highway,

(3) North 33° 51' West, 1036.82 feet to a 4 x 4 post painted white and thence,

(4) North 56° 09' East, 200.0 feet to the place of beginning.

All courses true, the variation of the magnetic needle being 16° 10' East.

APN: 026-061-004

Exhibit B

(Sketch of Premises within the Property)

[see attached]

OPTION AND LAND LEASE AGREEMENT

This Option and Land Lease Agreement (the "Agreement") is made as of the date of the latter signature below by and between South Monterey County Joint Union High School District, f/k/a King City Joint Union High School District, whose address is 800 Broadway Street, King City, California 93830, hereinafter designated LESSOR, and GTE Mobilnet of California Limited Partnership, a California limited partnership, d/b/a Verizon Wireless, with its principal offices located at One Verizon Way, Mail Stop 4AW100, Basking Ridge, New Jersey 07920 (telephone number 866-862-4404), hereinafter designated LESSEE. LESSOR and LESSEE are at times collectively referred to hereinafter as the "Parties" or individually as the "Party."

LESSOR is the owner of that certain real property located in King City, California, and identified as Assessor's Parcel No. 026-061-003 and a portion of Assessor's Parcel No. 026-061-004 in the County Assessor's Office of Monterey County, California and legally described in Exhibit "A" attached hereto and made a part hereof (the entirety of LESSOR's property is referred to hereinafter as the "Property"). LESSEE desires to obtain an option to lease a portion of said Property being described as (i) a parcel of ground space measuring approximately thirteen feet (13') by twenty-eight feet (28'), and containing approximately three hundred sixty-four (364) square feet (the "Land Space"), (ii) a parcel of ground space sufficient for the installation of LESSEE's light standard antenna structure (the "Antenna Space"), and (iii) an aerial easement beyond the Antenna Space and above those portions of the Property over which LESSEE's antennas and related equipment may extend (the "Aerial Space"), together with (iv) the non-exclusive rights for ingress and egress, seven (7) days a week twenty-four (24) hours a day, on foot or motor vehicle, including trucks over or along a twelve-foot (12') wide right-of-way extending from the Premises (as hereinafter defined) to the nearest public right-of-way, Broadway Street, and for the installation and maintenance of utility wires, poles, cables, conduits and pipes under or along one or more rights-of-way extending to and from and between and among the Land Space and the Antenna Space and utility points of connection (collectively, the "Rights-of-Way"), said Land Space, Antenna Space, Aerial Space and Rights-of-Way (hereinafter collectively referred to as the "Premises") being substantially as described herein in Exhibit "B" attached hereto and made a part hereof.

NOW THEREFORE, in consideration of the sum of Two Thousand and 00/100 Dollars ($2,000.00), to be paid by LESSEE to LESSOR, LESSOR hereby grants to LESSEE the right and option to lease said Premises, for the term and in accordance with the covenants and conditions set forth herein. The foregoing payment shall be made by LESSEE within forty-five (45) days of full execution of this Agreement or of receipt by LESSEE from LESSOR of the Rental Documentation, as defined in and in accordance with Paragraph 3 of the Agreement below, whichever occurs later. The providing by LESSOR of Rental Documentation to LESSEE shall be a prerequisite for the payment of the foregoing amount or any other option or rental payment, if applicable, by LESSEE, and notwithstanding anything to the contrary herein, LESSEE shall have no obligation to make any payment(s) until Rental Documentation has been supplied to LESSEE.

The option may be exercised at any time on or prior to twelve (12) months after the date of full execution of this Agreement. If the option has not been so exercised, it shall be automatically

extended for one additional period of twelve (12) months, unless LESSEE gives written notice to LESSOR of the intent not to extend prior to the end of the initial option period. If the option is extended, LESSEE shall make an additional payment of Two Thousand and 00/100 Dollars ($2,000.00), to LESSOR within thirty (30) days of the option being extended, provided LESSOR has supplied to LESSEE the Rental Documentation, as defined in and in accordance with Paragraph 3 of the Agreement below. The time during which the option may be exercised may be further extended by mutual agreement in writing. If during said option period, or during the term of the lease, if the option is exercised, and LESSOR decides to subdivide, sell or change the status of the Property or LESSOR's property contiguous thereto LESSOR shall immediately notify LESSEE in writing so that LESSEE can take steps necessary to protect LESSEE's interest in the Premises.

This option may be sold, assigned or transferred by LESSEE without any approval or consent of LESSOR to LESSEE's principal, affiliates, subsidiaries of its principal; to any entity which acquires all or substantially all of LESSEE's assets in the market defined by the Federal Communications Commission in which the Property is located by reason of a merger, acquisition or other business reorganization; or to any entity which acquires or receives an interest in the majority of communication towers of LESSEE in the market defined by the Federal Communications Commission in which the Property is located. As to other parties, this Agreement may not be sold, assigned or transferred without the written consent of LESSOR, which such consent will not be unreasonably withheld, delayed or conditioned. No change of stock ownership, partnership interest or control of LESSEE or transfer upon partnership or corporate dissolution of LESSEE shall constitute an assignment hereunder.

Should LESSEE fail to exercise this option or any extension thereof within the time herein limited, all rights and privileges granted hereunder shall be deemed completely surrendered, this option terminated, and LESSOR shall retain all money paid for the option, and no additional money shall be payable by either Party to the other.

LESSOR shall cooperate with LESSEE in its effort to obtain all certificates, permits and other approvals that may be required by any Federal, State or Local authorities which will permit LESSEE use of the Premises. LESSOR shall take no action which would adversely affect the status of the Property with respect to the proposed use by LESSEE.

LESSOR shall permit LESSEE, during the option period, free ingress and egress to the Premises to conduct such surveys, inspections, structural strength analysis, subsurface soil tests and other activities of a similar nature as LESSEE may deem necessary, at the sole cost of LESSEE.

LESSOR agrees to execute a Memorandum (the "Memorandum") of this Option and Land Lease Agreement which LESSEE may record with the appropriate Recording Office. The date set forth in the Memorandum is for recording purposes only and bears no reference to commencement of either term or rent payments.

Notice of the exercise of the option shall be given by LESSEE to LESSOR in writing by certified mail, return receipt requested or by commercial courier ("Notice"). LESSEE shall be

deemed to have exercised the option, and the following agreement shall take effect, on the date specified in writing by LESSEE in the Notice.

RECORDING REQUESTED BY
AND WHEN RECORDED RETURN TO:

McGuireWoods LLP
1800 Century Park East, 8th Floor
Los Angeles, California 90067
Attention: James J. Pulliam
Site: King City Cemetery

DTT = $0 (lease less than 35 years) (Space above this line for Recorder's use)

MEMORANDUM OF OPTION AND LAND LEASE AGREEMENT

This Memorandum of Option and Land Lease Agreement (the "Memorandum") is made as of the date of the latter signature below by and between South Monterey County Joint Union High School District, f/k/a King City Joint Union High School District ("Lessor") and GTE Mobilnet of California Limited Partnership, a California limited partnership, d/b/a Verizon Wireless ("Lessee").

Lessor and Lessee entered into an Option and Land Lease Agreement (the "Agreement") on the last date of execution thereof, wherein Lessee has an option to lease from Lessor a portion of ground space (the "Premises") located at that certain real property (the "Property") legally described in Exhibit "A" attached hereto and incorporated herein. The Premises is more particularly described and depicted in the Agreement.

In the event the option is exercised, the initial term of the Agreement shall be for five (5) years, commencing on the Commencement Date (defined hereinafter), which term shall automatically be extended for four (4) additional five (5) year terms unless Lessee terminates it at the end of the then current term. The Commencement Date of the Agreement shall be based on the date of Lessee's notice of exercise of the option.

During the initial term and all renewal terms of the Agreement, Lessee has the right of first refusal with respect to any offer to purchase or otherwise acquire the Property or any easement and/or other property interest in that portion of the Property occupied by Lessee, or any larger portion thereof.

The terms and conditions of the Agreement, which are hereby incorporated by reference into this Memorandum, shall extend to and be binding upon the respective successors, assigns, heirs and legal representatives of Lessor and Lessee.

[signatures on following page]

IN WITNESS WHEREOF, Lessor and Lessee have caused this Memorandum to be duly executed on the date last written below.

LESSOR:
South Monterey County Joint Union High School District, f/k/a King City Joint Union High School District

By: _____
Name: _____
Title: _____
Date: _____

LESSEE:
GTE Mobilnet of California Limited Partnership, d/b/a Verizon Wireless

By: Cellco Partnership, its General Partner

By: _____
Name: Phillip French
Title: Executive Director – Network
Date: _____

A notary public or other officer completing this certificate verifies only the identity of the individual who signed the document to which this certificate is attached, and not the truthfulness, accuracy, or validity of that document.

LESSOR ACKNOWLEDGMENT

STATE OF _____

COUNTY OF _____

On _____ before me, _____, a Notary Public, personally appeared _____ who proved to me on the basis of satisfactory evidence to be the person(s) whose name(s) is/are subscribed to the within instrument and acknowledged to me that he/she/they executed the same in his/her/their authorized capacity(ies), and that by his/her/their signature(s) on the instrument the person(s), or the entity upon behalf of which the person(s) acted, executed the instrument.

I certify under PENALTY OF PERJURY under the laws of the State of _____ that the foregoing paragraph is true and correct.

WITNESS my hand and official seal.

_____
Notary Public

Place Notary Seal Above

A notary public or other officer completing this certificate verifies only the identity of the individual who signed the document to which this certificate is attached, and not the truthfulness, accuracy, or validity of that document.

LESSEE ACKNOWLEDGMENT

STATE OF CALIFORNIA

COUNTY OF CONTRA COSTA

On _____ before me, _____, Notary Public, personally appeared Phillip French, who proved to me on the basis of satisfactory evidence to be the person whose name is subscribed to the within instrument and acknowledged to me that he executed the same in his authorized capacity, and that by his signature on the instrument the person, or the entity upon behalf of which the person acted, executed the instrument.

I certify under PENALTY OF PERJURY under the laws of the State of California that the foregoing paragraph is true and correct.

WITNESS my hand and official seal.

_____

Notary Public

Place Notary Seal Above

Exhibit A

(Legal Description of the Property)

PARCEL A:

THE LAND REFERRED TO HEREIN BELOW IS SITUATED IN THE COUNTY OF MONTEREY, STATE OF CALIFORNIA, AND IS DESCRIBED AS FOLLOWS:

PARCEL I:

All that real property situate in the County of Monterey, State of California, being part of the Rancho San Lorenzo, more particularly described as follows:

Beginning at a 4" x 4" post painted white at the most westerly corner of that certain 4.683 acre parcel of land conveyed by Spreckels Sugar Company to King City Union High School District by deed dated August 19th, 1946 and recorded November 19, 1946 in Volume 934 of Official Records, Monterey County, at page 409, from which point an iron bar one inch square standing in the northeast property line of Mildred Avenue, on the line between Lots 22 and 23, as said lots are shown on map entitled, "Map of Burbank & Devendorf Villa Lot Addition to the Town of King City, Monterey Co., Cal., surveyed by Shackelford and Fisher", filed for record June 11, 1895 in the office of the County Recorder of the County of Monterey, State of California, in Map Book 1 of "Surveys" at page 30, bears North 56° 09' East, 1112.48 feet distant; thence from said point of beginning,

(1) South 33° 51' East, 1036.82 feet along the southwesterly boundary of the above mentioned 4.683 acre parcel, to a 4" x 4" post painted white at the most southerly corner thereof, on the northwesterly boundary of the State Highway; thence along said last named boundary

(2) South 46° 36' West, 505.83 feet to a 1-1/2" iron pipe 6" underground; thence, leave said northwest boundary of said highway,

(3) North 41° 36' West, 1130.75 fee to a 1-1/2" iron pipe flush with the ground; thence

(4) North 56° 09' East, 651.10 feet to the point of beginning.

Excepting and Reserving to the grantor, its successors and assigns, the entire interest in and to all oil, gas, mineral and other hydrocarbons in, on or under, or which hereafter be produced, from the above described real property; provided that grantor, its successors or assigns, shall not, without the consent of grantee, its successors or assigns, make a surface location or drill a well located on the surface of said property, but grantor, its successors or assigns, shall have the right to whipstock and/or slant drill within or under said property from a well or wells whose surface location is situated off said property, as recited in the deed from Spreckels Sugar Company, a corporation, to King City Joint Union High School District, dated October 24, 1958 and recorded October 31, 1958, Volume 1906, Official Records, Page 304, Monterey County Records.

PARCEL II:

Certain real property, situate in the Rancho San Lorenzo (Soberanes), in the City of King, Monterey County, California, being a portion of that certain Parcel "A" as shown on map filed in Volume 19 of Parcel Maps at Page 100, records of said county, said part being more particularly described as follows:

Beginning at a 3/4" diameter iron pipe at the southeasterly corner of said Parcel "A", in the northwesterly line of Broadway (a city street) and running thence along said street line and parcel boundary,

(1) S. 48° 28' 34" W., 40.05 feet; thence leave said street line and continuing along the boundary of said Parcel "A" and the northeasterly boundary of the King City Cemetery Association Subdivision as shown on map filed in Volume 1 of "Cities and Towns" at Page 59, records of said county,

(2) N. 38° 24' 30" W., 411.41 feet to a 1" diameter iron pipe; thence

(3) S. 74° 09' 22" W., 10.41 feet to a 1" diameter iron pipe; thence continuing along the northeasterly boundary of the Re-Subdivision of the King City Cemetery, as shown on Map filed in Volume 4 of Surveys at Page 20, records of said county,

(4) N. 39° 40' 42" W., 211.56 feet; thence leave last mentioned boundary and along the boundary of that certain 3.163 acre tract of land as shown on map filed in Volume 11 of Surveys at 58, records of said county,

(5) N. 39° 43' 26" W., 318.28 feet; thence leave last mentioned boundary,

(6) N. 50° 17' 27" E., 39.92 feet to intersection thereof with the southeasterly boundary of said Parcel "A"; thence along said boundary,

(7) S. 39° 43' 26" E., 944.09 feet to the point of beginning.

Courses all true.

APN: 026-061-003

PARCEL B:

THE LAND REFERRED TO HEREIN BELOW IS SITUATED IN THE COUNTY OF MONTEREY, STATE OF CALIFORNIA, AND IS DESCRIBED AS FOLLOWS:

PARCEL I:

Lot Number 24 as said lot is shown and so designated on the "Map of Burbank and Devendorf's Villa Lot Addition to King City, Monterey County, California", filed for record in the Office of

the County Recorder of Monterey County, California, July 11, 1895, Volume 1 of Record of Surveys, Page 30.

Excepting therefrom that portion of said land conveyed to Eugene L. Richardson and Theresa R. Richardson, Trustees of the Eugene L. Richardson and Theresa R. Richardson Living Trust, dated April 19, 1996, in the Quitclaim Deed recorded April 27, 2007, Instrument No. 2007034023, Official Records, Monterey County.

PARCEL III:

Beginning at the westerly corner of Lot No. 24 as the same is shown and designated on the Map of Burbank and Devendorf's Villa Lot Addition to King City, Monterey County, California, filed in the Office of the County Recorder of Monterey County, California, June 11, 1895, and recorded in Volume One of Records of Surveys (Licensed) at Page 30, in Records of said Monterey County, and from which point of beginning an iron bar one inch square standing in the north-east property line of Mildred Avenue on the line between Lots 22 and 23 of said Burbank and Devendorf's Villa Lot Addition to King City as shown on said map thereof, bears North 56° 09' East, 612.48 feet distant; thence from said point of beginning,

(1) South 33° 54' East, 952.55 feet along the southwesterly boundary of said Lot 24 and of Lot 25 of said Burbank and Devendorf's Villa Lot Addition, to a 1-1/2 by 3" stake standing in the fence on the northwesterly boundary of the State Highway leading from King City toward the Salinas River; thence

(2) South 46° 36' West, 305.00 feet along said fence on the northwesterly side of the State Highway to a 4" x 4" post painted white and marked SSC-HS2 from which an iron bar 1/2 inch square standing in the center of said State Highway bears South 33° 51' East, 30.50 feet distant; thence leaving said State Highway,

(3) North 33° 51' West, 1003.17 feet to a 4" x 4" post painted white and marked SSC- HS1 and thence

(4) North 56° 09' East, 300 feet to the place of beginning.

All courses true, the variation of the magnetic needle being 16°10' East.

PARCEL IV:

Beginning at a point in the most westerly corner of that certain 6,743 acre parcel of land conveyed by Spreckels Sugar Company to King City Union High School District by Indenture dated 22nd day of May, 1936 and recorded in Volume 499 of Official Records at Page 236, Records of Monterey County, California, from which point an iron bar one inch square standing in the Northeast property line of Mildred Avenue on the line between Lots 22 and 23 of said Burbank and Devendorf's Villa Lot Addition to King City as shown on said map thereof, bears North 56° 09' East, 912.48 feet distant; thence from said point of beginning,

(1) South 33° 51' East, 1003.17 feet to a 4 x 4 post painted white and marked "SS C-H S 2" from which an iron bar one-half inch square standing in the center of the State Highway bears South 33° 51' East, 30.50 feet distant, thence

(2) South 46° 36' West, 202.81 feet along the northwesterly boundary of said State Highway to a 4 x 4 post painted white standing in the fence on the northwesterly boundary of said State Highway, thence leaving said State Highway,

(3) North 33° 51' West, 1036.82 feet to a 4 x 4 post painted white and thence,

(4) North 56° 09' East, 200.0 feet to the place of beginning.

All courses true, the variation of the magnetic needle being 16° 10' East.

APN: 026-061-004

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Approval of $3,500 Donation from Bruce Graham to the KCHS Music Program **MEETING:** June 16, 2015

AGENDA SECTION:

X **ACTION**

☐ **INFORMATION**

☐ **ACTION/CONSENT**

Board Goals:

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

Summary:
For the second year in a row, Bruce Graham requested that the District transfer the $3,500 annual band director stipend into a locally restricted KCHS band account for purchase of supplies and equipment to support the program.

Recommendation:
The recommendation is being made for the State Administrator to accept the donation from Mr. Graham.

Fiscal Impact:
Revenue of $3,500 – restricted for use in by the KCHS band program.

Submitted By:

Duane Wolgamott
Chief Business Official

Approved:

Daniel R. Moirao, Ed.D.
State Administrator

Duane Wolgamott - Donation of Band Stipend to the Music Program

From: Duane Wolgamott
To: Bruce Graham
Date: 6/3/2015 12:21 PM
Subject: Donation of Band Stipend to the Music Program
CC: Daniel Moirao; Janet Sanchez Matos; Shirley Laws
Attachments: doc03478420150603122106.pdf

Bruce - per your instructions - your $3,500 band stipend has been transfered to the local restricted music account for KCHS.

Thank you for what you have always done for the students of the District and for this donation.

See attached documentation verifying the transfer.

Duane Wolgamott
Chief Business Official
South Monterey County Joint Union High School District
Work# 831-385-0606 ext. 4338
Cell# 831-594-0606

CONFIDENTIALITY NOTICE: This communication with its contents may contain confidential and/or legally privileged information. It is solely for the use of the intended recipient(s). Unauthorized interception, review, use or disclosure is prohibited and may violate applicable laws including the Electronic Communications Privacy Act. If you are not the intended recipient, please contact the sender and destroy all copies of the communication.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

REQUEST TO PAY STIPEND

Budget transfer completed 6/3/15

Bruce Graham has completed their assignment

as Band Director and should be paid

$ 3,500. Account to charge Bruce has requested this be transferred to band restricted Band account like last year. 6/3/15 via phone.

This request for payment, and my signature below, verifies that this employee has returned their keys and any equipment or other district property as appropriate. would have exceeded his STRS limit

from: 01-0000-0-1110-1000-1120-60-021-0000-0000

to: 01-9010-0-1110-1000-4300-00-021-1155-0021

Maintenance (keys) if applicable Date

Athletic Director or Grant Coordinator Site Date

Principal's Signature Site Date

Human Resources Department Date

State Administrator (or designee) Date

05/12

Budget Transfer Snapshot

Budget Transfer Link # 20254 — **Fiscal Year 2015**

Budget Transfer # BR15-00071 | Status Posted | Type BudRev | Fiscal Year 2015 | Transaction Date 06/03/2015

Created DWOLGAMO, 6/3/2015 | Posted DWOLGAMO, 6/3/2015 | Department BUSINESS

Requisition # | Location | Source Manual

Comment Band stipend transfer to Band Account per Graham

Line Seq	Account #	Comments	Acct Type	Increase (expense)	Decrease (expense)
1	01-0000-0-1110-1000-1100-60-021-0000-0000	Band stipend transfer to Band Account per Graham	E	3,500.00	
2	01-9010-0-1110-1000-4300-00-021-1155-0021	Band stipend transfer to Band Account per Graham	E		3,500.00
3	01-0000-0- - -9790- - - -	Band stipend transfer to Band Account per Graham	B		3,500.00
4	01-9010-0- - -9790- - - -	Band stipend transfer to Band Account per Graham	B	3,500.00	
		BT # BR15-00071 Net Change to Expense		.00	
		BT # BR15-00071 Net Change to Revenue			
		BT # BR15-00071 Net Change to Starting Balance			
		BT # BR15-00071 Net Change to Fund Balance		.00	

Transfer of Graham's $3,500 stipend to local restricted band supply account. Increased supply balance by reducing expenditures.

6/3/15

-576-

Selection Grouped by Budget Transfer Link Id, sorted by Line Seq

ESCAPE

028 - South Monterey County Joint Union High

Generated for Duane Wolgamott (DWOLGAMO), Jun 3 2015 12:12PM

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

SUBJECT: Approval of Agreement with the City of Greenfield for the SRO

MEETING: June 16, 2015

AGENDA SECTION:

X **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:
The Greenfield City Police Department is now in a position where they can reinstate the SRO position at Greenfield High School. Attached is the agreement with the City of Greenfield to regain this position.

Recommendation:
It is recommended that the State Administrator sign the contract for the SRO position at Greenfield High School.

Fiscal Impact:
$60,000 to the general fund. These funds have been budgeted previously and not totally utilized over the last eighteen months.

Submitted By:

Daniel R. Moirao Ed.D.
State Administrator

Approved:

Daniel R. Moirao, Ed.D.
State Administrator

SCHOOL RESOURCE OFFICER
AGREEMENT
Between the City of Greenfield and
The South Monterey County Joint Union High School District

THIS AGREEMENT is made and entered into as of this ____ day of _____, 2015, by and between SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT (hereinafter referred to as "DISTRICT"), and the CITY OF GREENFIELD, (hereinafter referred to as "CITY").

WHEREAS, the City of Greenfield has established a School Resource Officer Program (Hereinafter referred to as "SRO Program") pursuant to applicable California law; and

WHEREAS, the South Monterey County Joint Union High School District, hereinafter referred to as the DISTRICT desires that the CITY provide law enforcement officers to serve as School Resource Officers (hereinafter referred to as "SROs") in the Greenfield High School located within the City of Greenfield, California and the CITY is willing to assign law enforcement officers to serve as SROs under the SRO Program; and

WHEREAS , the CITY and DISTRICT agree that the SRO Program is a great benefit to the school administration, the student body, and the community as a whole and desire to enter into this School Resource Officer Agreement (hereinafter referred to as "Agreement") to accomplish the purposes expressed herein; and

WHEREAS, the CITY and DISTRICT understand and agree that the SRO Program is established for the purposes set forth under applicable California law including assistance in the prevention of juvenile delinquency through the provision of programs specifically developed to respond to those factors and conditions that give rise to delinquency; and

WHEREAS, the CITY and DISTRICT recognize the potential outstanding benefits of the SRO program to the citizens of Greenfield and particularly to the students of Greenfield High School, located within the City of Greenfield jurisdiction.

NOW, THEREFORE, in consideration of the premises and of the mutual covenants contained herein and the sum of $60,000 and other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the Parties hereby agree as follows:

ARTICLE I

A SRO Program is hereby established to serve the students of Greenfield High School, located within the City of Greenfield jurisdiction. The Purpose of the SRO Program is:

1. To foster educational programs and activities that will increase student's knowledge of and respect for the law and the function of law enforcement agencies;
2. To encourage SROs to attend extra-curricular activities held at schools, when possible, such as PTA meetings, athletic events and concerts;
3. To act swiftly and cooperatively when responding to major disruptions and flagrant criminal offenses at school, such as: disorderly conduct by trespassers, the possession and use of weapons on campus, the illegal sale and/or distribution of controlled substances, and riots;
4. To report serious crimes that occur on campus and to cooperate with the law enforcement officials in their investigation of crimes that occur at school;
5. To cooperate with law enforcement officials in their investigations of criminal offenses which occur off campus; and
6. To encourage SROs to provide traffic control at Greenfield High School when deemed necessary for the safety and protection of students and the general public.

Article II
Right and Duties of the City

1. **Number of School Resource Officers**
The City shall assign one regularly employed police officer with the responsibility to provide service to the Greenfield High School.

The District shall provide the SRO an office in a school acceptable to both parties.

The City shall assign the duties and supervision of the SRO to the Chief of Police and/or his designee shall perform scheduled and nonscheduled visits to the school.

2. **Regular Duty Hours of the SRO**
The SRO shall be assigned to the school full time (eight (8) hours) on the days the school is in regular session.

When the schools is closed due to in-service training, the SRO, if invited by the school administrator(s), may attend the in-service training or use those hours for SRO administrative duties.

During extended non-school periods, the SRO will be assigned as needed by his/her supervisor.

The City shall take all reasonable actions to ensure that the SRO schedules time off for vacations and floating holidays during periods when school is not in session.

In the event a SRO must take time off during the time the school is in session, such time must be authorized by the officer's police supervisor. The SRO must provide advanced notification to the principal of the school assigned of the impending absence.

The SRO may be temporarily reassigned by the Police Department during a law enforcement emergency, staffing shortages, or to participate in mandatory police training necessary to maintain the officer's proficiency.
   1) In the event, that the SRO is redeployed on a temporary basis exceeding five days, the school districts will not be billed for that time.
   2) All attempts will be made to schedule mandatory training during non-school hours.

3. **Duties, Obligations and Procedures of the SRO**
The SRO shall:

   1) Wear the regular City patrol uniform unless special circumstances require other form of dress.

   2) Make classroom presentations when requested by a teacher on such topics as the role of policing in the community, search and seizure, laws of arrest, traffic laws, crime prevention, victim's rights, community involvement and youth programs.

   3) Participate in discussions during class to establish rapport with students.

   4) Take appropriate law enforcement action as required by law and the policies and procedures of the police department.

   5) Within the bounds of applicable law, will notify the school principal as soon as practical of any violations or actions which impact school discipline, order or safety and such other violations and actions as the District's reasonably request to be reported. This may include interviewing suspects or victims of criminal violations, issuing summonses, and addressing traffic concerns. Should it become

necessary to conduct formal law enforcement interviews with students, the SRO shall adhere to the District's Policies, Police Department Procedures and Policies and legal requirements with regards to such interviews.

6) Assist other law enforcement personnel in conducting investigations when requested and required to do so.

7) Obtain prior permission, advice and guidance from school administrators before enacting any program with the schools.

8) Provide assistance to school administrators, faculty, and staff upon request, in developing emergency procedures and emergency management plans to include prevention and/or minimization of dangerous situations, which may result from student unrest or unauthorized intruders.

9) Be familiar with the District's policies and regulations related to safety and students conduct and discipline issues, including the District's Code of Conduct.

10) Assist administrators, faculty and staff with addressing violations of the Districts' policies at the SRO's discretion. However, the SRO shall not be expected or asked to detain or take into physical custody any student who has only violated a District's policy or District's code of conduct. It shall be understood and agreed that a SRO, as a law enforcement officer, can only detain or take into physical custody those students for whom there is reasonable suspicion or probable cause that they have committed a criminal offense. If there is a problem area, the SRO may assist the school until the problem is solved.

11) Be familiar with and abide by all relevant policies and regulations of the District except to the extent such policies and regulations conflict with his/her responsibilities as a law enforcement officer.

12) Work to develop rapport with students and working relationship with student organizations, faculty, staff members, district administrators and community members.

13) Coordinate efforts with campus supervisory personnel, i.e., campus supervisors, district/principal and building security personnel.

14) Maintain detailed, accurate and up to date records as required by the City, District and principal.

15) Attend, whenever possible, school and district in-service training at the invitation of the principal.

16) Address juvenile delinquency issues and problems as well as work proactively with all law enforcement agencies that service the Districts' community.

17) Attend parent, faculty, student, administration and other meetings to provide information regarding the SRO program and provide opportunities for involvement and support.

18) Provide information regarding community programs so that proper referrals can be made and appropriate assistance accessed, and refer students to school counselors as needed. These programs may include mental health programs, drug treatment programs, etc. as deemed appropriate. The SRO may make referrals to such agencies when necessary thereby acting as a resource person to the students, staff faculty and administration. The schools' administrators shall determine referral guidelines.

19) Maintain confidentiality of any and all information obtained in confidence and not disclose the

information except as required by Departmental policy, law or court order.

20) Maintain confidentiality of the Districts' records and information in accordance with the Districts' policies.

21) Perform other duties which will promote the purposes of the SRO program and which are mutually agreed upon by the District and City.

The City's Chief of Police and City Manager and the District Superintendent/State Administrator and the appropriate school principal or his/her designee, must mutually agree upon any additions to the above duties.

ARTICLE III
Duties and Responsibility of District

The District shall provide the full-time SRO with the following materials and facilities, which are deemed necessary to the performance of the SRO program:

1. The District shall provide a private office to conduct matters of confidential business and access to records, which are deemed necessary by the Districts. The SRO shall maintain confidentiality of the records. The SRO shall confer with the principal concerning confidentiality of records whenever necessary.

2. The District shall provide a desk, filing cabinet with locking system and office furniture for use of the SRO.

3. Within legal requirements of confidentiality, the District shall provide information regarding students who are currently suspended, expelled, excluded from extracurricular activities, or students or adults who are not supposed to be on or near the campuses, to include any students who participate in an independent study program, or other off campus programs that do not require their presence on the school site.

ARTICLE IV
Financing of the SRO Program

The terms of this agreement shall run from July 1, 2015 to June 30, 2016.

The Districts shall pay City the sum of $60,000 for the first year of the operation. That sum shall be payable in equal installments of $15,000 per quarter, payable at the end of each quarter. First quarter ends September 30; second quarter ends December 31; third quarter ends March 31; fourth quarter ends June 30.

The funding for this program shall be based on the total base salary paid by the City to employ a qualified police officer as shown in Appendix A.

ARTICLE V
Evaluation and Future Funding

Prior to December 31st of each year, the parties shall evaluate the effectiveness of the SRO Program and consider whether modifications to the program are necessary or advisable to accomplish its purpose. The parties agree to cooperate and negotiate in good faith in fulfilling the intent of the parties' concerning continuation of the Program and future funding of the Program by the City and the District.

ARTICLE VI
Appropriations

The obligations of each party under this agreement are contingent upon adequate funds for that purpose being

budgeted, appropriated and otherwise made available.

Failure to allocate sufficient funds for this program by one or both parties shall be grounds for revoking of this MOU by either party.

ARTICLE VII
Employment Status of School Resource Officer

The SRO shall remain an employee of the City and shall not be an employee of the District. The District and City acknowledge that the SRO is a law enforcement officer who shall uphold the law under the direct supervision and control of the Greenfield Police Department. The SRO shall remain responsive to the chain of command of the Greenfield Police Department.

The School Administrator has the rights and responsibilities to report any alleged misconduct, non-compliance with the Districts' policies or other questionable behavior on the part of the SRO to the Chief of Police or his/her designee of the Greenfield Police Department. Such reports shall be made in writing unless circumstances dictate making such reports in person or by phone.

ARTICLE VIII
Qualifications of the School Resource Officer

1. The SRO must meet all of the following requirements:

    1) Must apply for the position of School Resource Officer.
    2) Must be a full time permanent certified police officer with the Greenfield Police Department.
    3) Must have maintained the requirement necessary for employment as a police officer with the Greenfield Police Department.
    4) Must agree that if assigned for the position of School Resource Officer, he/she will not seek transfer from the position until the end of the school year and that he/she will not schedule time off or vacation during the periods when school is in session.

2. Among additional criteria for consideration for the position of SRO are job knowledge, experience, training, education, appearance, attitude, communications skills and bearing.

3. When it becomes necessary to replace the SRO due to transfer, promotion, resignation or other causes, the Chief of Police of the Greenfield Police Department will notify the Superintendent of the District of the impending vacancy within five (5) working days of becoming aware of such pending vacancy.

ARTICLE IX
Dismissal of School Resource Officer; Replacement

1. In the event that the Superintendent/State Administrator of the District believe the SRO is not effectively performing his/her duties and responsibilities, the Superintendent/State Administrator shall recommend to the Chief of Police or his/her designee of the Greenfield Police Department that the SRO be removed from the program, and shall state the reasons therefore, in writing. The Chief shall, as soon as practical, notify the City Manager of the recommendation. The Chief of Police and/or his/her designee shall meet with the SRO and the District Superintendent/State Administrator to mediate or resolve any problems, which may exist. At such meeting, specified school staff may be invited to be present. If, within a reasonable amount of time after the commencement of such meeting, the problem cannot be resolved, the SRO shall be removed from the program.

2. The Chief of Police may dismiss or reassign the SRO based on departmental rules, regulations, and/or departmental directives, or when it is in the best interest of the Greenfield Police Department to do so.

3. In the event of resignation, dismissal or reassignment of the SRO, or in the case of long-term absences by the SRO, the Police Department shall provide a temporary replacement of the SRO within thirty (30) days of receiving notice of such absence, resignation or reassignment. A permanent replacement for the SRO shall be made as soon as practical.

4. The SRO may be transferred from his/her position for administrative reasons during the school year at the discretion of the Chief of Police. The SRO requesting transfer to another position must do so at the end of the school year, and said request must be in writing. Transfer decisions shall be made at the discretion of the Chief of Police.

ARTICLE X
Termination of Agreement

Any party may terminate this agreement by giving sixty (60) days prior written notice to all parties that any other party failed to substantially perform in accordance with the terms and conditions of this agreement.

Any party giving ninety (90) days written notice to all other parties may terminate this agreement without cause.

ARTICLE XI
Good Faith

The Parties, their agents and employees agree to cooperate in good faith in fulfilling the terms of this agreement. The parties agree that they will attempt to resolve any disputes concerning the interpretation of this agreement and unforeseen questions and difficulties, which may arise by good faith negotiations before resorting to any litigation.

ARTICLE XII
Modification

This document constitutes the full and final understanding and expression of agreement of the parties, and no terms, conditions, understandings or agreements purported to modify or vary the terms of this agreement shall be binding unless hereafter made in writing and signed by the affected parties.

ARTICLE XIII
Non-Assignment

This agreement and each and every covenant herein shall not be capable of assignment except with prior consent of all parties.

ARTICLE XIV
Effective Date

This MOU shall be effective from July 1, 2015 to June 30, 2016, and may be renewed annually, for a period to cover the fiscal year.

ARTICLE XV
Counterparts

This agreement may be signed in counterparts, and each counterpart shall be deemed an original, and all counterparts taken as a whole shall constitute one and the same instrument.

IN WITNESS WHEREOF, the parties have caused this Agreement to be signed by their duly authorized officers.

City of Greenfield

Date: _____

_____
City Manager,
Susan A. Stanton, ICMA-CM
City of Greenfield

_____
Police Chief
Adele Fresé
City of Greenfield

South Monterey County Joint Union High School District

Date: _____

_____
State Administrator
Daniel R. Moirao, Ed.D.
South Monterey County
Joint Union High School District

Appendix A

City of Greenfield
FY 2015 School Resource Officer
Total Compensation

Mendoza, A			100%
	215 - Patrol Services - Salary Allocation	$	117,889.94
51100	Hourly Salary Rate	$	61,929.50
51410	PD Bilingual Pay	$	1,548.24
51445	SRO Pay	$	3,096.48
51470	Uniform Allowance	$	880.10
51475	Holiday Payout	$	3,334.67
52410	ER Cal PERS Safety PD	$	20,239.99
52410	EE CalPERS Safety PD	$	2,767.56
52110	ER Social Security	$	4,613.30
52120	ER Medicare	$	1,185.24
52510	ER Health Insurance	$	9,692.50
52530	ER Long term Disability	$	276.60
52515	ER Den/Vision	$	323.96
52300	ER Workers Comp	$	8,001.82

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Approval of 2015-2016 District Local Educational Agency Plan (LEAP)

MEETING: June 16, 2015

AGENDA SECTION:

X ACTION

☐ **INFORMATION**

☐ **ACTION/CONSENT**

Board Goals:

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

Summary:
The Local Educational Agency Plan is required by all local educational agencies (LEAs) in California that receive funds under the Elementary and Secondary Education Act (ESEA) of 1965.

The purpose of the LEA Plan is to develop an integrated, coordinated set of actions that LEAs will take to ensure that they meet certain programmatic requirements, including student academic services designed to increase student achievement and performance, coordination of services, needs assessments, consultations, school choice, supplemental services, services to homeless students, and others as required.
Under the ESEA, LEAs are responsible for implementing specific federal and state requirements during each year that they are in Program Improvement (PI) status.

Recommendation:
The recommendation is being made for the State Administrator to approve the District's Local Educational Agency Plan.

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

Department of Education
District and School Improvement Division

(CDE use only)

Application #	

Elementary and Secondary Education Act/No Child Left Behind Act of 2001

LOCAL EDUCATIONAL AGENCY (LEA) PLAN
for
LEAs in PROGRAM IMPROVEMENT YEAR 4 CORRECTIVE ACTION

LEA Plan Information:

Name of LEA: South Monterey County Joint Union High School District

County/District Code: 27-66068

Dates of Plan Duration (should be up to three years): 2015-2018

Date of Local Governing Board Approval: Revised: June 16, 2015

District Superintendent: Daniel R. Moirao, Ed.D

Address: 800 Broadway

City: King City State: CA Zip: 93930

Phone: 831.385.0606 Fax: 831.385.0695

Certification: *I hereby certify that all of the applicable state and federal rules and regulations will be observed by this LEA and that, to the best of my knowledge, information contained in this Plan is correct and complete. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained onsite. I certify that we accept all general and program specific assurances for Titles I, II, and/or III as appropriate, except for those for which a waiver has been obtained. A copy of all waivers will remain on file. I certify that actual ink signatures for this LEA Plan/Plan Addendum/Action Plan are on file, including signatures of any required external providers, i.e., district assistance and intervention team or other technical assistance provider.*

See Assurances on pages 77 – 83. Signatures are required on page 84.

LEA Plan

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FEDERAL AND STATE PROGRAMS CHECKLIST

Check (√) all applicable programs operated by the LEA. In the "other" category, list any additional programs that are reflected in this Plan.

Federal Programs		State Programs	
X	Title I, Part A		EIA – State Compensatory Education
	Title I, Part B, Even Start	X	EIA – Limited English Proficient
	Title I, Part C, Migrant Education		State Migrant Education
	Title I, Part D, Neglected/Delinquent		School Improvement
X	Title II, Part A, Subpart 2, Improving Teacher Quality		Child Development Programs
	Title II, Part D, Enhancing Education Through Technology		Educational Equity
X	Title III, Limited English Proficient		Gifted and Talented Education
X	Title III, Immigrants		Gifted and Talented Education
	Title IV, Part A, Safe and Drug-Free Schools and Communities		Tobacco Use Prevention Education (Prop 99)
	Title V, Part A, Innovative Programs – Parental Choice		Immediate Intervention/ Under performing Schools Program
	Adult Education		School Safety and Violence Prevention Act (AB1113, AB 658)
X	Career Technical Education		Tenth Grade Counseling
	McKinney-Vento Homeless Education		Healthy Start
X	IDEA, Special Education		Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
	21st Century Community Learning Centers		Other (describe):
	Other (describe):		Other (describe):
	Other (describe):		Other (describe):

DISTRICT BUDGET FOR FEDERAL PROGRAMS

Programs	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites ($)	Current Year Direct Services to Students at School Sites (%)
Title I, Part A	*198,962*	*390,325*	*508,129*	*86%*
Title I, Part B, Even Start				
Title I, Part C, Migrant Education				
Title I, Part D, Neglected/Delinquent				
Title II Part A, Subpart 2, Improving Teacher Quality	*0*	*51,989*	*686*	*1%*
Title II, Part D, Enhancing Education Through Technology				
Title III, Limited English Proficient	*8,297*	*54,941*	*61,957*	*98%*
Title III, Immigrants	*5,133*	*4,562*	*9,244*	*95%*
Title IV, Part A, Safe and Drug-free Schools and Communities				
Title V, Part A, Innovative Programs – Parental Choice				
Adult Education				
Career Technical Education	*405*	*77,565*	*77,562*	*99%*
McKinney-Vento Homeless Education				
IDEA, Special Education	*0*	*238,320*	*238,320*	*100%*
Other (describe)				
TOTAL	*212,797*	*817,702*	*895,898*	*87%*

DISTRICT BUDGET FOR STATE PROGRAMS

Categories	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites ($)	Current Year Direct Services to Students at School Sites (%)
EIA – State Compensatory Education				
EIA – Limited English Proficient	*676,100.36*		*574,685.31*	*85%*
State Migrant Education				
School and Library Improvement Block Grant				
Child Development Programs				
Educational Equity				
Gifted and Talented Education				
Tobacco Use Prevention Education – (Prop. 99)				
High Priority Schools Grant Program (HPSGP)				
School Safety and Violence Prevention Act (AB 1113)				
Tenth Grade Counseling				
Healthy Start				
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)				
Other (describe)				
TOTAL	*676,100.36*		*574,685.31*	*85%*

District Profile

In the space below, please provide a brief narrative description of your district. Include your district's vision/mission statement and any additional information about the make-up of your district, including grade levels and demographics of students served, in order to provide background and a rationale for the descriptions included in the LEA Plan.

District Profile

The South Monterey County Joint Union High School District is located in southern Monterey County along the agricultural corridor of the Salinas Valley. The SMCJUHS District Office is located in King City which, according to the 2010 United States Census, has a population of 12,874. King City is situated on Highway 101 approximately 145 miles south of San Francisco, 105 miles south of San Jose, and 50 miles north of Paso Robles.

Based on the California Basic Educational Data System (CBEDS) the SMCJUHSD serves 1,971 students in grades 9-12 from King City, Greenfield, San Antonio, San Lucas, San Ardo, Bradley, and Bitterwater school districts. 920 students attend Greenfield High School. 942 students attend King City High School. 109 students attend the Portola-Butler Continuation High School. 1,593 (81%) of the students are Hispanic or Latino and 120 (6%) are White. The SMCJUHSD has 1,563 (79%) students who are socio-economically disadvantaged. All three school sites receive Title I Part A funds; they run school wide programs. The district has 608 (31%) English Learners, 32 of whom are Title III Eligible Immigrants. 92% of the English Learners identify Spanish as their primary language and 5% identify Mixteco.119 (6%) of the district's students are Migrant students, and 232 (12%) are Students with Disabilities (SWDs).

The three schools are on a traditional school calendar. The challenges and barriers facing student achievement include limited English proficiency and high rates of mobility, geographic isolation, and poverty.

Vision Statement

South Monterey County Joint Union High School District is a progressive academic learning community that is committed to life-long educational success.

Mission Statement

South Monterey County Joint Union High School District inspires and empowers all students with the knowledge and skills necessary to achieve their full potential to succeed as responsible and productive citizens.

State Administrator Goal

Create and implement a curriculum program that is equitable, accessible and rigorous to all students. Establish relationships with our community of pride!

Development of the Local Educational Agency Plan

The South Monterey County Joint Union High School Local Educational Agency Plan describes the strategies for addressing students' educational needs. This plan was developed based on the input of school staff and parents who are members of our School Site Councils and of the English Language Advisory Councils as they revised their SPSAs and prepared for and addressed WASC recommendations. This plan seeks to implement systematic change over time. For us it is critical that our plan becomes a working document that our school communities use to leverage school-wide improvements in teaching, learning, and family partnerships. We want system-wide coherence and alignment.

SMCJUHSD Needs Assessment

The needs assessment for the SMCJUHSD LEA Plan focused on an analysis of:

- Student academic performance in English language arts and math
- Services and outcomes for English Language Learners
- Teacher quality
- School safety
- Graduation from high school

Our starting point was a review of our Single Plans for Student Achievement from spring 2015. Specifically, we looked at what we had actually implemented and the extent to which these different strategies and programs were contributing to increased student achievement. We reviewed our demographics, test results and resources. We used our CALPADS and results from the 2009-13 Standardized Testing and Reporting (STAR), the California English Language Development Test (CELDT), our school accountability report cards, the Spring 2015 FCMAT Report, our most recent WASC Visiting Committee Reports, the 2013 California Healthy Kids Survey (CHKS), and district-developed school profiles with information such as A-G completion rates and enrollment and performance on Advanced Placement tests. As we are finishing our second year of implementing Constructing Meaning, we analyzed data on the level of implementation of this program including walkthrough data, the instructional coaches' records, and teacher surveys. In order to evaluate our professional learning communities (PLC), we analyzed the note-taking sheets which are turned in after each PLC meeting and recommendations from our PLC lead teachers.

Major Findings from our Needs Assessment

I. Student academic achievement in English language arts and math is not improving.

The district did not produce any testing results showing significant gains in student achievement and/or significant progress in closing the gap for EL students and students with disabilities. (Spring 2015 FCMAT Report)

A. English language arts

1. **King City High School SPSA Spring 2015**
   a. As measured by the ELA CST from 2010-2013, the percent of students scoring proficient or above by grade level has dropped from 41% to 38%. On the 2013 ELA CST the following subgroups scored proficient or advanced:
      - 34% of the Latino students
      - 33% of the low SES
      - 8% of the ELs
      - 19% of the students with disabilities
      - 67% of the white students

   b. As measured by the ELA CAHSEE from 2010-2013, the percent of 10th graders scoring proficient or advanced has increased from 45% to 49%.

2. Greenfield High School SPSA Spring 2015

As measured by the ELA CAHSEE from 2008 – 2015, the percent of 10th graders achieving a passing score has decreased from 64% in 2008 to 61% in 2014.

	% PASSED
	ELA
2008	*64*
2009	*60*
2010	*71*
2011	*69*
2012	*65*
2013	*62*
2014	*61*
2015	*69*

3. Portola Butler Continuation High School SPSA Spring 2015

a. 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.
b. The Portola-Butler API decreased from 148 in 2010-11 to -182 in 2011-12.
c. About 50% of the students are English Learners.

B. Math

1. King City High School SPSA Spring 2015

As measured by the Math CST from 2010-2013, the percent of students scoring proficient or above by grade level has dropped from 34% to 11%. On the 2013 Math CST, the following subgroups scored proficient or advanced:

- 10% of the Latino students
- 10% of the low SES
- 5% of the ELs
- 8% of the students with disabilities
- 20% of the white students

As measured by the Math CAHSEE from 2010-2013, the percent of 10th graders scoring proficient or advanced has dropped from 52% to 46%. On the 2013 Math CAHSEE, the following subgroups scored proficient or advanced:

- 43% of the Latino students
- 42% of the low SES
- 14% of the ELs
- 5% of the students with disabilities
- 89% of the white students

The WASC VC noted that "The most dramatic decline in performance occurred with Students with Disabilities with a significant decline in API, graduation rate, widening achievement gap, and significant decrease in CAHSEE proficiency and passing rates."

	% PASSED MATH
2011	80
2012	73
2013	72
2014	78
2015	75

Greenfield High School SPSA 2015

As measured by the Math CAHSEE from 2008 – 2015, 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
2011	70.9
2012	67
2013	59
2014	69
2015	67

a. As measured by the Math CST from 2010-2013, the percent of students scoring proficient or above by grade level has dropped from 34% to 11%. On the 2013 Math CST, the following subgroups scored proficient or advanced:
10% of the Latino students

- 10% of the low SES
- 5% of the ELs
- 8% of the students with disabilities
- 20% of the white students

b.As measured by the Math CAHSEE from 2010-2013, the percent of 10th graders scoring proficient or advanced has dropped from 52% to 46%. On the 2013 Math CAHSEE, the following subgroups scored proficient or advanced:

- 43% of the Latino students
- 42% of the low SES
- 14% of the ELs
- 5% of the students with disabilities
- 89% of the white students

2. **Portola Butler Continuation High School SPSA Spring 2015**
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.

II. Services and outcomes for English Language Learners

A. The district has not met its AMAOs for 10 years.

1. FCMAT observed 40 classrooms and found that one teacher used seven of the eight English learner (EL) strategies on the observation protocol. This is a significant decrease from the previous review. Very few instructional strategies were being used in content area classrooms to support EL students. The use of strategies to improve and accelerate learning for EL students is not sufficient to significantly increase these students' achievement. (Spring 2015 FCMAT Report)
2. FCMAT observed six English language development (ELD) and specially designed academic instruction in English (SDAIE) classrooms. Only two of the six classes observed could be identified as intervention for English learners. (Spring 2015 FCMAT Report)
3. The Portola Butler Continuation High School SPSA Spring 2015 reports that:
    - 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

III. Teacher Quality

A. Staff expectations of students are low.

1. "High expectations for student achievement is a focus of the district but is still in the implementation phase and is seldom reflected in observable

instructional strategies and academic outcomes." (Spring 2015 FCMAT Report)

B. After three years, Constructing Meaning strategies are still not in regular use in classrooms.

1. At King City High School 91% of the teachers and 100% of the administrators have been trained in Constructing Meaning. (KCHS SPSA Spring 2015)
2. School administrators continue to monitor teachers' implementation of Constructing Meaning strategies through classroom observations (also known as walkthroughs). However, administrators are not consistently providing feedback to teachers following these walkthroughs (Spring 2015 FCMAT Report)
3. King City High School has a full-time instructional coach for six periods each day, and Greenfield High School uses a .25 full-time equivalent (FTE) instructional coach. There is no instructional coaching support for the alternative education program.
4. Teachers expressed a desire for more interventions that can be implemented in the regular classroom before the student has failed. (Spring 2015 FCMAT Report)

C. There is a need for a teacher-friendly data management system.

D. Professional Learning Communities need to continue to use their time to analyze and respond to the results of common formative assessments

1. The WASC VC Report for KCHS Spring 2015 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.
2. The findings from the spring 2015 KCHS teacher survey of PLCs are as follows:

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%

IV. School Safety and an Environment which Promotes Learning

A. School Site Councils need more training and support.

1. Site Council members were identified and put in place last spring and had little to no opportunity to be involved in planning for the implementation of categorical programs and funding priorities for the 2014-15 school year. School site councils are meeting regularly but attendance continues to be low, especially among parent members. (Spring 2015 FCMAT Report)

B. King City High School SPSA Spring 2015

	Suspension	Expulsions	Drop Outs	Graduates	A-G Completion
2014-15	73 up to date 5/11/15	1 up to date 5/11/15			
2013-14	147/102	0	11	178=93.2%	22=12%
2012-13	158/110	0	17	179=90.0%	27=15%
2011-12	373/180	10	16	158=87%	19=12%

C. Greenfield High School SPSA Spring 2015

1. 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.
2. 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.

   The results were consistent throughout subgroups.

4. 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.

Year	GHS Over-all Graduation Rate	EL Cohort Graduation Rate	GHS Over-all Drop-out Rate	EL Cohort Drop-out Rate
2007 - 08	91.90%			
2008 - 09	82.52%			
2009 - 10	83.96%			
2010 - 11	88.38%			
2011 - 12	83.4%	74.7 %	13.7%	21.5%
2012 - 13	85%	71.8 %	11.6%	21.8%

V. Graduation from high school

1. The program and services for students with disabilities (SWD) is out of compliance and is not promoting the academic achievement of these students. The WASC VC noted that "The most dramatic decline in performance occurred with Students with Disabilities with a significant decline in API, graduation rate, widening achievement gap, and significant decrease in CAHSEE proficiency and passing rates. (WASC VC Report for KCHS SPSA Spring 2015)
2. The number of graduates that have met A-G college entrance requirements has declined and remains low compared to the countywide and statewide average. For 2012-13, the statewide average was 44.1%, the countywide average was 37.4%, and the district's average was 21.6%. The district is self-reporting a significant decline in 2013-14, with an average of 13.3% of students meeting A-G college entrance requirement. (Spring 2015 FCMAT Report)

Local Assessment Measures

Performance Tasks were created for all content areas were developed in June 2014. Pacing guides for ELA 9-12 have been revised after each of the three benchmarks and final revisions will be completed in July 2015. Pacing guides for Math 1 and Math 2 were completed in June 2014 and updated throughout the 14-15 school year. Revisions will continue during the 15-16 school year. Math 3 pacing guides will be completed by May 2016.

The 2014-15 districtwide CCSS benchmarks for English Language Arts are now Performance-Based Assessments aligned with SBAC Performance Tasks.
Math 1 and Math 2 benchmarks were revised this year and have multiple choice items, constructed responses and performance tasks. Math 3 benchmarks will be created and refined during the 15-16 school year.

There is a common pacing guide for ELA and math for both comprehensive high schools The results of the writing benchmarks will be used to measure students' progress towards proficiency in the ELA CCSS.

SMCJUHSD Key Curricular and Instructional Focus Areas 2015-16

English/Language Arts

- Student-use of technology to reinforce literacy
- Common teacher-generated assessments and benchmark exams
- Teacher identified standards/skills/concepts with pacing calendars
- Effective Professional Learning Communities
- Professional development focus area: Constructing Meaning
- Professional development focus area: Implementation of the California Core State Standards

Mathematics

- Common teacher-generated assessments and benchmark exams
- Instructional technology to support and enhance the core
- Teacher identified standards/skills/concepts with pacing calendars
- Effective Professional Learning Communities
- Professional development focus area: Constructing Meaning
- Professional development focus area: Transition to the California Core State Standards

Special Populations

- Intensive English Language Development with onsite coaching and professional development
- READ 180 for students at the intensive intervention level in literacy during summer and/or school year.
- SDAIE core content classes for English Learners who are at or below Intermediate on the CELDT
- Restructuring of SWD classes to meet the rigor of CCSS
- Response to Intervention supporting Students with Disabilities and struggling non-SWD students
- Migrant services to provide supplemental support for Migrant Program participants

Culture, Safety, and School Climate

- Refinement and restructuring of Alternative Education programs to support struggling students
- Information to stakeholders fostering two-way communication and input regarding all curricular and instructional initiatives
- School climate and developmental assets incorporation into the school culture
- Continuation of Link Crew
- Continuation of Freshmen Seminar

SMCJUHSD Professional Development Overview

The SMCJUHSD staff development philosophy is based on the belief that:

- Teachers and school staff must maintain and enhance professional skills necessary to maximize the learning of all students.
- Emphasis must be placed on the development of the whole student: intellectual, physical and emotional.
- Assessment and accountability for staff development should be based on its effect on student achievement.
- School staff must possess the skills to form partnerships with parents so that teaching and learning is a shared responsibility; with a focus on effective participation in IEP meetings.

Goals for Improving Teaching and Learning

The SMCJUHSD Plan for Professional Development is to establish and support an ongoing, systematic program of instructional improvement that will provide long-term benefits to all students as life-long learners.

- To provide professional development activities, based on assessed student needs, which will provide teachers with effective instructional practices in core academics.
- To provide professional development that promotes rigorous and challenging instructional programs for all students.
- To provide curricular improvement efforts designed to involve school staff in materials selection and use; including utilization of technology.
- To provide training that enhances positive school climate where all students feel safe and are motivated to learn
- To provide professional development to ensure all administrators are knowledgeable about District initiatives: use of PLC time, implementation of CCSS standards and CM implementation and strategies
- To provide professional to administrators and all staff to ensure that they are able to analyze student performance data and to develop appropriate interventions

Professional Development Activities

Results of state-mandated tests are analyzed by district and site administration and staff. In addition, data about the effectiveness of instructional practices is collected from Western Association of Schools and Colleges (WASC) Program Review Reports, the end-of-the-year program evaluation of existing programs and strategies, and recommendations from School Site Councils, parent advisory councils, and the annual FCMAT report. Based on this data the district determines areas of focus for professional development. Finally, data is obtained from teacher-generated common formative assessments and benchmark exams, state mandated assessments, and program-specific content based exams.

In-district professional development such:

- Instructional Coaches, release days to analyze PBA and work with outside consultants
- Administrators are training to conduct walk-throughs

- Principals are trained in the requirements of categorical programs including the running of SSC and development and implementation of SPSA
- Training is provided on the new technology such as the new student assessment system
- Training in the District initiatives: CCSS implementation, effective use of PLC time and Constructing Meaning

Out-of-district professional development such as:

- AP training
- Mathematics Vision Project training (Math 1, Math 2 and Math 3)
- STEM Symposium
- CM Training
- ELD Standards training

TITLE I – Program Improvement

All schools receive assistance under Part A Title I. The teachers receive training specifically designed to meet the needs of educationally disadvantaged students in core academic subject areas. Training includes:

- Constructing Meaning
- Common Core State Standards (CCSS)
- Next Generation ELD Standards
- Professional Learning Communities
- College and Career Readiness Standards

Parent Involvement: Policy

The SMCJUHSD adopted Parent Involvement Policy recognizes the value of parent involvement through collaborative partnerships. This policy is distributed to Title I parents (English and Spanish) and includes the following required components:

- Policy involvement
- Shared responsibility for high student academic achievement
- Building capacity for involvement
- Accessibility
- Providing support and coordination for parents and school personnel to form and sustain partnerships
- Linking students and their families with community resources in order to provide educational enrichment and support

Helping our Parents to Work with their Students

1. School-Level Parent Involvement Policies and Parent Compacts
   Each school has jointly developed with parents a school-level policy that builds shared responsibility for student success. Annual meetings are held at each site to inform parents of participating students of the following requirements:
   - Annual Title I meeting and their right to be involved.

- Offer a flexible number of meetings and may provide transportation, child care, or home visits as such services relate to parent involvement.
- Involve parents of participating students, in an organized, timely way, in the planning, review, and improvement of its Title I programs and parental involvement policy.
- Provide parents of participating students with an explanation of curriculum, academic assessment, and proficiency levels students are expected to meet.
- Provide parents of participating students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.
- Provide a flexible number of meetings for parents to receive timely information, meet with school staff and visit classrooms. A most important aspect of these school meetings and staff contacts is ongoing evaluation of the parent involvement policy.
- The collected concerns and issues are reviewed when the parent involvement policy is evaluated at the end of the year meeting for evaluation of services provided and students served.

2. Parenting Skills that Support their Children's Efforts in Learning
The district is beginning development of a parent education program (such as PIQE) which will provide training in effective communication and parenting skills, and in creating a positive learning environment in the home.

3. Clear, Two-Way Communication Between School and Family
In addition to regular School Site Council and English Learner Advisory Committee meetings, all schools have provided ongoing bilingual communication in the form of newsletters and special notices. In addition, each comprehensive high school has a Parent Liaison.

4. Parent/Adult Education
The SMCJUHSD makes ongoing efforts to promote educational opportunities to all parents and adults by collaborating with local agencies, community colleges, and universities.

5. Parents as Decision Makers and School Leaders
In the SMCJUHSD School Site Councils are composed of the school principal, teachers, other school personnel, parents and students. These councils assist in the development of each site's Single Plan for Student Achievement which coordinates categorically funded programs. The English Language Advisory Committee at each site advises the principal and staff on English Learner programs and services to English Learners. Parents also participate on WASC committees.

Building Capacity for Strong Parent Involvement

1. Migrant Family Services Advocate
The Migrant Family Services Advocate is responsible for identifying and qualifying eligible migrant students. The duties of the Migrant Community Liaison include:
- Ongoing identification and qualification of Migrant students and families.

- Completion of health needs assessments for all migrant students within 30 days of enrollment.
- Coordination of health screenings (vision and dental) for migrant students.
- Referrals to community resources.
- Assistance with the facilitation of community resources for referrals, appointments and services.
- Parent recruitment for school involvement and migrant services.

2. Migrant Resource Teachers

Migrant Resource Teachers' duties consist of providing supplemental educational and support services that assist migrant students to achieve the same academic standards expected of all students. By law, migrant supplemental services are to be provided only to eligible migrant students and are required to support or supplement the district's core programs and services. The duties of the Migrant Resource Teacher include:

- Completion of an academic needs assessment.
- Completion of an Individual Learning Plan.
- Academic advising after the reporting periods (supplemental to what the students receive through the district).
- Recruitment and participation in regional events such as migrant days at California State University Monterey Bay and Hartnell Community College, Speech and Debate Club/Tournament, summer programs.
- Summer intersession for credit recovery in language arts, science, and math, and artistic and cultural enrichment through the Binational Program.
- Parent Advisory Committee Meetings and regional parent institutes and conferences.

3. English Learners Advisory and the District English Learners Advisory Committees

Each school conducts monthly scheduled English Learner Advisory Committee (ELAC) meetings composed of the parents/guardians of English Learners, school staff, a school site administrator, and community members. ELAC advises on programs for English Learners and the development of the Single Plan for Student Achievement. The District English Learner Advisory Committee (DELAC) meetings are held monthly and are composed of parents/guardians of English Learners, school staff and the Director of Educational Services

4. WASC Committees

Parents serve on WASC committees.

Community Partnerships

1. University Partnerships

The District maintains a close relationship with University of California Santa Cruz (UCSC) and California State University Monterey Bay (CSUMB). The GEAR Up Program through UCSC is beginning its third round of grant activities with the entering 9th graders in September 2014. GEAR Up and the District are coordinating a summer boot camp focused on 10th and 11th graders who are English Learners. The boot camp includes a parent education component. Throughout the school year GEAR Up staff collaborate with the schools' counselors and other university staff to provide activities designed to build parent and student

understanding of the steps to a post-secondary education. CSUMB identifies high school students and provides a variety of college awareness activities through its Talent Search Program and assists these students with college readiness.

2. Service Club Partnerships
   The State Administrator belongs to the local Rotary Clubs of King City and Greenfield. He actively promotes the successes and needs of the District.

3. Job Site Training
   Several community partners provide the location for moderate to severe-level special education job training.

4. Regional Occupational Program
   Participation in the local ROP provides students with job readiness skills. ROP eligible courses include: Ag Animal Science, Ag Business Management and Economics, Ag Construction, Ag Mechanics, Ag Mechanics 2, Art History of Floral Design; Floral Design, Computer Applications, Computer Literacy

Performance Goal 1: ***All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2014-15.***

Planned Improvement in Student Performance in Reading
(Summarize information from district-operated programs and approved school-level plans)

Description of Specific Actions to Improve Education Practice in **Reading**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. **Alignment of instruction with content standards:**				
1E.1.1 The district will annually review all policies, programs, and practices to ensure the full implementation of the 9 EPC's, accountability for all student achievement, alignment of expenditures to student need, report of academic progress to all stakeholders, and the recommendations of the Fiscal Crisis and Management Assistance Team annual report .	State Administrator Director of Educational Services	None		
1E.1.2 Each content area will develop pacing guides for grades 9, 10 and 11 with common formative assessments based on the Common Core State Standards will be revised.	Director of Educational Services Instructional Coaches Teachers **ELA by August 2015**	CCSS/ELD Standards training Substitutes Supplemental Pay for Non-duty Time Materials and Supplies	$31,000	Title I Title II
1E.1.3 ELA teachers will continue to develop and administer district-wide benchmark assessments which are aligned with the scope and sequence for Smarter Balanced Assessments.	Director of Educational Services Instructional Coaches ELA Teachers **By October 2015**	Training in the development and analysis of benchmark results and in the district data system. Substitutes Supplemental pay for non-duty time	$3500	Title I Title II

1E.1.4 A plan to improve the level of implementation of the district's initiatives -- Constructing Meaning, implementation of CCSS and new ELD Standards, and the effective use of PLCs – will be created with measureable goals and action steps. A walk through tool which is aligned with ELA 9-11 pacing guides to correlate curriculum and instruction will be implemented by revising the CM walk-through form	Director of Educational Services Site Administrators Instructional Coaches **Ongoing**	None		
1E.1.5 District and site administrators and teachers will collect data from benchmark assessments (3 times a year) and collaboratively evaluate the effectiveness of school programs and the allocation of resources to improve student achievement.	Director of Educational Services Site Administrators Instructional Coaches Teachers **Ongoing**	Generation of reports and printing	$500	General Fund
2. **Use of standards-aligned instructional materials and strategies**				
1E.2.1 Instructional and supplementary materials that are aligned to the Common Core State Standards for ELA will be adopted.	Director of Educational Services Site Administrators Instructional Coaches Teachers **By June 2017**	In-depth program-based professional development, instructional materials, and coaches.	$15,000	EIA:LEP Title II Title I
1E.2.2 A common process for developing and formatting ELA units based on the CCSS will be adopted. Units will have model lessons which highlight strategies utilized in Constructing Meaning.	Director of Educational Services Instructional Coaches ELA Teachers **By June 2016**	CM related training summer 2015 and Release time during 15-16	$4,000	Title II Title III
1E.2.3 Instructional coaches will provide support for full implementation of district initiatives. The effectiveness of instructional coaches in implementing district initiatives will be measured with an evaluation tool	Director of Educational Services Principals Instructional Coaches **Ongoing**	Position funding	$100,000	Title I

3. **Extended learning time:**				
1E.3.1 All strategic and intensive intervention students including English Learners and Students with Disabilities, will be offered tutoring and/or credit recovery opportunities: • Before and after school • On Saturdays • During summer sessions.	Site Administrators Counselors EL Specialist SPED Teachers **By September 2015 and ongoing**	Supplemental materials Training Supplemental pay for non-duty time	$95,000	Title I Title III EIA: LEP LCAP
1E.3.2 Supplementary Educational Services will be provided to eligible students as schoolwide program	Director of Educational Services Site Administrators SES Providers **By December 2015**	SES staff and materials	$66,355	Title I
1E.3.3 Migrant students will be provided credit recovery opportunities in summer inner session in language arts, science, and math, and artistic and cultural enrichment through the Binational Program. Administrators will meet quarterly with migrant staff to review data on migrant student performance. This data will be reported to SSC, ELAC, AdCo, and DLST.	Director of Educational Services Site Administrators Migrant Staff **Ongoing**	Migrant staff and materials	$10,000	Migrant
4. **Increased access to technology**				
1E.4.2 The Technology Committee, in collaboration with the district technicians, will support the implementation of selected software, hardware maintenance and training at school sites. The Committee will support teachers with the integration of technology into their classrooms.	Director of Educational Services Director of Technology Site Administrators **Initial training scheduled prior to the start of school/ongoing**	None		

1E.4.3 A District data management system will be implemented and teachers will be trained to gather common assessments data, such as common benchmarks, to score and provide an analysis for teachers and data teams to use in discussion to improve student learning.	Director of Educational Services Director of Technology Site administration Instructional Coaches Selected teachers **By August 2015 and ongoing**	Training on Illuminate	$20,000	Title I
5. **Staff development and professional collaboration aligned with standards-based instructional materials:**				
1E.5.1 The use of Professional Learning Communities time will be refined to include the revision of pacing guides and the use of data from common formative assessments to improve instruction and provide additional student support.	Director of Educational Services Site administration Instructional Coaches **August 2015 and ongoing**	Materials for training	$5,000	LCAP
1E.5.2 Instructional Coaches/EL Specialists will be provided to assist with: • Implementation of CM across the curriculum • Support the new technology to enhance core instruction and implementation of CCSS • Continued implementation of Read 180	Director of Educational Services Site administration Instructional Coaches EL Specialists **August 2015 and Ongoing**	Coach salaries and training.	$204,000	Title I EIA
1E.5.3 District and site administrators will ensure that each school's Single Plan for Student Achievement describes and funds specific activities that are aligned with the LEA Plan's Professional Development activities.	Director of Educational Services Director of Account. Principals **By September 2015 and Ongoing**	SPSA development tool SPSA implementation calendar for each site	No cost	

1E.5.4 Selected teachers will be trained in the District - adopted intervention program for literacy, READ 180.	Director of Educational Services Site administration Instructional Coaches READ 180 teachers External and internal trainers **By September 2013 and Ongoing**	Consultant contracts, supplemental pay, materials, and release time/subs.	$8000	Title I
6. **Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):**				
1E.6.1 AERIES Parent/Student Portal will be implemented as the online portal to provide parents and students remote access to their achievement, attendance, and discipline data.	Director of Educational Services Technology Director Site administration **Fall 2015 and Ongoing**	Professional development costs and training.	$5,000	General Fund
1E.6.2 Parent and community meetings including School Site Councils and other advisory committees such as the English Language Advisory Committees and District English Language Advisory Committees, the annual Title I Meetings and PIQE Parent Courses will be held.	Director of Educational Services Principals EI Specialists Counselors **Fall 2015 and Ongoing**	Duplication and development of parent materials and handouts.	14,000	Title I
1E.6.3 Counselors will assist in promoting high levels of academic achievement and in establishing safe school cultures conducive to high achievement. Counselors will assist parents in understanding the district's graduation requirements and their children's progress towards meeting these requirements. Counselors will develop an action which clarifies services to be provided and the efficacy of those	Director of Educational Services Principals Counselors **Ongoing**	Salaries and benefits of counselors.	$350,000	General Fund

services. Counselors will report annually to the school board the results of their action plans.				
1E.6.4 The District will comply with all parent notification requirements including failure to meet the Annual Yearly Progress targets and the results of state and federally-mandated tests. All District letters and parent notifications will be available to parents in English and Spanish as per State and Federal directives	Director of Educational Services **Ongoing**	Student reports and mailing costs. Possible supplemental time to generate the information.	$1,500	General Fund
1E.6.5 District staff will develop and administer a parent survey to get feedback from parents.	Director of Educational Services Site administration **By January 2016**	Costs associated with generating and analyzing a parent survey, including duplication and mailing.	$3,000	LCAP
7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):				
1E.7.1 Selected staff will participate in district-organized vertical collaboration opportunities with the feeder district's staff.	Director of Educational Services Principals Teacher Leaders **By October 2015 and Ongoing**	Release days and/or extra hours	$2450	Title I
1E.7.2 Link Crew will be implemented and evaluated at both comprehensive high schools to assist entering 9th graders with the transition to high school. Provide Student planners to students.	Principals Link Crew Coordinators **Ongoing**	Link Crew Training Supplies Student Planners	$11,300	LCAP
1E.7.3 SPED teachers will meet with their counterparts in the feeder districts to review the IEPs of all entering Students with Disabilities	Principals SPED Teachers Director of Alternative Education	Substitutes	$1500	SpEd (6500)

	Ongoing			
8. Monitoring program effectiveness:				
1E.8.1 All assessments, local and state, will be housed in the district data management system. A major activity for all PLC department team meetings will be the review of their common assessment data and ongoing assessments.	Director of Educational Services Director of Technology Site administration **Fall 2015 and ongoing**	Costs associated with generating reports and supporting the data system.	$16,000	Title I
1E.8.2 AdCo (Administrative Council) will review local and state reports and the use of their SPSA to address those needs. AdCo meetings will be forums for site leaders to report their ongoing progress. Emphasis will be on the plan for addressing identified areas of need, including the use of professional development and intervention activities for students.	State Administrator Director of Educational Services Site administration Teacher Leaders **Fall 2014 and Ongoing**	None		
1E.8.3 Each site will have a Single Plan for Student Achievement, aligned to the LEA Plan that will be monitored by the School Site Council, informed by ELAC recommendations, and revised each year based on assessment data.	Director of Educational Services Business Manager Site Administrators **Ongoing**	None		
1E.8.4 Walk-throughs by district and site administration will be used to collect information on implementation of the district's initiatives and to plan needed assistance or revisions.	State Administrator Director of Educational Services Site administration Instructional Coaches **By September 2015 and Ongoing**	None		

9. Targeting services and programs to lowest-performing student groups:				
1E.9.2 Research and purchase appropriate instructional strategies and materials to implement with fidelity the RTI process.	State Administrator Director of Educational Services Site Administrators SPED Coordinator Teacher Leaders **By January 2016**	Purchase of materials.	$10,000	Title I
1E.9.3 Provide professional development (training) for all teachers and administrators in the Response To Intervention process. Identify teacher Leaders to assist with program implementation.	Director of Educational Services Site Administrators SPED Coordinator Teacher Leaders **By January 2016**	Training related to the effective implementation of the program to include process and materials. Sub time and stipends for Teacher Leaders	$10,000	Title I Title II
1E.9.4 Continue to implement Systems 44/READ180 in order to support struggling readers who are Students with Disabilities and in the mainstream who are two or more grade-levels behind.	Director of Educational Services SpEd Director Site Administrators Counselors SPED Teachers **By October 2015**	Systems 44/Read 180 materials and training.	$10,000	Title I
1E.9.5 Odysseyware and APEX will continue to be implemented for students who need additional support and credit recovery.	Site administration **By September 2015**	Odysseyware and APEX subscription, software, hardware, and training.	$30,000	Title I
10. Any additional services tied to student academic needs:				

1E.10.1 Counseling support will be provided in an effort to address all variables that impact instruction. Counselors are assigned to help ensure that placement needs of students are met. Two additional counselors will be added beginning Fall 2015	Site Administrators Counselors **Ongoing**	Salaries and benefits of counselors.	$350,000	General Fund
1E.10.2 Anti-bullying and school safety initiatives to foster positive socio-emotional school climates and to increase student attendance and performance. Behavioral and intervention counselors will be employed to support the emotional needs of students towards their academic achievement. Continue to have a behavior support specialist at each comprehensive site.	Director of Educational Services Site Administrators Counselors **Ongoing**	Program costs for implementing supplemental programs.	$60,000	Behavior Health Specialist

Performance Goal 1: ***All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2015-2016.***

Planned Improvement in Student Performance in Mathematics
(Summarize information from district-operated programs and approved school-level plans)

Description of Specific Actions to Improve Education Practice in **Mathematics**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. **Alignment of instruction with content standards**:				
1M.1.1 Math will develop pacing guides with common formative assessments based on the Common Core State Standards.	Director of Educational Services Math Visions Project MCOE Consultant Math Teachers **Math 3 Pacing Guide by August, 2015** **Ongoing**	CCSS training Substitutes Supplemental Pay for Non-duty Time Materials and Supplies	$6,000	Title I
1M.1.2 Math teachers will develop and administer district-wide benchmark assessments which are aligned with the scope and sequence for the new CCSS math courses and the math SBAC. Math teachers will receive training on benchmark development and analysis.	Director of Educational Services Math Visions Project MCOE Consultant Math Teachers **Ongoing**	Training in the development and analysis of benchmark results and in the district data system. Substitutes Supplemental pay for non-duty time	$30,000	Title I Title II
2. **Use of standards-aligned instructional materials and strategies**:				

1M.2.1 Instructional materials that are aligned to the Common Core State Standards for math will be adopted as necessary	Director of Educational Services Site Administrators Math Department Chairs **Fall 2015 and ongoing**	Costs associated with purchasing instructional materials for all Integrated Math courses and Math Common Core class	$50,000	Lottery
1M.2.2 Develop common assessments and benchmarks that assess the level of student learning of the Integrated Math program	Director of Educational Services Site Administrators Math Visions Project MCOE Consultant Math Teachers Instructional Coaches **Fall 2015 and Ongoing**	Ongoing costs including assessment generation, reports, professional development, substitutes, supplemental pay for non-duty time, and consultants.	$37,800	Title I
1M.2.3 Implement a pilot math program (Math 1A/Math 1B). This program is for students entering 9th grade who are in danger of failing the traditional Math 1 course. This pilot will be evaluated quarterly. A quarterly will submitted to AdCo by the principal.	Director of Educational Services Site Administrators **Fall 2015 and Ongoing**	None		
1M2.4 Implement a pilot math program (Common Core) This program is for 11th grade students who are in danger of failing the traditional Math 1 course. This pilot will be evaluated quarterly. A quarterly will submitted to AdCo by the principal.	Director of Educational Services Site Administrators **Fall 2015 and Ongoing**	None		
3. **Extended learning time:**				
1M.3.1 All strategic and intensive intervention students including English Learners and Students with Disabilities, will be offered tutoring and/or credit recovery opportunities: • Before and after school	Director of Educational Services Site Administrators	Supplemental instructional materials. Training for participating teachers.	$5,000	Title II

• On Saturdays • During summer sessions.	MCOE Math Coordinator **Fall 2015 and Ongoing**			
1M.3.2 Supplementary Educational Services will be provided to eligible students as schoolwide program	Director of Educational Services Site Administrators **SES Providers** **By December 2015**	SES staff and materials	$66,355	Title I
1M.3.3 Migrant students will be provided credit recovery opportunities in summer inner session in language arts, science, and math, and artistic and cultural enrichment through the Binational Program. Administrators will meet quarterly with migrant staff to review data on migrant student performance. This data will be reported to SSC, ELAC, AdCo, and DLST.	Director of Educational Services Site Administrators Migrant Staff **Ongoing**	Migrant staff and materials	$10,000	Migrant

Description of Specific Actions to Improve Education Practice in **Mathematics**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
4.Increased access to technology:				
1M.4.2 The Technology Committee, in collaboration with the district technicians, will support the implementation of selected software, hardware maintenance and training at school sites. The Committee will support teachers with the integration of technology into their classrooms.	Director of Educational Services Director of Technology Site Administrators **Initial training scheduled prior to the start of school/ongoing**	None		
1M.4.3 A District data management system will be implemented and teachers will be trained to gather common assessments data, such as common benchmarks,to score and provide an analysis for teachers and data teams to use in discussion to improve student learning.	Director of Educational Services Director of Technology Instructional Coaches Selected Teachers Site administration **By October 2015**	Training on Illuminate	$20,000	Title II
5.Staff development and professional collaboration aligned with standards-based instructional materials:				
1M.5.1 All math teachers will participate in ongoing training focused on the Integrated Math standards and the mathematical practices required to teach these standards. Outside consultants will assist Integrated Math teachers in writing planning guides, planning lessons, developing and analyzing benchmark exams, and in benchmark exams, and in responding to the needs of strategic and intervention students.	Director of Educational Services Site Administrator in charge of Math MCOE Math Coordinator Math Visions Project **August 31, 2015 – May 2016**	Release time and substitutes MCOE Coordinator Math Visions Project	$10,000	Title I Title II

1M.5.2 The use of Professional Learning Communities time will be refined to include the revision of pacing guides and the use of data from common formative assessments to improve instruction and to provide additional student support.	Director of Educational Services Site Administrators **Ongoing**	None		
1M.5.3 District and site administrators will ensure that each school's Single Plan for Student Achievement describes and funds specific activities that are aligned with the LEA Plan's Professional Development activities.	Director of Educational Services Director of Account. Principals **By September 2015 and Ongoing**	SPSA development tool SPSA implementation calendar for each site	No cost	
6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):				
1M.6.1 AERIES Parent/Student Portal will be maintained as the online portal to provide parents and students remote access to their achievement, attendance, and discipline data.	Director of Educational Services Technology Director Site administration **Ongoing**	Professional development costs and training.	$5,000	General Fund
1M. 6.2 Parent and community meetings including School Site Councils and other advisory committees such as the English Language Advisory Committees and District English Language Advisory Committees, the annual Title I Meetings and PIQE Parent Classes.	Director of Educational Services Principals EI Specialist Counselors **Ongoing**	Duplication and development of parent materials and handouts.	$15,000	LCAP
1M.6.3 Counselors will assist in promoting high levels of academic achievement and in establishing safe school cultures. Counselors will assist parents in understanding the district's graduation requirements and their children's progress district's graduation requirements and their children's progress towards meeting these requirements.	Director of Educational Services Principals Counselors **Ongoing**	Salaries and benefits of counselors.	$350,000	General Fund

7. Auxiliary services for students and parents (including transition from middle school):				
1M.7.1 Selected staff will participate in district-organized vertical collaboration opportunities with the feeder district's staff.	Director of Educational Services Principals **By October 2015 and Ongoing**	Release days and/or extra hours	$1200	Title I
8. Monitoring program effectiveness:				
1M.8.1 All assessments, local and state, will be housed in the district data management system. A major activity for all PLC department team meetings will be the review of their common assessment data and ongoing assessments.	Director of Educational Services Director of Technology Site administration **Fall 2015 and ongoing**	Costs associated with generating reports and supporting the data system	$16,000	Title I
1M.8.2 AdCo (Administrative Council) will review local and state reports and the use of their SPSA to address those needs. AdCo meetings will be forums for site leaders to report their ongoing progress. Emphasis will be on the plan for addressing identified areas of need, including the use of professional development and intervention activities for students.	State Administrator Director of Educational Services Site administration Teacher Leaders **Fall 2015 and Ongoing**	None		
9. Targeting services and programs to lowest-performing student groups:				

1M.9.2 Odysseyware and APEX will continue to be implemented for students who need additional support and credit recovery.	Director of Educational Services Site Administrators Teachers **By September 2015**	Odysseyware and APEX subscription, software, hardware, and training.	$30,000	Title I
10. **Any additional services tied to student academic needs:**				
1M.10.1 Counseling support will be provided in an effort to address all variables that impact instruction. Counselors are assigned to help ensure that placement needs of students are met. Two additional counselors will be added beginning Fall 2015	Site Administrators Counselors Ongoing	Salaries and benefits of counselors.	$350,000	General Fund
1M.10.2 Anti-bullying and school safety initiatives to foster positive socio-emotional school climates and to increase student attendance and performance. Behavioral and intervention counselors will be employed to support the emotional needs of students towards their academic achievement. Continue to have a behavior support specialist at each comprehensive site.	Director of Educational Services Site Administrators Counselors Ongoing	Program costs for implementing supplemental programs.	$60,000	Behavioral Specialist

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.

Planned Improvement in Programs for LEP Students and Immigrants (Title III)
(Summarize information from district-operated programs and approved school-level plans)

	Description of how the LEA is meeting or plans to meet this requirement.

Required Activities	1. (Per Sec. 3116(b) of NCLB, this Plan must include the following: a. Describe the programs and activities to be developed, implemented, and administered under the subgrant; b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122; c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for: • Meeting the annual measurable achievement objectives described in Section 3122; • Making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B); • Annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1); d. Describe how the LEA will promote parental and community participation in LEP programs.	2.1a. Upon analysis of South Monterey County Joint Union High School District (SMCJUHSD) data regarding EL students, including AMAO data, reclassification rates, and state and local assessments, many SMCJUHSD students are not advancing beyond the Overall Intermediate level as measured by CELDT and are not performing at the proficient level on state assessments, including CST's and CAHSEE. In response to this, SMCJUHSD is implementing: • The district-adopted curriculum for ELD with common formative assessments and benchmarks to monitor the progress of all ELs towards English proficiency • Constructing Meaning (CM) strategies in classes • Professional Learning Communities (PLCs) 2.1b. We will meet all AMAO targets by coordinating the use of Title III, State EIA/LEP and other categorical funds to meet the needs of our English Learners. Funds will be used to provide the supplemental training in the core curriculum, ELD standards, and CM instructional strategies listed. Multiple training opportunities will be provided over the next two years by a combination of external experts in each of these areas and by a cadre of in-district administrative and certificated staff. Full implementation of each of these instructional strategies will be supported by instructional coaches and EL Specialists at each school. Coaches will assist with the design of scope and sequence and pacing guides, lessons, common formative assessments, and district wide benchmark assessments. They will model lessons and provide feedback through classroom observations. 2.1c. The full implementation of the district-adopted ELD curriculum, the CM strategies in all core subjects, and effective PLCs will be a major focus of the district. Classroom walkthrough activities and participation in PLCs by administrators will provide data on the level of implementation and serve as a source of teacher feedback. In addition, data from benchmark assessments will be reviewed at the classroom, site and district levels to identify progress, areas of concern, and the need for additional support. AdCo meetings will identify site progress on achieving the AMAO targets and discuss next steps for improvement. 2.1d. Parental and community participation in English Learner Programs is

		promoted through student recognition, parent notification, newsletters, English Learner Advisory Committee and District English Learner Advisory Committee meetings as well as school site activities such as Back to School Night.

	2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c) . The effectiveness of the LEP programs will be determined by the increase in: • English proficiency; and • Academic achievement in the core academic subjects	2.2. SMCJUHSD will provide high quality language instruction based on scientifically based research by training and coaching: • all ELD teachers in the implementation of the district-adopted ELD curriculum • all core content teachers in the implementation of CM strategies In order to increase effectiveness of instruction, SMCJUHSD will create a plan to evaluate the implementation of the ELD curriculum, the CM strategies, and the PLCs. The plan will be implemented by September 2015 and will include quarterly benchmarks for both teacher implementation levels and student progress towards English proficiency and success in the core academic areas, a description of the way the quarterly data will be used, and a date by which the plan for the 2015-16 school year will be developed and approved.
		Description of how the LEA is meeting or plans to meet this requirement.

Required Activities	3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel. a. designed to improve the instruction and assessment of LEP children; b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students; c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the teachers' subject matter knowledge, teaching knowledge, and teaching skills; d. long term effect will result in positive and lasting impact on teacher performance in the classroom.	2.3 .Professional development in CM and PLCs for district and site administrators and teachers began in summer 2012 and continued. Staff attended training with EL Achieve for CM. Instructional Coaches at each comprehensive high school completed the EL Achieve trainer of trainers; who provided additional training and ongoing support in the form of modeling lessons, assisting with the development of lessons, coaching and formal training sessions. During the 2014-15 school year we had 4 full days of CM training for new teachers. In addition to 3 half days of CM training for all administrators in the District. This school year we evaluated the level of implementation of CM through teacher self-assessments, administrator walk-throughs, instructional coaches' walk through data, Instructional Coaching logs. Administrators captured CM data using Progress Adviser- an online tool for walk-throughs. Progress Adviser CM walk-through data was analyzed on a regular basis by site administrators at Administrative Council meetings (AdCo), with a continuing emphasis on CM implementation. We have created a CM Implementation Plan for 2015-16 which focuses on a more limited number of CM strategies and the formative assessment of the implementation throughout the school year in regularly scheduled meetings between the Director of Educational Services and the instructional coaches. The plan include monthly administrator walk-throughs and data collection with the Director of Educational Services and CM training for all new teachers and administrators. The State Administrator provided training to site administrators and teachers in PLCs in summer 2012. During the 14-15 school year the district created a PLC plan in which at least two collaboration Wednesdays a month were designated specifically for department PLC work. The District also offered a stipend for PLC Leads. PLC Leads met once a month to receive PLC training, review PLC data and assistance with the creation of common formative assessments and benchmarks and the analysis of the results. Each SPSA calls for an analysis of the level of implementation of the PLCs by September 2015 and ongoing support to improve the use of this collaboration time. One focus for 2015-16 will be the disaggregation of formative assessment results by EL and SWD achievement.

		During the 2014-15 school year we had training our ELD teachers in EDGE, the district-adopted ELD curriculum. In addition to the EDGE training, ELD teachers had 4 full days of Designated ELD training to address the Next Generation of ELD Standards and analyze ways to supplement the EDGE curriculum. All teachers in the district received 6 hours of Integrated ELD training. For 2015-16 we are hiring an EL Specialist for each comprehensive high school to provide ongoing support and coaching to all ELD teachers in the implementation of EDGE. By June 2016 we will have pacing guides and benchmarks measure English Learners' progress towards English proficiency. The District is also continuing to provide training to teachers and administrators as we transition to the Next Generation ELD standards.	
Allowable Activities	4. Upgrade program objectives and effective instruction strategies.	**Yes or No** Yes	**If yes, describe:** 2.4 The SMCJUHSD is revising its EL Master Plan to focus on meeting all compliance areas and on implementing the systems and staff which will insure that all English Learners are making progress towards English proficiency and core content mastery. The plan includes full implementation of the district-adopted ELD curriculum with ongoing training, coaching, and accountability for student progress.
		Description of how the LEA is meeting or plans to meet this requirement.	

Allowable Activities			
	5. Provide – a. tutorials and academic or vocational education for LEP students; and b. intensified instruction.	**Yes or No** YES	**If yes, describe:** 2.5 EL students are included in all extended day activities. ELD may be offered as well as tutorials and credit recovery opportunities. All vocational programs hosted by the district schools are available to EL students as their schedule permits. Intensified instruction is the result of the full implementation of the district-adopted ELD curriculum in a two-period block. Migrant ELs may participate in the PASS/Work Study that helps them recover credits as well as provides them with on the job experiences.
	6. Develop and implement programs that are coordinated with other relevant programs and services.	**Yes or No** YES	**If yes, describe:** 2.6 The SMCJUHSD EL programs are coordinated with extended learning day activities including Supplementary Educational Services, Special Education services, the Migrant Education Program and other relevant programs and services.
	7. Improve the English proficiency and academic achievement of LEP children.	**Yes or No** YES	**If yes, describe:** 2.7 In order to increase English proficiency and academic achievement of English Learners, we provide high quality language instruction based on scientifically based research by training teachers throughout the school year with a focus on literacy/English language development through the implementation of CM strategies. In order to increase effectiveness of instruction, the SMCJUHSD is creating a system to formatively assess the ongoing level and quality of CM and Next Generation ELD implementation. There are instructional coaches (and EL Specialists for 15-16) at each site that support teachers in refining their teaching practice.

		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families – o To improve English language skills of LEP children; and o To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children.	**Yes or No** YES	**If yes, describe:** 2.8 Counselors and EL Specialists explain to parents the different programs and levels at each school to learn English. The District sends a letter to parents within 30 days of enrollment in which it explains how their child was identified and why he/she was placed in that ELD level. Education about the grading process, graduation requirements and language redesignation is given throughout the year to both parents and students. Staff also train parents in the use of the Parent Portal. Parent participation and outreach includes parent information nights, parent-teacher conferences, mandated notices and meetings, as well as the ELAC and DELAC meetings which include parent education sessions. PIQE training will be provided to parents beginning September 2015 and will continue through the 2015 – 2016 school year. The District is planning a comprehensive parent education/involvement based on the Parent University model.
	9. Improve the instruction of LEP children by providing for – o The acquisition or development of educational technology or instructional materials o Access to, and participation in, electronic networks for materials, training, and communication; and o Incorporation of the above resources into curricula and programs.	**Yes or No** YES	**If yes, describe:** 2.9 English Learners will be included in electronic instructional activities and computer delivered instruction available to all students including: • OdysseyWare • Apex • PASS Student engagement will be enhanced by the use of integrating instructional technology into the curriculum.

	10. Other activities consistent with Title III.	**Yes or No** YES	**If yes, describe:** 2.10 Ongoing professional development for staff and extended learning opportunities for students are consistent with Title III expectations.

Plans to Notify and Involve Parents of Limited-English-Proficient Students

Parents of Limited-English-Proficient students must be notified: The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.	Description of how the LEA is meeting or plans to meet this requirement.

Required Activity	1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB): a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program; b. the child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement; c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction; d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child; e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation; f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools; g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;	2.1a-e.Upon initial enrollment in the District, the EL Specialist follows up from the Home Language Survey to see that the student is tested with the CELDT or that these results are sent from the previous school. The parent is then notified of the reasons why their child is classified as an English learner. Upon receiving the annual CELDT report, parents are notified of their child's results and are given a description of the available program options in writing. This notification takes place by mail and/or in a parent conference by the counselor or EL Specialist. The notification includes Home Language Survey information, CELDT results, a recommendation for program placement, and a description of other program options and the benefits of each option compared to the recommended placement. Regardless of the program option selected, parents are informed that each English learner is expected to make progress in English Language Development and in grade level academics. In both of these letters, the parent is invited to meet with staff for further information. Every school has parent meetings throughout the year to inform parents of the methods of instruction that are available and to identify the program in which their child will participate. Individual meetings are conducted as new students enroll throughout the school year. Upon completion of Initial CELDT assessment, the EL Specialist or counselor explains the EL Program to parents/students if they are determined to be EL. Parents are then requested to sign a waiver to ensure students are provided access to structured English immersion programs. 2.1f. All parents receive information on reclassification requirements at the meetings referenced above. When a student has met all requirements to be reclassified, parents are notified and invited to a meeting during which the minimum criteria in order to qualify a student for reclassification and the recommendation to reclassify the student is discussed. The parent, teachers, and administrator must jointly agree to the reclassification. 2.1g.The district has established policies and procedures to ensure that students with disabilities receive appropriate and legally required educational services. Both state and federal law require that English learners with an IEP or 504 Accommodation Plan receive programs and services that address the student's special needs, including ELD instruction and maximum access to the core curriculum.

		Description of how the LEA is meeting or plans to meet this requirement.
Required Activity	h. information pertaining to parental rights that includes written guidance detailing – i. the right that parents have to have their child immediately removed from such program upon their request; and ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; iii. the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA.	2.1h. South Monterey County Joint Union High School District is committed to providing effective educational program options for English learners and is further committed to implementing programs that ensure English learner student success and parental involvement. The district understands the rights of parents of English learners and offers multiple opportunities for parents of English learners to inform them of their rights and program options. Written notice of program options and parental/student rights is also provided to all parents of English Learners.
Note: Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.		Assessments, placement, and parent notification is done within the timelines, which is not later than 30 days after the beginning of the school year or after student enrollment if it takes place once the school year has begun. This is standard procedure.
LEA Parent Notification Failure to Make Progress If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.		Letters are sent to parents as soon as we are informed by the California Department of Education (CDE) that we are Program Improvement and to notify them of the options such as school choice, supplemental educational services, and other extended learning opportunities.

Plans to Provide Services for Immigrants

IF the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:	**Yes or No** YES	**If yes, describe:** III2.1 Parent participation and outreach will include parent information nights, parent-teacher conferences, mandated notices and meetings, as well as the ELAC and DELAC meetings that include parent education sessions. Every school has a School Site Council. Migrant Parent Advisory Committee meetings are held regularly. At these meetings parents received training and information about high school graduation requirements, post-secondary options, skills in effective parenting and health and nutrition.
	2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:	**Yes or No** YES	**If yes, describe:** III2.2 EL Specialists, ELD Liaisons, counselors and the designated site administrators participate in monthly EL meetings with the Director of Educational Services to increase their understanding of the unique needs of immigrant students and ELs, monitor the implementation of the EL Master Plan and the progress of all ELs towards English proficiency and grade level achievement in the core subjects. Certificated staff is informed of EL's CELDT scores and how to interpret them. They are provided with timely information on the progress of individual ELs. SWD aides are availed opportunities for trainings in working with SWDs and district initiatives such as CM. Migrant family service advocates attend monthly meetings to focus on parent involvement and health services to students.

	3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;	**Yes or No** YES	**If yes, describe:** III2.3 Extended learning day opportunities for both credit recovery and tutoring are available for all EL and immigrant students. CSU and community colleges offer workshops for parents and children on college application and financial aid procedures. ROP provides job readiness skills.
Allowable Activities	4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:	**Yes or No** YES	**If yes, describe:** III2.4 Appropriate curricular materials and educational software will be researched and purchased through different sources such as Title III, Title I, and EIA: LEP as supplementary support for immigrant students. These include English/Spanish dictionaries, reading materials for ELs, mathematics intervention kits, CELDT and CAHSEE preparation materials.
	5. Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services:	**Yes or No** YES	**If yes, describe:** III2.5 Transportation services are provided.

	6. Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education:	**Yes or No** YES	**If yes, describe:** III2.6 Civic education is part of the 12th grade required curriculum. English Language Development classes will introduce the culture and systems of the USA educational system. Our LEA coordinates services with Hartnell Community College, UC Santa Cruz, and CSU Monterey Bay to assist students with post-secondary opportunities. Students participate in educational field trips to colleges and universities in the area. Additionally, Migrant children participate in College Summer Residential Programs.
Allowable Activities	7. Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services:	**Yes or No** YES	**If yes, describe:** III2.7 Health and social services are provided Migrant Education. They include annual dental and vision screening, assistance with registration in medical insurance programs, referrals to local agencies. Site staff also makes referrals to local agencies and service providers such as the Lions Club. Community agency representatives present during ELAC and DELAC meetings.

Elementary and Secondary Education Act
Title III Budget Overview Annual Update

Name of LEA: South Monterey County Joint Union High School District **Fiscal Year:** 2015-16
Total Title III Allocation: LEP $ 55, 178 **Immigrant:** $ 4,590
LEP Administrative & Indirect Costs (2%): $1103.56 **Immigrant Administrative & Indirect Costs:** $ 91.80
For each applicable Title III goal indicated below, indicate the key actions that will be implemented to meet each goal, the related Title III budget item, and the estimated cost for each item.

Title III Goal	Specific Title III Supplemental Key Actions (Activities) to Meet Goal	Unit (Purchase) Detail	Associated Estimated Costs for each Activity Listed
Goal 2A: AMAO 1- Annual progress Learning English	Alignment of ELD instruction with Next Generation ELD Standards by providing ongoing professional development to all ELD teachers	Subs Outside consultant	$4000
Goal 2B1: AMAO 2 - English Proficiency	Fully implementation of Constructing Meaning strategies across all content areas	Subs Instructional Coach CM Materials CM Certification	$15,000
Goal 2C: AMAO 3 -Adequate Yearly Progress (AYP) in English/Language Arts	Extended learning time recover credits in ELA, After School Tutoring	Teacher hourly rate	$5,000
Goal 2C: AMAO 3 – AYP in Mathematics	Extended learning time recover credits in math, After School Tutoring	Teacher hourly rate	$5,000
Goal 2D: High Quality Professional Development	Fully implement Edge ELD curriculum	Substitutes for ELD teachers Edge Consultant	$3300
Goal 2E: Parent and Community Participation	Training materials Handouts Meeting resources	Training materials	$2,000
Goal 2F: Parental Notification	CELDT notification, Title III notifications		$2,000

Goal 2G: Services for Immigrant Students (for LEAs receiving Title III, Immigrant funds)	Summer needs assessment of Immigrant families Training for counselors on the analysis of foreign transcripts Development of an orientation specifically for newcomer students and their parents Order materials on immigrant students and train EL specialists and ELD Liaisons in specific services needed by immigrant students and their parents	Hours of Parent Liaison to collect data Materials for immigrant students and their families	$4,500
Goal 5A: Increase Graduation Rates	Increase A-G completion by analyzing transcript review	Software for transcript review- contract	$10,000
Total Title III Budget Estimate (Include Administration and Indirect Costs) for LEP and Immigrant Programs			LEP $ 46,300 IMM $ 4,500

Program Notes:

I. Activities must be of supplemental nature. Align activities with associated estimated costs.

II. LEAs must expend Title III funds on activities that are required, allowable, allocable, necessary and reasonable.

III. Title III funds should supplement the level of Federal, State, and local funds, including LCFF funds.

Performance Goal 3: ***By 2015-16, all students will be taught by highly qualified teachers.***

Summary of Needs and Strengths for Professional Development
Based on a needs assessment of teacher data for your district, include a narrative that describes areas of needed professional development and areas where adequate professional development opportunities exist.

[Description of activities under Title II, Part A, Subpart 1, Grants to LEA]

<table>
<tr><th>Greenfield High School</th><th>King City High School</th><th>Portola Butler High School</th></tr>
<tr>
<td>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
25% use oral language and vocabulary strategies</td>
<td>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)

<table>
<tr><th>CM Competency</th><th>Admin Walk through</th><th>IC CM walk through</th><th>Teacher self-rating (32/35)</th></tr>
<tr><td>% of teachers CM trained</td><td></td><td>91%</td><td></td></tr>
<tr><td>% of admin trained</td><td></td><td>100%</td><td></td></tr>
<tr><td>Learning and Language Goal</td><td></td><td>82.2%</td><td>90%</td></tr>
<tr><td>Language as content</td><td></td><td>77.8</td><td>74.3</td></tr>
<tr><td>Oral Language routines</td><td></td><td>91.1</td><td>59.4</td></tr>
<tr><td>Note-making</td><td></td><td>97.8</td><td>71.9</td></tr>
<tr><td>Academic Writing</td><td></td><td>81.7</td><td>43.8</td></tr>
</table>

WASC VC noted that:</td>
<td>None</td>
</tr>
</table>

- 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.

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%

Performance Goal 3: ***By 2015-16 all students will be taught by highly qualified teachers.***

Planned Improvements for Professional Development (Title II)

(Summarize information from district-operated programs and approved school-level plans)

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
3.1. How the professional development activities are aligned with the State's challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:	State Administrator Director of Educational Services Site Administrators Instructional coaches	Subs Registration Supplementary Materials	$172,000	EIA:LEP Title II Title I A
• Professional development areas of focus have been identified through the use of data provided by state and local assessments, the completion of the Academic Program Survey and the ISS, and an analysis of the level of implementation of Constructing Meaning and the activities in the November 2012 SPSAs.				
• Train teachers to identify ELA, ELD, and Integrated Math Standards and to revise pacing guides and benchmark exams focused on standards. Train teachers in the analysis of benchmark and common formative assessment results in order to monitor students' progress towards mastery of Standards.	**July 2015 and Ongoing**	MCOE Math Coordinator Math Visions Project MCOE ELA Coordinator		
• Continue to implement district-wide staff development for teachers, administrators, and paraprofessionals in Constructing Meaning, in the ELD curriculum, and in the intervention curriculum.	**August 2015 and Ongoing**	EDGE consultant READ 180 consultant		
• Continue to provide teachers and administrators with professional development in the California Common Core and the Next Generation ELD Standards	**September 2015 and Ongoing**	MCOE Math Coordinator		

• Continue to provide training to administrators and teachers in the effective implementation of professional learning communities • New teachers and administrators are trained on CM and the transition to the CCSS and the Next Generation ELD Standards • Novice teachers will participate in Teacher Induction, formerly known as Beginning Teacher Support and Assessment (BTSA)	**August 2015 and Ongoing** **August 2015 and Ongoing** **August 2015 and Ongoing**	Math Visions Project MCOE ELA Coordinator Riverside County Office of Education (RIMS)		
3.2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement: Activities are based in the 9 Essential Program Components for schools/districts in Program Improvement: • high quality instructional materials which are fully implemented for students at benchmark, strategic, and intervention levels, • professional development, • pacing guides, • ongoing monitoring of student progress, • collaboration, coaches, and • adequate instructional time. Activities are based on state-wide programs approved by the CDE or used successfully by schools and districts: • Constructing Meaning • Edge • READ 180	Director of Educational Services Site Administrators Instructional Coaches			

• Beginning Teacher Support and Assessment (BTSA)				

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
3.3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students: • Assist teachers to collaborate in developing common assessments and a pacing calendar based on power standards • Train all staff in the student data management system to assist with development of common assessments and provide information on student achievement in time to provide remediation • Provide training in data teams to analyze student data • Utilize instructional materials that promote universal access/differentiated instruction to meet the needs of students in closing achievement gap • Train teachers in the use of these materials • Train teachers in the new CCSS and the Next Generation ELD Standards and support them the transition to their implementation	Director of Educational Services Site Administrators Coaches Teachers			
3.4.How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs:	Director of Educational Services Site Administrators Instructional Coaches			

• Align professional development activities with Federal, State and local programs based on state and Federal student achievement guidelines. Under the LEA Plan and Single Plans for Student Achievement (SPSAs), professional development activities will utilize a variety of funding sources to achieve objectives with an emphasis on meeting the needs of ELs and SWDs through the implementation of CM, effective PLCs, and in the transition to the CCSS and the Next Generation Standards. All federal, state, and local programs have been earmarked for these areas of focus. • Design professional development activities to help teachers integrate research-based instructional practice, assessments, and needs of the student populations.				
3.5The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met: • Administer a professional development survey to teachers and all administrators annually • Provide Induction support for new teachers • Train new teachers and administrators in the district initiatives • Provide teacher and administrator training to improve campus safety • Provide academic coaches for teachers in literacy, mathematics, ELD • Promote certified from within the current staff	Director of Educational Services Site Administrators Instructional Coaches			

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
3.6 How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy: • Provide technology training to all staff to assist in integrating the use of technology in instruction • Provide academic coaches to assist with teacher support in technology integration	Director of Educational Services Site Administrators Instructional Coaches Director of IT			
3.7How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25 percent of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.): • Provide training in the student data management system – how to retrieve data and how to analyze it to improve student achievement • Provide staff with current technology and training for this technology in the classroom	Director of Educational Services Site Administrators Instructional Coaches Director of IT			
3.8 How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan: • Survey staff, parents, and community groups to gather information on professional development needs according to district initiatives				

• Form committees at school sites and at the district level which are structures to include members of the District Curriculum Council, ELAC, DELAC, SSC, Advisory Committees, etc. • Incorporate recommendations from stakeholders into the SPSA's and LEAP				
Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
3.9How the LEA will provide training to enable teachers to: 3.9.a.Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency; 3.9.b. Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn; 3.9.c. Involve parents in their child's education; and 3.9.d. Understand and use data and assessments to improve classroom practice and student learning. • Provide RTI training to teachers and administrators • Provide PLC training district-wide to enable teachers to discuss common assessments results and interventions to students • Provide a student data management system and training to ensure uniform administration, scoring, analyzing and using disaggregated student achievement data to improve learning • Provide training in the development of performance based assessments				
3.10How the LEA will use funds under this subpart to meet the requirements of Section 1119:				

• Fully implement the current CMIS plan • Provide information about county test preparation for paraprofessionals				

Performance Goal 4: ***All students will be educated in learning environments that are safe, drug-free, and conducive to learning.***

Environments Conducive to Learning (Strengths and Needs):
Please provide a list of the LEA's strengths and needs regarding how students are supported physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning, along with the LEA's strengths and needs regarding student barriers to learning (e.g., attendance, mobility, and behavior).

STRENGTHS	NEEDS
A counselor at each comprehensive high school. Positive working relationship with County Probation Office and King City and Greenfield Police Departments. Well-published and strongly-enforced substance abuse policy. Collaboration between the community and District to address social/substance abuse/community problems. Comprehensive student activities program. Home visits. ELD Liaison at each site. Parent Involvement Coordinator at each site. Health curriculum. Migrant liaisons at each site. Extended learning day opportunities. Policies and protocols on anti-bullying/harassment/intimidation. Portola-Butler Continuation School. District Alternative Education Director. WE TIP. Link Crew.	Increase collaboration with feeder school districts. Implement Response to Intervention at each site. Use the results of spring 2013 CHKS and Developmental Assets to develop school climate improvement plans. Implement a coordinated anti-bullying program at all schools. Comprehensive Site Safety Plans which are reviewed and updated annually.

Environments Conducive to Learning (Activities):

Please list the activities or programs supported by all NCLB or state funded programs that the LEA will implement to support students physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning. Include programs and strategies designed to address students' barriers to learning (e.g. attendance and behavior). **Include a copy of the LEA's code of conduct or policy regarding student behavior expectations.**

Please see Appendix A for a copy of the cover and Table of Contents of the South Monterey County Joint Union High School District The 2015-2016 Parent-Student Handbook

ACTIVITIES
Participation in Truancy Mediation.
Classroom management training.
Conflict resolution training.
Link Crew
Freshmen Orientation
Summer Boot Camps
Operation of Portola-Butler Continuation High School.
ADAPT (Alcohol Drug Abuse Prevention Team activities.
Red Ribbon Week activities
Provide safe and confidential counseling area.
Anti-Drug Contract signed for athletes.
Sober Grad Night.
On-line credit recovery program.
ROP.
Implementation of Behavioral and Intervention Counselors in the 2014-2015 school year.

Needs and Strengths Assessment (4115(a)(1)(A)):
Based on data regarding the incidence of violence and alcohol, tobacco, and other drug use in the schools and communities to be served, and other qualitative data or information, provide a list of the LEA's strengths and needs related to preventing risk behaviors.

STRENGTHS	NEEDS
Closed campuses Video surveillance cameras School dress codes Campus supervisor on campuses Migrant Family Services Advocates Data from California Healthy Kids Survey Electronic "We-Tip" method for students to report safety concerns Cooperative and responsive relationship with King City and Greenfield Police Departments Increasing bilingual support staff and resources.	Explore alternative funding sources More bilingual support staff and resources Additional educational materials/resources Articulation with feeder middle schools on resources and programs Higher resolution cameras, capability to download videos and remotely access DVRs through wireless networks

Performance Goal 4: ***All students will be educated in learning environments that are safe, drug-free, and conducive to learning.***

Safe and Drug Free Schools and Communities (SDFSC) and Tobacco Use Prevention Education (TUPE)

Prevention Program Performance Indicators (4115(a)(1)(B)):
The LEA is required to establish a biennial goal for all of the performance indicators listed below. List specific performance indicators for each grade level served, and for each listed measure, as well as the date of, and results from, the baseline administration of the Healthy Kids Survey:

District does not receive SDFSC or TUPE funds

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey	Most Recent Survey date: 04/2013 Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that have ever used cigarettes will **decrease** biennially by:	5th __% 7th __%	5th __% 7th __%
The percentage of students that have used cigarettes within the past 30 days will **decrease** biennially by 10%.	7th __% 9th 6 % 11th 8 %	7th __% 9th 5 % 11th 7 %
The percentage of students that have used marijuana will **decrease** biennially by:	5th __% 7th __%	5th __% 7th __%
The percentage of students that have used alcohol within the past 30 days will **decrease** biennially by 10%.	7th __% 9th 28 % 11th 28 %	7th __% 9th 25 % 11th 25 %
The percentage of students that have used marijuana within the past 30 days will **decrease** biennially by 10%.	7th __% 9th 23 % 11th 19 %	7th __% 9th 21 % 11th 17 %

The percentage of students that feel very safe at school will **increase** biennially by 20%.	5th __% 7th __% 9th 11 % 11th 10%	5th __% 7th __% 9th 13 % 11th 12 %
The percentage of students that have been afraid of being beaten up during the past 12 months will **decrease** biennially by 20%.	7th __% 9th 27 % 11th 18%	7th __% 9th 22 % 11th 14 %
Truancy Performance Indicator		
The percentage of students who have been truant will **decrease** annually by 10%from the current LEA rate shown here. NOTE: Calculate the percentage in the LEA by tallying the number of students who have been classified as truant during the school year per Education Code Section 48260.5, and dividing that total by the CBEDS enrollment for the same school year.	7.6%	6%
Protective Factors Performance Measures from the California Healthy Kids Survey	**Most recent date: 04/2013 Baseline Data**	**Biennial Goal (Performance Indicator)**
The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will **increase** biennially by 20%.	5th __ % 7th __ % 9th 22 % 11th 22 %	5th __ % 7th __ % 9th 26 % 11th 26 %
The percentage of students that report high levels of high expectations from a teacher or other adult at their school will **increase** biennially by 20%.	5th __ % 7th __ % 9th 42 % 11th 35 %	5th __ % 7th __ % 9th 50 % 11th 42 %

The percentage of students that report high levels of opportunities for meaningful participation at their school will **increase** biennially by 20%.	5th _ % 7th _ % 9th 9 % 11th 10 %	5th _ % 7th _ % 9th 11 % 11th 12%
The percentage of students that report high levels of school connectedness at their school will **increase** biennially by 20%.	5th _ % 7th _ % 9th 19% 11th 20%	5th _ % 7th _ % 9th 23 % 11th 24 %

Other Performance Measures
List below any other performance measures and performance indicators the LEA has adopted specific to its prevention programs (drug, violence, truancy, school safety, etc.). Specify the performance measure, the performance indicator goal, and baseline data for that indicator.

LEA Specified Performance Measures _____ **(Process to Collect Data)**	**Performance Indicator Goal**	**Baseline Data**
District does not receive TUPE funds		

Science Based Programs (4115 (a)(1)(C)):
The LEA must designate and list the science-based programs (programs proven by science to effectively prevent tobacco use, alcohol use, other drug use, and violence) selected from Appendix C. From Appendix C, list the scientifically based programs the LEA will adopt and implement to serve 50 percent or more of the students in the target grade levels. Indicate below your program selections, and provide all other requested information.

District does not receive TUPE funds

Science-Based Program Name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date

Research-based Activities (4115 (a)(1)(C)): District does not receive TUPE funds

Based on the research cited in Appendix D, check the box for each activity the LEA will implement as part of the comprehensive prevention program and provide all other requested information.

Check	Activities	Program ATODV Focus	Target Grade Levels
	After School Programs		
	Conflict Mediation/Resolution		
	Early Intervention and Counseling		
	Environmental Strategies		
	Family and Community Collaboration		
	Media Literacy and Advocacy		
	Mentoring		
	Peer-Helping and Peer Leaders		
	Positive Alternatives		
	School Policies		
	Service-Learning/Community Service		
	Student Assistance Programs		
	Tobacco-Use Cessation		

Check	Activities	Program ATODV Focus	Target Grade Levels
	Youth Development		

Promising or Favorable Programs (4115 (a)(3)): District does not receive TUPE funds

The LEA may – but is not required to – designate and list the promising or favorable programs (programs whose effectiveness is not as strongly established though scientific evidence) selected from Appendix E. From Appendix E, list the promising or favorable programs the LEA will adopt and implement to serve 50 percent or more of the students in the target grade levels. Indicate below your program selections, and provide all other requested information.

Promising Program name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date

Waiver to Adopt Promising or Favorable Programs not listed in Appendix E:

Check the box below if the LEA will submit an application for waiver in order to include other promising or favorable programs not found in Appendix E. Programs not listed in Appendix E will be considered on a case-by-case basis. The LEA must demonstrate that the program for which a waiver is requested is legitimately innovative or demonstrates substantial likelihood of success. The CDE will provide under separate cover additional information and the forms for submitting a waiver request.

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Analysis of Data for Selection of Programs and Activities (4115 (a)(1)(D)):

For each selected Appendix C programs or Appendix D activities, provide a brief narrative rationale based on the LEA's analysis of CSS, CHKS, and CSSA data related to why the LEA selected these programs and activities for implementation.

District does not receive TUPE funds

Evaluation and Continuous Improvement (4115 (a)(2)(A)):

Provide a description for how the LEA will conduct regular evaluations of the effectiveness of the LEA's alcohol, tobacco, other drug use and violence prevention program. Describe how the results of the evaluation will be used to refine, improve and strengthen the program.

District does not receive TUPE funds

Use of Results and Public Reporting (4115 (a)(2)(B)):
Describe the steps and timeline the LEA will use to publicly report progress toward attaining performance measures for the SDFSC and TUPE programs. Describe how the evaluation results will be made available to the public including how the public will be provided notice of the evaluation result's availability.

District does not receive TUPE or SDFSC funds

Mandatory Safe and Drug Free Schools and Communities (4114(d)(2)(E)):
Briefly describe how SDFSC funded program services will be targeted to the LEA's schools and students with the greatest need. (Section 4114 [d][3])

District does not receive SDFSC funds

Coordination of All Programs (4114 (d)(2)(A)):
Provide a detailed, but brief, explanation of how the LEA will coordinate SDFSC funded alcohol, tobacco, other drug and violence prevention programs with other federal state and local prevention programs.

District does not receive SDFSC funds

Parent Involvement (4115 (a)(1)(e)):
Provide a brief, but detailed, description of the parent involvement and describe the parent notification procedures used to meet requirements under NCLB Title IV, Part A – SDFSC program.

District does not receive SDFSC funds

TUPE Services for Pregnant Minors and Minor Parents (H&SC 104460):
Describe the TUPE services and referral procedures for pregnant minors and minor parents enrolled in the LEA and how they will be provided with tobacco-use prevention services. Include students participating in programs such as the California School Age Families Education (Cal-SAFE) program, the Adolescent Family Life Program (AFLP) administered through the Department of Health Services, and the Cal-Learn program administered by the Department of Social Services.

District does not receive TUPE funds

TUPE Funded Positions (Health & Safety Code 104420(b)(3)):
Provide full time equivalent (FTE) staffing configuration for all TUPE funded positions. (Health and Safety Code section104420 [b][3])
District does not receive TUPE funds

Position/Title	Full time equivalent

Performance Goal 5: ***All students will graduate from high school.***

Planned Improvements: High School Graduation Rates, Dropouts, and AP

This section of the plan is intended to reflect the LEA's efforts to reduce the percentage of students dropping out of school, and therefore, increase the percentage of students who graduate from high school. Also include a description below of the LEA's efforts to ensure that all students have equal access to advanced placement (AP) opportunities.

Performance Indicator	**Activities/Actions**	**Students Served**	**Timeline/ Person(s) Involved**	**Benchmarks/ Evaluation**	**Funding Source**
5.1 **High School Graduates**	Effective first instruction in the core subjects including ELD	All students	District and site administration Teachers Instructional coaches	Level of implementation of Constructing Meaning, transition to the CCSS, and PLCs Performance on formative assessments Annual performance on SBAC Annual performance on the CAHSEE	General Fund
	Odysseyware and APEX online credit recovery	Students lacking credits for graduation	Extended learning day teachers	Credits recovered	Title I A
	Independent Study program through the school sites	Students lacking credits for graduation	Independent Study teachers	Credits recovered	General Fund

	Freshmen Seminar	All 9th graders	Seminar teachers	Percent of 9th graders on track for graduation as they enter 10th grade Administrator training on program evaluation	Title I
	Portable Assisted Study Sequence (PASS)	Migrant students	Migrant staff	Credits recovered	Title I C Migrant Education funds
	Development of CTE Pathways in addition to AG and PLTW (Engineering)	All students	District and site administration Teachers	Enrollment numbers	LCAP Grants Perkins
	Extended learning day (after school and summer)	Students lacking credits for graduation or in need of tutorial assistance in ELD or core subjects	EL Specialist Extended learning day teachers	Credits recovered Academic grades	Title I A EIA:LEP LCAP
	Link Crew with mentors and student leaders who guide freshmen to discover what is takes to be successful during the transition to high school.	All 9th graders	Link Crew Coordinator	Administrator training on program evaluation	Title I

	Home Hospital Instruction Program	Students who incur a temporary physical or mental disability	Director of Alternative Placement		General Fund
	Guidance Counselors	All students: 4 Year Plans, appropriate class placements, post-secondary options Software will be purchased to supplement 4 year plans	Guidance Counselors	Certificated evaluation	General Fund Title I
	Increase parent involvement	Hire a Parent Liaison to coordinate parent involvement in school PIQE 1 and 2 will be offered to parent Continue to support PTO	Site Administration Counselors Parent Liaison	Increase parent engagement at back to school nights, SSC information nights, ELAC meetings, and Spring Showcase	LCAP
	Home visits District Attorney referrals for students with attendance issues		Site Administrators Counselors	Improved attendance Increase in graduation rate	LCAP

	Migrant Services targeting Out of School Youth (OSY) for continuing education services, including PASS credit recovery	Migrant students	Migrant staff	Credits recovered	Title I C Migrant Education funds
5.2 Advanced Placement	Continued AP offerings made available to all students	Advanced Placement students	Administration AP Teachers	Number of students enrolled in AP classes AP students' performance on AP exams	LCAP
	Support Study sessions will be provided to students in preparation for AP exams	Advanced Placement students	Administration AP teachers	Attendance AP passing rates	LCAP

Additional Mandatory Title I Descriptions

Please include in the space below the following descriptions mandated by NCLB legislation. If the LEA has already included any of the descriptions, they do not need to be provided again here; please indicate the page number or section of the Plan where this information is included.

Describe the measure of poverty that will be used to determine which schools are eligible for Title I funding in accordance with Section 1113, "Eligible School Attendance Areas."

	Description of how the LEA is meeting or plans to meet this requirement:
Identify one of the following options as the low-income measure to identify schools eligible for Title I funding: • Number of children in families receiving assistance under the CalWorks program; • **Number of children eligible for Free/Reduced Price Lunch programs;** • Number of children ages 5-17 in poverty counted by the most recent census data; • Number of children eligible to receive medical assistance under the Medicaid program; • Or a composite of the above.	• Number of children eligible for Free/Reduced price lunch program – the district distributes Free/Reduced Price lunch applications to all households annually and to new enrollees as they register • Families are encouraged to complete and return the application. The district then uses the number of eligible students at each site to determine funding allocations.
Describe how the low-income measure described above is used to rank and select schools to receive Title I funds: • **All schools with a 75% or above poverty level are funded** • All other schools are funded by poverty ranking district wide or by grade span.	• All schools with a 75% or above poverty level are funded as schoolwide programs

Additional Mandatory Title I Descriptions
(continued)

Please provide a general description of the nature of the programs to be conducted by the LEA's schools under Sections 1114, "Schoolwide Programs," and/or Section 1115, "Targeted Assistance Schools." Direct-funded charters and single school districts, if conducting a schoolwide program authorized under Section 1114, may attach a copy of the Schoolwide Plan or Single Plan for Student Achievement in lieu of this description. All ten of the required components must be addressed. (For more information on Schoolwide, please go to http://www.cde.ca.gov/sp/sw/rt; for Targeted Assistance go to http://www.cde.ca.gov/sp/sw/rt/tasinfo.asp).

	Description of how the LEA is meeting or plans to meet this requirement:
For schoolwide programs (SWP), describe how the LEA will help schools to bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as: • A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards. • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Proven strategies that address the needs of historically under served students, low achieving students, and those at risk of not meeting state standards. • Instruction by highly qualified teachers and strategies to attract and keep such teachers. • High quality and ongoing professional development for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff. • Strategies to increase parental involvement. • Assistance to preschool children in transitioning from early childhood programs to elementary school programs. • Timely and effective additional assistance to students who experience difficulty mastering state standards.	• Staff, parents and students at each site work together to write a Single Plan for Student Achievement (SPSA). Data from state and local assessments are used to evaluate curriculum programs being used. • The district has(2) instructional coaches, one at each comprehensive high school and ongoing collaboration. • School sites offer afterschool and summer credit recovery, after school tutorial assistance in ELD and core subjects, and credit recovery through the Migrant program • Teachers have received professional development training in using Professional Learning Communities to collaborate on effective methods to personalize instruction for students • Teachers have received professional development training in Constructing Meaning to provide more effective strategies for all students, focusing on English Learners • The District prioritizes its Title I students based on assessment data. It then contracts with a Supplemental Service provider to work with the lowest performing students to help them in mastering the state standards in English Language Arts and mathematics. • The State Administrator and the site administrators hosted Parent Nights and Community Forums to invite parent involvement

For targeted assistance programs (TAS), describe how the LEA will help schools to identify participating students most at risk of failing to meet state standards and help those students to meet the State's challenging academic standards. The description should include activities such as: • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Strategies that minimize removing children from the regular classroom during regular school hours for instruction. • Instruction by highly qualified teachers. • Professional development opportunities for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff. • Strategies to increase parental involvement.	Our schools have school wide programs.

Please describe how teachers, in consultation with parents, administrators, and pupil services personnel in targeted assistance schools under Section 1115, "Targeted Assistance Schools," will identify the eligible children most in need of services under this part. **Please note that multiple, educationally related criteria must be used to identify students eligible for services.** Where applicable, provide a description of appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children in community day school programs, and homeless children.

	Description of how the LEA is meeting or plans to meet this requirement:
Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should: • Identify children who are failing or most at risk of failing to meet the state academic content standards. • Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades. • Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds.	Our schools have school wide programs.
The description should include services to homeless children, such as the appointment of a district liaison, immediate enrollment, transportation, and remaining in school of origin.	
The description should include services to children in a local institution for neglected or delinquent children and youth or attending a community day program, if appropriate.	

Please describe the actions the LEA will take to assist in its low-achieving schools identified under Section 1116, "Academic Assessment and Local Educational Agency and School Improvement," as in need of improvement.

	Description of how the LEA is meeting or plans to meet this requirement:
If the LEA has a PI school(s), describe technical assistance activities the LEA will provide to help the PI school, such as the following: • Assistance in developing, revising, and implementing the school plan.	• The District will continue to contract to provide administrative coaching to site and district administrators throughout the school year. The coaching is designed to improve student achievement and to improve school climate and student discipline in support of teaching, learning and safety.

• Analyzing data to identify and address problems in instruction, parental involvement, professional development and other areas. • Assistance in implementing proven and effective strategies that will address the problems that got the school identified as PI and will get the school out of PI. • Assistance in analyzing and revising the school budget so the school's resources are used effectively.	• The District has also contracted with a retired administrator who has served on the DAIT of the Monterey County Office of Education. This consultant has assisted with the revision of the school plans and the LEA Plan. The revision process included an evaluation of the level of implementation of strategies in the current school plans, a review of the ELSSA, the Academic Program Survey for High School, and the Inventory of Supports and Services. • The District will implement systems to support greater student and teacher access to instructional delivery materials

Please describe the actions the LEA will take to implement public school choice with paid transportation and Supplemental Educational Services, consistent with the requirements of Section 1116, "Academic Assessment and Local Educational Agency and School Improvement."

	Description of how the LEA is meeting or plans to meet this requirement:
Describe the process for parent notification of the school's identification as PI, including notification of the right for students to transfer to another school that is not PI with paid transportation, and the right to receive supplemental services.	The District annually sends a letter to all parents/guardians notifying them of their schools identification as a Program Improvement (PI) school. Using the State's template, this letter includes an explanation of what PI means, the reasons the school was identified as PI, what the District is doing to help the school, how the parents can get involved in helping, and an explanation on the parents' on their options of "school choice" and supplemental educational services.
Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.	School choice is not an option as the District is PI 3, with both comprehensive high school designated as PI 3+. The District uses its 20% set-aside of Title I funding to provide for Supplemental Education Services (SES). If the request for SES exceeds this amount, qualifying students are given priority based on their assessment scores with services given to the lowest performing students first. Annually, parents are provided with information regarding the SES providers available to serve the site's eligible students.

Additional Mandatory Title I Descriptions
(continued)

Please describe the strategy the LEA will use to coordinate programs under Title I with programs under Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents, and other staff, including LEA-level staff in accordance with Section 1118, "Parental Involvement," and Section 1119, "Qualifications for Teachers and Paraprofessionals."

	Description of how the LEA is meeting or plans to meet this requirement:
Describe the LEA's strategies for coordinating resources and efforts to help schools retain, recruit and increase the number of highly qualified teachers, principals, and other staff.	The District provides support of new teachers through the New Teacher Induction Program with the Monterey County Office of Education. The New Teacher Induction Program provides ongoing support through mentors and seminars and assists novice teachers with the completion of their credentials. Teachers are also supported through department Chairs and an instructional coach. Ongoing professional development and support is provided in: professional learning communities, Constructing Meaning, transition to the California Common Core State Standards, READ 180, Edge ELD curriculum.
Describe the LEA's strategies for coordinating resources and efforts to prepare parents to be involved in the schools and in their children's education.	The District has developed a formal Communication Plan to encourage parental participation and encourage the exchange of information. The Board of Trustees and the State Administrator regularly write articles for the local newspaper. The State Administrator and the site administrators have hosted parent nights and community forums throughout the school year. The District recognizes volunteers annually at an awards luncheon. School sites hold annual Title I meetings to discuss parents' rights and responsibilities and involvement. Migrant Education staff conducts parent outreach and training. Courses for parents are offered to parents through PIQE (Title I funded) and GEAR Up.

Additional Mandatory Title I Descriptions
(continued)

Coordination of Educational Services

In the space below, please describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Include programs such as: Even Start; Head Start; Reading First; Early Reading First and other preschool programs (including plans for the transition of participants in such programs to local elementary school programs; services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Native American (Indian) students served under Part A of Title VII; homeless children; and immigrant children.

	Description of how the LEA is meeting or plans to meet this requirement:
Describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as: a. Even Start b. Head Start c. Reading First d. Early Reading First e. Other preschool programs f. Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited-English proficient, and children with disabilities. Compare to programs listed on Page 11 of the LEA Plan to determine if all active programs have been addressed.	The District has two comprehensive high schools and one continuation high school, under the control of the State Administrator. The Administrative Council (AdCo), meets regularly to coordinate and integrate educational services among the district's schools. The Director of Educational Services organizes meetings for staff from all three schools to align pacing guides, develop common benchmark assessments and create a common transition plan to the implementation of the CCSS. Special Education teachers at both high schools work with their counterparts in the elementary feeder districts to insure a smooth a transition for SWDs to high school. Each school site has Migrant Resource staff provided by Monterey County Office of Education Migrant Services. Migrant students are provided educational opportunities through afterschool and summer school services. The GEAR-Up Program through the University of California, Santa Cruz, supports the instructional coach at each of the comprehensive high schools and coordinates services towards post-secondary education.

Title I Schoolwide Program (SWP):

Greenfield, King City and Portola Butler Continuation High Schools

A schoolwide program (SWP) is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school. Its primary goal is to ensure that all students, particularly those who are low-achieving, demonstrate proficient and advanced levels of achievement on State academic achievement standards. A school may use its Title I funds in a schoolwide program, rather than targeted assistance, if at least 40 percent of the students in the school, or residing in the attendance area served by the school, are from low-income families. If a school's poverty threshold falls below 40 percent in any subsequent year the school may continue as a schoolwide program?

Schoolwide programs must address the needs of all students in the school, but particularly the needs of children who are members of the target population of any federal education program whose funds are included in the schoolwide program. Research shows that to close the achievement gap in high priority schools, a school's entire educational program must be improved. The schoolwide program assists in this process by requiring research-proven programs and activities to be incorporated into the school's curriculum.

A schoolwide program permits a school to use Title I funds and other federal education program funds and resources to improve the entire educational program of the school in order to raise academic achievement for all students. Schoolwide programs have greater flexibility in spending Title I funds to engage in reform strategies that increase the amount and quality of learning time and help provide a high-quality curriculum for all children. Flexibility in the use of funds is tied to increased achievement by students at all levels by allowing schools to integrate their programs, strategies, and resources.

A well-designed and implemented schoolwide program touches all aspects of the school's operation and offers an appropriate option for high-poverty schools seeking to improve achievement for all students, particularly the lowest achieving.

Schoolwide programs:

- Plan for comprehensive, long-term improvement.
- Serve all students with highly-qualified teachers and paraprofessionals.
- Provide continuous learning for staff, parents, and the community.
- Use research-based practices to develop and implement enriched instruction for all students.
- Use inclusive approaches to strengthen the school's organizational structure.
- Consolidate resources to achieve program goals.
- Engage in continuous self-assessment and improvement.

Each School Site Council met regularly throughout the 2014 – 2015 school year, in the spring of 2015, Greenfield High School, King City High School and Portola Butler Continuation High School each completed the following steps to meet the requirements for Schoolwide Program Implementation in their site's creation of a Single Plan for Student Achievement:

1. **Establishment of a Schoolwide Planning Team**
   A formal schoolwide planning team, consisting of the School Site Council members is in place to lead the process of the schoolwide program.

2. **Clarifying the Vision for Reform**
   Each team determined a collective vision for their school. This included the identification of their purpose, expectations, responsibilities, collaborations and partnerships and the commitment to continuous improvement.

3. **Creating the School Profile**
   Each site planning team reviewed multiple measures to create a data-driven description of the school's student staff, and community demographics, programs and mission. They identified key areas of focus most essential to reform the school and improve student learning and success. The addressed student needs, curriculum and instruction, professional development, family and community involvement and the school context and organization.

4. **Identifying Data Sources**
   The teams met over the course of time and gathered quantitative and qualitative data between meetings to clarify needs, trends, and schoowide priorities.

5. **Analyzing data**
   Once the information was gathered, the School Site Council/Schoolwide Planning Team reviewed the data and created the Single Plan for Student Achievement (SPSA) as a Schoolwide plan for student achievement. They identified the previous year's goals and determined based on data, to what degree the goals had been achieved. They revised the previous plan to better meet the needs of the students, curriculum and instruction, professional development and family and community involvement. Throughout the school year the Schoolwide Planning Team will continue to meet as the School Site Council to review, discuss, evaluated and revise the site's SPSA as a schoolwide plan.

Comprehensive Plan

Each of the SPSA's addresses the following:

1. **Schoolwide Reform Strategies**
   Each SPSA is based on scientifically based research to strengthen the core academic program increase the quality and quantity of learning time and address the learning needs of all students in the school.

2. **Instruction by Highly Qualified Teachers**
   The LEA insures all teachers of core academic subjects and instructional paraprofessionals of these schoolwide program schools are highly qualified.

3. **High-quality and Ongoing Professional Development**
   Each SPSA addresses the need for professional development for teachers, administrators, paraprofessionals and parents. Additionally, Title II and Common Core funds have been allocated for Professional Development.

4. **Strategies to Attract Highly Qualified Teachers to High-Need Schools**
   The LEA is committed to recruiting and retaining highly qualified teachers. Beginning in spring, 2014, the District and Site Administrators and Teachers began attending Teacher Recruitment Fairs. The district uses a national, online approach in the search for qualified teachers. The District provides support of new teachers through the New Teacher Induction Program with the Monterey County Office of Education. The New Teacher Induction Program provides ongoing support through mentors and seminars and assists novice teachers with the completion of their credentials. Teachers are also supported through department Chairs and an instructional coach. All teachers are offered and encouraged to participate in professional development opportunities.

5. **Strategies to Increase Parental Involvement**
   The Schoolwide plans (SPSAs) and the District LCAP contain strategies and plans to involve parents in helping their student to do well in school. Additionally parents are

involved in the planning, implementation, and evaluation the schoolwide program (SPSA).

6. **Measures to Include Teachers in Decisions Regarding the Use of Academic Assessments**
   Teachers are currently involved in the creation of district benchmarks to measure student achievement. Through the schoolwide program/SPSA and District Common Core Funding, teachers are participating in in professional development to increase their understanding of appropriate uses of multiple assessment measures and how to use assessment results to improve instruction. Teachers will also be participating in PLC training and on-going site level PLCs to analyze assessment results and improve instruction.

7. **Activities to Ensure that Students Who Experience Difficulty Attaining Proficiency Receive Effective and Timely Additional Assistance**
   The schoolwide plans/SPSAs address the identification of students who need additional learning time to meet standards and provide them with timely, additional assistance tailored to their needs. This assistance is available to all students in the school who need it. The assistance includes, but is not limited to after-school and/or weekend tutoring and/or credit recovery as well as CAHSEE preparation.

8. **Coordination and Integration of Federal, State, and Local Services and Programs.**
   By the determination of each site providing schoolwide programs and plans, the sites use flexibility to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, the schoolwide program schools understand they may combine most Federal, State and local funds to provide those services. Exercising this option maximizes the impact of the resources available to carry out the schoolwide program (SPSA).

Identifying Priorities and Effective Strategies

Each of the high schools has identified priorities and effective strategies to meet some of the issues at their site. It is understood no school should attempt to address every identified need in a single year.

Writing the Schoolwide Plan

Each site's SPSA is a functional and comprehensive plan for school improvement which recognizes the ten required schoolwide components. The budget identified all of the resources that will be available to implement the schoolwide plan. The schoolwide planning committee/SSC of each site acknowledges their pal will evolve and grow over time as changes occur inside and outside of the school. Each site will review and revise the plan as necessary, evaluating it at least annually. These activities are likely to result in modifications that address changing student needs, new instructional approaches, or modifications in the State's standards, assessments, or accountability system. The schoolwide team/SSC will monitor the operation of the schoolwide program.

ASSURANCES

To assure the LEA's eligibility for funds included in this Plan, the State Administrator must provide an original signature below attesting to compliance with all of the following statements.

GENERAL ASSURANCES

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.

2. The LEA will comply with all applicable supplement not supplant and maintenance of effort requirements.

3. (a) The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a non-profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; (b) the public agency, non-profit private agency, institution or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing law.

4. The LEA will adopt and use proper methods of administering each such program, including (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.

5. The LEA will cooperate in carrying out any evaluation of each such program conducted by, or for, the State educational agency, the Secretary, or other Federal officials.

6. The LEA will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program.

7. The LEA will: (a) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and Secretary to perform their duties under each such program; and (b) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties.

8. The LEA has consulted with teachers, school administrators, parents, and others in the development of the local consolidated application/LEA Plan to the extent required under Federal law governing each program included in the consolidated application/LEA Plan.

9. Before the application was submitted, the LEA afforded a reasonable opportunity for public comment on the application and considered such comment.

9a. The LEA will provide the certification on constitutionally protected prayer that is required by section 9524.

10. The LEA will comply with the armed forces recruiter access provisions required by section 9528.

TITLE I, PART A

The LEA, hereby, assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.

12. If the LEA receives more than $500,000 in Title I funds, it will allow 1 percent to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95 percent of the allocation will be distributed to schools.

13. Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.

14. Provide technical assistance and support to schoolwide programs.

15. Work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.

16. Fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b).

17. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services.

18. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.

19. In the case of an LEA that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.

20. Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119 and *California Education Code Section 64001.*

21. Comply with requirements regarding the qualifications of teachers and paraprofessionals and professional development.

22. Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX.

23. Coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school.

24. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.

25. Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of

achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the baseline year described in section 1111(b)(2)(E)(ii).

26. Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language or other mode of communication that the parents can understand.

27. Assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with section 1111(b)(8)(D) and *California Education Code Section 64001*.

28. Ensure that schools in school improvement status spend not less than ten percent of their Title I funds to provide professional development (in the area[s] of identification to teachers and principals) for each fiscal year.

29. Prepare and disseminate an annual LEA report card in accordance with section 1111(h)(2).

30. Where applicable, the applicant will comply with the comparability of services requirement under section 1120A(c). In the case of a local educational agency to which comparability applies, the applicant has established and implemented an agency-wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. Documentation will be on file to demonstrate that the salary schedule and local policies result in comparability and will be updated biennially.

TITLE I, PART D – SUBPART 2

31. Where feasible, ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act.

32. Work to ensure that the correctional facility is staffed with teachers and other qualified staffs that are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth.

33. Ensure that the educational programs in the correctional facility are related to assisting students to meet high academic achievement standards.

TITLE II, PART A

34. The LEA, hereby, assures that:

- The LEA will target funds to schools within the jurisdiction of the local educational agency that:

  (A) Have the lowest proportion of highly qualified teachers;
  (B) Have the largest average class size; or
  (C) Are identified for school improvement under section 1116(b).

- The LEA will comply with section 9501 (regarding participation by private school children and teachers).

- The LEA has performed the required assessment of local needs for professional development and hiring, taking into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and pedagogy skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet

California's academic content standards. This needs assessment was conducted with the involvement of teachers, including teachers participating in programs under Part A of Title I.

- The LEA will assure compliance with the requirements of professional development as defined in section 9101 (34).

TITLE II, PART D

35. The LEA has an updated, local, long-range, strategic, educational technology plan in place that includes the following:
    - Strategies for using technology to improve academic achievement and teacher effectiveness.
    - Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.
    - Steps the applicant will take to ensure that all students and teachers have increased access to technology and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.
    - Promotion of curricula and teaching strategies that integrate technology, are based on a review of relevant research, and lead to improvements in student academic achievement.
    - Ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.
    - A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.
    - A description of how the applicant will coordinate activities funded through the Ed Tech program with technology-related activities supported with funds from other sources.
    - A description of how the applicant will integrate technology into curricula and instruction, and a timeline for this integration.
    - Innovative delivery strategies – a description of how the applicant will encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.
    - A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents.
    - Collaboration with adult literacy service providers.
    - Accountability measures – a description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling student to reach challenging state academic standards.
    - Supporting resources – a description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of technology.

36. The LEA must use a minimum of 25 percent of their funds to provide ongoing, sustained, and intensive high quality professional development in the integration of advanced technology into curricula and instruction and in using those technologies to create new learning environments.

37. **Any LEA *that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5)* hereby assures the SEA** that the LEA will not use any Title II, Part D funds to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, local educational agency, or other authority with responsibility for administration of such school:

    - Has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors

    - Is enforcing the operation of such technology protection measure during any use of such computers by minors

    - Has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene or child pornography, and is enforcing the operation of such technology protection measure during any use of such computers, and

    - Any LEA that *does* receive such discount rates hereby assures the SEA that it will have in place a policy of Internet safety for minors required by Federal or State law.

TITLE III

38. The LEA assures that it consulted with teachers, researchers, school administrators, parents, and, if appropriate, with education-related community groups, nonprofit organizations, and institutions of higher education in developing the LEA Plan.

39. The LEA will hold elementary and secondary schools accountable for increasing English language proficiency and for LEP subgroups making adequate yearly progress.

40. The LEA is complying with Section 3302 prior to, and throughout, each school year.

41. The LEA annually will assess the English proficiency of all students with limited English proficiency participating in programs funded under this part.

42. The LEA has based its proposed plan on scientifically based research on teaching limited-English-proficient students.

43. The LEA ensures that the programs will enable to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards.

44. The LEA is not in violation of any State law, including State constitutional law, regarding the education of limited-English-proficient students, consistent with Sections 3126 and 3127.

TITLE IV, PART A

45. The LEA assures that it has developed its application through timely and meaningful consultation with State and local government representatives, representatives of schools to be served (including private schools), teachers and other staff, parents, students, community-based organizations, and

others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).

46. The activities or programs to be funded comply with the principles of effectiveness described in section 4115(a) and foster a safe and drug-free learning environment that supports academic achievement.

47. The LEA assures that funds under this subpart will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non-Federal funds.

48. Drug and violence prevention programs supported under this subpart convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful.

49. The LEA has, or the schools to be served have, a plan for keeping schools safe and drug-free that includes:

    - Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students.

    - Security procedures at school and while students are on the way to and from school.

    - Prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments.

    - A crisis management plan for responding to violent or traumatic incidents on school grounds.

    - A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:

        - Allows a teacher to communicate effectively with all students in the class.
        - Allows all students in the class to learn.
        - Has consequences that are fair, and developmentally appropriate.
        - Considers the student and the circumstances of the situation.
        - Is enforced accordingly.

50. The application and any waiver request under section 4115(a)(3) (to allow innovative activities or programs that demonstrate substantial likelihood of success) will be available for public review after submission of the application.

TITLE IV, PART A, SUBPART 3

51. The LEA assures that it has, in effect, a written policy providing for the suspension from school for a period of not less than one year of any student who is determined to have brought a firearm to school or who possesses a firearm at school and the referral of a student who has brought a weapon or firearm to the criminal or juvenile justice system. Such a policy may allow the Superintendent to modify such suspension requirement for a student on a case-by-case basis.

TITLE V, PART A

52. The LEA has provided, in the allocation of funds for the assistance authorized by this part and in the planning, design, and implementation of such innovative assistance programs, for systematic consultation with parents of children attending elementary schools and secondary schools in the area served by the LEA, with teachers and administrative personnel in such schools, and with such other

groups involved in the implementation of this part (such as librarians, school counselors, and other pupil services personnel) as may be considered appropriate by the LEA.

53. The LEA will comply with this Part, including the provisions of section 5142 concerning the participation of children enrolled in private nonprofit schools.

54. The LEA will keep such records, and provide such information to the SEA, as may be reasonably required for fiscal audit and program evaluation.

55. The LEA will annually evaluate the programs carried out under this Part, and that evaluation:

    - Will be used to make decisions about appropriate changes in programs for the subsequent year;
    - Will describe how assistance under this part affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served under this part; and
    - Will be submitted to the SEA at the time and in the manner requested by the SEA.

56. Uniform Management Information and Reporting System: the LEA assures that it will provide to the California Department of Education (CDE) information for the uniform management information and reporting system required by No Child Left Behind, Title IV in the format prescribed by CDE. That information will include:

    (i) Truancy rates;

    (ii) The frequency, seriousness, and incidence of violence and drug-related offenses resulting in suspensions and expulsions in elementary schools and secondary schools in the State;

    (iii) The types of curricula, programs, and services provided by the chief executive officer, the State educational agency, local educational agencies, and other recipients of funds under this subpart; and

    (iv) The incidence and prevalence, age of onset, perception of health risk, and perception of social disapproval of drug use and violence by youth in schools and communities. (Section 4112, General Provisions, Title IV, Part A, PL 107-110)

57. Unsafe School Choice Policy: the LEA assures that it will establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the State, or who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school. The LEA will submit on a format to be designated by CDE the information the state requires to complete annual federal reporting requirements on the number of schools that have been designated "persistently dangerous" in accordance with California State Board of Education policy. (Section 9532, General Provisions, Title IX, PL 107-110.)

Other

58. The LEA assures that a minimum of 95 percent of all students and a minimum number of students in each subgroup (at both the school and district levels) will participate in the state's assessments program.

SIGNATURE PAGE

(Signatures must be original. Please use blue ink.)

The superintendent and governing board of the LEA submitting this Plan must sign on behalf of all participants included in the preparation of the Plan. LEAs in Program Improvement Year 3 assigned or required to access the services of a District Assistance and Intervention Team (DAIT) or other technical assistance provider must also secure signatures from the DAIT leads or other technical assistance provider leads.

Daniel R. Moirao

Print Name of State Administrator

_____ _____

Signature of State Administrator Date

_____

Print Name of Board President

_____ _____

Signature of Board President Date

Candy McCarthy

Print Name of DAIT Lead or Technical Assistance Provider Lead (if applicable)

_____ _____

Signature of DAIT Lead or Technical Assistance Provider Lead (if applicable) Date

_____

Print Name of Title III English Learner Coordinator/Director (if applicable)

_____ _____

Signature of Title III English Learner Coordinator/Director (if applicable) Date

Please note that the Title III English Learner Coordinator/Director will only need to sign this Assurance if the LEA is identified for Title III Year 2 or Year 4 improvement status.

Certification: *I hereby certify that all of the applicable state and federal rules and regulations will be observed by this LEA and that, to the best of my knowledge, information contained in this Plan is correct and complete. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained onsite. I certify that we accept all general and program specific assurances for Titles I, II, and/or III as appropriate, except for those for which a waiver has been obtained. A copy of all waivers will remain on file. I certify that actual ink signatures for this LEA Plan/Plan Addendum/Action Plan are on file, including signatures of any required external providers, i.e., DAIT or other technical assistance provider.*

Appendix A:

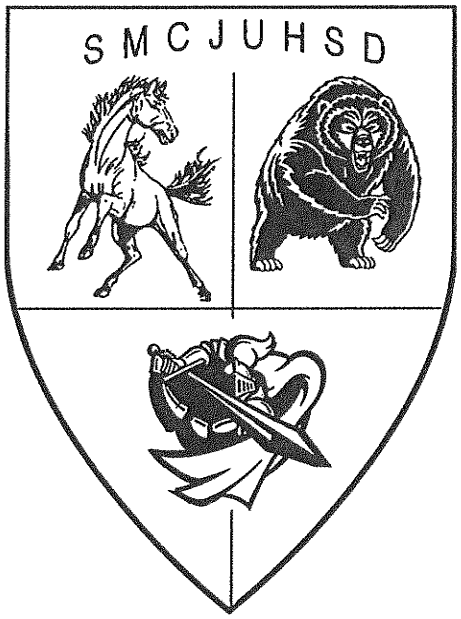
South Monterey County Joint Union High School District
Parent-Student Handbook 2015-2016

(To be replaced with 2016-2017 Parent-Student Handbook in fall 2016).

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

800 Broadway Street, King City, CA 93930
831-385-0606 / FAX 831-385-0695

PARENT – STUDENT HANDBOOK 2015-2016



State Administrator
Dr. Daniel Moirao

Board of Education
Paulette Bumbalough
Mike LeBarre
Mike Foster
Raul Rodriquez
Bob White

This handbook belongs to:

Name: _____

Parents and students are to review the information in this booklet, and then sign and return the necessary forms

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APPENDIX B

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

RECOMMENDATIONS HIGH LEVERAGE ACTIONS FOR DISTRICT AND SCHOOL IMPROVEMENT JUNE 2015

By Candy McCarthy, Technical Assistance Provider

1. **Continue to implement a Year 3 Corrective Action Plan for each comprehensive school.** Key strategies to accomplish this goal include:
   a) Notification to parents and teachers informing them of the school's advancement in PI status no later than two weeks prior to the start of the school year. Notification includes:
      - An explanation of the school's PI status
      - What the school is doing to address the problem of low achievement;
      - What the LEA, county, or the state educational agency (SEA) is doing to help the school address this problem.
      - Offer options to all enrolled students to transfer to a non-PI school with paid transportation and, if possible, parents should be provided a choice of more than one school to transfer their student
      - Suggest how parents can assist their school to improve.
   b) Notification of parents of the implementation of supplemental educational services (SES).
   c) The setting aside of 20% of the LEA's Title I, Part A, for costs associated with the transfer option and SES.
   d) Continued use of a District and School Liaison Team (DSLT).
   e) With the DSLT, utilization of the District Assessment Survey (DAS) in analyzing local educational agency (LEA) support to the schools.
   f) With the DSLT, ongoing monitoring of the Year 3 Corrective Action which is the implementation of a new integrated math program. (Essential Program Component 1 and 2)
   g) Annual amendment of LEA Plan and LEA Budget to reflect changes in LEA support to its schools.
   h) Monitor and ensure implementation of SPSAs, including the incorporated Corrective Action(s). (See recommendation #2)
2. **With input from the DSLT continue to consider a plan for restructuring/alternative governance for each of the PI schools.**. Key strategies to accomplish this goal include:
   a) Monitoring the annual results of the SBAC for each PI school.
   b) With the DSLT, utilization of the District Assistance Survey (DAS) and the Year 4 Alternative Governance Protocol.

3. **Continue to implement a system to insure that the SPSAs are implemented, monitored, and revised as necessary.** Key strategies to accomplish this goal include:
   a) See recommendations #1 and 2 above and the calendar for implementing the LEA Plan.
   b) Support from the District including:
      1) Training for site administrators in:
         - the requirements for schools in Program Improvement Years 4/5

- the steps for developing the SPSA
- the roles and responsibilities of the School Site Council
- the implementation of the budget template which is part of the February 2013 SPSA Template
- other compliance requirements of all categorical programs in the District

2) Continued provision of coaches for all district and site administrators. (EPC 4) Focus the coaching on assisting administrators with their ability to apply their knowledge of the requirements for all categorical programs in the District and the 9 Essential Program Components as they implement their SPSAs and the LEA Plan.

c) The creation by each principal of a specific calendar of SPSA goals and activities including:
   1) A review of all prior year assessment data including CELDT, CAHSEE, and SBAC results
   2) A midyear revision of the SPSA if necessary based on the review of results and on any revised budget allocations.
   3) Quarterly reports by the principals to the Director of Educational Services and the DSLT with evidence of implementation and monitoring of the SPSA goals and activities including results of common formative assessments and benchmark exams.
   4) An annual report to the Board of Trustees by each principal

4. **Continue to implement a system to insure that the LEA Plan is implemented, monitored, and revised as necessary.** Key strategies to accomplish this goal include:
   a) The creation by district staff of a specific calendar of LEA Plan goals and activities.
   b) Quarterly reports to the district staff and DSLT with evidence of implementation and monitoring of the LEA Plan goals and activities.
   c) An annual report to the Board of Trustees on the progress to date.

5. **Continue to implement a plan to insure that Professional Learning Communities are increasing the achievement of high priority students such as English Learners, Students with Disabilities, and strategic and intensive intervention students** (Essential Program Component 8). Key strategies to accomplish this goal include:
   a) Training in effective PLCs
   b) The continued provision of instructional coaches. The instructional coaches need a written plan which specifies goals, activities and how the coaches' support system will be monitored and evaluated. (EPC 6)
   c) Development and/or revision of common pacing guides including benchmark exams in use district wide in ELA 9/10, intensive intervention in reading, ELD, Integrated Math and intensive intervention in math. (EPC 3)
   d) Development and implementation of a plan to monitor and evaluate the use of PLC time.
   e) Training and support for all staff to use Illuminate as the student achievement monitoring system. (EPC 4 and 5)
   f) The creation of a district wide calendar of common professional development.
   g) Regularly scheduled walkthroughs by District staff and the DSLT to observe and provide feedback on:

- the effectiveness of the PLCs,
- the implementation of Constructing Meaning,
- the implementation of common pacing guides and benchmarks,
- the transition to the CCSS with a focus on ELA and math
- the transition to the Next Generation ELD Standards
- the services provided by the instructional coaches and the EL Specialists.

h) The creation of a district wide testing calendar which includes benchmark test dates and any necessary teacher release days for the scoring and analysis of the benchmark results.

i) Development and implementation of a plan for Response to Instruction and Intervention which will clarify how students in need of strategic or intensive intervention will be served. (EPC 1 and 2)

6. **Continue to implement a multi-year district wide explicit plan for the transition to the CCSS in all core subjects.**

7. **Continue to implement the EL Master Plan.** Key strategies to accomplish this goal include:
   - Hire and train an EL Specialist for each school with a written plan which specifies goals, activities, and how the services will be monitored and evaluated.
   - Create and implement a specific calendar of EL compliance.
   - Implement a system to monitor the compliance of schools and the district with the Federal Program Monitoring EL Instrument including site-level EL Site Teams and a district-level EL Services team.
   - Continue to implement Constructing Meaning district wide with a written plan which specifies goals, activities, and how the implementation will be monitored and evaluated.
   - Develop a district wide explicit plan for the transition to the Next Generation ELD Standards.
   - Provide an annual report to the Board of Trustees on progress to date.

APPENDIX C

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
June 2015 LEA Plan Implementation Calendar

RECOMMENDATION	TIMELINE	ACTION	PERSON RESPONSIBLE
Recommendation 1: Continue to implement a Year 3 Corrective Action Plan for each comprehensive school. **Recommendation 2: Continue to consider a Year 4 Restructuring/Alternative Governance for each PI school** **Recommendation 3: Continue to implement a system to insure that the SPSAs are implemented, monitored, and revised as necessary.** **Recommendation 4: Continue to implement a system to insure that the LEA Plan is implemented, monitored, and revised as necessary.**	By August 1, 2015	1. Notify parents and teachers of each school's PI status. 2. Select and train PLC leads. 3. Review the composition of all PLCs with principals. 4. Revise pacing guides for: • ELA grades 9-11 • READ 180 • Math 1, 2, and 3 • Math 1A and 1B • ELD 5. Create and publish a district wide testing calendar which includes benchmark test dates and any necessary teacher release days for the scoring and analysis of the benchmark results 6. Monitor the ongoing implementation of the annual professional development calendar. 7. Monitor the ongoing implementation of the annual Categorical and Compliance Monitoring Calendar 8. Hire and train an EL Specialist for each school 1. Hire and train instructional coaches. Continue to implement Constructing Meaning district wide with a written plan which specifies goals, activities, and how the implementation will be monitored and evaluated. 9.	Director of Ed. Services
	By August 30, 2015	10. Notify parents of the implementation of (SES). 11. Establish the annual calendar of DSLT meetings. 12. Train site administrators in: • the requirements for Schools in PI Years 4/5 • the steps for developing/revising the SPSA • the roles and responsibilities of the School Site Council and the DSLT	Director of Ed. Services.

<u>Recommendation 5:</u> Continue to implement a plan to insure that Professional Learning Communities are increasing the student achievement of high priority students such as English Learners, Students with Disabilities, and strategic and intensive intervention students **<u>Recommendation 6:</u> Continue to implement a multi-year district wide explicit plan for the transition to the CCSS in all core subjects.** **<u>Recommendation 7:</u> Continue to implement the EL Master Plan**		• the implementation of the budget template which is part of the February 2013 SPSA Template • other compliance requirements of all categorical programs in the District 13. Provide coaches for all district and site administrators. (EPC 4) Focus the coaching on assisting administrators with their ability to apply the 9 Essential Program Components as they implement their SPSAs and the LEA Plan. 14. Provide training and support to all staff to use Illuminate as the student achievement monitoring system. 15. Establish a monitoring and feedback system for PLCs based on walkthroughs and feedback on note-taking sheets	
	By September 30, 2015	16. Review all prior year assessment data including CELDT, CAHSEE, and SBAC results and share with staff and parents.	Principals
		17. Complete the Evidence of Progress on the LEA Plan 18. Complete the DAS.	Director of Ed. Services DSLT
	By October 31, 2015	19. Review Evidence of Progress on the LEA Plan with DSLT 20. Review all prior year assessment data with DSLT 21.	Director of Ed. Services Principals
		22. Revise the SPSAs if necessary.	SSC
		23. Amend LEA Plan and LEA Budget to reflect changes in LEA support to its schools no later than November 30, 2015 if necessary.	Director of Ed. Services
		24. Get Board approval of the revised SPSAs and LEA Plan if necessary	Director of Ed. Services
		25. Create a specific calendar of SPSA goals and activities and present to DSLT	Principals
	By December 30, 2015	26. Make a quarterly report to the DSLT with evidence of implementation and monitoring of the SPSA goals and activities including results of common formative assessments and benchmark exams.	Director of Ed. Services Principals
		27. Establish the RTI Team and begin to develop a multi-year plan of implementation	Director of Ed. Services

	By February 28, 2016	28. Make a quarterly report to the DSLT with evidence of implementation and monitoring of the SPSA goals and activities including results of common formative assessments and benchmark exams.	Director of Ed. Services Principals
		29. Revise the SPSAs and LEA Plan if necessary.	Director of Ed. Services SSC
		30. Get Board approval of the revised SPSAs and LEA Plan if necessary	Director of Ed. Services
		31. Revise the calendar of LEA Plan goals and activities if necessary.	Director of Ed. Services
	By April 31, 2016	32. Make a quarterly report to the DSLT with evidence of implementation and monitoring of the SPSA goals and activities including results of common formative assessments and benchmark exams. 33. DSLT considers the selection of an alternative governance structure for each PI school	Director of Ed. Services Principals
	By May 30, 2016	34. Make an annual report to the Board of Trustees on the progress to date with the implementation of the SPSAs, the LEA Plan, and the EL Master Plan	Director of Ed. Services Principals

APPENDIX D

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

STANDARDS-BASED CORE INSTRUCTIONAL MATERIALS

From Resolution #02:13:14 "Sufficiency of Instructional Materials for 2013-14 School Year"

COURSE	GRADE	INSTRUCTIONAL MATERIALS
ELA	9	Glencoe Literature: The Reader's Choice Course 4
ELA	10	Glencoe Literature: The Reader's Choice Course 5
ELA	11	Glencoe AmericanLiterature:
ELA	12	CSU Expository Reading and Writing Curriculum
ELD 1 and 2	mixed	Hampton Brown EDGE Fundamentals
ELD 2	mixed	Hampton Brown EDGE Level A
ELD 3	mixed	Hampton Brown EDGE Level B
READ 180/Systems 44	mixed	Scholastic Inc. workbooks, textbooks, computer program
Integrated Math 1, Math 2 and Math 3	9-11	Math Visions Project modules Secondary One: Curriculum Materials Integrated Pathway CCSS Mathematics
Algebra 2	mixed	Algebra and Trigonometry: Structure and Method Book 2 McDougal Littell
Pre-Calculus	mixed	Houghton Mifflin Pre-calculus with Limits

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Approval of Advanced Placement European History Textbook

MEETING: June 16, 2015

AGENDA SECTION:

X ACTION

☐ **INFORMATION**

☐ **ACTION/CONSENT**

Board Goals:

x 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 AP European History course focuses on cultural, economic, political, and social developments in Europe. These focus areas provide context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. This course meets A-G requirements and will replace our current Honors World History course.

The textbook for this course, Making Europe- The Story of the West 1300-Present, was selected by faculty members from both comprehensive high schools, was vetted using the CDEs Textbook adoption standards map and approved by the District Curriculum Council on May 20, 2015.

Recommendation:
The recommendation is being made for the State Administrator to approve the adoption of the AP European History textbook Making Europe- The Story of the West 1300-Present

Fiscal Impact:
$11,280 paid through Restricted Lottery Funds.

Submitted By:

Diana M. Jiménez
Director of Educational Services

Approved:

Daniel R. Moirao, Ed.D.
State Administrator

CENGAGE Learning

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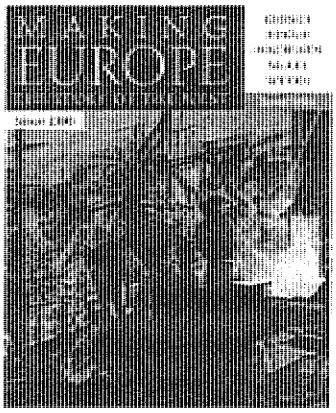


Making Europe: The Story of the West, Since 1300, 2nd Edition

Frank L. Kidner San Francisco State University
Maria Bucur Indiana University
Ralph Mathisen University of Illinois, Urbana-Champaign
Sally McKee University of California, Davis
Theodore R. Weeks Southern Illinois University, Carbondale

ISBN-10: 1111841322 | **ISBN-13:** 9781111841324
656 Pages
Previous Editions: 2009
© 2014 | Published
College Bookstore Wholesale Price = $129.75

About

Overview

Help students succeed in courses on the history of Western Civilization with MAKING EUROPE. Developed by a team of authors who have spent many years making history accessible to a diverse range of students, each chapter begins with clear learning objectives and timelines, and continues with a readable narrative that uses focus questions throughout the text to help all students comprehend historical concepts. Students also have the ability to assess their understanding of the subject matter with the "Check-In" feature and the "Test Yourself" questions at the end of each chapter. The text uses stories of ordinary people and their impact on history that today's students will find interesting. Visually stunning images and maps build on the story and will engage any student. Available in the following split options: MAKING EUROPE, Second Edition Complete; Since 1300; Volume 1: To 1790; and Volume 2: Since 1550.

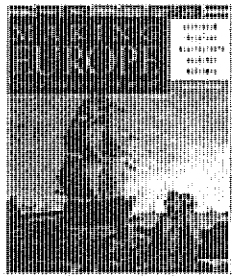
Additional Product Information

Community Site »

Want a Closer Look?

Take a virtual guided tour through *Making Europe*

TAKE A LOOK »



Features and Benefits

- The integrated learning system includes a chapter-opening Timeline and Focus Questions, a NEW map program with geography-enhancing questions in many of the map captions, start-of-section questions followed by end-of-section "Checking In" opportunities, and a greatly expanded end-of-chapter Review section including the Summary, Chronology, and Test Yourself multiple choice and critical-thinking questions, all designed to help students succeed in the course.
- Superior coverage of religious history--from ancient times right up to the present--also includes religious groups often underrepresented in Western civilization texts, such as Catholic and Protestant Irish, Bosnian Muslims, and Orthodox Russians.
- "A New Direction" and "Learning From a Primary Source" boxes work together in every chapter to make connections for students: "A New Direction" essays show personal agency in history--each contains an account of an individual making a crucial choice that mattered, that had important consequences, and that can be used to highlight the chapter's central concerns. "Learning From a Primary Source" features carefully guide readers through primary sources and help readers analyze the documents historically through a series of numbered marginal notes, which are also designed to aid instructors seeking to integrate primary sources into their classrooms.
- A focus on gender roles, social norms, class, and family issues helps students understand things like what it meant to live as a man or woman during the French Revolution, and as a soldier or nurse in the trenches of World War I.

Table of Contents

12. The Renaissance in Italy and Northern Europe, 1350-1550.
13. Europe's Age of Expansion, 1450-1550.
14. Reform in the Western Church, 1490-1570.
15. A Century of Crisis, 1550-1650.
16. State Building and the European State System 1648-1789.
17. The Scientific Revolution and the Enlightenment, 1550-1790.
18. Trade and Empire, 1700-1800.
19. Revolutionary France and Napoleonic Europe, 1775-1815.
20. Restoration and Reform: Conservative and Liberal Europe, 1814-1847.
21. Industrialization and Society, 1800-1850.
22. The Triumph of the Nation-State, 1848-1900.
23. The Culture of Industrial Europe, 1850-1914.
24. The Age of Imperialism, 1870-1914.
25. War and Revolution, 1900-1918.
26. A Decade of Revolutionary Experiments, 1918-1929.
27. Democracy Under Siege, 1929-1945.
28. Europe Divided, 1945-1968.
29. Lifting the Iron Curtain, 1969-1991.
30. Europe in a Globalizing World, 1991 to the Present.

What's New

- New faculty-tested chapter design and pedagogical features make this second edition even more accessible to students.
- Chapter Openers now include Focus Questions so students can preview the upcoming chapter material.
- All maps have been revised, and many include questions to reinforce chapter content and help students develop geography skills.
- Chapter sections have been broken down into smaller subsections to help clarify historical themes and developments, and end-of-section "Checking In" quizzes promote individual or small group review of important key terms and historical innovators.
- A new, enhanced end-of-chapter section features a bulleted summary and a boxed chronology of events, followed by a "Test Yourself" multiple-choice self-quiz. This quiz is accompanied by critical-thinking questions that instructors can use to gauge student understanding of each major chapter division. Answers to the multiple-choice quizzes can be found in the back of the book.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Approval of New Course Approval: Great Documents in American History

MEETING: June 16, 2015

AGENDA SECTION:

X ACTION

☐ **INFORMATION**

☐ **ACTION/CONSENT**

Board Goals:

x	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 purpose of this course is to deepen students' understanding of American history through reading, analyzing and writing about primary sources. Documents will be presented chronologically and will be tied to the major themes of the particular era of study. This course strives to "bring documents to life" by applying them to current or recent events in a manner that makes the material relevant to students in the 21st century. This course is an A-G social science elective. This course was approved by the District Curriculum Council on May 20, 2015.

Recommendation:
The recommendation is being made for the State Administrator to approve the adoption of the Great Documents in American History course.

Fiscal Impact:
$1,000 for duplication costs. LCAP funding.

Submitted By:

Diana Jimenez
Director of Educational Services

Approved:

Daniel R. Moirao, Ed.D.
State Administrator

South Monterey County Joint Union High School District

NEW COURSE APPROVAL REQUIRED INFORMATION FORM

This paperwork must be fully completed by the course proposer and submitted to the Director of Educational Services by September 30. *(For 2014-15 only, this deadline is December 5).*

PROPOSER Paul Cavanagh SCHOOL King City H.S.

NAME OF PROPOSED COURSE Great Documents in American History SEMESTER OR FULL YEAR (circle)

DEPARTMENT _____ MEETS A-G: Yes or No (circle)

OPEN TO STUDENTS IN GRADES 9, 10, 11, 12 (circle one or more)

Respond fully to the following questions on a separate sheet of paper and attach it to this form.

1. Describe the proposed course. Include content to be studied, skills, and connection to State-adopted standards per quarter.

2. Why is this proposed course needed?

3. How does this proposed course impact course sequencing or pathways within the department?

4. Is there a prerequisite for taking this proposed course? If so, what course is the prerequisite?

5. How will this proposed course support Board and school goals?

6. What are scheduling implications? Include expected student enrollment in year one and number of sections anticipated for the proposed course in first year of implementation.

7. What are the staffing implications? Address teacher certification/credential issues.

8. What are financial implications? Complete table below:

	Description	Financial Implications
Technology/software/textbooks	Some paperbacks	Unknown
Equipment	None	
Facilities	None	
Teacher Training	None	

South Monterey County Joint Union High School District

COURSE REVIEW SIGNATURE FORM

The proposer of a new course is responsible for completing this form as evidence of review at the levels indicated. The proposer of a new course is responsible for sharing the information on the **NEW COURSE APPROVAL REQUIRED INFORMATION FORM** with all stakeholders.

This form must submitted to the Director of Educational Services by September 30. *(For 2014-15 only, this deadline is December 5).*

PROPOSER Paul Cavanagh SCHOOL King City H.S.

NAME OF PROPOSED COURSE Great Documents

DISCUSSION WITH PRINCIPAL DATE 3-4-15 PRINCIPAL SIGNATURE [signature]

DISCUSSION WITH DEPT. CHAIR DATE 3-4-15 DEPT. CHAIR SIGNATURE [signature]

REVIEW AT DEPARTMENT MEETING DATE 3-12-15 APPROVED/DISAPPROVED (circle one)

REVIEW BY SITE LEADERSHIP TEAM DATE 3-5-15 APPROVED/DISAPPROVED (circle one)

District Office Use Only

DISTRICT CURRICULUM COUNCIL Date 5/20/15 APPROVED/DISAPPROVED (circle one)

STATE ADMINISTRATOR Date_____ APPROVED/DISAPPROVED (circle one)

BOARD APPROVAL Date_____ APPROVED/DISAPPROVED (circle one)

FORWARD COURSE INFORMATION TO COUNSELOR/REGISTRAR Date _____

Proposal for *Great Documents in American History* Course

1) This course will focus on teaching students to read analyze, and write about the important documents in American history. Students will build reading, writing and analytical skills and will learn to make arguments based on evidence from non-fiction sources. Content will include documents from the colonial era i.e. the **Mayflower Compact** all the way through the contemporary period. i.e. **George W. Bush's post- 911 address** to Congress.

2) This course is needed because KCHS students need to build literacy and analytical skills to be successful on the Smarter Balance test. This course will emphasize non-fiction sources which are a point of emphasis in the new Common Core curriculum.

3) This course is an elective and will not impact pathways within the department.

4) This course should be taken concurrently with U.S. History (11th grade) or following U.S. History (12th grade year)

5) A. The Board has made it a goal to increase A.P. enrollment and success on the A.P. tests. This year the College Board made significant changes on the A.P. U.S. History test that will require an even higher level of literacy. A supplemental class that builds these literacy skills will support the Board's goal of higher achievement on the A.P. test.

   B. The school has a clear goal of preparing our students for the Common Core curriculum. As stated above, this course will build the skills that our students need to be successful.

6) There should be at least one full section for the first year of implementation of this course.

7) The current Social Studies staff should be able to absorb this class.

8) (See chart)

Great Documents in American History

Syllabus

I. Introduction

The purpose of this course is to deepen students' understanding of American history through reading, analyzing and writing about primary sources. Students will also improve their literacy skills and develop their vocabularies since many of these documents are written at a high level and can be challenging for high school students. The documents will be presented chronologically and will be tied to the major themes of the particular era we are studying. The course will also strive to "bring the documents to life" by applying them to current or recent events in a manner that makes the material relevant to students in the 21st century. Students will read the following sources and then write essays, answer questions, engage in discussions, make short presentations and keep a journal of their thoughts regarding these documents.

II. The Colonial Era, 1607-1765

Roots of Democracy, Civil Liberties, and Unity

1) The Mayflower Compact, the Mayflower Company
2) The Bloody Tenet, Roger Williams
3) The Maryland Act of Toleration, George Calvert, Lord Baltimore
4) Pilgrims' Progress, William Bradford
5) The Fundamental Orders, Connecticut Constitution
6) Autobiography of Benjamin Franklin, Benjamin Franklin
7) Sinners in the Hands of an Angry God, Jonathon Edwards
8) Poor Richard's Almanac, Benjamin Franklin
9) Defense of John Peter Zenger, Andrew Hamilton

III. The Revolutionary Era, 1765-1783

1) Resolutions of the Stamp Act Congress, Delegates, Stamp Act Congress
2) A Summary View on the Rights of British America, Thomas Jefferson
3) "Give me Liberty...." Speech, Patrick Henry
4) Common Sense, Thomas Paine
5) Letter from A Loyalist,
6) Declaration of Independence, Thomas Jefferson
7) The Crisis, Thomas Paine

IV. Creating a Nation, 1783-1797

1) The Federalist, James Madison and Alexander Hamilton
2) Speech in Opposition to the Constitution, Patrick Henry
3) Constitution of the United States, James Madison, et al
4) Bill of Rights, James Madison
5) Neutrality Proclamation, George Washington
6) Washington's Farewell Address, George Washington, Alexander Hamilton

V. The Young Nation, 1797-1829

1) The Alien and Sedition Acts, U. S. Congress
2) Jefferson's First Inaugural Address, Thomas Jefferson
3) Marbury v. Madison, John Marshall
4) Opposition to Judicial Review, Thomas Jefferson
5) Journals of Lewis and Clark, Meriwether Lewis and William Clark
6) The Star-Spangled Banner, Francis Scott Key
7) Monroe Doctrine, James Monroe
8) McCulloch v. Maryland, John Marshall

VI. Jacksonian Democracy, 1829-1841

1) Bank Veto Message, Andrew Jackson
2) Proclamation to the People of South Carolina, Andrew Jackson
3) Journals, Survivors of Trail of Tears

VII. Manifest Destiny, Social Unrest and the Transcendentalists, 1841-1852

1) A Woman's Trip Across the Plains, Catherine Haun
2) Polk's War Message to Congress, James K. Polk
3) "Spot" Resolutions, Abraham Lincoln
4) Opposition to the Mexican War, Charles Sumner
5) Reflections on the Mexican War, U.S. Grant
6) Civil Disobedience, Henry David Thoreau
7) Seneca Falls Declaration, Elizabeth Cady Stanton
8) Self-Reliance, Ralph Waldo Emerson

VIII. The Ante Bellum Period, 1849-1861

1) Twelve Years a Slave
2) Uncle Tom's Cabin, Harriet Beecher Stowe
3) The Liberator, William Lloyd Garrison
4) Independence Day Speech at Rochester, Frederick Douglass
5) A House Divided, Abraham Lincoln
6) Last Statement to the Court, John Brown
7) The Cooper Union Speech, Abraham Lincoln
8) Dred Scott v. Sandford, U.S. Supreme Court

IX. The Civil War, 1861-1865

1) Lincoln's First Inaugural, Abraham Lincoln
2) Battle Hymn of the Republic, Julia Ward Howe
3) Gettysburg Address, Abraham Lincoln
4) Lincoln's Second Inaugural, Abraham Lincoln
5) O Captain, My Captain, Walt Whitman
6) The 13th Amendment

X. The Gilded Age and Progressive Age 1865-1920

1) The 14th Amendment
2) The 15th Amendment
3) Women's Right to Vote, Susan B. Anthony
4) Wealth, Andrew Carnegie
5) What Does the Working Man Want? Samuel Gompers
6) The Mountains of California, John Muir
7) Atlanta Exposition Address, Booker T. Washington
8) The Talented Tenth, W.E.B. DuBois
9) Majority Opinion, Plessy v. Ferguson, U.S. Supreme Court
10) Dissenting Opinion, Plessy v. Ferguson, John Marshall Harlan
11) In Praise of the Strenuous Life, Theodore Roosevelt
12) Niagara Movement Declaration of Principles (NAACP)
13) 16th Amendment
14) 17th Amendment
15) 18th Amendment
16) 19th Amendment

XI. World War I and the Roaring Twenties, 1917-1929

1) War Message to Congress, Woodrow Wilson
2) Against Entry into the War, George Norris
3) The Marines' Hymn
4) The Negro Speaks of Rivers, Langston Hughes
5) I, Too, Langston Hughes
6) The American System of Self-Government, Herbert Hoover

XII. The Great Depression and World War II, 1930-1945

1) Franklin Roosevelt's First Inaugural, Franklin Roosevelt
2) The Four Freedoms Speech, Franklin Roosevelt
3) War Message to Congress, Franklin Roosevelt
4) Farewell to Manzanar
5) Korematsu v. U.S., United States Supreme Court

XIII. The Cold War and Civil Rights, 1946-1970

1) Harry Truman, Inaugural Address
2) Brown v. Education, U.S. Supreme Court
3) Farewell Address, Dwight D. Eisenhower
4) John F. Kennedy, Inaugural Address
5) Letter From a Birmingham Jail, Martin Luther King
6) Speech at the Berlin Wall, John F. Kennedy
7) March on Washington Speech, Martin Luther King
8) Easter Speech in Harlem, Malcolm X

XIV. Contemporary Times, 1970-2001

1) Ronald Reagan, First Inaugural Address
2) Speech at the Berlin Wall, Ronald Reagan
3) George W. Bush, Speech to Congress Following September 11, 2001 attacks

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Approval of New Course: Math 3 Honors

MEETING: June 16, 2015

AGENDA SECTION:

X ACTION

☐ **INFORMATION**

☐ **ACTION/CONSENT**

Board Goals:

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

Summary:
Math 3 is the third of three courses identified as an integrated mathematics pathway in the Math Visions Project (MVP) to address Common Core State Standards. Math 3 Honors extends the scope and depth of data analysis, polynomial and radical relationships, trigonometric functions and trigonometry. This course also provides extended time to mathematical modeling and projects. This course was approved by the District Curriculum Council on May 20, 2015.

Recommendation:
The recommendation is being made for the State Administrator to approve the adoption of Math 3 Honors course.

Fiscal Impact:
None

Submitted By:

Diana Jimenez
Director of Educational Services

Approved:

Daniel R. Moirao, Ed.D.
State Administrator

South Monterey County Joint Union High School District

NEW COURSE APPROVAL REQUIRED INFORMATION FORM

This paperwork must be fully completed by the course proposer and submitted to the Director of Educational Services by September 30. *(For 2014-15 only, this deadline is December 5).*

PROPOSER Toby Lopez SCHOOL GHS

NAME OF PROPOSED COURSE Math 3 Honors SEMESTER OR FULL YEAR (circle)

DEPARTMENT Mathematics MEETS A-G Yes or No (circle)

OPEN TO STUDENTS IN GRADES 9, 10, (11), (12) (circle one or more)

Respond fully to the following questions on a separate sheet of paper and attach it to this form.

1. Describe the proposed course. Include content to be studied, skills, and connection to State-adopted standards per quarter.

2. Why is this proposed course needed?

3. How does this proposed course impact course sequencing or pathways within the department?

4. Is there a prerequisite for taking this proposed course? If so, what course is the prerequisite?

5. How will this proposed course support Board and school goals?

6. What are scheduling implications? Include expected student enrollment in year one and number of sections anticipated for the proposed course in first year of implementation.

7. What are the staffing implications? Address teacher certification/credential issues.

8. What are financial implications? Complete table below:

	Description	Financial Implications
Technology/software/textbooks	Surface tablets, TI84 Plus C, copies of course materials	
Equipment	mimio interactive white board	approx. $1000 each
Facilities		
Teacher Training		

South Monterey County Joint Union High School District

COURSE REVIEW SIGNATURE FORM

The proposer of a new course is responsible for completing this form as evidence of review at the levels indicated. The proposer of a new course is responsible for sharing the information on the **NEW COURSE APPROVAL REQUIRED INFORMATION FORM** with all stakeholders.

This form must submitted to the Director of Educational Services by September 30. *(For 2014-15 only, this deadline is December 5).*

PROPOSER Toby Lopez SCHOOL GHS

NAME OF PROPOSED COURSE MATH 3 HONORS

DISCUSSION WITH PRINCIPAL DATE 02/06/2015 PRINCIPAL SIGNATURE [signature]

DISCUSSION WITH DEPT. CHAIR DATE 2/6/15 DEPT. CHAIR SIGNATURE Idrias López

REVIEW AT DEPARTMENT MEETING DATE 4/22/15 (APPROVED)/DISAPPROVED (circle one)

REVIEW BY SITE LEADERSHIP TEAM DATE 04/28/2015 (APPROVED)/DISAPPROVED (circle one)

District Office Use **Only**

DISTRICT CURRICULUM COUNCIL Date 5/20/15 (APPROVED)/DISAPPROVED (circle one)

STATE ADMINISTRATOR Date_____ APPROVED/DISAPPROVED (circle one)

BOARD APPROVAL Date_____ APPROVED/DISAPPROVED (circle one)

FORWARD COURSE INFORMATION TO COUNSELOR/REGISTRAR Date _____

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
MATH III HONORS

1. NAME AND CONTACT INFORMATION:

2. COURSE OBJECTIVES:

Students will:

1. summarize, represent, and interpret data on a single count or measurement system
2. make inferences and justify conclusions from sample surveys, experiments, and observational studies
3. use complex numbers in polynomial identities and equations
4. understand the relationship between zeros and factors of polynomials
5. apply trigonometry to general triangles
6. extend the domain of trigonometric functions using the unit circle
7. model periodic phenomena with trigonometric functions
8. build new functions from existing functions (Math III Honors)
9. visualize relationships between two dimensional and three dimensional objects (Math III Honors)
10. apply geometric concepts in modeling situations (Math III Honors)

3. COURSE DESCRIPTION:

This course is designed to extend the mathematics that students learned in Math I and Math II. Specifically, Math III will focus on data analysis, polynomial and radical relationships, trigonometric functions, trigonometry of general triangles, and mathematical modeling. It will study the relationship between equations and graphs of polynomial equations. It will also include the statistical analysis of data from experiments. This course will also extend the study of mathematical modeling. It is comprised of standards selected from the high school conceptual categories, which were meant to be addressed throughout the grades 9-12 instead of any single course. The scope of this course is limited to polynomial functions, trigonometric functions, and the trigonometric applications to general triangles.

4. CLASSROOM CODE OF CONDUCT:

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

5. GRADING SCALE:

<u>Administrative Regulation (AR) 5121 (a)</u>

Grades for each grading period as follows:

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

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

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

(For Advanced Placement courses only)

Because of the more rigorous nature of Advanced Placement, honors, and concurrent postsecondary courses, students receiving a grade of A, B, or C in those courses shall receive extra grade weighting as follows:

A	(90-100%)	Outstanding Achievement	5.0 grade points
B	(80-89%)	Above Average Achievement	4.0 grade points
C	(70-79%)	Average Achievement	3.0 grade points

Board Policy 5121 (b)

Effect of Absences on Grades:

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

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

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

6. ASSESSMENTS/ASSIGNMENTS:

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

7. SPECIAL CIRCUMSTANCES:

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

8. CLASS EXPECTATIONS – LEVEL OF RIGOR:

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

9. MATERIALS RESOURCES PROVIDED:

a. Mathematics Vision Project

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Approval of Apex Online Credit Recovery System **MEETING:** June 16, 2015

AGENDA SECTION:

X ACTION

☐ **INFORMATION**

☐ **ACTION/CONSENT**

Board Goals:

X 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:
Apex is a rigorous and customizable online solution for credit recovery. Apex offers Common Core standards aligned curriculum in integrated math, science, English, social sciences, world languages and electives to meet high school graduation requirements. Apex provides a wide-range of student support and tutorials. Its student-centered focus is ideal for special populations. For 2015-2016 Apex will be used for all online credit recovery at Portola-Butler and for Special Education students at KCHS and GHS.

Recommendation:
The recommendation is being made for the State Administrator to approve Apex online credit recovery system.

Fiscal Impact:
200 student licenses, course materials, lab manuals for teachers, two days of on-site professional development for teachers and tutorials. Total cost: 15,027.00.
Cost to be divided by three sites (100 licenses PBHS and 50 licenses each for KCHS and GHS) and paid from site Title I funds.

Submitted By:

Diana M. Jiménez
Director of Educational Services

Approved:

Daniel R. Moirao, Ed.D.
State Administrator

Apex Learning Price Quote

South Monterey County Joint Union High School District
800 BROADWAY ST
KING CITY, CA 93930-3326

1215 4th Ave, Suite 1500
Seattle, WA 98161

Attention: Diana Jimenez

South Monterey County Joint Union High School District has requested a price quote from Apex Learning® for a digital learning solution. Apex Learning proposes the following digital curriculum and services to meet your goals and objectives.

Digital Curriculum	Unit	Unit Price	Volume Discount	Discounted Unit Price	Quantity	Extended Price
Comprehensive Courses	12-month Single Enrollment Subscription	$125.00	52%	$60.00	200	$12,000.00
					Switch, Save, Succeed Offer	($3,600.00)
					Digital Curriculum Sub-Total	**$8,400.00**

Course Books	Unit	Unit Price	Quantity	Extended Price
Course Materials: Required materials for new general studies courses; with standard shipping. (Excludes required materials for English courses for English I and II) *Biology: Exploring Life Lab Manual* *Prentice Hall Chemistry Lab Manual* *Prentice Hall Earth Science Lab Manual* *American Born Chinese* *Fast Food Nation* *The Great Gatsby* *A Raisin in the Sun* *The Way to Rainy Mountain* *Life of Pi* *Death of a Salesman* *Short Fiction: An Anthology* *Things Fall Apart*	Bundle	$265.00	3	$795.00
Course Materials: Teacher editions of science lab manuals; with standard shipping. *Biology: Exploring Life Lab Manual* (Teacher Edition) *Prentice Hall Chemistry Lab Manual* (Teacher Edition) *Prentice Hall Earth Science Lab Manual* (Teacher Edition)	Bundle	$144.00	3	$432.00
			Course Books Sub-Total	**$1,227.00**

Professional Services	Unit Price	Quantity	Extended Price
Comprehensive Courses Professional Development - Onsite (1) 6-hour onsite Functionality Training and Best Practices (1) 6-hour onsite Teacher Coaching and Mentoring	$2,200.00 per 6-hour onsite session	2	$4,400.00
Comprehensive Courses Professional Development - Online (1) Implementation Strategy and Planning (1) Mid-Year Review	$0.00 for all sessions listed	1	$0.00
		Professional Services Sub-Total	**$4,400.00**

We would like to offer you a special opportunity to benefit from our newest offering, Tutorials. Included in this offer are the following:

Customer Appreciation Offer	Extended Price
• 40 Tutorials Subscriptions • Implementation Strategy and Planning • On-demand Functionality Training • Teacher Coaching and Mentoring • Mid-Year Review and Optimization • Standard user support which includes toll-free phone (in the U.S.), email and online support for all stakeholders	$1,000.00
Tutorials Sub-Total	**$1,000.00**

Total Price	**$15,027.00**

Prices above do not include any applicable sales or other taxes. The above prices for Comprehensive Courses are valid through July 31, 2015, and do not apply to add-on subscriptions. Add-on subscription pricing is based on the original order volume.

If you choose to complete this purchase, Apex Learning requires a signed copy of this price quote and a purchase order for the total price, credit card payment, or an executed Apex Learning contract. Please fax or e-mail the signed quote and a valid purchase order to the attention of **Bill Bundy at (206) 381-5601 or salesdocs@apexlearning.com**.

Payment of all invoices is due within 30 days of the invoice date. Payments via credit card are subject to a processing fee, equal to 3% of the amount charged to such card.

Please see Attachment A for information regarding the purchase of Apex Learning digital curriculum and services.

Thank you for your consideration of an Apex Learning digital learning solution.

Signature	Date	Printed Name	Title

Attachment A
Purchasing Apex Learning Digital Curriculum and Services

1. Comprehensive Courses
Single Enrollment Subscriptions: A Single Enrollment Subscription provides access for a period of 12 months for one student enrolled in one Comprehensive Course. If a student completes or withdraws from the course in which he or she is enrolled, the Single Enrollment Subscription may be utilized to enroll that student or another student in any Comprehensive Course. Apex Learning counts the number of course enrollments when Single Enrollment Subscriptions are purchased. The number of course enrollments at one time may not exceed the number of Single Enrollment Subscriptions purchased.

Additional Subscriptions: Additional subscriptions may be purchased for access through the same order end date as the original order.

There are no credits or refunds for purchases of subscriptions to Comprehensive Courses.

2. Tutorials
Tutorials Subscriptions: A Tutorials subscription provides access for 12 months for one student enrolled in any number of Tutorials (in any subject) at the same time. If a student completes or withdraws from all Tutorials in which he or she is enrolled, the Tutorials subscription may be used to enroll another student. The number of students enrolled at one time may not exceed the number of Tutorials subscriptions purchased.

Additional Subscriptions: Additional subscriptions may be purchased for access through the same order end date as the original order.

There are no credits or refunds for purchases of subscriptions to Tutorials subscriptions.

3. Course Materials
Certain Comprehensive Courses have course materials that may be required or are optional for the digital curriculum such as books for English courses, lab materials for science courses, or other ancillary items such as a calculator for math courses or a microphone for world languages courses. The price for Comprehensive Courses and ALVS enrollments does not include any such course materials. The course materials list can be found at http://www.apexlearning.com/documents/materials_list.pdf.

Required and optional books may be purchased from Apex Learning at either the per set or per book price at the time of purchase as stated on Apex Learning's course materials list. The price for books does not include applicable sales tax. If any such tax is due, it will be reflected on Apex Learning's invoice. There are no returns, credits, or refunds for books purchased from Apex Learning.

4. Parental Consent
The client is responsible for obtaining any necessary parental consent for each student to use Apex Learning digital curriculum.

5. Laboratory Activities
The client is responsible for the implementation of any hands-on laboratory activities, including ensuring that qualified personnel are available to supervise such hands-on laboratory activities.

6. Professional Development
Scheduling: Onsite professional development sessions cannot be scheduled until Apex Learning has received a valid purchase order or executed contract and must be scheduled at least 2 weeks in advance of the delivery date.

Cancellations: If a scheduled onsite professional development session is cancelled without at least 2 weeks prior written notice, the client will be required to pay Apex Learning for travel and related expenses at the time that onsite professional development session is delivered.

Expiration: Professional development must be delivered prior to the order end date. There are no credits or refunds for unused professional development sessions.

E-mail / Fax Back

To: Bill Bundy
Email:salesdocs@apexlearning.com
Fax: (206) 381-5601
Pages: _____ (including cover)
Subject: Price Quote Acceptance
Account: South Monterey County Joint Union High School District

From: Diana Jimenez
Phone: 831-385-0606
Date: 5/5/2015

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Approval of Illuminate Data and Assessment Management System

MEETING: June 16, 2015

AGENDA SECTION:

X ACTION

☐ **INFORMATION**

☐ **ACTION/CONSENT**

Board Goals:

X 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:
Illuminate is a web-based data and assessment management system that will allow our teachers to create CCSS assessments and benchmarks with ease, get feedback on formative assessments and generate a wide-variety of reports. Staff will be able to collect and disaggregate data with the aim of closely monitoring student achievement and performance.

Recommendation:
The recommendation is being made for the State Administrator to approve Illuminate Data and Assessment Management System.

Fiscal Impact:
Total cost for District for Year 1-$15,291, which includes 3 full days of on-site training for teachers and staff. Paid through Title I funds.

Submitted By:

Diana M. Jiménez
Director of Educational Services

Approved:

Daniel R. Moirao, Ed.D.
State Administrator

illuminate™
Data & Assessment

South Monterey County Joint Union High School District
King City, CA

Illuminate Data and Assessment Management System

Proposal
Prepared: **April 22, 2015**
Expires: **July 22, 2015**
Serves: **1,962**

Illuminate Education Inc.
47 Discovery Suite 100, Irvine, CA 92618
Phone: 949-242-0343 | Fax: 909-266-1935
info@illuminateed.com | illuminateeducation.com

Overview

Illuminate Education Inc. (Illuminate) proposes to implement and support Illuminate Data and Assessment System™ (DnA) at South Monterey County Joint Union High School District (District), which serves approximately 1,962 students in King City, CA

Illuminate Data and Assessment™ is a web-based and longitudinal system designed to meet the data and assessment needs of all South Monterey County Joint Union High School District District's staff: from District level educators who need to analyze trends, to instructional leaders who require fast and flexible reports to shape curriculum and instruction, to teachers who need to create assessments with ease and get instant feedback for formative use in the classroom. With robust reports, innovative custom reporting tools, built-in analysis support, and a groundbreaking approach to assessment, DnA anticipates users' needs and removes the boundaries of their old data system.

Illuminate proposes a contract with South Monterey County Joint Union High School District for a term of 3 years, though South Monterey County Joint Union High School District retains the right to opt out each year at no financial penalty. The proposal includes data import support, system maintenance, system support, and user support for the length of the contract. It also includes ongoing system upgrades at no additional cost to South Monterey County Joint Union High School District

Inclusions

This proposal includes:

Dashboard	• Personalized dashboard for every user • Easy access to assessments, reports and class rosters
Assessments	• Benchmark, Summative and Formative Assessments • Assessment reporting by User, Site and District Level • Align assessments to State and Common Core standards • Scan and score assessments using a web camera, document camera or paper scanner • Assess students online or using paper and pencil
INSPECT Item Bank	• Access to 47,000 professionally written standards based questions • Over 33,000 Common Core aligned items • Grade and Subject level CST aligned blueprint assessments • CAHSEE, and CELDT assessments • Draft benchmark assessments for all grade levels • ELLA (CELDT-preparation) assessments • Constructed Response, Technology Enhanced, Media-Interactive, Non-Traditional Selected Response items for CCSS
GradeCam	• Use a web camera to scan student assessments • Provide instant feedback for formative and summative assessments
Activate Instruction	• Direct links from student assessments to standards based curriculum resources. • Direct links from teacher reports to standards based curriculum resources
Pre-Built Reports	• Student, Teacher, Site and District level reporting • State accountability / Common Core • Special Education • English Learners
Custom Reporting	• Point and click report building • Business Intelligence (BI) tool for higher level reporting
Student Groups	• Students can be added to programs (e.g., Intervention) to monitor over time • Create Groups, by individual students, custom reports, grade level or program
Gradebook	• Record, report and monitor student performance • Calculate grades from points, percent or score • Individual users can customize the layout and functionality • Options for categories, weights, dropping scores, custom marks, notes, and auto fill. • Share Gradebooks among users and easily transfer grades from one user to another. • Audit log of all changes and score recovery

Grades and Report Cards	• Generate traditional and/or standards-based report cards using the District's own templates • Customize multiple GPA calculations according to District's requirements • Permit multiple ranking of classes based on certain criteria • Monitor student performance and levels using clusters, standards, etc.
OnTrack Early Warning System	• Identify students who are potential high-risk candidates for drop out or failure • Generate a student score based on District's criteria • Analyze data from Attendance, Discipline, Assessments, GPA and Student Demographics
Student and Parent Portals	• Provide live data to parents and students on attendance and grades • Online testing access through secure login for students • Access to Activate Instruction Curriculum management
User Based Permissions	• User permissions by role or Individual User • Ability to easily change users, sites or permission groups
Data Security	• Illuminate uses the highest level of web security • Server loads are regularly monitored • Application errors are logged and notification sent to our developers • Hosted on our secure and redundant servers at no extra charge.
Import and Export	• Import of demographic, state and local assessments • Field level imports and exports into XML, CSF DBF and char-delimited formats. • Imports from Access Database and MS Excel
User Support	• E-mail / help ticket support • Phone support for all users • Help documentation • Support and training videos

Optional

South Monterey County Joint Union High School District may opt to include any of the following content:

Customizations Unique to Client	There are no charges for customizations (i.e., the cost is already included in the per student per year charge) if the request also benefits other Illuminate DnA clients. If not, changes would cost $120 per hour involved in creating the modification. However, with Illuminate DnA (as well as with DataDirector when our team ran it), we have never charged for modifications, since all requested customizations of those systems were able to benefit other districts.
Training and Professional Development	Customizable training is available and can be done on site at a rate of $1500.00 per day or online via GoToMeeting at a rate of $500 per day. Illuminate training documentation, provided in an electronic format, would become the property of District.
Data Services	Additional hours of data cleanup (or additional data services) are required, the cost is $120 per hour.
NWEA Item Bank	District may opt to pay for NWEA Item Bank (at a cost of $2.90 per student per school year). The Formative Assessment Item Bank contains over 70,000 high-quality, standards-based items including more than 30,700 Math items for kindergarten through grade 12, more than 29,200 English Language Arts (Reading and Writing) items for kindergarten through grade 12, more than 8,700 Science items for grade 3 through grade 12 and more than 1,400 Social Studies items for high school courses. The exact number of items that align to any given state or set of standards will vary. All items have been checked for a match and aligned where appropriate to the standards for all 50 states, Washington D.C., and the Common Core State Standards (CCSS). Coverage reports are available upon request.
Illuminate Student Information System	District may opt to pay for Illuminate Student Information System (at a cost of $8.00 per student for the first year and $3.00 per student for each additional year). Illuminates (ISI), tools include health, attendance, scheduling, transcripts, discipline, gradebook, report cards, parent portal, student portal and State reporting. Illuminate Education's suite of products can be District's one-stop shop for comprehensive data reform, or you can pick and chose which modules use. Modules can be purchased at the beginning of your contract or can be phased in module-by-module.

Illuminate Special Education System	District may opt to pay for Illuminate Special Education System (at a cost of $15.00 per special education student per year). Illuminate (ISE) tools include forms for writing IEPs, IFSP, REED, Evaluations, Encounter tracking, SPP Indicator tracking, IDEA requirements/data, NCLB regulations / data Medicaid billing, and State Reporting tools. Illuminate Education's suite of products can be District's one-stop shop for comprehensive data reform, or you can pick and chose which modules use. Modules can be purchased at the beginning of your contract or can be phased in module-by-module.

Data Import

Illuminate will import all data South Monterey County Joint Union High School District would like to have in DnA. This data can be obtained from a variety of sources, which may include South Monterey County Joint Union High School District Student Information System (SIS).

Illuminate can import South Monterey County Joint Union High School District District's clean data at no additional cost, but South Monterey County Joint Union High School District will have access to online import tools if its wishes to control its own data imports. Please note that Illuminate charges $120 per hour for any data cleanup required.

If South Monterey County Joint Union High School District opts to have Illuminate import its data, South Monterey County Joint Union High School District will provide the data files in tab delimited, comma delimited, or Excel format, and the file layouts must be consistent with South Monterey County Joint Union High School District data requirements and Illuminate-defined file formats. It usually takes a minimum of 2 weeks to a maximum of 6 weeks to import all data, depending on the provided data's quality.

Pricing

Illuminate recommends the following model for South Monterey County Joint Union High School District:

Cost Year 1			
Description	**Cost**	**Taxes**	**Extended Cost**
Illuminate Data and Assessment Management System Including Gradecam, Inspect System Item Bank	$5.50 per student (1,962 students)	$0	$10,791.00
Staff Training - 3 days on site ($1,500.00 per day)	$4,500.00	$0	$4,500.00
Total Cost:			$15,291.00

Cost Year 2			
Description	**Cost**	**Taxes**	**Extended Cost**
Illuminate Data and Assessment Management System Including Gradecam, Inspect System Item Bank	$5.50 per student (1,962 students)	$0	$10,791.00
Total Cost:			$10,791.00

Cost Year 3			
Description	**Cost**	**Taxes**	**Extended Cost**
Illuminate Data and Assessment Management System Including Gradecam, Inspect System Item Bank	$5.50 per student (1,962 students)	$0	$10,791.00
Total Cost:			$10,791.00

Primary Contact

Name: Lane Rankin (CEO/President)
Email: lane@illuminateEd.com
Address: Illuminate Education Inc., 47 Discovery, Suite 100, Irvine, CA 92618
Phone: (949) 242-0343
Fax: (909) 266-1935

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Approval of Board Policies – Second Reading **MEETING:** June 16, 2015

AGENDA SECTION:

X 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
X 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 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:
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

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)

Suspension/Dismissal Procedures

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)

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)

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)

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)

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)

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
MorrisonÂ v. State Board of Education (1969) 1Â 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

Adopted: June 16, 2015 King City, California

AR 4118 Personnel

Suspension/Disciplinary Action

Causes for Suspension or Dismissal

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

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

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

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)

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)

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)

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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)

(7/00 11/08) 12/14

Regulation: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Adopted: June 16, 2015 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)

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

Paid Sick 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)

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

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 SCOOL DISTRICT

Adopted: June 16, 2015 King City, California

AR 4161.1, 4361.1 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)

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)

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)

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)

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)

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

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

Regulation: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Adopted: June 16, 2015 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)

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)

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.

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.

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

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)

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.

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

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

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

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

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

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.

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)

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

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)

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
EVIDENCE CODE
1035.2 Sex assault counselor; definition
1037.1 Domestic violence counselor; definition
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

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

(3/10 11/12) 12/14

Regulation: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Adopted: June 16, 2015 King City, California

Personnel

Criminal Record Check

SAMPLE EMPLOYEE STATEMENT FORM
USE OF CRIMINAL JUSTICE INFORMATION

As an employee/volunteer of South Monterey County Joint Union High 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

Adopted: June 16, 2015 King City, California

AR 4261.1 Personnel

Personal Illness/Injury Leave

Purposes of 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)

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

(cf. 4261.11 - Industrial Accident/Illness Leave)

5. 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)

6. 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)

7. 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)

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)

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)

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

OPTION 1:

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.

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

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

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)

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

Regulation SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Adopted: June 16, 2015 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

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

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

Policy: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
First reading:
Adopted: June 16, 2015 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)

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)

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

2. 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

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)

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 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

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

Adopted: June 16, 2015 King City, California

Students

Health Care And Emergencies

Emergency Contact Information

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.

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: 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

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)

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

Adopted: June 16, 2015 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 awritten 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

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.

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.

Emergency 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)

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)

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)

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

Adopted: June 16, 2015 King City, California