

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

Wednesday, February 24, 2016

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

VISION

South Monterey County Joint Union High School District is a progressive academic learning community that is committed to life-long educational success

MISSION

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

BOARD OF EDUCATION

Paulette Bumbalough - President
Joe Santibanez - Clerk
Mike LeBarre - Member
David Gaboni – Member
Paul Dake - Member

STATE ADMINISTRATOR

Daniel Moirao, Ed.D.

STUDENT BOARD MEMBER

Chelsea Garcia - KCHS ASB President

OPEN SESSION: 5:25 PM

A. CALL TO ORDER

B. PUBLIC COMMENT

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

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

CLOSED SESSION: 5:30 PM

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

OPEN SESSION: 6:30 PM

A. CALL TO ORDER

B. FLAG SALUTE

C. REPORT OF CLOSED SESSION ACTIONS

D. STUDENT BOARD MEMBER REPORT

E. BOARD MEMBER COMMENT

PUBLIC COMMENT: The public may address the Board regarding general school district topics or a specific agenda item. The person wishing to speak is asked to complete a Request to be Heard Form prior to the meeting, indicating whether they wish to address a non-agenda item or a specific item and present it to the Executive Assistant. This is an opportunity to address the Board when that item is acted upon. Unless otherwise determined by the Board/State Administrator, each person is limited to 3 (three) minutes. If a large number wish to speak on a specific item, there is a limit of 20 minutes total input on an item. For matters that are not listed on the agenda, the Board may refer the matter to the Superintendent or designee, or take it under advisement, but shall not take action at that time except as allowed by law. El público puede dirigirse a la Mesa Directiva de Educación con respecto a asuntos generales o a asuntos especificados en la agenda. La persona que quiera hablar debe de pedir la forma que se le da a la comunidad pidiendo permiso antes de la junta, indicando si se desea hacer algún comentario sobre un tema de la agenda o algún otro asunto y presentarlo a la Secretaría de el Superintendente. Esta es una oportunidad de dirigirse a la Mesa Directiva de Educación cuando un asunto se esté llevando acabo. A menos que se determine de otra manera por el Administrador de el Estado, cada persona tiene un máximo de 3 minutos para hablar. Se hay muchas personas que quieran hablar sobre un asunto 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: January 19, 2016 and January 20, 2016 (Pages 1-16)
2. Approval of Personnel Report Dated February 24, 2016 (**Claudia Arellano, Sr. Director Human Resources**)
3. Approval of GHS Prom: A Night in the Bay (**Frank Lynch, Principal**) (Page 17)
4. Approval of Accounts Payable Warrants – January 2016 (**Duane Wolgamott, CBO**) (Pages 18-27)
5. Approval of Purchase Orders – January 2016 (**Duane Wolgamott, CBO**) (Pages 28-31)

J. CONSENT ITEMS REMOVED FOR COMMENT/QUESTIONS

K. INFORMATION ITEMS

1. Curriculum and Instruction Update (**Diana Jimenez, Director of Educational Services**)
2. School Enrollment, Attendance, and Referrals Statistics (**Duane Wolgamott, CBO**) (Pages 32-50)
3. Revenue and Expense Report for 2015-16 (**Duane Wolgamott, CBO**) (Pages 51-58)
5. Cash Flow Summary Report for 2015-16 (thru January 2016) (**Duane Wolgamott, CBO**) (Pages 59-89)
6. Students from GHS and KCHS will Visit Colleges in Southern California During Spring Break (**Frank Lynch, Principal**) (Page 90)
7. Board Policies – First Reading (**Daniel Moirao, Ed.D., State Administrator**) (Pages 91-173)
 - BB 9150 Student Board Members (revised)
 - AR 4032 Reasonable Accommodations (revised)
 - BP 4119.11 Sexual Harassment (revised)
 - BP 5117 Interdistrict Attendance (revised)
 - BP 5123 Promotion, Acceleration, Retention (revised)
 - BP 6142.92 Mathematics Instruction (new)
 - BP 6142.1 Sexual Health and HIV Aids Prevention Instruction (new)
 - AR 6142.1 Sexual Health and HIV Aids Prevention Instruction (new)

- BP 6146.1 High School Graduation Requirement Standards of Proficiency (revised)
- BP 6152.1 Placement in Mathematics Courses (new)
- BP 6173 Education for Homeless Children (revised)
- AR 6173 Education for Homeless Children (revised)
- AR 6173.1 Education for Foster Youth (revised)
- BP 6179 Supplemental Instruction (revised)

L. ACTION ITEMS

1. Approval of Educator Effectiveness Spending Plan (*Diana Jimenez, Director of Educational Services*) (Page 174)
2. Approval of SARC Report from Greenfield High School (*Diana Jimenez, Director of Educational Services*) (Pages 175-214)
3. Approval of SARC Report from King City High School (*Diana Jimenez, Director of Educational Services*) (Pages 215-255)
4. Approval of SARC Report from Portola-Butler Continuation High School (*Diana Jimenez, Director of Educational Services*) (Pages 256-290)
5. Approval of Greenfield High School Safety Plan (*Diane Miller, Director of MOTF*) (*available upon request*) (Page 291)
6. Approval of King City High School Safety Plan (*Diane Miller, Director of MOTF*) (*available upon request*) (Page 292)
7. Approval of District Safety Plan (*Diane Miller, Director of MOTF*) (*available upon request*) (Page 293)
8. Approval of Retroactive Service Agreement with Debora Bell to Furnish Consultant Services (*Isaac Estrada, Ed.D., Director of Alternative Placement for Student Success*) (Pages 294-297)
9. Approval of Sunshine Proposal – CSEA (*Daniel Moirao, Ed.D., State Administrator*) (Pages 298-299)
10. Approval of Sunshine Proposal – KCJUHSDTA (*Daniel Moirao, Ed.D., State Administrator*) (Pages 300-301)
11. Approval of Calendar of Board Study Sessions for 2016 (*Daniel Moirao, Ed.D., State Administrator*) (Page 302)
12. Approval of Out of State Travel for Migrant Students to Visit Redmond, Washington (*Angelica Fonseca, Coordinator/Administrator Migrant Education Region XVI*) (Page 303)
13. Approval of GHS Surplus Equipment (*Diane Miller, Director of MOTF*) (Pages 304-306)
14. Approval of the Donation for Labor and Materials for Re-sodding the KCHS Varsity Baseball Infield (*Diane Miller, Director of MOTF*) (Page 307)
15. Approval of the Greenfield High School Agriculture Department Donation from the Quiedan Company of a 2000 Series Greenhouse (*Frank Lynch, Principal*) (Pages 308-309)
16. Approval of the Donation from King City Young Farmers to GHS (*Frank Lynch, Principal*) (Page 310)
17. Approval of Agreement with Hartnell Community College and the SMCJUHSD (Adult Ed Program) (*Daniel Moirao, Ed.D., State Administrator*) (Pages 311-334)
18. Considering Electing a Representative to the 2016 CSBA Delegate Assembly (*Daniel Moirao, Ed.D., State Administrator*) (Pages 335-339)
19. Approval of Revised Contract with Pinnacles Educators, Consultant for Technical Assistance and Coaching Support (*Duane Wolgamott, CBO*) (Pages 340-343)
20. Approval of Agreement with Teter Architects to Provide District Wide Data Network Infrastructure Cabling Upgrades (*Duane Wolgamott, CBO*) (Pages 344-366)
21. Approval of Agreement with Teter Architects for the Closeout of the KCHS Modernization Project (*Duane Wolgamott, CBO*) (Pages 367-383)
22. Approval of Superintendent Search Consulting Firm (*Daniel Moirao, Ed.D., State Administrator*) (Pages 384-387)
23. Approval of Resolution 09:15/16 Non-reelection of Probationary Employees (*Daniel Moirao, Ed.D., State Administrator*) (Pages 388-389)
24. Board Policies – Second Reading (*Daniel Moirao, Ed.D., State Administrator*) (Pages 390-429)

- BP 2121 - Superintendents Contract (revised)
- BP 4030 - Nondiscrimination in Employment (revised)
- AR 4030 - Nondiscrimination in Employment (revised)
- AR 4031 - Complaints Concerning Discrimination In Employment (deleted incorporated into AR 4030)
- BP 4121 - Temporary Substitute Personnel (revised)
- AR 4261.1 - Personal Illness/Injury Leave (revised)
- BP 5111 - Admission (revised)
- AR 5111.1 - District Residency (revised)
- AR 5111.12 - Residency Based on Parent/Guardian Employment (deleted incorporated into BP/AR 5111.1)
- BP 5141 - Health Care and Emergencies (new)
- AR 5141 - Health and Emergencies (new)

M. PROMOTING DISTRICT

N. FUTURE AGENDA ITEMS/MEETING DATES

- March 15, 2016 - Board Study Session – King City
- March 23, 2016 – Regular Board Meeting – Greenfield High School
- April 19, 2016 - Board Study Session – King City
- April 20, 2016 – Regular Board Meeting - King City
- May 17, 2016 - Board Study Session – King City
- May 18, 2016 – Regular Board Meeting – Greenfield High School
- June 15, 2016 – Regular Board Meeting – King City
- June 21, 2016 - Board Study Session – King City
- July 19, 2016 – Board Study Session – King City
- July 20, 2016 – Regular Board Meeting (if needed) – Greenfield High School
- August 16, 2016 - Board Study Session – King City
- August 17, 2016 – Regular Board Meeting – King City
- September 20, 2016 - Board Study Session – King City
- September 21, 2016 – Regular Board Meeting – Greenfield High School
- October 18, 2016 - Board Study Session – King City
- October 19, 2016 – Regular Board Meeting – King City
- November 15, 2016 - Board Study Session – King City
- November 16, 2016 – Regular Board Meeting – Greenfield High School
- December 14, 2016 – Regular Board Meeting – King City
- December 19, 2016 - Board Study Session – King City

O. SIGNING OF PAPERS

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

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

Tuesday, January 19, 2016

Minutes

BOARD OF EDUCATION

Paulette Bumbalough – President - Present
Joe Santibanez – Clerk – Present
Mike LeBarre – Member – Present
David Gaboni – Member – Present

STATE ADMINISTRATOR

Daniel R. Moirao, Ed.D.

OPEN SESSION:

Call to Order

Paulette Bumbalough called the meeting to order at 6:00 PM

Flag Salute

Paulette Bumbalough led in the flag salute.

Public Comment

There were not any comments from the public.

ACTION ITEM

Interview and Appointment to Vacant Board Position Paul Dake

Dr. Moirao welcomed Paul Dake to the interview. Dr. Moirao said the Board has his application as well as the questions they will be asking. Each Board member will determine which questions they will be asking, the questions will be asked in open session.

Paulette Bumbalough said she would ask questions 1, 9, 10, and 14; Joe Santibanez will ask questions 3, 4, and 11; David Gaboni will ask questions 6, 7, 12, and 13; and Mike LeBarre will ask questions 2, 5, and 8.

The question was asked when would the term end, the response was 2017.

All board members introduced themselves. Paulette Bumbalough said she has been on the board for 6 years, lived in Greenfield for 10 years and moved to King City 2 years ago. She was a Dean at Hartnell College before she retired.

David Gaboni said he has lived in King City all of his life attending the elementary schools, middle school and King City High School. He lives in Pine Canyon.

Joe Santibanez said he lives in Greenfield, but had lived in Paso Robles for a short time. He too attended King City High School.

Mike LeBarre said he joined the Board in 2013, has lived in the area since 2002.

Dr. Moirao said the Board will now be presenting the questions.

Please tell us why you would like to serve as a school Board Trustee and the strengths you bring to the district

Mr. Dake said he has had 8 years' experience as a Board of Trustees member in the Greenfield Union School District. He has been a teacher for 30 years, his whole career has been in education

He enjoyed serving on the Board and liked the challenges. He currently is a teacher in the Santa Rita School District, which is a middle school, in Salinas.

As a trustee what do you see as your primary purpose or primary role? How would you fulfill that role, both as an individual and as a member of the Governing Board?

Being a trustee in the Greenfield Union School District has helped him to set policy for the district. The vision can be set to where you want it to go. Look at the big picture, make sure policies are relayed to staff.

What do you know about the South Monterey County Joint Union High School District? From your perspective what do you see as working well in the school district? What would you like to improve?

Mr. Dake said he is aware the district has 2 high schools, and a number of years ago the district had financial issues. Since his employment is at a middle school he does not have a lot of knowledge about a high school district. This is one reason he is interested in the position to learn more of how the district is run and managed, especially with the current unification issue.

What have you seen or heard is working well and what would you like to improve.

Mr. Dake said, as a trustee, he had to make sure the district was financially stable. He would focus to make sure any changes, which are made, would not hamper the fiscal impact on the district. He has had experience in fiscal issues.

Describe a "good" board meeting? What are the objectives of a meeting well done?

He would like to see more members from the public in attendance as well as public participation. He likes to hear what the community has to say. He felt this helps the Board in making decisions. It is important to be respectful and listen. It is understood people have different opinions.

What would you do if you believed administrators had not provided you with accurate and complete information for making a decision?

He would ask for the information. He likes to be informed as much as possible. He would contact staff for additional information. He would ask questions in open session. He would not make a decision without all questions answered.

Describe your response if a parent cornered you in the grocery store and addressed an issue about their child and a particular teacher to you.

He would thank them for their input, and refer their question to the appropriate staff, such as the principal or superintendent.

You will learn about many confidential topics in closed session. How do you manage confidentiality even when pressured by the community for answers?

Do not respond, confidentiality is confidentiality, it stays in closed session.

Mike LeBarre asked, since he is active in his bargaining unit, how would the rolls be separated. Mr. Dake felt there would not be any issues since he works in another school district. He would keep any union issues separate from Board issues. He has used his experience with unions to better understand issues. Anything that is discussed in closed session is not shared with the union.

What will you do to become a more effective Board member?

Try to do the best he can, be prepared for the board meetings. He would make notes if clarification is necessary. He has completed the Masters in Governance training.

In representing to the community, school district trustees must balance their personal beliefs and values with the interests of various constituencies, the educational needs of our students, the pressures to provide supportive working conditions and compensation for employees, state and federal law, and many other interests. How will you balance all of these?

Mr. Dake said his main focus is on education. He would ask how we can best provide students with what they need. How will a decision affect the education of students? He added, education is the primary focus.

Where are potential areas of conflict or stress for you, as a Board member, and how will you deal with them?

Mr. Dake indicated he has dealt with stress in the past when dealing with staff. He understands everyone has the right to express their points of view. He would go along with a board decision, he would not sabotage a decision, even if he did not agree. He will always express his opinion.

Paulette Bumbalough said this district is a little different because we have a State Administrator. For a period of time while we will continue to have a State Administrator he will have the final vote. What are your thoughts on this? Mr. Dake said he does realize the Board is an advisor to the State Administrator.

Dr. Moirao said he had a study session on local control voting, it simulated how to disagree in public. The current Board has functioned very well as a governing team. How do you disagree with your colleges or superintendent? Mr. Dake indicated he would state his opinion at board meetings. He would want everyone to know why he made a decision and why he may be opposing the majority. Whenever he voted no, he will explain why. Whatever the majority decision is, he would support.

As a Board member it is important to read everything and ask the district in advance of the meeting if there are questions, so the district would be made aware of questions ahead of time. He would not come to a meeting and ask surprise questions. Asking questions in advance helps everyone to be prepared at the meeting.

How would you respond to a rumor brought to your attention about a teacher or staff member?
He would refer the rumor to the superintendent, it is not his job to investigate. Community concerns would be brought to the attention of the district.

The comment was made, you seemed to hesitate when responding. Mr. Dake said he does not like to spread rumors.

What if a community member did not want the information to be shared with the principal or superintendent? Mr. Dake felt he needed to pass any community concerns on to the superintendent.

Mr. Drake was asked if he had experienced this in the past when he was a trustee with the Greenfield Union School District. His response was yes. He felt it was his duty to share the information with the superintendent, from the community member, since it was brought to his attention.

How do you view the relationship between Board members and the staff?

He felt it was important to have a good working relationship with staff. They should not feel threatened.

The key word is respect, they are also community members.

The responsibilities of a Board member are varied: scheduled board meetings, scheduled study sessions, emergency meetings, being prepared for board meetings, committee meetings, etc., etc. How will you manage your time to meet these commitments?

He would keep a calendar to try to fit everything in and try to make as many meetings as possible, it is a commitment to the community.

The question was asked, when he was trustee how many meeting were missed? The response was one or two.

The question was also asked about attendance to the study sessions. The response was he attended 99% of the meetings when he was a trustee.

In the past he has taken a day off from work to attend a study session.

What questions do you have for the Board to help you prepare to take on this commitment if chosen?

Mr. Dake asked how many board meetings are scheduled for a month. The response was 1 regular board meeting and 1 study session. We have them frequently in preparation for the return of local control.

He is anxious to learn more about how a high school district works.

The question was asked if he had attended any high school board meetings. His response was only 1, and that is when the district was having financial issues.

Adjournment (to Closed Session) if needed

The Board adjourned to closes session at 6: 32 PM

The Board returned from closed session at 7:00 PM.

Paulette Bumbalough said each Board member would make their comment and then give their vote.

Mike LeBarre thanked Mr. Dake for answering the questions, and appreciated his response regarding controversy. Mr. LeBarre asked Mr. Dake if he would consider taking a Masters in Governance refresher course. Mr. LeBarre said his vote is yes.

Joe Santibanez thanked Mr. Dake for his responses, it will be good having another representative from Greenfield. He added the board meetings are very fluid and well run. Mr. Santibanez vote is yes.

Daivd Gaboni thanked Mr. Dake and his wife for attending the meeting this evening. He liked his experience in education and points of view. He liked the fact he had union background with certificated staff. He felt living in Greenfield was a plus because of the unification issue. Mr. Gaboni vote is yes.

Paulette Bumbalough thanked Mr. Dake for attending. She liked his comments about being respectful to other board members, currently we kept each other informed, it was important to work as a team. She added, it has been great working with the State Administrator. The Board has never been separated, they have all worked together. Ms. Bumbalough said her vote is yes.

Dr. Moirao said all of the board members have expressed themselves well. Right now the goal is for the return of local contract to the district. The team has worked for what is best for the students, he wants that to continue. The Board has been very supportive in their advisory votes and he supports the Boards vote of yes to Mr. Dake's appointment.

Dr. Moirao said they will be deciding which consulting firm to select to do the superintendent search.

Mr. Dake said he would not be able to attend the regular board meeting tomorrow night because of a prior commitment. Dr. Moirao said the oath of office will be administered at the first board study session in February.

Paulette Bumbalough adjourned the meeting at 7:09 PM.

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

Date

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

Wednesday, January 20, 2016

Minutes

BOARD OF EDUCATION

Paulette Bumbalough – President – Present
Joe Santibanez – Clerk - Present
Mike LeBarre – Member - Present
David Gaboni – Member - Present

STATE ADMINISTRATOR

Daniel Moirao, Ed.D.

STUDENT BOARD MEMBER

Ramon Fragoso - GHS ASB President

OPEN SESSION:

Call to Order

Paulette Bumbalough called the meeting to order at 5:27 PM.

Public Comment

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

CLOSED SESSION:

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

OPEN SESSION:

Call to Order

Paulette Bumbalough called the meeting to order at 6:30 PM.

Flag Salute

Paulette Bumbalough led in the flag salute.

Report of Closed Session Actions

Paulette Bumbalough said there was no action to report from closed session.

Student Board Member Report

Mr. Lynch, Principal, said the ASB President was attending an FFA event this evening and would not be available to give a report.

Board Member Comment

Mike LeBarre wished everyone a happy new year. He said the focus is on the students and thanked everyone for all of their hard work.

David Gaboni wished everyone a happy new year. He met with Dr. Moirao and Diana Jimenez to review the common core standards. On January 14 he attended a public hearing at MCOE regarding a waiver to extend the timeline for the unification review process. He will be attending 2 more Masters in Governance Training sessions on January 29 and January 30.

Joe Santibanez wished everyone a happy new year. He thanked everyone for their support and hopes to get around to the schools and learn more soon.

Paulette Bumbalough said last week Dr. Moirao gave a report to King City Rotary on LCAP and unification. There were a lot of questions showing there was interest in the topics. She also attended one of the public hearings at MCOE regarding the waiver request, we were well represented.

Public Comments

There were not any comments from the public.

Report from State Administrator

Dr. Moirao extended his greetings for a happy new year. We are well into the second semester. Portola-Butler started their extended day on January 11. The picnic tables have arrived for the students at Portola-Butler and are being assembled. Tables are being changed in one of the classrooms. The students are now receiving their lunches at Portola-Butler and the process is going well. The adult school will be starting in February. More information will be provided once the classes start.

Paulette Bumbalough has requested the Board vision and mission statement. Dr. Moirao said in front of each Board member are those statements which they will have at each meeting.

Paulette Bumbalough said she would like to have the statements on the board agenda for the benefit of the public.

Dr. Moirao said the Board may have heard there are leaky roofs at the schools. The last several years the winters have been dry, the roofs were patched. Because of the rain and wind this year we now have an abundance of leaks. We are going out to bid for the roof repair. The 600 wing at Greenfield High School will be re-roofed first.

Mike LeBarre asked if the roofs are still under warranty. Dr. Moirao said the buildings were, but not the portables, the 600 wing are portables.

Paulette Bumbalough said she had the same situation at the Hartnell Campus in King City. They had leaks because the job was not properly done, the repairs had to be done at the expense of the contractor.

Dr. Moirao said he is bringing up this issue because the Board may be approached from the community, students, or staff of the leaking roofs.

Dr. Moirao said at the next board study session someone from the district will take their pictures to update our website.

Dr. Moirao said earlier in the meeting several Board members mentioned attending public hearings at the county office regarding the waiver for the unification review. He does not have any reason to believe the state will deny the extension. He added, this will extend the time of the process out to July.

Dr. Moirao distributed the Board of Trustee handbook and briefly reviewed the sections: District profile, basic board information from Masters in Governance, district organizational chart as well as for the sites, CSBA governance protocol. Dr. Moirao added the Board handbook had been developed over several board study session a while ago as a draft. There are calendars for the 2015-2016 school year, contracts for the bargaining units, Senate Bill 130 which was the approval of the loan to the district and the conditions which resulted in State Receivership, and the Board Bylaws.

Paulette Bumbalough asked if SB 130 has the current rate of the loan. Dr. Moirao said the loan percentage has not changed, the state is paying a portion of the interest rate.

Dr. Moirao presented David Gaboni and Joe Santibanez with business cards.

Dr. Moirao said he has given the Board 4 different proposals for a superintendent search. He was asking for the Board thoughts on the proposals. Each firm is offering something different, the Board needs to decide which they prefer. The top two the Board is in favor of, Dr. Moirao would like the firms to give a formal presentation. The four he is presenting are the top four in California.

David Gaboni said he has reviewed them and his preference is Leadership Associates. He likes the experience they can bring to the table. His second choice would be the firm CSBA is recommending.

He noted some have a flat fee, others may not charge as much initially, but they request compensation for travel, food, etc., which can all add up to a significant amount.

Paulette Bumbalough and Mike LeBarre requested a week to review the material, they would then get back to Dr. Moirao.

Dr. Moirao said he has composed a grid which he will be including in the Friday Update which the Board may feel useful in making their decision on the proposals.

Dr. Moirao said to consider how to get to know the candidate beyond the interview, getting to know them on a different level.

Approval of Agenda

Dr. Moirao said an addendum had been posted in the event a board member was selected on January 19, to fill Raul Rodriguez vacancy. The interview did take place on January 19, and Paul Dake was unanimously selected to the vacant board position. Because of a prior commitment, he was unable to attend our board meeting tonight, therefore the addendum will be pulled.

The agenda was approved as amended.

Employee Organizations

There were not any comments from the employee organizations.

CONSENT AGENDA

1. Approval of Minutes: December 14, 2015
2. Approval of Personnel Report Dated January 20, 2016
3. Approval of Accounts Payable Warrants – December 2015
4. Approval of Purchase Orders – December 2015

Paulette Bumbalough and David Gaboni requested item #3 pulled for further discussion.

Motion made by Mike LeBarre and seconded by Joe Santibanez to approve items 1, 2, and 4. All board members said aye. Dr. Moirao approved the recommendation.

Consent Items Removed for Comment/Questions

David Gaboni questions the \$82,830.49 to CVT for health benefits. He asked if the amount was for a year. Mr. Wolgamott said this is the monthly amount for classified and management employees. Part of that amount includes the portion the employee contributions.

David Gaboni inquired what the amount of \$59,004.51 for ALB Consulting Group was for. Mr. Wolgamott said this architecture had worked with the district in the past and developed a plan. This was the percentage they were entitled to based on their contingency fee.

David Gaboni said he has noticed on pages 14 and 16 expenses have gone to Benson Plumbing for restroom repairs. Are there issues with the restrooms? Duane Wolgamott said we are trying to maintain the restrooms, and some of the charges was for field repairs.

Motion made by Mike LeBarre and seconded by David Gaboni to approve consent item #3. All Board members said aye. Dr. Moirao approved the recommendation.

PUBLIC HEARING

Educator Effectiveness Spending Plan

Paulette Bumbalough opened the public meeting at 6:55 PM. Dr. Moirao said we received one time money and we need to have a public hearing on how we intend to spend the money. There were not any comments. Paulette Bumbalough closed the public hearing at 6:56 PM.

INFORMATION ITEMS

2014-2015 Annual Financial Report

Dr. Moirao said this is the annual report on the audit.

Mr. Michael Ash, from Christy White, thanked the Board for being given the opportunity to review the audit findings with them.

Mr. Ash said the process of the external audit is to visit the district a couple of times during the course of the year. They usually do a review of the sites during the spring and the district office in the fall when the books are closed. They assist the district to put together the fiscal statement.

Mr. Ash said there is a new accounting standard. There is a line item of \$11,136,346 for net pension liability, this was not applied in 2015. This is GASB 68 and is for STRS and PERS. Based on the contribution pension liability paid by PERS and STRS, we only need to record this. It will only show in the audit report, not the district budget.

Page 62 shows the reserve percentage of 27%. He said this a great reserve amount because of our state receivership. The district is in very strong and financially healthy.

Paulette Bumbalough asked if there is a point where the reserve would be too high and the state would make us spend it down. Mr. Ash responded the district would need to explain to the state where the money will be spent. Dr. Moirao said 3% is no longer a sufficient reserve. Our Board recently established 17% to be our minimum reserve. Our reserve is intended for our educational program.

Mr. Ash said starting on page 76 is the audit report and different opinions.

One area of deficiency for the district has been not maintained a complete capital asset listing. This does not affect any of the funds. There was a third party which had inventoried the assets, but the records were not accurate. The district is anticipating having this issue corrected in the 2015-2016 school year.

There were several ASB discrepancies in testing of ASB cash receipts and cash disbursements at Greenfield High School. The recommendation was for the district to review FCMAT's ASB accounting manual and desk reference, which is online. The auditor did mention this is not unusual for schools to have issues in this area. The district has already purchased a software program which has the Point of Sale feature and receipt printer which will assist in proper receipting and accounting. The transfer of funds from GHS to the district for deposits will be done at least twice a week. The district has added a Fiscal Technician Position who will be working with ASB at the sites.

The district is not reviewing or preparing a reconciliation for the cash in the county treasury. The district does not receive reconciliations from the County Office of Education. The County Office of Education is implementing and testing new systems to be able to supply this information.

There is not a policy in place for review of journal entries. Currently the journal entries are made by one employee and a review does not take place. The District has added a Fiscal Technician Position who will be initiating Journal Entries with the CBO posting them after review.

During the testing of the district's unaudited actuals the auditors had to make adjustments in order to properly state accounts payable and cash with fiscal agent. The District has added a Fiscal Technician Position who will be working with the CBO on year end accounting to ensure more oversight of accounting and year end closing.

During a testing by the auditors of the District's bank accounts and reconciliations the auditors noted the following: the District's cash with fiscal agent did not reconcile from the District's general ledger to the supporting documentation. The Cash with Fiscal Agent information for the SACS report was supplied by the County Office of Education.

Determination of free and reduced price meal eligibility for the Child Nutrition Cluster should follow free and reduced meal income eligibility sampling guidelines. Students selected for eligibility testing were found to differ from the original application or could not be verified. New procedures were implemented effective August 1, 2015, which require a second review of all FRMP applications to ensure accuracy.

Students classified as free and reduced price meal eligible must have supporting documentation indicating the students were eligible for the determination. Seven of the 60 applications of students reviewed did not have the supporting documents.

Effective August 1, the district has implemented procedures to have a second review of the applications. We do not expect a repeat of these findings next year.

Mr. Ash said the findings have reduced through the years. When they return for the next review they will check to see if the recommendation or corrective action from the findings has taken place.

Paulette Bumbalough said the audit report sounds a lot better after having it reviewed. She asked when the responses are due. Mr. Ash said Mr. Wolgamott has responded to each finding. In March the report is certified.

David Gaboni asked what the items on page 2 of the report were about. Ms. Ash said those are definitions.

Mike LeBarre said we are looking much better financially. The years of hard work from the staff and Board have paid off. He complimented everyone for their efforts.

Curriculum and Instruction Update

Diana Jimenez distributed information on Supplemental Educational Services (SES). There were seven agreements from different providers who will be providing services to students. She said the information was provided to parents, they decided which after school tutoring they wanted for their children.

The funding for the programs are covered under Title I. Title I provides additional assistance to all students who are experiencing difficulties in meeting the State's performance target, increase academic achievement, provide professional development for teachers, and promote parent education and involvement. The tutoring covers math, language arts and science.

The District will develop a plan with the SES providers, they in turn will provide services to the students and report the student's progress. The California Department of Education provided the listing of providers.

We were somewhat limited because of our location. There were a total of 30 providers, but only 7 were interested in coming to South Monterey County. These providers all met with Ms. Jimenez. The providers also went to the sites to talk to parents, unfortunately we did not have the parent turnout we wanted. The parents select the providers, we monitor the process. This is an 8 to 10 week program, we have approximately 50 applications right now.

The SES services will be used this school year and next fall.

Mike LeBarre asked what happens to the students whose parents who do not fill out the application. The response was, the Parent Liaison staff member contacts the parents and explains the process.

Mike LeBarre asked what the cost was. Ms. Jimenez said each provider had their own pricing. It depends on the tutor and how many students are served.

Pauluette Bumbalough asked how long the program was. Ms. Jimenez said it started in November and goes to the end of the year. The total amount allowed for this services is \$24,000. The question was asked why the program did not start earlier in the year, the response was, it was limited because of the dollar amount allocated.

School Enrollment, Attendance, and Referrals Statistics

Dr. Moirao said this is the monthly report for each site.

Revenue and Expense Report for 2015-16

Dr. Moirao said Mr. Gaboni had several questions he emailed for clarification. Mr. Gaboni said his questions were answered.

Cash Flow Summary Report for 2015-16 (thru December 2015)

The Board did not have questions for Mr. Wolgamott.

P-1 ADA Report

Dr. Moirao said this report is important because it establishes our base grant funding. We encourage students to attend school.

Board Policies – First Reading

BP 2121 - Superintendents Contract (revised)

BP 4030 - Nondiscrimination in Employment (revised)

AR 4030 - Nondiscrimination in Employment (revised)

AR 4031 - Complaints Concerning Discrimination In Employment (deleted incorporated into AR 4030)

BP 4121 - Temporary Substitute Personnel (revised)

AR 4261.1 - Personal Illness/Injury Leave (revised)

BP 5111.1 - District Residency (revised)

AR 5111.1 - District Residency (revised)

AR 5111.12 - Residency Based on Parent/Guardian Employment (deleted incorporated into BP/AR 5111 1)

BP 5141 - Health Care and Emergencies (new)

AR 5141 - Health and Emergencies (new)

David Gaboni asked about item #9 on page 174 having to do with no automatic renewal of the superintendent contract. In the past, the Board has to notify the superintendent 45 days in advance if they decide not to reemploy him or her. He also liked the fact the superintendent has to give notice as well.

Dr. Moirao said there have been a lot of changes in the laws, Luis Alejo has championed a lot of these changes. This avoids the large pay out to superintendents.

Dr. Moirao said once local control is returned to the district, the Board will be working a lot closer with the superintendent's contract.

Paulette Bumbalough said on page 172 it states the Board shall designate a representative to negotiate with the superintendent on its behalf and shall consult legal counsel to draft the contract document. Dr. Moirao said that was correct, it is typically the Board President and not a community person.

Paulette Bumbalough said on page 173 it indicates the superintendent's contract shall be reviewed by the district's legal counsel and the term, "may include the following is stated," she recommended changing "may" to "will". Dr. Moirao said, with the negation process it would be better to keep "may" in the sentence.

Paulette Bumbalough said the Board just wants to be assured we get a good superintendent. Dr. Moirao commented, if absolutes are given it locks yourself in.

David Gaboni said he likes the comment, if the superintendent engages in fraud there is no cash pay off.

Dr. Moirao said BP 4121, which addresses temporary substitute personnel, we are now required to track sick leave after substitutes have worked 90 hours. If the hours are not used within the year they will not be carried over.

David Gaboni said BP 5141, addresses health care and emergencies. Defibrillators are mentioned in the policy. He asked if the equipment is on site. Dr. Moirao responded yes.

Joe Santibanez asked who trains the staff on how to use the equipment.

Mr. Frank Lynch, principal at GHS, said the company who provided the equipment provides training for a fee. Mr. Lynch said the instructions to use the devices are also posted.

ACTION ITEMS

Approval of Acceptance of 2014-2015 Annual Financial Audit

Motion made by Mike LeBarre and seconded by Joe Santibanez to approve the audit. All Board members said aye. Dr. Moirao approved the recommendation.

Swearing in of Appointed Board Member

This item was pulled from the agenda.

Approval of Contract with #1 Achieve Academic Excellence for Supplemental Educational Services to be Provided to Greenfield High School, King City High School and Portola-Butler Continuation High School

Dr. Moirao said his recommendation would be to group items #2 through 8 together since Ms. Jimenez explained the SES process earlier in the meeting. Dr. Moirao said any questions from the Board would be addressed. There were not any questions.

Motion made by Joe Santibanez and seconded by David Gaboni was made to approve items #2 through 8. All Board members said aye. Dr. Moirao approved the recommendation.

Approval of Contract with #1 Educando con Tabletas for Supplemental Educational Services to be Provided to Greenfield High School, King City High School, and Portola-Butler Continuation High School

Motion made by Joe Santibanez and seconded by David Gaboni to approve item #3. All Board members said aye. Dr. Moirao approved the recommendation.

Approval of Contract with 1 iPad Gratis LLC for Supplemental Educational Services to be Provided to Greenfield High School, King City High School and Portola-Butler Continuation High School

Motion made by Joe Santibanez and seconded by David Gaboni to approve item #4. All Board members said aye. Dr. Moirao approved the recommendation.

Approval of Contract with 1 Online Tutoring LLC for Supplemental Educational Services to be Provided to Greenfield High School, King City High School and Portola-Butler Continuation High School

Motion made by Joe Santibanez and seconded by David Gaboni to approve item #5. All Board members said aye. Dr. Moirao approved the recommendation.

Approval of Contract with Jump Into Math, JIM Enterprises, Inc. for Supplemental Educational Services to be Provided to Greenfield High School, King City High School and Portola-Butler Continuation High School
Motion made by Joe Santibanez and seconded by David Gaboni to approve item #6. All Board members said aye. Dr. Moirao approved the recommendation.

Approval of Contract with Learn with iPads LLC for Supplemental Educational Services to be Provided to Greenfield High School, King City High School and Portola-Butler Continuation High School
Motion made by Joe Santibanez and seconded by David Gaboni to approve item #7. All Board members said aye. Dr. Moirao approved the recommendation.

Approval of Contract with Professional Tutors of America Inc. for Supplemental Educational Services to be Provided to Greenfield High School, King City High School and Portola-Butler Continuation High School
Motion made by Joe Santibanez and seconded by David Gaboni to approve item #8. All Board members said aye. Dr. Moirao approved the recommendation.

Approval of Statistics Math Course

Dr. Moirao said this is an elective we would like to offer to Juniors and Seniors. The course needs formal approval from the Board.

Motion made by David Gaboni and seconded by Joe Santibanez to approve the math course. All Board members said aye. Dr. Moirao approved the recommendation.

Approval of Creative Writing Course

Dr. Moirao said this is an elective we would like to offer to Juniors and Seniors. The course needs formal approval from the Board.

Motion made by Mike LeBarre and seconded by Joe Santibanez to approve the creative writing course. All Board members said aye. Dr. Moirao approved the recommendation.

David Gaboni asked if the district had adequate band width to handle the course. Dr. Moirao responded yes. Mr. Wolgamott added upgrades were made last year.

David Gaboni asked what the student computer ratio was. Dr. Moirao said it should be adequate, we just replaced 750 computers and we now have portable labs. We are very close having one computer per student.

Mr. Santibanez asked if it was necessary to have a computer for each students. Mr. Wolgamott responded yes.

Approval of Online Elective Courses – APEX

Dr. Moirao said these online courses are for the students who are in need of credit recovery. This will be implemented at Portola-Butler Continuation High School first to test the system.

Motion made by Joe Santibanez and seconded by Mike LeBarre to approve the APEX elective courses. All Board members said aye. Dr. Moirao approved the recommendation.

Paulette Bumbalough said she did not see any math in the electives. Diana Jimenez said the Board had already approved the online math course.

Approval of Project Lead the Way (PLTW) – Principles of Engineering (Foundational Course 2)

Dr. Moirao said this is now the next level of the program.

Motion made by Mike LeBarre and seconded by David Gaboni to approve the Project Lead the Way engineering course. All Board members said aye. Dr. Moirao approved the recommendation.

Mike LeBarre praised the staff and administration for pursuing the course. A lot of schools do not have these programs.

Approval of MOU JPA with Salinas Union High School District

Dr. Moirao said this is our JPA agreement with the Salinas Union High School District. This is the organization who manages these funds. We meet on an annual basis with them.

Motion made by Joe Santibanez and seconded by Mike LeBarre to approve the MOU with the Salinas Union High School District. All Board members said aye. Dr. Moirao approved the recommendation.

Approval of Service Agreement with Insights to Behavior

Dr. Moirao said there are students in our district with special needs. This particular organization can provide the needed training to the para-educators.

Motion made by David Gaboni and seconded by Mike LeBarre to approve the agreement with Insights to Behavior. All Board members said aye. Dr. Moirao approved the recommendation.

Approval of Retroactive Service Agreement with Dr. Jacqueline Cheong to Furnish Consultant Services

Dr. Moirao said this consulting agreement is for a student who needs specific assessments.

Paulette Bumbalough asked if the item and the one following can be approved together since they are for the same individual. Dr. Moirao responded yes.

Motion made by Mike LeBarre and seconded by David Gaboni to approve items #16 and 17. All Board members said Aye. Dr. Moirao approved the recommendation.

David Gaboni asked if something similar had been approved back in October for students. Dr. Moirao said this was for an individual student with specific and unique needs. The question was asked if this is the first year this student needed these services. The response was, this is the second year.

Paulette Bumbalough asked if Sp Ed funds were being used for this agreement. Dr. Moirao said yes, we are trying to manage the encroachment.

Approval of Service Agreement with Dr. Jacqueline Cheong to Furnish Consultant Services: Professional Development

Motion made by Mike LeBarre and seconded by David Gaboni to approve item #17. All Board members said aye. Dr. Moirao approved the recommendation.

Approval of Substitute Teacher Pay Rate

Dr. Moirao said substitute teachers are in high demand. Our neighboring districts are offering a higher pay rate than our district. The attached chart shows what we are proposing as an increase in order to remain competitive.

Motion made by David Gaboni and seconded by Joe Santibanez to approve the increase in substitute teacher pay rate. All Board members said aye. Dr. Moirao approved the recommendation.

David Gaboni said he was pleased to see the increase, he is aware of teachers who did not want to substitute for us because of our pay rate.

Paulette Bumbalough said Claudia Arellano, Sr. Director of Human Resources, started hiring before the holidays.

Approval of Agreement for Architectural Services with Teter, LLP

Dr. Moirao said this architect will be providing architectural services for the Emergency Repair Grant project in the district.

Motion made by David Gaboni and seconded by Joe Santibanez to approve the agreement with Teter, LLP Architects. All Board members said aye. Dr. Moirao approved the recommendation.

David Gaboni asked if there were bids from other companies. Mr. Wolgamott said they had met with several other companies, but this company had been recommended to the district.

Paulette Bumbalough asked if the Emergency Repair Grant is the listing Diane Miller had brought forward earlier in the year. Mr. Wolgamott said yes, we have nearly \$2 million dollars in the grant.

Approval to Award Bid to AAA Fencing Company Inc. – KCHS Stadium Fencing Replacement Project

Dr. Moirao said this fencing project, which is behind the KCHS stadium has been on our list for a long time. This company is the only one who had applied and returned the forms. Others inquired but did not complete the process.

Motion made by Mike LeBarre and seconded by David Gaboni to approve the award bid to AAA Fencing Company, Inc. All Board members said aye. Dr. Moirao approved the recommendation.

Board Policies – Second Reading

BP 0200 – Goals for the School District
AR 0420.4 – Charter School Authorization
AR 0460 – Local Control and Accountability Plan
BP 0500 – Accountability
BP 1114 – District-Sponsored Social Media
AR 1114 – Social Media Use
BP 3100 – Budget
AR 4161.11, 4361.11 – Industrial Accident/Illness Leave
AR 6145.2 – Athletic Competition
AR 6158 – Independent Study
BB 9320 – Meetings and Notices

The Board did not have any comments on the board policies second reading.

Motion made by David Gaboni and seconded by Joe Santibanez to approve the board policies second reading. All Board members said aye. Dr. Moirao approved the recommendation.

Promoting District

David Gaboni felt the substitute teacher pay increase should be promoted.

Paulette Bumbalough felt the SES providers who will be providing tutoring services to students should be promoted as well as the new courses and the APEX on line courses.

Mike LeBarre said, the 3-D lab the district now has should be promoted. He suggested contacting the media. We are ahead of many other districts in this area.

Mike LeBarre suggested a brief report on the audit should be done since the district has improvement in many areas and our financial status has 27% in reserve. It has been a very long time since we have had this status.

Future Agenda Items/Meeting Dates
Suggestions were not made

Signing of Papers
Dr. Moirao signed the appropriate papers.

Adjournment
Paulette Bumbalough adjourned the meeting at 8:03 PM.

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

Date

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

SUBJECT: Approval of GHS Prom: A Night in the Bay

MEETING: February 24, 2016

AGENDA SECTION:

ACTION

INFORMATION

ACTION/CONSENT

Board Goals:

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

A group of 140 students and 10 chaperones will be departing from GHS on May 7, 2016, to Mariner Square in Alameda, CA where students will then board the yacht, cruise the San Francisco Bay for four hours with dinner and dancing included. Cost will be \$180 per student.

Students will depart from GHS via Charter Bus at 4:00 PM and Return at 1:00 AM on May 8, 2016

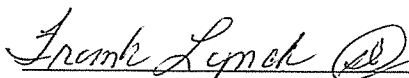
Recommendation:

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

Fiscal Impact:


The Prom will be fully funded by Leadership and the students attending the event. There will be no fiscal impact on the district.

Submitted By:



Frank Lynch, Principal
Greenfield High School

Approved:



Daniel R. Moirao, Ed.D.
State Administrator

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Approval of Accounts Payable Warrants (January 2016)

MEETING: February 24, 2016

AGENDA SECTION:

ACTION

INFORMATION

ACTION/CONSENT

Board Goals:

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

Summary:

Attached is the listing of the Accounts Payable warrants for the month of January 2016.

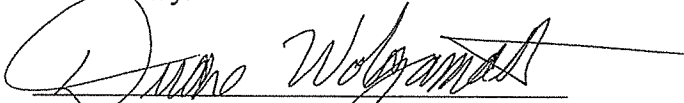
Recommendation:

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

Fiscal Impact:

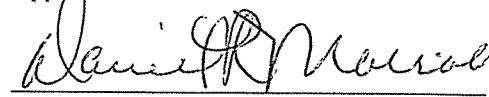
Within budgeted amounts.

Submitted By:



Duane Wolgamott
Chief Business Official

Approved:



Daniel R. Moirao, Ed.D.
State Administrator

Checks Dated 01/01/2016 through 01/31/2016

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount	
12205050	01/05/2016	A T & T CALNET 2	01-5910	CALNET		143.29	
12205051	01/05/2016	ACSA'S Foundation For Ed Admin	01-5200	ACSA SPED Workshop		750.00	
12205052	01/05/2016	AMERICAN SUPPLY COMPANY	01-4300	Custodial Supplies		259.12	
12205053	01/05/2016	ASAP Inc	01-5800	ROP Attendance Software		885.51	
12205054	01/05/2016	AUS-WEST Lockbox	01-4300	Staff Uniforms	100.20		
			01-5800	Shop Towels and Mechanic's Coveralls	30.56		
			13-5800	Services	151.44	282.20	
12205055	01/05/2016	CA State Board of Equalization	01-5800	Exempt bus Operator Diesel Fuel		20.31	
12205056	01/05/2016	Cal-State Tool & Ind Supply	01-5800	Bus Smog Testing		360.00	
12205057	01/05/2016	CARMEL MARINA CORPORATION	01-5550	KCHS Water & Garbage		2,652.42	
12205058	01/05/2016	Cleantech Env. Inc., DBA	01-5800	Haz Mat P/U		75.00	
12205059	01/05/2016	CSBA	01-5200	Board member training		996.00	
12205060	01/05/2016	DBA: Marriott Riverside	Cancelled	Casbo Annual D. Wolgomott		635.79 *	
		Cancelled on 01/14/2016, Cancel Register # AP01142016					
12205061	01/05/2016	DEPARTMENT OF TOXIC SUBSTANCE	01-5800	Hazardous Waste Manifest Fee		207.50	
12205062	01/05/2016	Fagen Friedman & Fulfroost	01-5810	Communication Services		404.00	
12205063	01/05/2016	Fields Roofing	01-5620	Roof Repairs		869.00	
12205064	01/05/2016	Gavilan Pest Control	01-4300	Herbicide Application	2,090.00		
12205065	01/05/2016	Jar Systems LLC	01-5800	Pest Control	570.00	2,660.00	
			01-4400	Laptop Cart	3,318.66		
				Unpaid Sales Tax	224.90-	3,093.76	
12205066	01/05/2016	Johnson Electronics	01-5620	Johnson Electronics Fire Alarm		215,565.21	
				Replacement			
12205067	01/05/2016	KING CITY TRUE VALUE HARDWARE	01-4300	Maintenance Supplies	20.51		
				OPEN PO FOR SUPPLIES	36.74	57.25	
12205068	01/05/2016	Lyle Design	01-5800	Design Services		2,418.00	
12205069	01/05/2016	Mail Finance	01-5630	Postage Machine		158.20	
12205070	01/05/2016	MATRANGA WHOLESALE FLORISTS	01-4300	ROP Supplies		94.92	
12205071	01/05/2016	McClellan Hosp SVCS, LLC	25-5200	Hotel Lodging for C.A.S.H. Leadership		108.35	
				Academy			
12205072	01/05/2016	MCOE	01-5200	MVP - Progression of Functions Training	1,300.00		
				MVP -Math 3 Training	400.00	1,700.00	
12205073	01/05/2016	Microsoft Corporation	01-4400	SpEd Surface Computers - Shephard		9,321.96	
12205074	01/05/2016	Monterey Peninsula USD	01-5800	ISA's for SPED students		10,129.68	
12205075	01/05/2016	OFFICE DEPOT BUSINESS SERVICES	01-4300	Blanket Open PO For Office Depot	6.17		
				DO office supplies	349.65		
			01-4400	DO equipment	324.36	680.18	
12205076	01/05/2016	PARTS & SERVICE CENTER-NAPA	01-4300	Parts for Fleet		312.75	

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

ESCAPE ONLINE

Page 1 of 9

Checks Dated 01/01/2016 through 01/31/2016

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
12205077	01/05/2016	PASO ROBLES TRUCK CENTER	01-4300	Parts for Buses		168.21
12205078	01/05/2016	Polar Service Co, Inc.	13-5600	Food service refrigeration repairs		416.59
12205079	01/05/2016	PURE WATER	01-5800	Drinking Water		449.50
12205080	01/05/2016	Sheraton Grand Sacramento	01-5200	csba Jose Santibanez		427.73
12205081	01/05/2016	TORO PETROLEUM CORP	01-4310	Diesel, Unleaded, & Vehicle Oils		5,496.25
12205082	01/05/2016	UNITED PARCEL SERVICE	01-5930	UPS Services		444.66
12205083	01/05/2016	WestAir Gases & Equipment Inc	01-4300	Open PO for Gases & Supplies for Ag Mech		267.30
12205084	01/05/2016	Won-Door Corporation	01-4300	Partition Wall Lock Assembly		194.34
12205743	01/07/2016	Daniel R. Moirao	01-4200	Taxi, Books, KC Rotary, ATD Membership	121.95	
			01-5200	Taxi, Books, KC Rotary, ATD Membership	4.75	
			01-5300	Taxi, Books, KC Rotary, ATD Membership	279.00	405.70
12205744	01/07/2016	4imprint	01-4300	Uniforms		230.36
12205745	01/07/2016	ACSA EdCal Job Board	01-5200	Enrollment D. Jimenez for ACSA Equity Institutes		1,750.00
12205746	01/07/2016	Antonio Hermosillo DBA: Lopez Auto Glass	01-5620	Fleet Glass Repairs		913.47
12205747	01/07/2016	Arbitersports	01-5800	ArbiterSports Membership Renewal Fees		435.00
12205748	01/07/2016	AUS-WEST Lockbox	01-4300	Staff Uniforms		36.48
12205749	01/07/2016	CA DEPT OF EDUCATION	13-4700	State surplus food purchases		137.80
12205750	01/07/2016	California's Valued Trust	01-9513	Health Benefits		82,664.79
12205751	01/07/2016	DBA: Marriott Riverside	01-5200	Roianne Benjamin		382.95
12205752	01/07/2016	Diane Mazzoni	01-5800	SPED Services		4,575.00
12205753	01/07/2016	Disney Resort Travel Sales Cntr	01-5200	ASB Works Conference Hotel Reservations		2,106.00
12205754	01/07/2016	EDD-CA Employment Dvlpmnt Dept	01-3401	Liabilites		3,490.52
12205755	01/07/2016	Fastenal Company	01-4300	Maintenance Supplies		21.31
12205756	01/07/2016	Houghton Mifflin Harcourt Publishing Co.	01-4200	Read 180/System 44 Materials/Licenses		54,607.42
12205757	01/07/2016	JACQUELINE L CHEONG	01-5800	Contracted SPED services		7,480.00
12205758	01/07/2016	Mail Finance	01-5630	Postage Machine		864.09
12205759	01/07/2016	MCMaster CARR SUPPLY CO	01-4300	OPEN PO FOR SUPPLIES		199.87
12205760	01/07/2016	Odysseyware, Inc	01-5850	Online Renewal		16,380.00
12205761	01/07/2016	OFFICE DEPOT BUSINESS SERVICES	01-4300	Blanket Open PO Office Supplies	403.62	
				Blanket Open PO For Office Depot	144.64	
				Calculators	378.06	
				Classroom Office Supplies	199.76	
				copy paper	220.51	
				DO office supplies	937.90	
				Tickets, Cash Box, Ink, etc.	419.75	
				Instructional and Office Supplies and Materials	1,725.40	

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

ESCAPE ONLINE

Page 2 of 9

Checks Dated 01/01/2016 through 01/31/2016

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
12205761	01/07/2016	OFFICE DEPOT BUSINESS SERVICES	01-4300	Math Supplies	823.74	
				office supplies	46.30	
				Open PO	110.25	
				OPEN PO FOR SUPPLIES	456.11	
				ROP Supplies KCHS	930.48	
				Supplies	143.88	
			01-4400	teacher chair/desk	441.11	
				teacher desk	288.12	
				Office Supplies	285.77	
			01-5800	ENG Benchmarks	210.50	8,165.90
12205762	01/07/2016	PACIFIC GAS AND ELECTRIC CO	01-5510	PGE	6,402.84	
			01-5520	PGE	10,370.91	16,773.75
12205763	01/07/2016	PARTS & SERVICE CENTER-NAPA	01-4300	Parts and Supplies	17.28	
				Parts for Fleet	21.51	38.79
12205764	01/07/2016	PASO ROBLES TRUCK CENTER	01-4300	Parts for Buses		340.65
12205765	01/07/2016	Pinnacle Educators	01-5800	Contracted Services w/ Pinnacle Educators		20,615.00
12205766	01/07/2016	San Diego SU Research Fndtn	01-5200	Parent liaison cert. training D. Sanchez	375.00	
				Parent Liaison Cert. Training L Villagomez	375.00	750.00
12205767	01/07/2016	TORO PETROLEUM CORP	01-4310	Diesel, Unleaded, & Vehicle Oils		706.15
12205768	01/07/2016	Uretsky Security	01-5800	Security Contract		2,352.00
12205769	01/07/2016	USI Education & Gov sales	01-4300	Laminating Supplies		202.58
12206407	01/12/2016	James E. Stireman	01-5800	Adult CPR/First Aid Class		495.00
12206408	01/12/2016	Kara R. King	01-5200	Mileage GHS & Bradley		49.45
12206409	01/12/2016	Erica A. Radcliff	01-5200	Flight to Title III Accountability Leadership	126.20	
				Title III Leadership Accountability	709.47	835.67
12206410	01/12/2016	Diana M. Jimenez	01-5200	ACSA Equity Institutes		163.56
12206411	01/12/2016	A & G PUMPING, INC	01-5630	Portable Restroom Rental		550.66
12206412	01/12/2016	AMERICAN SUPPLY COMPANY	01-4300	Custodial Supplies		994.16
12206413	01/12/2016	Andrews Blueprint, Inc.	01-5800	Blueprint Digitization		217.60
12206414	01/12/2016	AUS-WEST Lockbox	01-4300	Staff Uniforms		161.32
12206415	01/12/2016	BENSON PLUMBING INC	01-5620	Plumbing Repairs		8,819.93
12206416	01/12/2016	Cait Conklin	01-5800	SPED Services		4,000.00
12206417	01/12/2016	CENTRAL COAST SYSTMS INC	01-5620	Alarm/Bell System Repairs		230.00
12206418	01/12/2016	CITY OF GREENFIELD	01-5530	Water, Garbage, Sewer	187.77	
			01-5540	Water, Garbage, Sewer	979.60	
			01-5550	Water, Garbage, Sewer	3,197.64	4,365.01
12206419	01/12/2016	Debora Bell	01-5800	Sped Services		1,125.00

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

ESCAPE ONLINE

Page 3 of 9

Checks Dated 01/01/2016 through 01/31/2016

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
12206420	01/12/2016	DICK BLICK COMPANY	01-4300	Art Supplies		305.72
12206421	01/12/2016	Digital Dreams Come True Inc	01-5800	Cameras		2,665.28
12206422	01/12/2016	Dolinka Group, LLC	25-5800	Contracted services		1,484.38
12206423	01/12/2016	Edges Electrical Group, LLC	01-4300	Maintenance Supplies		12.61
12206424	01/12/2016	Foster Farms Dairy	13-4700	Dairy / Cafeteria		105.23
12206425	01/12/2016	GRAINGER INC,W W	01-4300	Maintenance Supplies		1,182.53
12206426	01/12/2016	HOME DEPOT CREDIT SERVICES Dept. 32-2501271344	01-4300	Maintenance Supplies	377.96	
				Open PO for Ag Mech Ornamental Horticulture Clases	2,867.50	3,245.46
12206427	01/12/2016	JK Architects, Inc.	01-5800	Architect costs GHS Fire Alarm Replacement	12,142.00	
				Architect projects	2,060.00	14,202.00
12206428	01/12/2016	KING CITY TRUE VALUE HARDWARE	01-4300	Maintenance Supplies		65.87
12206429	01/12/2016	MATRANGA WHOLESALE FLORISTS	01-4300	ROP Supplies		29.56
12206430	01/12/2016	MCMASTER CARR SUPPLY CO	01-4300	OPEN PO FOR SUPPLIES		142.50
12206431	01/12/2016	Mission Trail Athletic/MTAL	01-5300	League dues.Miileage. Please specify GHS on check.		672.52
12206432	01/12/2016	OFFICE DEPOT BUSINESS SERVICES	01-4300	Open PO	242.17	
			01-4400	file cabinet/cubbie storage	259.49	
			01-5800	Student Hand book	2,610.60	3,112.26
12206433	01/12/2016	PACIFIC GAS AND ELECTRIC CO	01-5510	PGE		240.92
12206434	01/12/2016	PARTS & SERVICE CENTER-NAPA	01-4300	Parts and Supplies		97.89
12206435	01/12/2016	Paxton Patterson LLC	01-4300	paper cutter	59.85	
			01-4400	storage cabinet	769.85	829.70
12206436	01/12/2016	Shred-It San Francisco	01-5800	Shredding Fees		119.74
12206437	01/12/2016	Sysco San Francisco	13-4300	Food Service	464.36	
			13-4700	Food Service	5,905.86	6,370.22
12206438	01/12/2016	The Westin Pasadena	01-5200	Casbo		635.79
12206439	01/12/2016	Virco Inc.	01-4400	Furniture for GHS		1,598.09
12207241	01/14/2016	Steven R. James	01-5200	Equity Institue		194.59
12207242	01/14/2016	Tony Arreguin-Gonzalez	01-3202	Prior PERS membership		67.27
12207243	01/14/2016	Diane L. Miller	01-5200	CASH Academy Mileage		251.85
12207244	01/14/2016	Academic Innovations LLC	01-4200	Workbooks		895.09
12207245	01/14/2016	APPERSON	01-4300	Testing Supplies		478.41
12207246	01/14/2016	Associated Services Inc	01-5620	HVAC Repairs	3,962.00	
				HVAC Reparis	195.00	4,157.00
12207247	01/14/2016	BUS WEST	01-4300	Parts for Buses		307.85

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

ESCAPE ONLINE

Checks Dated 01/01/2016 through 01/31/2016

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
12207248	01/14/2016	CA Water Service Company	01-5530	Water Fees		59.70
12207249	01/14/2016	CDW-G	01-4300	Technology Supplies	901.99	
				OPEN PO FOR TECHNOLOGY SUPPLIES	585.67	
			01-4400	PLTW Materials	5,068.79	
				Printer	715.32	
				Tech Equip	154.06	
				OPEN PO FOR TECHNOLOGY EQUIPMENT	271.30	7,697.13
12207250	01/14/2016	Foster Farms Dairy	13-4700	Dairy / Cafeteria		158.31
12207251	01/14/2016	GREENFIELD TRUE VALUE	01-4300	Maintenance Supplies	41.36	
				Supplies	4.83	46.19
12207252	01/14/2016	KING CITY TRUE VALUE HARDWARE	01-4300	ROP Supplies - KCHS		118.86
12207253	01/14/2016	MATRANGA WHOLESALE FLORISTS	01-4300	ROP Supplies		1,474.80
12207254	01/14/2016	O'Reilly Automotive Stores, Inc	01-4300	Parts for Fleet		33.02
12207255	01/14/2016	OFFICE DEPOT BUSINESS SERVICES	01-4300	DO office supplies		25.13
12207256	01/14/2016	PACIFIC GAS AND ELECTRIC CO	01-5520	PGE		14,076.62
12207257	01/14/2016	PARTS & SERVICE CENTER-NAPA	01-4300	Parts for Fleet		252.76
12207258	01/14/2016	SCHOLASTIC INC	01-4200	Science World Sub		417.56
12207259	01/14/2016	Woodwind & Brasswind	01-4300	Music Supplies		271.42
12207760	01/19/2016	Dean Athos	01-9514	Premium Refund		1,083.60
12207761	01/19/2016	Megan L. Munoz	01-5200	Formative Assessment for ELS		59.02
12207762	01/19/2016	Daniel R. Moirao	01-4200	Ref Book Purchase	106.06	
			01-5200	Equity Institute & Governor's Budget	1,225.57	1,331.63
12207763	01/19/2016	BENSON PLUMBING INC	01-5620	Plumbing Repairs		716.74
12207764	01/19/2016	GRAINGER INC,W W	01-4300	Maintenance Supplies		2,446.22
12207765	01/19/2016	Monterey Bay Systems, dba	01-5610	Copier Maint (usage)	950.76	
				Copier maintenance/usage	2,321.62	3,272.38
12207766	01/19/2016	PAQ Inc. DBA Food 4 Less/Rncho S Miguel	01-4300	sped materials Janet Byrd-ATP		105.79
12207767	01/19/2016	Registrations for You (DBA)	01-5200	Registration for Education for Careers Conference		385.00
12207768	01/19/2016	VERIZON WIRELESS SVCS LLC	01-5940	District Communication		1,173.99
12208245	01/21/2016	Paul W. Cavanagh	01-5800	State Cross Country Meet		337.93
12208246	01/21/2016	Anita C. Leonard	01-5200	AP Institute Language & Composition		475.20
12208247	01/21/2016	Daniel J. Sanchez	01-5200	Dealing with Difficult behavior conf		41.98
12208248	01/21/2016	A T & T CALNET 2	01-5910	CALNET		14.79
12208249	01/21/2016	AT&T	01-5910	Phone line GHS Maintenance		38.06
12208250	01/21/2016	Attainment Company, INC	01-4300	Ipad cover--sped		134.63
12208251	01/21/2016	AUS-WEST Lockbox	01-4300	Staff Uniforms	68.34	

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

ESCAPE ONLINE

Page 5 of 9

Checks Dated 01/01/2016 through 01/31/2016

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
12208251	01/21/2016	AUS-WEST Lockbox	01-5800	Shop Towels and Mechanic's Coveralls	30.56	
			13-5800	Services	98.67	197.57
12208252	01/21/2016	Best Western Hospitality Lane	01-5200	Hotel Stay for L. Villagomez (Grant Writing Class)		173.90
12208253	01/21/2016	CA State University Stanislaus	01-5200	CSU HS Counselor Conference		115.00
12208254	01/21/2016	CA Water Service Company	01-5530	Water Fees		215.36
12208255	01/21/2016	CAL POLY	01-5200	Reg. for Mentoring & Sup Conference (D. Benson)		50.00
12208256	01/21/2016	CASEY PRINTING, INC	01-5800	Business cards for New Board Members		121.21
12208257	01/21/2016	dba: eSpecial Needs, LLC	01-4400	Supplies		440.19
12208258	01/21/2016	Edges Electrical Group, LLC	01-4300	Maintenance Supplies		89.58
12208259	01/21/2016	FLINN SCIENTIFIC INC	01-4300	Science Supplies		414.35
12208260	01/21/2016	Foster Farms Dairy	13-4700	Dairy / Cafeteria		673.84
12208261	01/21/2016	GREENFIELD TRUE VALUE	01-4300	Maintenance Supplies	48.04	
				Supplies	46.99	95.03
12208262	01/21/2016	J. W. Pepper	01-4200	Music Supplies		384.47
12208263	01/21/2016	KING CITY GLASS	01-5620	Door and Window Repairs		945.63
12208264	01/21/2016	KING CITY TRUE VALUE HARDWARE	01-4300	Maintenance Supplies		9.18
12208265	01/21/2016	MCGRAW-HILL	01-4100	textbooks		4,343.90
12208266	01/21/2016	Monterey Bay Systems, dba	01-4300	Staples for Konica Minolta Copiers	527.01	
			01-5610	Copier Maint (usage)	1,734.09	
				Copier maintenance/usage	38.45	2,299.55
12208267	01/21/2016	O'Reilly Automotive Stores, Inc	01-4300	Parts for Fleet		172.91
12208268	01/21/2016	OFFICE DEPOT BUSINESS SERVICES	01-4300	DO office supplies	43.71	
				Office Supplies	404.07	
				Supplies	35.99	483.77
12208269	01/21/2016	PACIFIC GAS AND ELECTRIC CO	01-5510	PGE		2,399.41
12208270	01/21/2016	PARTS & SERVICE CENTER-NAPA	01-4300	Parts for Fleet		48.27
12208271	01/21/2016	Sheraton Grand Sacramento	01-5200	MIG Course 1		546.30
12208272	01/21/2016	Stanislaus Co Office of Ed	01-4200	Language and Literacy Tool		62.44
12208273	01/21/2016	Sysco San Francisco	13-4300	Food Service	358.89	
			13-4700	Food Service	8,543.48	8,902.37
12208274	01/21/2016	UNITED PARCEL SERVICE	01-5930	UPS Services		61.17
12208275	01/21/2016	Uretsky Security	01-5800	Security Contract		4,494.00
12208276	01/21/2016	Michelle Lemos	01-5800	Schied Vineyard Scholarship		375.00
12210437	01/28/2016	Lorena R. Caulk	01-5200	ACSA Every Child Counts		278.60
12210438	01/28/2016	Lindsay A. Doan	01-5300	CCTC Permit-Sped		100.00
12210439	01/28/2016	Isaac M. Estrada	01-5200	Every Child Counts	85.34	

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

ESCAPE ONLINE

Checks Dated 01/01/2016 through 01/31/2016

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
12210439	01/28/2016	Isaac M. Estrada	01-5800	Bus Pass	94.00	179.34
12210440	01/28/2016	Daniel R. Moirao	01-5200	Governor's workshop, MCOE travel		576.89
12210441	01/28/2016	Kenneth D. Wolgamott	01-4300	Coffee Machine Parts	28.69	
				Supplies, Books	96.03	
				Training KCHS/Bus. Office	56.25	
				Meals and supplies for board	36.78	
			01-5200	LCAP Academy, Gov Budget workshop	857.78	
				Meal for Dr. Moirao, Diana J	55.58	
			01-5800	Notarization for cell tower	20.00	
				Bus Ticket for Sped student	67.00	
			13-5200	CSNA Conference	564.63	1,782.74
12210442	01/28/2016	Diane L. Miller	25-5200	CASH Leadership Acad		236.52
12210443	01/28/2016	A T & T CALNET 2	01-5910	CALNET		155.55
12210444	01/28/2016	Alisal High School	01-5300	GBB Varsity Tournament		350.00
12210445	01/28/2016	AMERICAN SUPPLY COMPANY	01-4300	Custodial Supplies		712.40
12210446	01/28/2016	AUS-WEST Lockbox	01-4300	Staff Uniforms	68.34	
			01-5800	Shop Towels and Mechanic's Coveralls	61.12	
			13-5800	Services	98.67	228.13
12210447	01/28/2016	CA Department of Justice	01-5860	Fingerprinting		128.00
12210448	01/28/2016	CA Water Service Company	01-5530	Water Fees		456.03
12210449	01/28/2016	CalChamber	01-4300	HR Posters		247.60
12210450	01/28/2016	California's Valued Trust	01-9513	Ins Premiums		80,117.26
12210451	01/28/2016	CDW-G	01-4300	OPEN PO FOR TECHNOLOGY SUPPLIES		69.19
12210452	01/28/2016	Cengage Learning	01-4100	Edge student& teacher editions	10,383.25	
			01-4200	curri support ELD students	2,357.35	12,740.60
12210453	01/28/2016	Central Coast Section/CIF	01-4300	Rule Books & Score Books		282.50
12210454	01/28/2016	Culligan Water Conditioning	13-5800	Water Conditioning		170.46
12210455	01/28/2016	Cyberguys / E-Filliate Inc	01-4300	Supplies		130.45
12210456	01/28/2016	DFE & Associates, Inc	01-5800	IOR for GHS Fire Alarm Project		3,645.00
12210457	01/28/2016	Educational Furniture LLC	25-4400	Picnic Tables		6,219.48
12210458	01/28/2016	Fastenal Company	01-4300	Maintenance Supplies		48.40
12210459	01/28/2016	FLINN SCIENTIFIC INC	01-4300	Science Supplies		868.37
12210460	01/28/2016	Follett School Solutions, Inc	01-5200	Library Software Training		350.00
12210461	01/28/2016	Foster Farms Dairy	13-4700	Dairy / Cafeteria		652.15
12210462	01/28/2016	Gonzales HS Boys Basketball	01-5300	BBB Frosh Tournament	525.00	
				Wrestling Tournament Fees	100.00	625.00
12210463	01/28/2016	GREENFIELD TRUE VALUE	01-4300	Maintenance Supplies	53.74	

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

ESCAPE

ONLINE

Page 7 of 9

Checks Dated 01/01/2016 through 01/31/2016

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
12210463	01/28/2016	GREENFIELD TRUE VALUE	01-4300	Supplies	73.49	127.23
12210464	01/28/2016	HOLT RINEHART WINSTON INC	01-4100	Biology Textbooks		3,248.35
12210465	01/28/2016	Houghton Mifflin Harcourt Publishing Co.	01-4100	textbooks	4,657.73	
			01-5850	SRI Licenses	6,487.00	11,144.73
12210466	01/28/2016	J. W. Pepper	01-4300	Stale dated ck-repay		313.05
12210467	01/28/2016	James Stanfield Company	01-4100	Transitions Curriculum		1,142.71
12210468	01/28/2016	KC Community Scholarships	01-5800	Scholarship-Emily Clark		5,000.00
12210469	01/28/2016	KING CITY TRUE VALUE HARDWARE	01-4300	Maintenance Supplies	27.01	
				OPEN PO FOR SUPPLIES	27.02	54.03
12210470	01/28/2016	Lynbrook High School	01-5300	Wrestling Tournament Fees		25.00
12210471	01/28/2016	Mail Finance	01-5630	Postage Machine		158.20
12210472	01/28/2016	McClellan Hosp SVCS, LLC	25-5200	Hotel Lodging for C.A.S.H. Leadership Academy		108.35
12210473	01/28/2016	MCGRAW-HILL	01-4200	AP Chemistry		404.54
12210474	01/28/2016	MEDCO Supply-Sports Medicine	01-4300	Tape & med supplies		1,916.73
12210475	01/28/2016	Mission Trail Athletic/MTAL	01-5800	PSI Officials Mileage Bill		851.38
12210476	01/28/2016	NASCO	01-4300	Instructional Supplies for Art Classes	4,646.94	
				Instructional Supplies for Leadership Class	544.73	5,191.67
10477	01/28/2016	Nixon Tire & Automotive Srvc	01-4311	Tires and Caps		189.21
10478	01/28/2016	North Salinas High School	01-5300	BBB Varsity Tournament		325.00
12210479	01/28/2016	NOVELL Tech Subscriptions	01-5300	reissue lost in mail		2,600.00
12210480	01/28/2016	OFFICE DEPOT BUSINESS SERVICES	01-4100	Math Modules	44.12	
			01-4300	Open PO for Instructional supplies	4,260.95	
				open Po--office supplies	119.06	
				DO office supplies	494.51	
			13-4300	Food Service Supplies	204.97	5,123.61
12210481	01/28/2016	Pearson Learning Group	01-4100	Spanish Book		442.99
12210482	01/28/2016	Prospect Wrestling	01-5800	Jim Root Classic Wrestling Tournament		290.00
12210483	01/28/2016	Riddell All American	01-4300	Athletic uniforms. Please email me with PO#		4,554.82
12210484	01/28/2016	SAFEWAY INC	01-4300	Supplies for Aeries/Tech Meetings	7.23	
				unification mtg supplies	59.80	67.03
12210485	01/28/2016	SchoolDude	01-5800	SchoolDude Service--Web Service		2,683.95
12210486	01/28/2016	Shred-It San Francisco	01-5800	Shredding Fees		120.86
12210487	01/28/2016	SOUTH COAST REGION CATA	01-5200	FFA Professional Development		270.00
12210488	01/28/2016	Sysco San Francisco	13-4300	Food Service	1,354.15	
			13-4700	Food Service	5,941.05	7,295.20

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

ESCAPE ONLINE

Page 8 of 9

Checks Dated 01/01/2016 through 01/31/2016

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
12210489	01/28/2016	Tiger Direct	01-4400	OPEN PO FOR TECHNOLOGY EQUIPMENT Surface tablet	938.41 1,335.44	
12210490	01/28/2016	TORO PETROLEUM CORP	01-4310	Diesel, Unleaded, & Vehicle Oils		2,273.85
12210491	01/28/2016	TRI-COUNTY FIRE PRTCTN, INC	13-5800	Kitchen Hood System Maintenance		851.24
12210492	01/28/2016	UNITED PARCEL SERVICE	01-5930	UPS Services		179.31
12210493	01/28/2016	WARD'S NATURAL SCIENCE	01-4300	Science Supplies		112.65
12210494	01/28/2016	Watsonville High School	01-4300	Science Supplies		124.76
12210495	01/28/2016	WestAir Gases & Equipment Inc	01-5300	BBB Frosh & JV Tournament		275.00
12210496	01/28/2016	Work Well	01-4300	Open PO for Gases & Supplies for Ag Mech		377.37
12210497	01/28/2016	Anahi Guzman	01-5800	Tb Test and Physicals		97.00
12210498	01/28/2016	Anahi Guzman	01-5800	GRN Village Community Scholarship 14/15		500.00
12210498	01/28/2016	Anahi Guzman	01-5800	GRN Village Community Scholarship 14/15		500.00
12210499	01/28/2016	Anahi Guzman	01-5800	GRN Village Community Scholarship 14/15		500.00
12210500	01/28/2016	Cecilia Dominguez	01-5800	Greenfield Village Scholarship		500.00
12210501	01/28/2016	Cecilia Dominguez	01-5800	Scheid Contest 13/14		150.00
12210502	01/28/2016	Ernie T. Gritzewsky	01-5800	Empowerment Comedy Performance		300.00
12210503	01/28/2016	Michaela Steele	01-5800	Sheid Contest 14/15		500.00
12210504	01/28/2016	Michaela Steele	01-5800	Sheid Contest 14/15		500.00
12210505	01/28/2016	Michaela Steele	01-5800	Sheid Contest 14/15		250.00
Total Number of Checks					224	792,161.59

	Count	Amount
Cancel	1	635.79
Net Issue		791,525.80

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	207	757,413.76
13	Cafeteria Fund	16	26,179.86
25	Capital Facilities Fund	5	8,157.08
Total Number of Checks		223	791,750.70
Less Unpaid Sales Tax Liability			224.90
Net (Check Amount)			791,525.80

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

ESCAPE ONLINE

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

SUBJECT: Approval of Purchase Orders – January 2016

MEETING: February 24, 2016

AGENDA SECTION:

ACTION

INFORMATION

ACTION/CONSENT

Board Goals:

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

Summary:

Attached is the listing of the Purchase Orders issued in January 2016.

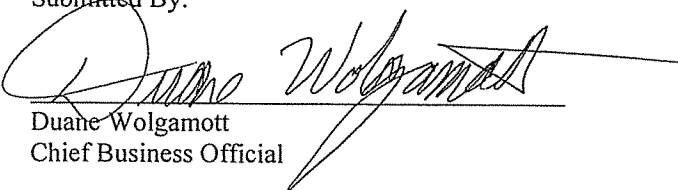
Recommendation:

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

Fiscal Impact:


Per the 2015-16 fiscal budget.

Submitted By:



Duane Wolgamott
Chief Business Official

Approved:



Daniel R. Moirao, Ed.D.
State Administrator

Description

Includes Purchase Orders dated 01/01/2016 - 01/31/2016

PO Number	Vendor Name	Requisition Information	Ord Loc	Req Fund	Resource Description	Req Fund Order Amt
B16-00234	PACIFIC GAS AND ELE	PGE	011	01	UNRESTRICTED R	254,200.00
B16-00239	Gavilan Pest Contro	Pest Control	009	01	UNRESTRICTED R	570.00
B16-00240	CA DEPT OF EDUCATIO	State surplus food purchases	029	13	Child Nutrition	1,000.00
B16-00241	CASEY PRINTING, INC	Business cards for New Board Members	029	01	UNRESTRICTED R	300.00
B16-00242	Dolinka Group, LLC	Contracted services	029	25	UNRESTRICTED R	1,484.38
B16-00243	Salinas Valley Fair	Rent Expo for Basketball Practice	021	01	UNRESTRICTED R	1,000.00
B16-00244	GREENFIELD TRUE VAL	Supplies	009	01	UNRESTRICTED R	500.00
B16-00245	O'Reilly Automotive	Parts for Fleet	009	01	UNRESTRICTED R	750.00
B16-00246	PARTS & SERVICE CEN	Parts for Fleet	009	01	UNRESTRICTED R	2,000.00
B16-00247	PACIFIC TRUCK PARTS	Parts for Fleet	009	01	UNRESTRICTED R	400.00
B16-00248	PASO ROBLES TRUCK C	Parts for Fleet	009	01	UNRESTRICTED R	400.00
B16-00249	OFFICE DEPOT BUSINE	Student Hand book	029	01	Supplemental	2,610.60
B16-00250	MCMASTER CARR SUPPL	OPEN PO FOR SUPPLIES	029	01	UNRESTRICTED R	500.00
B16-00251	Pacific Coast Batte	Batteries for Fleet	009	01	UNRESTRICTED R	414.98
B16-00252	OFFICE DEPOT BUSINE	open Po--office supplies	022	01	State Lottery	1,000.00
B16-00253	SAFEWAY INC	Open PO for Foods and Products	011	01	UNRESTRICTED R	500.00
B16-00254	KING CITY GLASS	Door and Window Repairs	009	01	Ongoing & Major	1,000.00
B16-00255	GRAINGER INC,W W	Maintenance Supplies	009	01	Ongoing & Major	1,500.00
B16-00256	BENSON PLUMBING INC	Plumbing Repairs	009	01	Ongoing & Major	3,000.00
B16-00257	OFFICE DEPOT BUSINE	Food Service Supplies	029	13	Child Nutrition	500.00
B16-00258	CONATSER WELDING IN	Service for Fleet	009	01	UNRESTRICTED R	250.00
B16-00259	KING CITY INDUSTRIA	Supplies for Fleet	009	01	UNRESTRICTED R	350.00
B16-00260	OFFICE DEPOT BUSINE	Open PO for Office Supplies	023	01	State Lottery	3,300.00
B16-00261	Monterey Bay System	Copier maintenance/usage	023	01	State Lottery	5,000.00
B16-00262	OFFICE DEPOT BUSINE	Recruiting supplies	029	01	UNRESTRICTED R	150.00
B16-00263	OFFICE DEPOT BUSINE	Board Materials and Supplies	029	01	UNRESTRICTED R	150.00
B16-00264	4imprint	Recruiting supplies	029	01	Supplemental	604.33
B16-00265	Quinn Company	Repair Parts for Fleet	009	01	UNRESTRICTED R	500.00
B16-00266	A & G PUMPING, INC	Port-o-let Rental	009	01	UNRESTRICTED R	3,000.00
B16-00267	Clark, Wm J Truckin	Baseball Scoreboard Removal	009	01	Ongoing & Major	880.00
B16-00268	CA Department of Ju	Fingerprinting	011	01	UNRESTRICTED R	1,000.00
B16-00269	LOZANO SMITH	Lozano Smith Contract	011	01	Special Educati	22,500.00
B16-00271	Donna C. Oliver	Contract for Donna C. Oliver	029	01	UNRESTRICTED R	9,600.00
PO16-00265	Won-Door Corporatio	Partition Wall Lock Assembly	009	01	Ongoing & Major	194.34
PO16-00335	Microsoft Corporati	Microsoft Surface Pro3	022	01	State Lottery	22,056.69
PO16-00395	Microsoft Corporati	Microsoft Surface Pro3	021	01	Economic Impact	21,831.81
PO16-00421	Antonio Hermosillo	Fleet Glass Repairs	009	01	UNRESTRICTED R	913.47
PO16-00422	Pinnacle Educators	Contracted Services w/ Pinnacle Educators	009	01	Special Educati	20,615.00
PO16-00423	Digicert, Inc	SSL Certificates	029	01	UNRESTRICTED R	2,850.00
PO16-00424	Technology Integrat	Print Management Software	029	01	UNRESTRICTED R	1,500.19

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

ESCAPE ONLINE

Page 1 of 3

Description

Includes Purchase Orders dated 01/01/2016 - 01/31/2016

PO Number	Vendor Name	Requisition Information	Ord Loc	Req Fund	Resource Description	Req Fund Order Amt
PO16-00425	OFFICE DEPOT BUSINE	Instructional and Office Supplies and Materials	029	01	State Lottery	1,725.40
PO16-00426	Disney Destinations	ASB Works Conference Hotel Reservations	029	01	UNRESTRICTED R	2,106.00
PO16-00427	The Sign Guy	Marquee Repair	023	01	Ongoing & Major	1,500.00
PO16-00428	CASAS-Comp Adult St	casas adult ed materials	022	11	Adult Ed Block	1,948.68
PO16-00429	OFFICE DEPOT BUSINE	Blanket Open PO for Classroom Supplies	021	01	State Lottery	2,200.00
PO16-00430	Holiday Inn Express	DJimenez Hotel Reservation Holiday Inn Express	029	01	NCLB Title II,	292.84
PO16-00431	Holiday Inn Express	SJames Hotel Reservation Holiday Inn Exprss	029	01	NCLB Title II,	292.84
PO16-00432	Holiday Inn Express	DJimenez April Hotel Reservation at Holiday Inn	029	01	NCLB Title II,	211.12
PO16-00433	Holiday Inn Express	DJimenez May Hotel Reservation Holiday Inn Express	029	01	NCLB Title II,	211.12
PO16-00434	Holiday Inn Express	SJames April Hotel Reservation Holiday Inn	029	01	NCLB Title II,	211.12
PO16-00435	Holiday Inn Express	SJames May Hotel Reservation Holiday Inn	029	01	NCLB Title II,	211.12
PO16-00436	Holiday Inn Express	FLynch April Hotel Reservation for ACSA	029	01	NCLB Title II,	211.12
PO16-00437	Holiday Inn Express	FLynch May Hotel Reservation for ACSA	029	01	NCLB Title II,	211.12
PO16-00438	Ayres Hotel & Suite	LCap Training in Feb 2016	029	01	NCLB Title II,	205.12
PO16-00439	Prospect Wrestling	Jim Root Classic Wrestling Tournament	021	01	UNRESTRICTED R	290.00
PO16-00441	Virco Inc.	Room 281	022	25	UNRESTRICTED R	1,585.79
PO16-00442	Riddell All America	Open POReconditioning of helmets/shoulder pads.	023	01	UNRESTRICTED R	7,500.00
PO16-00443	CDW-G	Tech Equipmt for presentations.See attached quote.	023	01	State Lottery	999.27
PO16-00444	OFFICE DEPOT BUSINE	Open PO for Instructional supplies	023	01	State Lottery	4,260.95
PO16-00445	Laura Villagomez	Grant Writing Class for L. Villagomez	023	01	State Lottery	502.84
PO16-00446	Grant Writing USA	Grant Writing Class for L. Villagomez	023	01	State Lottery	455.00
PO16-00447	DBA: Thomson Reute	California Ed Code Books	021	01	State Lottery	262.24
PO16-00448	CDW-G	Please use credit from CDW	029	01	State Lottery	616.57
PO16-00449	J. W. Pepper	Music Supplies	021	01	Other Local	473.85
PO16-00450	CDW-G	Headphones For Ag Sci	021	01	CCPT Grant	1,138.25
PO16-00451	Pearson Learning Gr	textbooks	022	01	UNRESTRICTED R	1,986.33
PO16-00452	Best Western Hospit	Hotel Stay for L. Villagomez (Grant Writing Class)	023	01	State Lottery	173.90
PO16-00453	CAL POLY	Reg. for Mentoring & Sup Conference (D. Benson)	021	01	Agricultural Vo	50.00
PO16-00454	Aztec Software Asso	adult ed materials	022	11	Adult Ed Block	7,632.50
PO16-00455	OFFICE DEPOT BUSINE	Supplies for TeachersTraining	023	01	NCLB Title II,	450.23

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

ESCAPE ONLINE

Page 2 of 3

Description

Includes Purchase Orders dated 01/01/2016 - 01/31/2016

PO Number	Vendor Name	Requisition Information	Ordr Loc	Req Fund	Resource Description	Req Fund Order Amt
PO16-00456	Monterey Bay System	Staples for Konica Minolta Copiers	023	01	State Lottery	371.14
PO16-00457	Monterey Bay System	Staples for Konica Minolta Copiers	021	01	State Lottery	155.87
PO16-00458	Elk Grove Auto / Wi	State Contract	029	01	UNRESTRICTED R	58,451.83
PO16-00459	MCOE	Conference Registration	021	01	Economic Impact	400.00
PO16-00460	Alibris	Mathematical Mindsets Books	029	01	NCLB Title II,	282.62
PO16-00461	Musson Theatrical,	Theatrical Lighting Equipment @ GHS	023	01	Other Local	27,077.22
PO16-00462	Cannon Sports, Inc	sports equipment	022	01	State Lottery	359.55
PO16-00463	Frank Padilla Timin	Run Clock/Scoreboard at Basketball Games	021	01	UNRESTRICTED R	1,000.00
PO16-00464	Riddell All America	Batting Helmets & Catcher's Gear	021	01	UNRESTRICTED R	872.66
PO16-00465	BSN Sports / US Com	Base anchors, Home plate, Pitchers rubber	021	01	UNRESTRICTED R	315.20
PO16-00466	ATHLETIC SUPPLY OF	Baseballs	021	01	UNRESTRICTED R	1,730.53
PO16-00467	Carahsoft Technolog	VMWARE	029	01	UNRESTRICTED R	5,968.62
PO16-00468	EDU-SAFE LLC	Safe & Secure Schools Reg. for D. Croy & L. Garcia	021	01	State Lottery	358.00
PO16-00469	Laura Garcia	Safe & Secure School Reimbursements for L. Garcia	021	01	State Lottery	155.33
PO16-00470	David Croy	Safe & Secure School Reimbursements for D. Croy	021	01	State Lottery	208.57
PO16-00471	San Benito High Sch	Lady Baler Bash Wrestling fees	021	01	UNRESTRICTED R	60.00
PO16-00472	CAL POLY	Registration Fee	021	01	Vocational Prog	50.00
PO16-00473	Sheraton Grand Sacr	Hotel & Parking Fees	021	01	Vocational Prog	397.58
PO16-00474	Honor's Program, Th	Graduation Materials	021	01	State Lottery	326.25
PO16-00475	NorCal Recognition	Diplomas & Diploma Covers	021	01	State Lottery	3,355.70
PO16-00476	Monterey Bay System	Staples for Copiers	021	01	State Lottery	252.82
PO16-00477	Central Coast Secti	Rule Books & Score Books	021	01	UNRESTRICTED R	282.50
PO16-00478	NASCO	Ag Science Microscopes	021	01	CCPT Grant	8,651.18
PO16-00479	KING CITY CHAMBER O	annual membership renewal	029	01	UNRESTRICTED R	50.00
PO16-00480	SCHOLASTIC INC	Classroom Magazines	023	01	IASA-Title I Ba	239.60
PO16-00481	OFFICE DEPOT BUSINE	Adult Transistion equipment	029	01	Special Educati	225.50
PO16-00482	Bureau of Edctn & R	Prof Dev	023	01	NCLB Title II,	478.00
Total						542,867.38

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

ESCAPE ONLINE

Page 3 of 3

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

SUBJECT: Site Enrollment, Attendance and Referral Statistics

MEETING: February 24, 2016

AGENDA SECTION:

ACTION

INFORMATION

ACTION/CONSENT

Board Goals:

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

Summary:

Attached are the January 2016 reports for each site indicating enrollment, attendance and discipline.

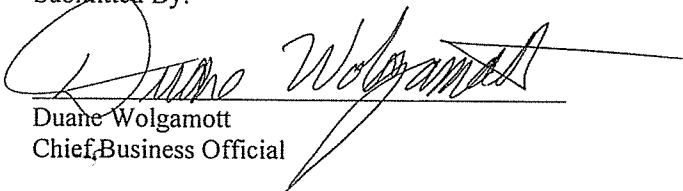
Recommendation:

This is an information item only.


Fiscal Impact:

None

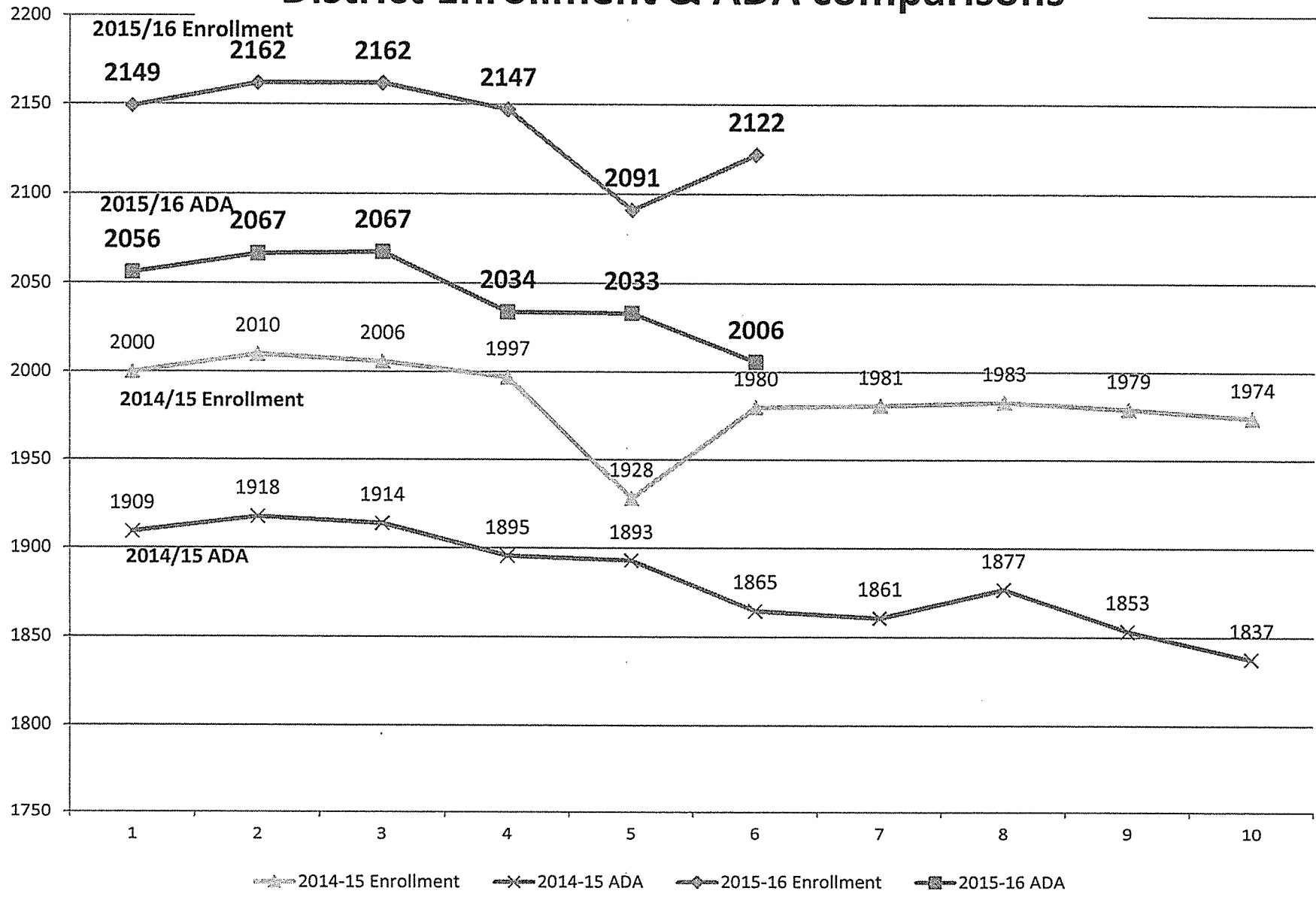
Submitted By:


Duane Wolgamott
Chief Business Official

Approved:


Daniel R. Moirao, Ed.D.
State Administrator

District Enrollment & ADA comparisons



Totals

	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11
KCHS 2014-15											
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%	

	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11
KCHS 2015-16											
Ending Enrollment	1018.00	1019.00	1013.00	1000.00	980.00	992.00	0.00	0.00	0.00	0.00	0.00
Total ADA	982.80	981.79	975.68	949.88	956.19	936.00	0.00	0.00	0.00	0.00	0.00
Percentage Attendance	96.54%	96.35%	96.32%	94.99%	97.57%	94.35%					

Totals

	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11
GHS 2014-15											
Ending Enrollment	983.00	983.00	978.00	974.00	951.00	972.00	970.00	974.00	974.00	973.00	0.00
Total ADA	944.00	938.35	932.84	913.87	926.93	916.22	900.32	917.63	903.55	900.42	0.00
Percentage Attendance	96.03%	95.46%	95.38%	93.83%	97.47%	94.26%	92.82%	94.21%	92.77%	92.54%	

	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11
GHS 2015-16											
Ending Enrollment	1058.00	1056.00	1056.00	1059.00	1034.00	1042.00	0.00	0.00	0.00	0.00	0.00
Total ADA	1018.70	1008.15	1005.94	999.13	1000.19	978.10	0.00	0.00	0.00	0.00	0.00
Percentage Attendance	96.29%	95.47%	95.26%	94.35%	96.73%	93.87%					

Totals

	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11
PBHS 2014-15											
Ending Enrollment	79.00	81.00	87.00	86.00	64.00	80.00	82.00	81.00	78.00	79.00	1.00
Total ADA	67.81	72.59	73.13	77.66	72.04	69.67	73.79	74.93	70.76	69.72	0.58
Percentage Attendance	85.84%	89.62%	84.06%	90.30%	112.56%	87.09%	89.99%	92.51%	90.72%	88.25%	58.00%

	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11
PBHS 2015-16											
Ending Enrollment	73.00	87.00	93.00	88.00	77.00	88.00	0.00	0.00	0.00	0.00	0.00
Total ADA	54.52	76.61	85.85	84.94	76.93	91.72	0.00	0.00	0.00	0.00	0.00
Percentage Attendance	74.68%	88.06%	92.31%	96.52%	99.91%	104.23%					

District

2013-14	1940	1954	1951	1933	1858	1901	1896	1896	1884	1877	1854
ADA	1843	1860	1845	1830	1815	1789	1792	1802	1782	1776	1761
2014-15	2000	2010	2006	1997	1928	1980	1981	1983	1979	1974	1
ADA	1909	1918	1914	1895	1893	1865	1861	1877	1853	1837	1
2015-16	2149	2162	2162	2147	2091	2122					
ADA	2056	2067	2067	2034	2033	2006					
Enroll Diff 14-15 to 15-16	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11
ADA Diff	149.00	152.00	156.00	150.00	163.00	142.00					
	146.79	148.91	153.66	138.55	140.47	141.26					

Greenfield High School

2/9/2016

2015-2016

Discipline Distribution Report from 1/1/2016 to 1/31/2016

Page 1

Code # and Name	Total	Grade				Sex		Hispanic/Latino?	Race (Not Hispanic)						
		9	10	11	12	F	M	Y	100	200	300	400	600	700	
07 *Drugs, Paraphernalia (E)	1	1	-	-	-	-	1	1	-	-	-	-	-	-	-
08 *Drugs, Possession of (E)	1	1	-	-	-	-	1	1	-	-	-	-	-	-	-
47 Disruption of School Activiti	6	3	2	1	-	1	5	6	-	-	-	-	-	-	-
65 Language, Profanity (E) 48	3	2	-	1	-	1	2	3	-	-	-	-	-	-	-
Totals:	11	7	2	2	-	2	9	11	-	-	-	-	-	-	-

Greenfield High School

02/09/2016

07:01:02 AM

2015-2016

MONTHLY ATTENDANCE SUMMARY

Page 1

Month 6 - From 12/28/2015 Through 01/22/2016

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 O P YEAR TO DATE		
															Total Apport Attend	Days Taught	Total ADA (N/O)
9	TOTAL	9	301	5	306	3	303	32	141	2754	2581	286.78	94.82%	1	28165	98	287.40
10	TOTAL	9	258	2	260	2	258	19	150	2340	2171	241.22	93.54%	0	24305	98	248.01
11	TOTAL	9	238	5	243	3	240	24	115	2187	2048	227.56	94.68%	0	22866	98	233.33
12	TOTAL	9	202	6	208	2	206	17	111	1872	1744	193.78	94.02%	0	19622	98	200.22
TOTAL 9-12		9	999	18	1017	10	1007	92	517	9153	8544	949.33	94.29%	1	94958	98	968.96
PROGRAM		9	999	18	1017	10	1007	92	517	9153	8544	949.33	94.29%	1	94958	98	968.96

-36-

Principal Signature

Date

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

Greenfield High School

02/09/2016

07:01:02 AM

2015-2016

MONTHLY ATTENDANCE SUMMARY

Page 2

Month 6 - From 12/28/2015 Through 01/22/2016

Program H Home-Hospital

Grade Level	Tchr No.	A	B	C	D	E	F	G	H	I	J	K	L	M	YEAR TO DATE		
		Tchg Days	Enroll- ment Carried Fwd	Gains	Total Enroll- ment (B+C)	Losses	Ending Enroll- ment (D-E)	Days Not Enroll	Days Non- Apport Attend	Actual Days (A*D)	Total Apport Attend (A*D)-G-H	Total A.D.A. (J/A)	Percent Attend J/(A*D)-G	Loss at End of Last School Day	Total Apport Attend	Days Taught	Total ADA (N/O)
9	TOTAL	9	0	0	0	0	0	0	0	0	0	0.00	0.00%	0	79	98	0.81
11	TOTAL	9	1	0	1	0	1	0	0	9	9	1.00	100.00%	0	140	98	1.43
12	TOTAL	9	1	1	2	0	2	4	0	18	14	1.56	100.00%	0	68	98	0.69
TOTAL 9-12		9	2	1	3	0	3	4	0	27	23	2.56	100.00%	0	287	98	2.93
PROGRAM		9	2	1	3	0	3	4	0	27	23	2.56	100.00%	0	287	98	2.93

-37-

Principal Signature

Date

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

Greenfield High School

02/09/2016

07:01:02 AM

2015-2016

MONTHLY ATTENDANCE SUMMARY

Page 3

Month 6 - From 12/28/2015 Through 01/22/2016

Program I Independent Study

Grade Level	Tchr No.	A	B	C	D	E	F	G	H	I	J	K	L	M	YEAR TO DATE		
		Tchg Days	Enroll-ment Carried Fwd	Gains	Total Enroll-ment (B+C)	Losses	Ending Enroll-ment (D-E)	Days Not Enroll	Days Non-Apport Attend	Actual Days (A*D)	Total Apport Attend (A*D)-G-H	Total A.D.A. (J/A)	Percent Attend J/(A*D)-G	Loss at End of Last School Day	Total Apport Attend	Days Taught	Total ADA (N/O)
10	TOTAL	9	2	0	2	0	2	0	2	18	16	1.78	88.89%	0	98	98	1.00
11	TOTAL	9	3	0	3	0	3	0	3	27	24	2.67	88.89%	0	418	98	4.27
12	TOTAL	9	2	0	2	1	1	5	13	18	0	0.00	0.00%	0	317	98	3.23
TOTAL 9-12		9	7	0	7	1	6	5	18	63	40	4.44	68.97%	0	833	98	8.50
PROGRAM		9	7	0	7	1	6	5	18	63	40	4.44	68.97%	0	833	98	8.50

-38-

Principal Signature

Date

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

Greenfield High School

02/09/2016
07:01:02 AM

2015-2016

MONTHLY ATTENDANCE SUMMARY

Page 4

Month 6 - From 12/28/2015 Through 01/22/2016

Program T SDC Transitional Program

Grade Level	Tchr No.	A	B	C	D	E	F	G	H	I	J	K	L	M	YEAR TO DATE		
		Tchg Days	Enroll- ment Carried Fwd	Gains	Total Enroll- ment (B+C)	Losses	Ending Enroll- ment (D-E)	Days Not Enroll	Days Non- Apport Attend	Actual Days (A*D)	Total Apport Attend (A*D)-G-H	Total A.D.A. (J/A)	Percent Attend J/(A*D)-G	Loss at End of Last School Day	Total Apport Attend	Days Taught	Total ADA (N/O)
9	TOTAL	9	3	0	3	0	3	0	2	27	25	2.78	92.59%	0	251	98	2.56
10	TOTAL	9	8	0	8	0	8	0	2	72	70	7.78	97.22%	0	730	98	7.45
11	TOTAL	9	1	0	1	0	1	0	1	9	8	0.89	88.89%	0	89	98	0.91
12	TOTAL	9	6	0	6	0	6	0	9	54	45	5.00	83.33%	0	516	98	5.27
TOTAL 9-12		9	18	0	18	0	18	0	14	162	148	16.44	91.36%	0	1586	98	16.18
PROGRAM		9	18	0	18	0	18	0	14	162	148	16.44	91.36%	0	1586	98	16.18

-39-

Principal Signature

Date

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

Ventana ATP

02/09/2016

07:06:55 AM

2015-2016

MONTHLY ATTENDANCE SUMMARY

Page 1

Month 6 - From 12/28/2015 Through 01/22/2016

Program T SDC Transitional Program

Grade Level	Tchr No.	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
		Tchg Days	Enroll- ment Carried Fwd	Gains	Total Enroll- ment (B+C)	Losses	Ending Enroll- ment (D-E)	Days Not Enroll	Days Non- Apport Attend	Actual Days (A*D)	Total Apport Attend (A*D)-G-H	Total A.D.A. (J/A)	Percent Attend J/(A*D)-G	Loss at End of Last School Day	YEAR TO DATE		
															Total Apport Attend	Days Taught	Total ADA (N/O)
12	TOTAL	9	8	0	8	0	8	0	24	72	48	5.33	66.67%	0	771	98	7.87
	TOTAL 9-12	9	8	0	8	0	8	0	24	72	48	5.33	66.67%	0	771	98	7.87
	PROGRAM	9	8	0	8	0	8	0	24	72	48	5.33	66.67%	0	771	98	7.87

-40-

Principal Signature

Date

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

King City High School

2/9/2016

2015-2016

Discipline Distribution Report from 1/1/2016 to 1/31/2016

Page 1

Code # and Name	Total	Grade				Sex		Hispanic/Latino?	Race (Not Hispanic)					
		9	10	11	12	F	M	Y	100	200	300	400	600	700
04 *Assault (E) 48900 (a)(2)	1	-	-	1	-	-	1	1	-	-	-	-	-	-
38 Behavior, Disruptive (E) 48	1	-	-	1	-	-	1	1	-	-	-	-	-	-
47 Disruption of School Activiti	2	-	2	-	-	-	2	2	-	-	-	-	-	-
52 Fighting (E) 48900 (a)(1)	4	1	1	2	-	4	-	3	-	-	-	-	-	1
Totals:	8	1	3	4	-	4	4	7	-	-	-	-	-	1

King City High School

02/09/2016

06:58:04 AM

2015-2016

MONTHLY ATTENDANCE SUMMARY

Page 1

Month 6 - From 12/28/2015 Through 01/22/2016

Regular Program

Grade Level	Tchr No.	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
		Tchg Days	Enroll- ment Carried Fwd	Gains	Total Enroll- ment (B+C)	Losses	Ending Enroll- ment (D-E)	Days Not Enroll	Days Non- Apport Attend	Actual Days (A*D)	Total Apport Attend (A*D)-G-H	Total A.D.A. (J/A)	Percent Attend J/(A*D)-G	Loss at End of Last School Day	YEAR TO DATE		
				Total Apport Attend	Days Taught			Total ADA (N/O)									
9	TOTAL	9	241	9	250	1	249	46	109	2250	2095	232.78	95.05%	0	23519	98	239.99
10	TOTAL	9	259	1	260	2	258	9	117	2340	2214	246.00	94.98%	0	25091	98	256.03
11	TOTAL	9	223	1	224	4	220	24	104	2016	1888	209.78	94.78%	0	21946	98	223.94
12	TOTAL	9	193	9	202	3	199	36	70	1818	1712	190.22	96.07%	0	18915	98	193.01
TOTAL 9-12		9	916	20	936	10	926	115	400	8424	7909	878.78	95.19%	0	89471	98	912.97
PROGRAM		9	916	20	936	10	926	115	400	8424	7909	878.78	95.19%	0	89471	98	912.97

-42-

Principal Signature

Date

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

King City High School

02/09/2016

06:58:04 AM

2015-2016

MONTHLY ATTENDANCE SUMMARY

Page 2

Month 6 - From 12/28/2015 Through 01/22/2016

Program C Concurrent

Grade Level	Tchr No.	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
		Tchg Days	Enroll- ment Carried Fwd	Gains	Total Enroll- ment (B+C)	Losses	Ending Enroll- ment (D-E)	Days Not Enroll	Days Non- Apport Attend	Actual Days (A*D)	Total Apport Attend (A*D)-G-H	Total A.D.A. (J/A)	Percent Attend J/(A*D)-G	Loss at End of Last School Day	YEAR TO DATE		
															Total Apport Attend	Days Taught	Total ADA (N/O)
11	TOTAL	9	1	0	1	0	1	0	0	9	9	1.00	100.00%	0	86	98	0.88
	TOTAL 9-12	9	1	0	1	0	1	0	0	9	9	1.00	100.00%	0	86	98	0.88
	PROGRAM	9	1	0	1	0	1	0	0	9	9	1.00	100.00%	0	86	98	0.88

-43-

Principal Signature

Date

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

King City High School

02/09/2016

06:58:04 AM

2015-2016

MONTHLY ATTENDANCE SUMMARY

Page 3

Month 6 - From 12/28/2015 Through 01/22/2016

Program H Home-Hospital

Grade Level	Tchr No.	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
		Tchg Days	Enroll- ment Carried Fwd	Gains	Total Enroll- ment (B+C)	Losses	Ending Enroll- ment (D-E)	Days Not Enroll	Days Non- Apport Attend	Actual Days (A*D)	Total Apport Attend (A*D)-G-H	Total A.D.A. (J/A)	Percent Attend J/(A*D)-G	Loss at End of Last School Day	YEAR TO DATE		
															Total Apport Attend	Days Taught	Total ADA (N/O)
11	TOTAL	9	1	0	1	0	1	0	0	9	9	1.00	100.00%	0	31	98	0.32
12	TOTAL	9	2	0	2	0	2	0	0	18	18	2.00	100.00%	0	81	98	0.83
	TOTAL 9-12	9	3	0	3	0	3	0	0	27	27	3.00	100.00%	0	112	98	1.14
	PROGRAM	9	3	0	3	0	3	0	0	27	27	3.00	100.00%	0	112	98	1.14

-4-

Principal Signature _____

Date _____

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

King City High School

02/09/2016
06:58:04 AM

2015-2016

MONTHLY ATTENDANCE SUMMARY

Page 4

Month 6 - From 12/28/2015 Through 01/22/2016

Program I Independent Study

Grade Level	Tchr No.	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
		Tchg Days	Enroll- ment Carried Fwd	Gains	Total Enroll- ment (B+C)	Losses	Ending Enroll- ment (D-E)	Days Not Enroll	Days Non- Apport Attend	Actual Days (A*D)	Total Apport Attend (A*D)-G-H	Total A.D.A. (J/A)	Percent Attend J/(A*D)-G	Loss at End of Last School Day	YEAR TO DATE		
															Total Apport Attend	Days Taught	Total ADA (N/O)
10	TOTAL	9	4	0	4	0	4	0	15	36	21	2.33	58.33%	0	213	98	2.17
11	TOTAL	9	2	0	2	0	2	0	5	18	13	1.44	72.22%	0	156	98	1.59
12	TOTAL	9	9	2	11	0	11	12	14	99	73	8.11	83.91%	0	521	98	5.32
TOTAL 9-12		9	15	2	17	0	17	12	34	153	107	11.89	75.89%	0	890	98	9.08
PROGRAM		9	15	2	17	0	17	12	34	153	107	11.89	75.89%	0	890	98	9.08

-45-

Principal Signature

Date

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

King City High School

02/09/2016

06:58:04 AM

2015-2016

MONTHLY ATTENDANCE SUMMARY

Page 5

Month 6 - From 12/28/2015 Through 01/22/2016

Program T SDC Transitional Program

Grade Tchr Level No.	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
	Tchg Days	Enroll- ment Carried Fwd	Gains	Total Enroll- ment (B+C)	Losses	Ending Enroll- ment (D-E)	Days Not Enroll	Days Non- Apport Attend	Actual Days (A*D)	Total Apport Attend (A*D)-G-H	Total A.D.A. (J/A)	Percent Attend J/(A*D)-G	Loss at End of Last School Day	YEAR TO DATE		
														Total Apport Attend	Days Taught	Total ADA (N/O)
9 TOTAL	9	26	0	26	0	26	0	29	234	205	22.78	87.61%	0	2505	98	25.56
10 TOTAL	9	6	0	6	0	6	0	1	54	53	5.89	98.15%	0	546	98	5.57
11 TOTAL	9	2	0	2	0	2	0	1	18	17	1.89	94.44%	0	192	98	1.96
12 TOTAL	9	8	0	8	0	8	0	1	72	71	7.89	98.61%	0	748	98	7.63
TOTAL 9-12	9	42	0	42	0	42	0	32	378	346	38.44	91.53%	0	3991	98	40.72
PROGRAM	9	42	0	42	0	42	0	32	378	346	38.44	91.53%	0	3991	98	40.72

-46-

Principal Signature

Date

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

King City High School

02/09/2016

06:58:04 AM

2015-2016

MONTHLY ATTENDANCE SUMMARY

Page 6

Month 6 - From 12/28/2015 Through 01/22/2016

Program X Fifth year senior

Grade Level	Tchr No.	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
		Tchg Days	Enroll- ment Carried Fwd	Gains	Total Enroll- ment (B+C)	Losses	Ending Enroll- ment (D-E)	Days Not Enroll	Days Non- Apport Attend	Actual Days (A*D)	Total Apport Attend (A*D)-G-H	Total A.D.A. (J/A)	Percent Attend J/(A*D)-G	Loss at End of Last School Day	YEAR TO DATE		
				Total Apport Attend	Days Taught			Total ADA (N/O)									
12	TOTAL	9	3	0	3	0	3	0	1	27	26	2.89	96.30%	0	263	98	2.68
	TOTAL 9-12	9	3	0	3	0	3	0	1	27	26	2.89	96.30%	0	263	98	2.68
	PROGRAM	9	3	0	3	0	3	0	1	27	26	2.89	96.30%	0	263	98	2.68

-47-

Principal Signature

Date

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

Portola-Butler Contin. High School

2/9/2016

2015-2016

Discipline Distribution Report from 1/1/2016 to 1/31/2016

Page 1

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

Portola-Butler Contin. High School

2/9/2016

7:04:31 AM

2015-2016

MONTHLY ATTENDANCE SUMMARY/CONTINUATION

Page 1

Month 6 - From 12/28/2015 Through 01/22/2016

Regular Program												
	A	B	C	D	E	F	G	H	I	J	K	L
Grade Level	Days Taught	Enrollment Carried Forward	Gains	Total Enrollment (B+C)	Losses	Ending Enrollment (D-E)	Days Not Enrolld	Maximum Hours	Apportnd Hours	Credited Hours	Total Apportnd Hours (I+J)	TOTAL ADA (K / 3 / A)
10 TOTAL	9	0	1	1	0	1	0	27.00	21.60	0.00	21.60	0.80
11 TOTAL	9	19	9	28	1	27	14	714.00	694.10	49.73	743.83	27.55
12 TOTAL	9	43	3	46	0	46	4	1230.00	1174.20	115.67	1289.87	47.77
PROGRAM TOTAL	9	62	13	75	1	74	18	1971.00	1889.90	165.41	2055.30	76.12

Program I Independent Study												
	A	B	C	D	E	F	G	H	I	J	K	L
Grade Level	Days Taught	Enrollment Carried Forward	Gains	Total Enrollment (B+C)	Losses	Ending Enrollment (D-E)	Days Not Enrolld	Maximum Hours	Apportnd Hours	Credited Hours	Total Apportnd Hours (I+J)	TOTAL ADA (K / 3 / A)
9 TOTAL	9	0	1	1	0	1	0	27.00	27.00	0.00	27.00	1.00
10 TOTAL	9	3	0	3	0	3	0	81.00	80.40	34.20	114.60	4.24
11 TOTAL	9	2	0	2	1	1	8	30.00	27.00	15.00	42.00	1.56
PROGRAM TOTAL	9	5	1	6	1	5	8	138.00	134.40	49.20	183.60	6.80

Program V Short Term Independent Study												
	A	B	C	D	E	F	G	H	I	J	K	L
Grade Level	Days Taught	Enrollment Carried Forward	Gains	Total Enrollment (B+C)	Losses	Ending Enrollment (D-E)	Days Not Enrolld	Maximum Hours	Apportnd Hours	Credited Hours	Total Apportnd Hours (I+J)	TOTAL ADA (K / 3 / A)
11 TOTAL	9	2	0	2	0	2	0	54.00	27.00	30.00	57.00	2.11
PROGRAM TOTAL	9	2	0	2	0	2	0	54.00	27.00	30.00	57.00	2.11

Portola-Butler Contin. High School

2/9/2016
7:04:31 AM

2015-2016

MONTHLY ATTENDANCE SUMMARY/CONTINUATION

Page 2

Month 6 - From 12/28/2015 Through 01/22/2016

Program X Fifth year senior												
	A	B	C	D	E	F	G	H	I	J	K	L
Grade Level	Days Taught	Enrollment Carried Forward	Gains	Total Enrollment (B+C)	Losses	Ending Enrollment (D-E)	Days Not Enrolld	Maximum Hours	Apportnd Hours	Credited Hours	Total Apportnd Hours (I+J)	TOTAL ADA (K / 3 / A)
12 TOTAL	9	8	1	9	2	7	14	201.00	172.70	7.80	180.50	6.69
PROGRAM TOTAL	9	8	1	9	2	7	14	201.00	172.70	7.80	180.50	6.69

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: Revenue and Expenditures Report for 2015-16

MEETING: February 24, 2016

AGENDA SECTION:

ACTION

INFORMATION

ACTION/CONSENT

Board Goals:

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

Summary:

Included is the 2015/16 Fiscal Year to Date (January 31, 2016) Revenues and Expenditures Report for each fund.

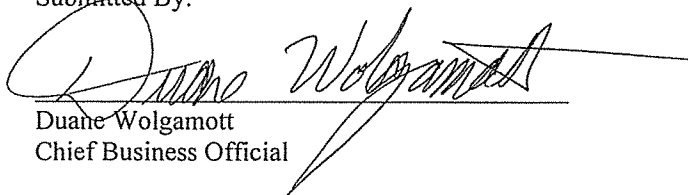
Recommendation:

This is an information item only.


Fiscal Impact:

Per the 2015-16 approved budget.

Submitted By:


Duane Wolgamott
Chief Business Official

Approved:


Daniel R. Moirao, Ed.D.
State Administrator

Fund 01 - General Fund		Fiscal Year 2016 through 01/31/2016				
		Budget	Actual	Encumbrance	Balance	Avail
REVENUES						
LCFF Revenue Sources	(8010-8099)	20,589,016.00	12,813,846.07		7,775,169.93	38%
Federal Revenue	(8100-8299)	1,036,945.00	189,703.79		847,241.21	82%
Other State Revenue	(8300-8599)	4,022,440.00	3,154,322.43		868,117.57	22%
Other Local Revenue	(8600-8799)	1,496,099.00	848,247.78		647,851.22	43%
Total Revenues		27,144,500.00	17,006,120.07		10,138,379.93	37%
EXPENDITURES						
Certificated Salaries	(1000-1999)	8,784,126.00	4,586,309.94	.00	4,197,816.06	48%
Classified Salaries	(2000-2999)	2,682,177.00	1,468,934.58	.00	1,213,242.42	45%
Employee Benefits	(3000-3999)	3,784,318.00	1,971,902.89	.00	1,812,415.11	48%
Books and Supplies	(4000-4999)	2,216,954.00	1,311,893.94	310,722.02	594,338.04	27%
Services & Operating Expenses	(5000-5999)	7,029,231.00	1,899,597.41	1,205,700.76	3,923,932.83	56%
Capital Outlay	(6000-6999)	139,685.00	.00	111,110.77	28,574.23	20%
Other Outgo	(7100-7299, 7400-7499)	1,596,527.00	1,457,613.24	.00	138,913.76	9%
Total Expenditures		26,233,018.00	12,696,252.00	1,627,533.55	11,909,232.45	45%
Operating Surplus/(Deficit)		911,482.00	4,309,868.07	2,682,334.52		
Beginning Fund Balance		5,941,082.00	5,776,778.20	5,776,778.20		
Net Ending Fund Balance		6,852,564.00	10,086,646.27	8,459,112.72		
<i>*** calculated ***</i>						
Components of Ending Fund Balance						
Undesignated/Unappropriated - 9790		6,852,564.00	.00			
Ending Fund Balance		6,852,564.00	.00			

Fund 11 - Adult Education Fund		Fiscal Year 2016 through 01/31/2016				
		Budget	Actual	Encumbrance	Balance	Avail
REVENUES						
Other State Revenue	(8300-8599)	78,500.00	.00		78,500.00	100%
Total Revenues		78,500.00	.00		78,500.00	100%
EXPENDITURES						
Certificated Salaries	(1000-1999)	53,276.00	.00	.00	53,276.00	100%
Classified Salaries	(2000-2999)	4,884.00	.00	.00	4,884.00	100%
Employee Benefits	(3000-3999)	8,790.00	.00	.00	8,790.00	100%
Books and Supplies	(4000-4999)	4,243.00	.00	3,024.05	1,218.95	29%
Services & Operating Expenses	(5000-5999)	7,308.00	.00	6,557.13	750.87	10%
Total Expenditures		78,501.00	.00	9,581.18	68,919.82	88%
Operating Surplus/(Deficit)		(1.00)	.00	(9,581.18)		
Net Ending Fund Balance		(1.00)	.00	(9,581.18)		
	<i>*** calculated ***</i>					
Components of Ending Fund Balance						
	Undesignated/Unappropriated - 9790	(1.00)	.00			
	Ending Fund Balance	(1.00)	.00			

Fund 13 - Cafeteria Fund		Fiscal Year 2016 through 01/31/2016				
		Budget	Actual	Encumbrance	Balance	Avail
REVENUES						
Federal Revenue	(8100-8299)	455,000.00	17,980.03		437,019.97	96%
Other State Revenue	(8300-8599)	36,500.00	957.54		35,542.46	97%
Other Local Revenue	(8600-8799)	165,180.00	29,677.67		135,502.33	82%
Total Revenues		656,680.00	48,615.24		608,064.76	93%
EXPENDITURES						
Classified Salaries	(2000-2999)	137,508.00	71,096.03	.00	66,411.97	48%
Employee Benefits	(3000-3999)	108,299.00	34,366.08	.00	73,932.92	68%
Books and Supplies	(4000-4999)	429,754.00	219,139.33	20,796.67	189,818.00	44%
Services & Operating Expenses	(5000-5999)	17,341.00	8,236.86	4,394.55	4,709.59	27%
Total Expenditures		692,902.00	332,838.30	25,191.22	334,872.48	48%
Operating Surplus/(Deficit)		(36,222.00)	(284,223.06)	(309,414.28)		
Beginning Fund Balance		150,936.00	150,935.39	150,935.39		
Net Ending Fund Balance		114,714.00	(133,287.67)	(158,478.89)		
<i>*** calculated ***</i>						
Components of Ending Fund Balance						
Undesignated/Unappropriated - 9790		114,714.00	.00			
Ending Fund Balance		114,714.00	.00			

Fund 17 - Special Reserve Fund for Other		Fiscal Year 2016 through 01/31/2016				
		Budget	Actual	Encumbrance	Balance	Avail
REVENUES						
Other Local Revenue	(8600-8799)	10,686.00	10,684.60		1.40	0%
Total Revenues		10,686.00	10,684.60		1.40	0%
Operating Surplus/(Deficit)		10,686.00	10,684.60	10,684.60		
Beginning Fund Balance		2,997,390.00	2,997,389.10	2,997,389.10		
Net Ending Fund Balance		3,008,076.00	3,008,073.70	3,008,073.70		
		<i>*** calculated ***</i>				
Components of Ending Fund Balance						
Undesignated/Unappropriated - 9790		3,008,076.00	.00			
Ending Fund Balance		3,008,076.00	.00			

Fund 25 - Capital Facilities Fund		Fiscal Year 2016 through 01/31/2016				
		Budget	Actual	Encumbrance	Balance	Avail
REVENUES						
Other Local Revenue	(8600-8799)	71,204.00	52,365.04		18,838.96	26%
Total Revenues		71,204.00	52,365.04		18,838.96	26%
EXPENDITURES						
Books and Supplies	(4000-4999)	10,000.00	8,123.77	1,585.79	290.44	3%
Services & Operating Expenses	(5000-5999)	100,000.00	70,789.29	2,903.97	26,306.74	26%
Other Outgo	(7100-7299, 7400-7499)	105,224.00	105,223.78	.00	0.22	0%
Total Expenditures		215,224.00	184,136.84	4,489.76	26,597.40	12%
Operating Surplus/(Deficit)		(144,020.00)	(131,771.80)	(136,261.56)		
Beginning Fund Balance		293,696.00	293,695.01	293,695.01		
Net Ending Fund Balance		149,676.00	161,923.21	157,433.45		
		<i>*** calculated ***</i>				
Components of Ending Fund Balance						
Undesignated/Unappropriated - 9790		149,676.00	.00			
Ending Fund Balance		149,676.00	.00			

Fund 35 - School Facility Program (Regul)		Fiscal Year 2016 through 01/31/2016				
		Budget	Actual	Encumbrance	Balance	Avail
REVENUES						
Other Local Revenue	(8600-8799)	.00	(17.70)		17.70	0%
Total Revenues		.00	(17.70)		17.70	0%
Operating Surplus/(Deficit)		.00	(17.70)	(17.70)		
Net Surplus/(Deficit)		.00	(17.70)	(17.70)		
Net Ending Fund Balance		.00	(17.70)	(17.70)		
		<i>*** calculated ***</i>				

Fund 56 - Debt Service Fund		Fiscal Year 2016 through 01/31/2016			
	Budget	Actual	Encumbrance	Balance	Avail
Beginning Fund Balance	1,248,728.00	1,248,727.02	1,248,727.02		
Net Ending Fund Balance	1,248,728.00	1,248,727.02	1,248,727.02		
<i>*** calculated ***</i>					
Components of Ending Fund Balance					
Undesignated/Unappropriated - 9790	1,248,728.00	.00			
Ending Fund Balance	1,248,728.00	.00			

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

SUBJECT: Cashflow Summary Report for 2015-16
(thru January 2016)

MEETING: February 24, 2016

AGENDA SECTION:

ACTION

INFORMATION

ACTION/CONSENT

Board Goals:

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

Summary:

Cashflow Summary Report - 2015/16 Fiscal Year (as of January 31, 2016).

- Fund 01 – General Fund
- Fund 11 – Adult Education
- Fund 13 – Cafeteria Fund (Fund 13 usually runs a negative balance as there are no advance apportionments)
- Fund 17 – Special Reserve Fund
- Fund 25 – Capital Facilities Program
- Fund 35 – School Facility Program
- Fund 56 – Debt Service

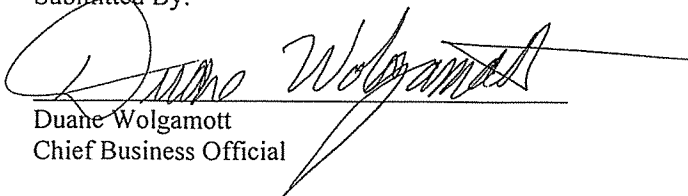
Recommendation:

This is an information item only.

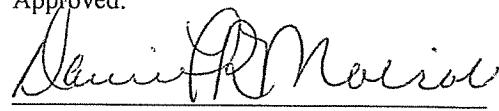
Fiscal Impact:

None

Submitted By:


Duane Wolgamott
Chief Business Official

Approved:


Daniel R. Moirao, Ed.D.
State Administrator

Fund 01 - Actuals through January

Fiscal Year 2015/16

	Object	Beginning Balance	July	August	September	October	November	December	
A. BEGINNING CASH	9110		5,705,174.18	5,737,542.47	5,748,226.65	6,532,560.31	8,647,808.15	7,267,990.46	
B. RECEIPTS									
LCFF Revenue Sources									
Principal Apportionment	8010-8019		1,810,324.00	1,810,324.00	2,537,808.00	1,810,324.00		727,484.00	
Property Taxes	8020-8079				21,909.55	195,217.77	37,729.56	2,914,758.83	
Miscellaneous Funds	8080-8099								
Federal Revenues	8100-8299					65,158.79		108,197.00	
Other State Revenues	8300-8599					1,973,244.69	131,681.00	430,387.00	
Other Local Revenues	8600-8799		324.39	48,779.68	156,424.69	151,664.70	77,231.22	10,494.49	
Interfund Transfers In	8910-8929								
All Other Financing Sources	8930-8979								
Undefined Objects									
TOTAL RECEIPTS		.00	1,809,999.61	1,859,103.68	2,716,142.24	4,195,609.95	246,641.78	4,191,321.32	
C. DISBURSEMENTS									
Certificated Salaries	1000-1999		111,989.97	711,872.60	761,000.57	744,932.84	745,477.19	771,109.66	
Classified Salaries	2000-2999		140,844.81	195,835.05	208,896.74	216,105.67	218,643.14	267,047.68	
Employee Benefits	3000-3999		109,182.21	306,839.45	306,586.65	304,773.39	307,468.04	320,461.92	
Books and Supplies	4000-4999		201,887.88	272,570.16	180,711.92	213,673.28	196,222.78	82,646.84	
Services	5000-5999		90,289.84	146,970.84	325,202.39	341,011.83	263,639.90	412,060.36	
Capital Outlay	6000-6599								
Other Outgo	7000-7499		13,134.76	13,134.76	21,434.58	21,787.39	19,129.53	1,050.12	
Interfund Transfers Out	7600-7629								
All Other Financing Uses	7630-7699								
Undefined Objects									
TOTAL DISBURSEMENTS		.00	667,329.47	1,647,222.86	1,803,832.85	1,842,284.40	1,750,580.58	1,854,376.58	
D. BALANCE SHEET ITEMS									
<u>Assets and Deferred Outflows</u>									
Cash Not In Treasury	9111-9199	1,004,965.44	244,849.07	244,849.07	244,849.07	251,626.31			
Accounts Receivable	9200-9299	975,344.48	120,602.28	56,055.00	137,234.65	111,691.93		222,446.00	
Due From Other Funds	9310								
Stores	9320								
Prepaid Expenditures	9330								
Other Current Assets	9340								
Deferred Outflows of Resrcs	9490								
Undefined Objects									
SUBTOTAL ASSETS		1,980,309.92	124,246.79	188,794.07	107,614.42	139,934.38	.00	222,446.00	
(continued)									

Selection Grouped by Org, Fund, Filtered by (Org = 28, Actuals Thru Period = 7, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

ESCAPE ONLINE

Fund 01 - Actuals through January		Fiscal Year 2015/16							
	Object	Beginning Balance	July	August	September	October	November	December	
Liabilities and Deferred Inflows									
Accounts Payable	9500-9599	1,673,150.14	986,055.06-	12,599.11-	20,212.77-	26,883.47-	124,121.11	30,136.06	
Due To Other Funds	9610	4,927.57				4,927.57-			
Current Loans	9640								
Unearned Revenues	9650	66,332.19				66,332.19-			
Deferred Inflows of Resrcs	9690								
Undefined Objects									
SUBTOTAL LIABILITIES		1,744,409.90	986,055.06-	12,402.57-	20,361.31-	98,143.33-	124,121.11	30,136.06	
Nonoperating									
Suspense Clearing	9910			196.54	148.54-	.10-			
TOTAL BALANCE SHEET ITEMS		235,900.02-	1,110,301.85-	201,196.64-	127,975.73-	238,077.71-	124,121.11	252,582.06	
E. NET INCREASE/DECREASE									
B - C + D			32,368.29	10,684.18	784,333.66	2,115,247.84	1,379,817.69-	2,589,526.80	
F. ENDING CASH (A + E)									
G. Ending Cash, Plus Cash Accruals and Adjustments			5,737,542.47	5,748,226.65	6,532,560.31	8,647,808.15	7,267,990.46	9,857,517.26	

-61-

Fund 01 - Actuals through January		Fiscal Year 2015/16							
	Object	January	February	March	April	May	June	Total	Budget
A. BEGINNING CASH		9110	9,857,517.26						
B. RECEIPTS									
LCFF Revenue Sources									
Principal Apportionment	8010-8019	724,130.00						9,420,394.00	14,890,796.00
Property Taxes	8020-8079	223,836.36						3,393,452.07	5,698,220.00
Miscellaneous Funds	8080-8099								
Federal Revenues	8100-8299	16,348.00						189,703.79	1,036,945.00
Other State Revenues	8300-8599	619,009.74						3,154,322.43	4,022,440.00
Other Local Revenues	8600-8799	403,977.39						848,247.78	1,496,099.00
Interfund Transfers In	8910-8929								
All Other Financing Sources	8930-8979								
Undefined Objects									
TOTAL RECEIPTS		1,987,301.49	.00	.00	.00	.00	.00	17,006,120.07	27,144,500.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	739,927.11						4,586,309.94	8,784,126.00
Classified Salaries	2000-2999	221,561.49						1,468,934.58	2,682,177.00
Employee Benefits	3000-3999	316,591.23						1,971,902.89	3,784,318.00
Books and Supplies	4000-4999	164,181.08						1,311,893.94	2,216,954.00
Services	5000-5999	320,422.25						1,899,597.41	7,029,231.00
Capital Outlay	6000-6599								139,685.00
Other Outgo	7000-7499	1,367,942.10						1,457,613.24	1,596,527.00
Interfund Transfers Out	7600-7629								
All Other Financing Uses	7630-7699								
Undefined Objects									
TOTAL DISBURSEMENTS		3,130,625.26	.00	.00	.00	.00	.00	12,696,252.00	26,233,018.00
D. BALANCE SHEET ITEMS									
<u>Assets and Deferred Outflows</u>									
Cash Not In Treasury	9111-9199	1,050,469.52						64,296.00	
Accounts Receivable	9200-9299	136,036.31						784,066.17	
Due From Other Funds	9310								
Stores	9320								
Prepaid Expenditures	9330								
Other Current Assets	9340								
Deferred Outflows of Resrcs	9490								
Undefined Objects									
SUBTOTAL ASSETS		1,186,505.83	.00	.00	.00	.00	.00	848,362.17	
(continued)									

Selection Grouped by Org, Fund, Filtered by (Org = 28, Actuals Thru Period = 7, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

ESCAPE ONLINE

Fund 01 - Actuals through January		Fiscal Year 2015/16							
	Object	January	February	March	April	May	June	Total	Budget
Liabilities and Deferred Inflows									
Accounts Payable	9500-9599	53,013.80-						944,507.04-	
Due To Other Funds	9610							4,927.57-	
Current Loans	9640								
Unearned Revenues	9650							66,332.19-	
Deferred Inflows of Resrcs	9690								
Undefined Objects		164,296.00-						164,296.00-	
SUBTOTAL LIABILITIES		217,319.70-	.00	.00	.00	.00	.00	1,180,024.80-	
Nonoperating									
Suspense Clearing	9910	9.90-						38.00	
TOTAL BALANCE SHEET ITEMS		969,186.13	.00	.00	.00	.00	.00	331,662.63-	
E. NET INCREASE/DECREASE									
B - C + D		174,137.64-	.00	.00	.00	.00	.00	3,978,205.44	911,482.00
F. ENDING CASH (A + E)		9,683,379.62							
G. Ending Cash, Plus Cash Accruals and Adjustments									

Fund 09 - Actuals through January

Fiscal Year 2015/16

	Object	Beginning Balance	July	August	September	October	November	December
A. BEGINNING CASH	9110		.00	.00	.00	.00	.00	.00
B. RECEIPTS								
LCFF Revenue Sources								
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 Outlay	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 ITEMS								
<u>Assets and Deferred Outflows</u>								
Cash Not In Treasury	9111-9199							
Accounts Receivable	9200-9299							
Due From Other Funds	9310							
Stores	9320							
Prepaid Expenditures	9330							
Other Current Assets	9340							
Deferred Outflows of Resrcs	9490							
Undefined Objects								
SUBTOTAL ASSETS		.00	.00	.00	.00	.00	.00	.00
(continued)								

Selection Grouped by Org, Fund, Filtered by (Org = 28, Actuals Thru Period = 7, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

ESCAPE [ONLINE](#)

Fund 09 - Actuals through January		Fiscal Year 2015/16							
	Object	Beginning Balance	July	August	September	October	November	December	
Liabilities and Deferred Inflows									
Accounts Payable	9500-9599								
Due To Other Funds	9610								
Current Loans	9640								
Unearned Revenues	9650								
Deferred Inflows of Resrcs	9690								
Undefined Objects									
SUBTOTAL LIABILITIES		.00	.00	.00	.00	.00	.00	.00	
Nonoperating									
Suspense Clearing	9910								
TOTAL BALANCE SHEET ITEMS		.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									

-65-

Fund 11 - Actuals through January

Fiscal Year 2015/16

	Object	Beginning Balance	July	August	September	October	November	December	
A. BEGINNING CASH	9110		.00	.00	.00	.00	.00	.00	
B. RECEIPTS									
LCFF Revenue Sources									
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 Outlay	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 ITEMS									
<u>Assets and Deferred Outflows</u>									
Cash Not In Treasury	9111-9199								
Accounts Receivable	9200-9299								
Due From Other Funds	9310								
Stores	9320								
Prepaid Expenditures	9330								
Other Current Assets	9340								
Deferred Outflows of Resrcs	9490								
Undefined Objects									
SUBTOTAL ASSETS		.00	.00	.00	.00	.00	.00	.00	
(continued)									

Selection Grouped by Org, Fund, Filtered by (Org = 28, Actuals Thru Period = 7, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

ESCAPE ONLINE

Fund 11 - Actuals through January		Fiscal Year 2015/16						
	Object	Beginning Balance	July	August	September	October	November	December
<u>Liabilities and Deferred Inflows</u>								
Accounts Payable	9500-9599							
Due To Other Funds	9610							
Current Loans	9640							
Unearned Revenues	9650							
Deferred Inflows of Resrcs	9690							
Undefined Objects								
SUBTOTAL LIABILITIES		.00	.00	.00	.00	.00	.00	.00
<u>Nonoperating</u>								
Suspense Clearing	9910							
TOTAL BALANCE SHEET ITEMS		.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								

-67-

Fund 11 - Actuals through January		Fiscal Year 2015/16							
	Object	January	February	March	April	May	June	Total	Budget
A. BEGINNING CASH	9110	.00							
B. RECEIPTS									
LCFF Revenue Sources									
Principal Apportionment	8010-8019								
Property Taxes	8020-8079								
Miscellaneous Funds	8080-8099								
Federal Revenues	8100-8299								
Other State Revenues	8300-8599								78,500.00
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	78,500.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999								53,276.00
Classified Salaries	2000-2999								4,884.00
Employee Benefits	3000-3999								8,790.00
Books and Supplies	4000-4999								4,243.00
Services	5000-5999								7,308.00
Capital Outlay	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	78,501.00
D. BALANCE SHEET ITEMS									
<u>Assets and Deferred Outflows</u>									
Cash Not In Treasury	9111-9199								
Accounts Receivable	9200-9299								
Due From Other Funds	9310								
Stores	9320								
Prepaid Expenditures	9330								
Other Current Assets	9340								
Deferred Outflows of Resrcs	9490								
Undefined Objects									
SUBTOTAL ASSETS		.00	.00	.00	.00	.00	.00	.00	
(continued)									

Selection Grouped by Org, Fund, Filtered by (Org = 28, Actuals Thru Period = 7, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

ESCAPE ONLINE

Fund 11 - Actuals through January		Fiscal Year 2015/16							
	Object	January	February	March	April	May	June	Total	Budget
Liabilities and Deferred Inflows									
Accounts Payable	9500-9599								
Due To Other Funds	9610								
Current Loans	9640								
Unearned Revenues	9650								
Deferred Inflows of Resrcs	9690								
Undefined Objects									
SUBTOTAL LIABILITIES		.00	.00	.00	.00	.00	.00	.00	
Nonoperating									
Suspense Clearing	9910								
TOTAL BALANCE SHEET ITEMS		.00	.00	.00	.00	.00	.00	.00	
E. NET INCREASE/DECREASE									
B - C + D		.00	.00	.00	.00	.00	.00	.00	1.00-
F. ENDING CASH (A + E)		.00							
G. Ending Cash, Plus Cash Accruals and Adjustments									

-69-

Fund 13 - Actuals through January										Fiscal Year 2015/16							
	Object	Beginning Balance	July	August	September	October	November	December									
A. BEGINNING CASH										9110		152,156.25	139,254.05	105,828.88	71,872.94	19,058.60	31,377.56-
B. RECEIPTS																	
LCFF Revenue Sources																	
Principal Apportionment										8010-8019							
Property Taxes										8020-8079							
Miscellaneous Funds										8080-8099							
Federal Revenues										8100-8299			11,664.28	6,315.75			
Other State Revenues										8300-8599			502.20	455.34			
Other Local Revenues										8600-8799			404.19	29,000.00	64.80		208.68
Interfund Transfers In										8910-8929							
All Other Financing Sources										8930-8979							
Undefined Objects																	
TOTAL RECEIPTS											.00	.00	12,570.67	35,771.09	64.80	.00	208.68
C. DISBURSEMENTS																	
Certificated Salaries										1000-1999							
Classified Salaries										2000-2999		4,991.28	8,856.94	14,499.97	11,323.17	11,482.69	9,966.71
Employee Benefits										3000-3999		1,086.86	5,302.60	6,121.77	5,461.67	5,589.64	5,422.31
Books and Supplies										4000-4999		2,509.64	31,171.61	46,461.83	35,288.74	32,983.97	46,223.45
Services										5000-5999		1,562.33	664.69	2,708.26	740.76	379.86	501.19
Capital Outlay										6000-6599							
Other Outgo										7000-7499							
Interfund Transfers Out										7600-7629							
All Other Financing Uses										7630-7699							
Undefined Objects																	
TOTAL DISBURSEMENTS											.00	10,150.11	45,995.84	69,791.83	52,814.34	50,436.16	62,113.66
D. BALANCE SHEET ITEMS																	
<u>Assets and Deferred Outflows</u>																	
Cash Not In Treasury										9111-9199	51.49-						
Accounts Receivable										9200-9299	1,479.74-			64.80	64.80-		
Due From Other Funds										9310							
Stores										9320							
Prepaid Expenditures										9330							
Other Current Assets										9340							
Deferred Outflows of Resrcs										9490							
Undefined Objects																	
SUBTOTAL ASSETS											1,531.23-	.00	.00	64.80	64.80-	.00	.00
(continued)																	

Selection Grouped by Org, Fund, Filtered by (Org = 28, Actuals Thru Period = 7, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

ESCAPE ONLINE

Fund 13 - Actuals through January		Fiscal Year 2015/16							
	Object	Beginning Balance	July	August	September	October	November	December	
Liabilities and Deferred Inflows									
Accounts Payable	9500-9599	2,752.09	2,752.09-						
Due To Other Funds	9610								
Current Loans	9640								
Unearned Revenues	9650								
Deferred Inflows of Resrcs	9690								
Undefined Objects									
SUBTOTAL LIABILITIES		2,752.09	2,752.09-	.00	.00	.00	.00	.00	
Nonoperating									
Suspense Clearing	9910								
TOTAL BALANCE SHEET ITEMS		1,220.86	2,752.09-	.00	64.80	64.80-	.00	.00	
E. NET INCREASE/DECREASE									
B - C + D			12,902.20-	33,425.17-	33,955.94-	52,814.34-	50,436.16-	61,904.98-	
F. ENDING CASH (A + E)									
			139,254.05	105,828.88	71,872.94	19,058.60	31,377.56-	93,282.54-	
G. Ending Cash, Plus Cash Accruals and Adjustments									

-71-

Fund 13 - Actuals through January		Fiscal Year 2015/16							
	Object	January	February	March	April	May	June	Total	Budget
A. BEGINNING CASH		9110	93,282.54						
B. RECEIPTS									
LCFF Revenue Sources									
Principal Apportionment	8010-8019								
Property Taxes	8020-8079								
Miscellaneous Funds	8080-8099								
Federal Revenues	8100-8299							17,980.03	455,000.00
Other State Revenues	8300-8599							957.54	36,500.00
Other Local Revenues	8600-8799							29,677.67	165,180.00
Interfund Transfers In	8910-8929								
All Other Financing Sources	8930-8979								
Undefined Objects									
TOTAL RECEIPTS			.00	.00	.00	.00	.00	48,615.24	656,680.00
C. DISBURSEMENTS									
Certificated Salaries		1000-1999							
Classified Salaries	2000-2999	9,975.27						71,096.03	137,508.00
Employee Benefits	3000-3999	5,381.23						34,366.08	108,299.00
Books and Supplies	4000-4999	24,500.09						219,139.33	429,754.00
Services	5000-5999	1,679.77						8,236.86	17,341.00
Capital Outlay	6000-6599								
Other Outgo	7000-7499								
Interfund Transfers Out	7600-7629								
All Other Financing Uses	7630-7699								
Undefined Objects									
TOTAL DISBURSEMENTS			41,536.36	.00	.00	.00	.00	332,838.30	692,902.00
D. BALANCE SHEET ITEMS									
<u>Assets and Deferred Outflows</u>									
Cash Not In Treasury	9111-9199								
Accounts Receivable	9200-9299								
Due From Other Funds	9310								
Stores	9320								
Prepaid Expenditures	9330								
Other Current Assets	9340								
Deferred Outflows of Resrcs	9490								
Undefined Objects									
SUBTOTAL ASSETS			.00	.00	.00	.00	.00	.00	
(continued)									

Selection Grouped by Org, Fund, Filtered by (Org = 28, Actuals Thru Period = 7, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

ESCAPE ONLINE

Fund 13 - Actuals through January		Fiscal Year 2015/16							
	Object	January	February	March	April	May	June	Total	Budget
Liabilities and Deferred Inflows									
Accounts Payable	9500-9599							2,752.09-	
Due To Other Funds	9610								
Current Loans	9640								
Unearned Revenues	9650								
Deferred Inflows of Resrcs	9690								
Undefined Objects									
SUBTOTAL LIABILITIES		.00	.00	.00	.00	.00	.00	2,752.09-	
Nonoperating									
Suspense Clearing	9910								
TOTAL BALANCE SHEET ITEMS		.00	.00	.00	.00	.00	.00	2,752.09-	
E. NET INCREASE/DECREASE									
B - C + D		41,536.36-	.00	.00	.00	.00	.00	286,975.15-	36,222.00-
F. ENDING CASH (A + E)		134,818.90-							
G. Ending Cash, Plus Cash Accruals and Adjustments									

-73-

Fund 17 - Actuals through January **Fiscal Year 2015/16**

	Object	Beginning Balance	July	August	September	October	November	December	
A. BEGINNING CASH	9110		2,997,389.10	2,997,389.10	2,997,389.10	3,002,687.11	3,002,687.11	3,002,687.11	
B. RECEIPTS									
LCFF Revenue Sources									
Principal Apportionment	8010-8019								
Property Taxes	8020-8079								
Miscellaneous Funds	8080-8099								
Federal Revenues	8100-8299								
Other State Revenues	8300-8599								
Other Local Revenues	8600-8799					5,298.01		5,386.59	
Interfund Transfers In	8910-8929								
All Other Financing Sources	8930-8979								
Undefined Objects									
TOTAL RECEIPTS		.00	.00	.00	.00	5,298.01	.00	5,386.59	
C. DISBURSEMENTS									
Certificated Salaries	1000-1999								
Classified Salaries	2000-2999								
Employee Benefits	3000-3999								
Books and Supplies	4000-4999								
Services	5000-5999								
Capital Outlay	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 ITEMS									
<u>Assets and Deferred Outflows</u>									
Cash Not In Treasury	9111-9199								
Accounts Receivable	9200-9299				5,298.01	5,298.01-			
Due From Other Funds	9310								
Stores	9320								
Prepaid Expenditures	9330								
Other Current Assets	9340								
Deferred Outflows of Resrcs	9490								
Undefined Objects									
SUBTOTAL ASSETS		.00	.00	.00	5,298.01	5,298.01-	.00	.00	
(continued)									

Selection Grouped by Org, Fund, Filtered by (Org = 28, Actuals Thru Period = 7, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

ESCAPE ONLINE

Fund 17 - Actuals through January		Fiscal Year 2015/16						
	Object	Beginning Balance	July	August	September	October	November	December
<u>Liabilities and Deferred Inflows</u>								
Accounts Payable	9500-9599							
Due To Other Funds	9610							
Current Loans	9640							
Unearned Revenues	9650							
Deferred Inflows of Resrcs	9690							
Undefined Objects								
SUBTOTAL LIABILITIES		.00	.00	.00	.00	.00	.00	.00
<u>Nonoperating</u>								
Suspense Clearing	9910							
TOTAL BALANCE SHEET ITEMS		.00	.00	.00	5,298.01	5,298.01-	.00	.00
E. NET INCREASE/DECREASE								
B - C + D			.00	.00	5,298.01	.00	.00	5,386.59
F. ENDING CASH (A + E)			2,997,389.10	2,997,389.10	3,002,687.11	3,002,687.11	3,002,687.11	3,008,073.70
G. Ending Cash, Plus Cash Accruals and Adjustments								

-75-

Fund 17 - Actuals through January		Fiscal Year 2015/16							
	Object	January	February	March	April	May	June	Total	Budget
A. BEGINNING CASH		9110	3,008,073.70						
B. RECEIPTS									
LCFF Revenue Sources									
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						10,684.60	10,686.00
Interfund Transfers In		8910-8929							
All Other Financing Sources		8930-8979							
Undefined Objects									
TOTAL RECEIPTS			.00	.00	.00	.00	.00	10,684.60	10,686.00
C. DISBURSEMENTS									
Certificated Salaries		1000-1999							
Classified Salaries		2000-2999							
Employee Benefits		3000-3999							
Tools and Supplies		4000-4999							
Services		5000-5999							
Capital Outlay		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	
D. BALANCE SHEET ITEMS									
<u>Assets and Deferred Outflows</u>									
Cash Not in Treasury		9111-9199							
Accounts Receivable		9200-9299							
Due From Other Funds		9310							
Stores		9320							
Prepaid Expenditures		9330							
Other Current Assets		9340							
Deferred Outflows of Resrcs		9490							
Undefined Objects									
SUBTOTAL ASSETS			.00	.00	.00	.00	.00	.00	
(continued)									

Selection Grouped by Org, Fund, Filtered by (Org = 28, Actuals Thru Period = 7, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

ESCAPE ONLINE

Fund 17 - Actuals through January		Fiscal Year 2015/16							
	Object	January	February	March	April	May	June	Total	Budget
Liabilities and Deferred Inflows									
Accounts Payable	9500-9599								
Due To Other Funds	9610								
Current Loans	9640								
Unearned Revenues	9650								
Deferred Inflows of Resrcs	9690								
Undefined Objects									
SUBTOTAL LIABILITIES		.00	.00	.00	.00	.00	.00	.00	
Nonoperating									
Suspense Clearing	9910								
TOTAL BALANCE SHEET ITEMS		.00	.00	.00	.00	.00	.00	.00	
E. NET INCREASE/DECREASE									
B - C + D		.00	.00	.00	.00	.00	.00	10,684.60	10,686.00
F. ENDING CASH (A + E)		3,008,073.70							
G. Ending Cash, Plus Cash Accruals and Adjustments									

- 77 -

Fund 25 - Actuals through January		Fiscal Year 2015/16						
	Object	Beginning Balance	July	August	September	October	November	December
A. BEGINNING CASH	9110		385,256.29	381,931.29	261,033.04	279,711.93	278,351.93	278,084.15
B. RECEIPTS								
LCFF Revenue Sources								
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			32,842.32	18,318.86	627.81		576.05
Interfund Transfers In	8910-8929							
All Other Financing Sources	8930-8979							
Undefined Objects								
TOTAL RECEIPTS		.00	.00	32,842.32	18,318.86	627.81	.00	576.05
C. DISBURSEMENTS								
Certificated Salaries	1000-1999							
Classified Salaries	2000-2999							
Employee Benefits	3000-3999							
Books and Supplies	4000-4999			1,904.29				
Services	5000-5999			63,600.00	267.78	1,360.00	267.78	2,829.43
Capital Outlay	6000-6599							
Other Outgo	7000-7499							105,223.78
Interfund Transfers Out	7600-7629							
All Other Financing Uses	7630-7699							
Undefined Objects								
TOTAL DISBURSEMENTS		.00	.00	65,504.29	267.78	1,360.00	267.78	108,053.21
D. BALANCE SHEET ITEMS								
<u>Assets and Deferred Outflows</u>								
Cash Not In Treasury	9111-9199							
Accounts Receivable	9200-9299				627.81	627.81-		
Due From Other Funds	9310							
Stores	9320							
Prepaid Expenditures	9330							
Other Current Assets	9340							
Deferred Outflows of Resrcs	9490							
Undefined Objects								
SUBTOTAL ASSETS		.00	.00	.00	627.81	627.81-	.00	.00
(continued)								

Selection Grouped by Org, Fund, Filtered by (Org = 28, Actuals Thru Period = 7, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

ESCAPE ONLINE

Fund 25 - Actuals through January		Fiscal Year 2015/16							
	Object	Beginning Balance	July	August	September	October	November	December	
Liabilities and Deferred Inflows									
Accounts Payable	9500-9599	91,561.28	3,325.00-	88,236.28-					
Due To Other Funds	9610								
Current Loans	9640								
Unearned Revenues	9650								
Deferred Inflows of Resrcs	9690								
Undefined Objects									
SUBTOTAL LIABILITIES		91,561.28	3,325.00-	88,236.28-	.00	.00	.00	.00	
Nonoperating									
Suspense Clearing	9910								
TOTAL BALANCE SHEET ITEMS		91,561.28	3,325.00-	88,236.28-	627.81	627.81-	.00	.00	
E. NET INCREASE/DECREASE									
B - C + D			3,325.00-	120,898.25-	18,678.89	1,360.00-	267.78-	107,477.16-	
F. ENDING CASH (A + E)			381,931.29	261,033.04	279,711.93	278,351.93	278,084.15	170,606.99	
G. Ending Cash, Plus Cash Accruals and Adjustments									

-79-

Fund 25 - Actuals through January		Fiscal Year 2015/16							Total	Budget
	Object	January	February	March	April	May	June			
A. BEGINNING CASH	9110	170,606.99								
B. RECEIPTS										
LCFF Revenue Sources										
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							52,365.04	71,204.00	
Interfund Transfers In	8910-8929									
All Other Financing Sources	8930-8979									
Undefined Objects										
TOTAL RECEIPTS		.00	.00	.00	.00	.00	.00	52,365.04	71,204.00	
C. DISBURSEMENTS										
Certificated Salaries	1000-1999									
Classified Salaries	2000-2999									
Employee Benefits	3000-3999									
Books and Supplies	4000-4999	6,219.48						8,123.77	10,000.00	
Services	5000-5999	2,464.30						70,789.29	100,000.00	
Capital Outlay	6000-6599									
Other Outgo	7000-7499							105,223.78	105,224.00	
Interfund Transfers Out	7600-7629									
All Other Financing Uses	7630-7699									
Undefined Objects										
TOTAL DISBURSEMENTS		8,683.78	.00	.00	.00	.00	.00	184,136.84	215,224.00	
D. BALANCE SHEET ITEMS										
<u>Assets and Deferred Outflows</u>										
Cash Not In Treasury	9111-9199									
Accounts Receivable	9200-9299									
Due From Other Funds	9310									
Stores	9320									
Prepaid Expenditures	9330									
Other Current Assets	9340									
Deferred Outflows of Resrcs	9490									
Undefined Objects										
SUBTOTAL ASSETS		.00	.00	.00	.00	.00	.00	.00		
(continued)										

Selection Grouped by Org, Fund, Filtered by (Org = 28, Actuals Thru Period = 7, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

ESCAPE ONLINE

Fund 25 - Actuals through January		Fiscal Year 2015/16							
	Object	January	February	March	April	May	June	Total	Budget
Liabilities and Deferred Inflows									
Accounts Payable	9500-9599							91,561.28-	
Due To Other Funds	9610								
Current Loans	9640								
Unearned Revenues	9650								
Deferred Inflows of Resrcs	9690								
Undefined Objects									
SUBTOTAL LIABILITIES		.00	.00	.00	.00	.00	.00	91,561.28-	
Nonoperating									
Suspense Clearing	9910								
TOTAL BALANCE SHEET ITEMS		.00	.00	.00	.00	.00	.00	91,561.28-	
E. NET INCREASE/DECREASE									
B - C + D		8,683.78-	.00	.00	.00	.00	.00	223,333.08-	144,020.00-
F. ENDING CASH (A + E)		161,923.21							
G. Ending Cash, Plus Cash Accruals and Adjustments									

Fund 35 - Actuals through January

Fiscal Year 2015/16

	Object	Beginning Balance	July	August	September	October	November	December	
A. BEGINNING CASH	9110		4,927.57-	4,927.57-	4,927.57-	4,936.40-	8.83-	.00	
B. RECEIPTS									
LCFF Revenue Sources									
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							8.85-	
Interfund Transfers In	8910-8929								
All Other Financing Sources	8930-8979								
Undefined Objects									
TOTAL RECEIPTS		.00	.00	.00	.00	.00	.00	8.85-	
C. DISBURSEMENTS									
Certificated Salaries	1000-1999								
Classified Salaries	2000-2999								
Employee Benefits	3000-3999								
Fuels and Supplies	4000-4999								
Services	5000-5999								
Capital Outlay	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 ITEMS									
<u>Assets and Deferred Outflows</u>									
Cash Not In Treasury	9111-9199								
Accounts Receivable	9200-9299								
Due From Other Funds	9310	4,927.57-				4,927.57			
Stores	9320								
Prepaid Expenditures	9330								
Other Current Assets	9340								
Deferred Outflows of Resrcs	9490								
Undefined Objects									
SUBTOTAL ASSETS		4,927.57-	.00	.00	.00	4,927.57	.00	.00	
(continued)									

Selection Grouped by Org, Fund, Filtered by (Org = 28, Actuals Thru Period = 7, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

ESCAPE ONLINE

Fund 35 - Actuals through January		Fiscal Year 2015/16						
	Object	Beginning Balance	July	August	September	October	November	December
<u>Liabilities and Deferred Inflows</u>								
Accounts Payable	9500-9599				8.83-		8.83	
Due To Other Funds	9610							
Current Loans	9640							
Unearned Revenues	9650							
Deferred Inflows of Resrcs	9690							
Undefined Objects								
SUBTOTAL LIABILITIES		.00	.00	.00	8.83-	.00	8.83	.00
<u>Nonoperating</u>								
Suspense Clearing	9910							
TOTAL BALANCE SHEET ITEMS		4,927.57-	.00	.00	8.83-	4,927.57	8.83	.00
E. NET INCREASE/DECREASE								
B - C + D			.00	.00	8.83-	4,927.57	8.83	8.85-
F. ENDING CASH (A + E)			4,927.57-	4,927.57-	4,936.40-	8.83-	.00	8.85-
G. Ending Cash, Plus Cash Accruals and Adjustments								

Fund 35 - Actuals through January		Fiscal Year 2015/16							
	Object	January	February	March	April	May	June	Total	Budget
A. BEGINNING CASH	9110	8.85-							
B. RECEIPTS									
LCFF Revenue Sources									
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	8.85-						17.70-	
Interfund Transfers In	8910-8929								
All Other Financing Sources	8930-8979								
Undefined Objects									
TOTAL RECEIPTS		8.85-	.00	.00	.00	.00	.00	17.70-	
C. DISBURSEMENTS									
Certificated Salaries	1000-1999								
Classified Salaries	2000-2999								
Employee Benefits	3000-3999								
Books and Supplies	4000-4999								
Services	5000-5999								
Capital Outlay	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 ITEMS									
Assets and Deferred Outflows									
Cash Not In Treasury	9111-9199								
Accounts Receivable	9200-9299								
Due From Other Funds	9310							4,927.57	
Stores	9320								
Prepaid Expenditures	9330								
Other Current Assets	9340								
Deferred Outflows of Resrcs	9490								
Undefined Objects									
SUBTOTAL ASSETS		.00	.00	.00	.00	.00	.00	4,927.57	
(continued)									

Selection Grouped by Org, Fund, Filtered by (Org = 28, Actuals Thru Period = 7, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

ESCAPE ONLINE

Fund 35 - Actuals through January		Fiscal Year 2015/16							
	Object	January	February	March	April	May	June	Total	Budget
Liabilities and Deferred Inflows									
Accounts Payable	9500-9599								
Due To Other Funds	9610								
Current Loans	9640								
Unearned Revenues	9650								
Deferred Inflows of Resrcs	9690								
Undefined Objects									
SUBTOTAL LIABILITIES		.00	.00	.00	.00	.00	.00	.00	
Nonoperating									
Suspense Clearing	9910								
TOTAL BALANCE SHEET ITEMS		.00	.00	.00	.00	.00	.00	4,927.57	
E. NET INCREASE/DECREASE									
B - C + D		8.85	.00	.00	.00	.00	.00	4,909.87	.00
F. ENDING CASH (A + E)		17.70							
G. Ending Cash, Plus Cash Accruals and Adjustments									

Fund 56 - Actuals through January

Fiscal Year 2015/16

	Object	Beginning Balance	July	August	September	October	November	December	
A. BEGINNING CASH	9110		.00	.00	.00	.00	.00	.00	
B. RECEIPTS									
LCFF Revenue Sources									
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 Outlay	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 ITEMS									
<u>Assets and Deferred Outflows</u>									
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								
Deferred Outflows of Resrcs	9490								
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 = 7, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

ESCAPE ONLINE

Fund 56 - Actuals through January		Fiscal Year 2015/16						
	Object	Beginning Balance	July	August	September	October	November	December
Liabilities and Deferred Inflows								
Accounts Payable	9500-9599							
Due To Other Funds	9610							
Current Loans	9640							
Unearned Revenues	9650							
Deferred Inflows of Resrcs	9690							
Undefined Objects								
SUBTOTAL LIABILITIES		.00	.00	.00	.00	.00	.00	.00
Nonoperating								
Suspense Clearing	9910							
TOTAL BALANCE SHEET ITEMS		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								

-87-

Fund 56 - Actuals through January		Fiscal Year 2015/16							
	Object	January	February	March	April	May	June	Total	Budget
A. BEGINNING CASH		9110	.00						
B. RECEIPTS									
LCFF Revenue Sources									
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 Outlay	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 ITEMS									
<u>Assets and Deferred Outflows</u>									
Cash Not In Treasury	9111-9199								
Accounts Receivable	9200-9299								
Due From Other Funds	9310								
Stores	9320								
Prepaid Expenditures	9330								
Other Current Assets	9340								
Deferred Outflows of Resrcs	9490								
Undefined Objects									
SUBTOTAL ASSETS		.00	.00	.00	.00	.00	.00	.00	
(continued)									

Selection Grouped by Org, Fund, Filtered by (Org = 28, Actuals Thru Period = 7, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

ESCAPE ONLINE

Fund 56 - Actuals through January		Fiscal Year 2015/16							
	Object	January	February	March	April	May	June	Total	Budget
Liabilities and Deferred Inflows									
Accounts Payable	9500-9599								
Due To Other Funds	9610								
Current Loans	9640								
Unearned Revenues	9650								
Deferred Inflows of Resrcs	9690								
Undefined Objects									
SUBTOTAL LIABILITIES		.00	.00	.00	.00	.00	.00	.00	
Nonoperating									
Suspense Clearing	9910								
TOTAL BALANCE SHEET ITEMS		.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							
G. Ending Cash, Plus Cash Accruals and Adjustments									

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Students from Greenfield High and King City High Schools will Visit Colleges in Southern California During Spring Break

MEETING: February 24, 2016

AGENDA SECTION:

ACTION

INFORMATION

ACTION/CONSENT

Board Goals:

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

Summary:

The UCSC GEAR-UP Program will be taking 20 students (10 from GHS and 10 from KCHS) to visit 4 Universities/Colleges in Southern California over the Spring Break (March 29-30, 2016). This will be an overnight trip and there will be 8 chaperones on the trip, provided by the UCSC Gear-UP Program. They will be travelling by van, the vans will be provided by UCSC Gear-UP.

Recommendation:

The recommendation is being made for the State Administrator to approve the students to travel to Southern California to visit Colleges.

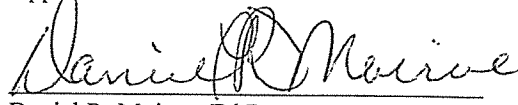
Fiscal Impact:

All expenses are covered by UCSC GEAR-UP Program.

Submitted By:


Frank Lynch
Principal

Approved:


Daniel R. Moirao, Ed.D.
State Administrator

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

SUBJECT: Board Policies - First Reading

MEETING: February 24, 2016

AGENDA SECTION:

ACTION

INFORMATION

ACTION/CONSENT

-
- _____ Improve/Sustain Student Achievement through STAR Test and Other Assessment Measures
 - _____ Improve School Climate and Student Discipline in Support of Teaching, Learning and Student Safety
 - _____ Develop/Sustain Fiscal Crisis Long-Term Solution
 - _____ Ensure Board and Administrator Participation in CSBA's Masters in Governance and Other Trainings
 - _____ Ensure that Facilities are Safe for Staff and Students
 - 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 4032 Reasonable Accommodations (revised)

BP 4119.11 Sexual Harassment (revised)

BP 5117 Interdistrict Attendance (revised)

BP 5123 Promotion, Acceleration, Retention (revised)

BP 6142.1 Sexual Health and HIV Aids Prevention Instruction (new)

AR 6142.1 Sexual Health and HIV Aids Prevention Instruction (new)

BP 6142.92 Mathematics Instruction (new)

BP 6146.1 High School Graduation Requirement Standards of Proficiency (revised)

BP 6152.1 Placement in Mathematics Courses (new)

BP 6173 Education for Homeless Children (revised)

AR 6173 Education for Homeless Children (revised)

AR 6173.1 Education for Foster Youth (revised)

BP 6179 Supplemental Instruction (revised)

BB 9150 Student Board Members (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

Personnel

Reasonable Accommodation

Except when undue hardship would result to the district, the State Administrator/Superintendent or designee shall provide reasonable accommodation:

1. In the job application process, to any qualified job applicant with a disability
2. To enable any qualified employee with a disability to perform the essential functions of the position he/she holds or desires to hold or to enjoy equal benefits or other terms, conditions, and privileges of employment as other similarly situated employees without disabilities

~~***Note: Government Code 12940, as amended by AB-987 (Ch. 122, Statutes of 2015), prohibits retaliation against any employee or job applicant who requests accommodation for his/her physical or mental disability, even if the request was not granted.***~~

No employee or job applicant who requests an accommodation for his/her physical or mental disability shall be subjected to discrimination or to any punishment or sanction, regardless of whether the request for accommodation was grant. (Government Code 12940)

The district designates the position specified in BP 4030 - Nondiscrimination in Employment as the coordinator of its efforts to comply with the Americans with Disabilities Act (ADA) and to investigate any and all related complaints.

(cf. 4030 - Nondiscrimination in Employment)
(cf. 4031 - Complaints Concerning Discrimination in Employment)

Definitions

Disability, with respect to an individual, is defined as any of the following: (Government Code 12926; 20 CFR 1630.2)

1. A physical or mental impairment that limits one or more of the major life activities
2. A record of such an impairment
3. Being regarded as having such an impairment

Limits shall be determined without regard to mitigating measures such as medications, assistive devices, prosthetics or reasonable accommodations, unless the mitigating measure itself limits a major life activity. (Government Code 12926)

Essential functions are the fundamental job duties of the position the individual with a disability holds or desires. The term does not include the marginal functions of the position. (Government Code 12926; 29 CFR 1630.2)

Reasonable accommodation means: (Government Code 12926; 29 CFR 1630.2)

1. For a qualified job applicant with a disability, modifications or adjustments to the job application process that enable him/her to be considered for the position he/she desires
2. For a qualified employee with a disability, modifications or adjustments to the work environment, or to the manner or circumstances under which the position the employee holds or desires is customarily performed, that enable him/her to perform the essential functions of that position or to enjoy equal benefits and privileges of employment as are enjoyed by the district's other similarly situated employees without disabilities

Qualified individual with a disability means a job applicant or employee with a disability who: (29 CFR 1630.15, 1630.2)

1. Satisfies the requisite skill, experience, education, and other job-related requirements of the employment position he/she holds or desires
2. Can perform the essential functions of the position with or without reasonable accommodation
3. Would not pose a significant risk of substantial harm, which cannot be eliminated or reduced by reasonable accommodation, to himself/herself or others in the job he/she holds or desires

Undue hardship is a determination based on an individualized assessment of current circumstances that shows that the provision of a specific accommodation would cause significant difficulty or expense to the district. (29 CFR 1630.2)

Request for Reasonable Accommodation

When requesting reasonable accommodation, an employee or his/her representative shall inform the employee's supervisor that he/she needs a change at work for a reason related to a medical condition. The supervisor shall inform the coordinator of the employee's request as soon as practicable.

When requesting reasonable accommodation for the hiring process, a job applicant shall inform the coordinator that he/she will need a reasonable accommodation during the process.

When the disability or the need for accommodation is not obvious, the coordinator may ask the employee to supply reasonable documentation about his/her disability. In requesting this documentation, the coordinator shall specify the types of information that are being sought about the employee's condition, the employee's functional limitations, and the need for reasonable accommodation. The employee may be asked to sign a limited release allowing the coordinator to submit a list of specific questions to his/her health care or vocational professional.

If the documentation submitted by the employee does not indicate the existence of a qualifying disability or explain the need for reasonable accommodation, the coordinator shall request additional documentation that specifies the missing information. If the employee does not submit such additional documentation in a timely manner, the coordinator may require him/her to submit to an examination by a health care professional selected and paid for by the district.

The district may make a medical or psychological inquiry of a job applicant or require him/her to submit to a medical or psychological examination after he/she has been given a conditional offer of employment but before the commencement of his/her job duties, provided the inquiry or examination is job-related, consistent with business necessity, and required for all incoming employees in the same job classification. (Government Code 12940)

The coordinator shall not request any job applicant's or employee's genetic information except as authorized by law. (42 USC 2000ff-1, 2000ff-5)

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

In accordance with law, the coordinator shall take steps to ensure the confidentiality of information related to medical conditions or history. As applicable, he/she shall notify the supervisor or manager of the qualified individual of any reasonable accommodation granted the individual and may notify first aid and safety personnel when the disability of the qualified individual may require emergency treatment. (42 USC 12112)

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

Granting Reasonable Accommodation

Upon receiving a request for reasonable accommodation from a qualified individual with a disability, the coordinator shall:

1. Determine the essential functions of the job involved
2. Engage in an informal, interactive process with the individual to review the request for accommodation, identify the precise limitations resulting from the disability, identify potential accommodations, and assess their effectiveness
3. Develop a plan for reasonable accommodation which will enable the individual to perform the essential functions of the job or gain equal access to a benefit or privilege of employment without imposing undue hardship on the district

A determination of undue hardship should be based on several factors, including: (29 CFR 1630.2)

- a. The nature and net cost of the accommodation needed, taking into consideration the availability of tax credits and deductions and/or outside funding
- b. The overall financial resources of the facility making the accommodation, the number of persons employed at this facility, and the effect on expenses and resources of the facility
- c. The overall financial resources, number of employees, and the number, type, and location of facilities of the district
- d. The type of operation of the district, including the composition, structure, and functions of the workforce and the geographic separateness and administrative or fiscal relationship of the facility making the accommodation to other district facilities
- e. The impact of the accommodation on the operation of the facility, including the impact on the ability of other employees to perform their duties and the impact on the facility's ability to conduct business

The coordinator may confer with the site administrator, any medical advisor chosen by the district, and/or other district staff before making a final decision as to the accommodation.

Reasonable Accommodation Committee

The coordinator may appoint a committee to review or assist in the development of appropriate plans to reasonably accommodate qualified individuals who request modifications or adjustments in their work duties or environment because of known physical or mental disabilities.

Committee members shall be selected on the basis of their knowledge of the specific functions and duties required in the position, the physical work environment, available accommodations, and other relevant issues. The committee may include a district administrator, site administrator, medical advisor or rehabilitation specialist, and as necessary, a certificated and/or classified employee. Membership may change on a case-by-case basis.

At the coordinator's discretion, the employee or applicant requesting accommodation may participate in the committee's meetings. If the employee or applicant is excluded from the committee's meetings, the coordinator shall communicate with him/her so that he/she has the opportunity to interact and contribute to planning the reasonable accommodation.

Appeal Process

Any qualified individual with a disability who is not satisfied with the decision of the coordinator may appeal in writing to the State Administrator/Superintendent or designee. This appeal shall be made within 10 working days of receiving the decision and shall include:

1. A clear, concise statement of the reasons for the appeal
2. A statement of the specific remedy sought

The State Administrator/Superintendent or designee shall consult with the coordinator and review the appeal, together with any available supporting documents. The State Administrator/Superintendent or designee shall give the individual his/her decision within 15 working days of receiving the appeal.

Any further appeal for reasonable accommodation shall be considered a complaint concerning discrimination in employment and may be taken to the Governing Board in accordance with the district's procedure for such complaints.

Legal Reference:

CIVIL CODE

51 Unruh Civil Rights Act

GOVERNMENT CODE

12900-12996 Fair Employment and Housing Act

UNITED STATES CODE, TITLE 29

701-794e Vocational Rehabilitation Act

UNITED STATES CODE, TITLE 42

2000ff-1-2000ff-11 Genetic Information Nondiscrimination Act of 2008

12101-12213 Americans with Disabilities Act

CODE OF FEDERAL REGULATIONS, TITLE 28

35.101-35.190 Americans with Disabilities Act, especially:

35.107 Designation of employee

36.101-36.608 Nondiscrimination on the basis of disability by public facilities

CODE OF FEDERAL REGULATIONS, TITLE 29

1630.2 Definitions

COURT DECISIONS

A.M. v. Albertsons, LLC, (2009) Cal.App.4th 455

Colmenares v. Braemar Country Club, Inc., (2003) 29 Cal.4th 1019

Chevron USA v. Echazabal, (2002) 536 U.S. 73, 122 S.Ct. 2045

US Airways, Inc. v. Barnett, (2002) 535 U.S. 391, 122 S.Ct. 1516

Management Resources:

EQUAL EMPLOYMENT OPPORTUNITY COMMISSION PUBLICATIONS

Enforcement Guidance: Reasonable Accommodation and Undue Hardship under the Americans with Disabilities Act, October 2002

WEB SITES

Department of Fair Employment and Housing: <http://www.dfeh.ca.gov>

Equal Employment Opportunity Commission: <http://www.eeoc.gov>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>
(3/01 3/03) 7/10

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

First Reading: February 24, 2016

Adopted:

King City, California

Personnel

SEXUAL HARASSMENT

The Governing Board prohibits sexual harassment of district employees and job applicants. The Board also prohibits retaliatory behavior or action against district employees or other persons who complain, testify or otherwise participate in the complaint process established pursuant to this policy and administrative regulation.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 4030 - Nondiscrimination in Employment)

The State Administrator/Superintendent or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:

1. Providing training to employees in accordance with law and administrative regulation
2. Publicizing and disseminating the district's sexual harassment policy to staff
(cf. 4112.9/4212.9/4312.9 - Employee Notifications)
3. Ensuring prompt, thorough, and fair investigation of complaints
4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

All complaints and allegations of sexual harassment shall be kept confidential to the extent necessary to carry out the investigation or to take other subsequent necessary actions (5 CCR 4964).

Any district employee or job applicant who feels that he/she has been sexually harassed or who has knowledge of any incident of sexual harassment by or against another employee, a job applicant or a student, shall immediately report the incident to his/her supervisor, the principal, district administrator or State Administrator/Superintendent.

A supervisor, principal or other district administrator who receives a harassment complaint shall promptly notify the State Administrator/Superintendent or designee.

Complaints of sexual harassment shall be filed in accordance with ~~(AR 4031—Complaints Concerning Discrimination in Employment)~~ **AR 4030 – Nondiscrimination in employment**. An employee may bypass his/her supervisor in filing a complaint where the supervisor is the subject of the complaint.

(cf. 4031 - Complaints Concerning Discrimination in Employment)

Any district employee who engages or participates in sexual harassment or who aids, abets, incites, compels, or coerces another to commit sexual harassment against a district employee, job applicant, or student is in violation of this policy and is subject to disciplinary action, up to and including dismissal.

(cf. 4117.4 - Dismissal)

(cf. 4118 - Suspension/Disciplinary Action)

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

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex

GOVERNMENT CODE

12900-12996 Fair Employment and Housing Act, especially:

12940 Prohibited discrimination

12950.1 Sexual harassment training

LABOR CODE

1101 Political activities of employees

1102.1 Discrimination: sexual orientation

CODE OF REGULATIONS, TITLE 2

7287.8 Retaliation

7288.0 Sexual harassment training and education

CODE OF REGULATIONS, TITLE 5

4900-4965 Nondiscrimination in elementary and secondary education programs receiving state financial assistance

UNITED STATES CODE, TITLE 42

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

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

2000h-2-2000h-6 Title IX, 1972 Education Act Amendments

CODE OF FEDERAL REGULATIONS, TITLE 34

106.9 Dissemination of policy

COURT DECISIONS

Department of Health Services v. Superior Court of California, (2003) 31 Cal.4th 1026

Faragher v. City of Boca Raton, (1998) 118 S.Ct. 2275

Burlington Industries v. Ellreth, (1998) 118 S.Ct. 2257

Gebser v. Lago Vista Independent School District, (1998) 118 S.Ct. 1989

Oncale v. Sundowner Offshore Serv. Inc., (1998) 118 S.Ct. 998

Meritor Savings Bank, FSB v. Vinson et al., (1986) 447 U.S. 57

Management Resources:

OFFICE OF CIVIL RIGHTS AND NATIONAL ASSOCIATION OF ATTORNEYS GENERAL

Protecting Students from Harassment and Hate Crime, January, 1999

WEB SITES

California Department of Fair Employment and Housing: <http://www.dfeh.ca.gov>

Equal Employment Opportunity Commission: <http://www.eeoc.gov>

U.S. Department of Education, Office of Civil Rights: <http://www.ed.gov/offices/OCR>

(11/01 3/04) 7/05

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

First Reading: February 24, 2016

Adopted:

King City, California

Students

INTERDISTRICT ATTENDANCE

The Governing Board recognizes that students who reside in one district may choose to attend school in another district and that such choices are made for a variety of reasons.

(cf. 5116.1 - Intradistrict Open Enrollment)

The Board desires to communicate with parents/guardians and students regarding the district's educational programs and services. .

Interdistrict Attendance Permits

Upon request by students' parents/guardians, the State Administrator/Superintendent or designee may approve interdistrict attendance permits with other districts on a case-by-case basis to meet individual student needs.

The interdistrict attendance permit shall not exceed a term of five years and shall stipulate the terms and conditions under which interdistrict attendance shall be permitted or denied.

(Education Code 46600)

The State Administrator/Superintendent or designee may deny interdistrict attendance permits because of overcrowding within district schools or limited district resources.

~~***Note: Pursuant to Education Code 48301, as amended by AB 306 (Ch. 771, Statutes of 2015), a district must not prohibit the transfer of a student whose parent/guardian is in active military duty.***~~

A child of an active military duty parent/guardian shall not be prohibited from transferring out of the district to a school district of choice, if the other school district approves the application for transfer. (Education Code 48301)

(cf.6173.2 - Education of Children of Military Families)

Legal Reference:

EDUCATION CODE

46600-46611 Interdistrict attendance agreements
48204 Residency requirements for school attendance
48300-48315 Student attendance alternatives
48915 Expulsion; particular circumstances
48915.1 Expelled individuals: enrollment in another district
48918 Rules governing expulsion procedures
48980 Notice at beginning of term

52317 ROP, enrollment of students, interdistrict attendance

GOVERNMENT CODE

6250-6270 Public Records Act

ATTORNEY GENERAL OPINIONS

84 Ops.Cal.Atty.Gen. 198 (2001)

87 Ops.Cal.Atty.Gen. 132 (2004)

COURT DECISIONS

Crawford v. Huntington Beach Union High School District, (2002) 98 Cal.App.4th 1275

Management Resources:

WEB SITES

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

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

(2/95 7/04) 11/07

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

First reading: February 24, 2016

Adopted:

King City, California

Students

Promotion/Acceleration/Retention

The Governing Board expects students to progress through each grade level within one school year. To accomplish this, instruction should accommodate the variety of ways that students learn and include strategies for addressing academic deficiencies when needed.

Students shall progress through the grade levels by demonstrating growth in learning and meeting grade-level standards of expected student achievement **that are established by the governing board.**

Progress toward high school graduation shall be based on the student's ability to pass the required subjects and electives necessary to earn the required number of credits. The student must also perform a required number of community service hours, and pass the California High School Exit Examination (CAHSEE).

(cf. 6011 - Academic Standards)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6146.5 - Elementary/Middle School Graduation Requirements)

(cf. 6162.52 - High School Exit Examination)

Students shall be identified on the basis of grades and units earned.

In order to be designated at each grade level, grades 9-12, and in order to be eligible to participate in school activities for a specific grade level, students must earn the following credits toward graduation:

Grade 9	0-59 credits
Grade 10	60-119 credits
Grade 11	120-179 credits
Grade 12	180 + credits
Graduation	240 + credits

Legal Reference:

EDUCATION CODE

~~37252-37254.1 Supplemental instruction~~

~~41505-41508 Pupil Retention Block Grant~~

~~46300 Method of computing ADA~~

~~48011 Promotion/retention following one year of kindergarten~~

~~48070-48070.5 Promotion and retention~~

~~48431.6 Required systematic review of students and grading~~

~~56345 Elements of individualized education plan~~

~~60641-60648 Standardized Testing and Reporting Program~~

~~60850-60859 Exit examination~~

~~CODE OF REGULATIONS, TITLE 5~~

~~200-202 Admission and exclusion of students~~

~~Management Resources:~~

~~CALIFORNIA DEPARTMENT OF EDUCATION MANAGEMENT ADVISORIES~~

~~0900.90 Changes in Law Concerning Eligibility for Admission to Kindergarten 90-10~~

~~CDE PUBLICATIONS~~

~~Performance Level Tables for the California Standards Tests and the California Alternative Performance Assessment~~

~~Parental Agreement Form: Agreement for Pupil to Continue in Kindergarten~~

~~LEGISLATIVE COUNSEL'S OPINION~~

~~Promotion and Retention #21610~~

~~WEB SITES~~

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

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

~~(3/00-11/00) 7/05~~

When a student in grades 2-9 is retained or recommended for retention, the State Administrator/Superintendent or designee shall offer an appropriate program of remedial instruction to assist the student in meeting grade-level expectations. (Education Code 37252.2, 37252.8, 48070.5)

When a student is recommended for retention or is identified as being at risk for retention, the State Administrator/Superintendent or designee shall offer an appropriate program of remedial instruction to assist the student in meeting grade-level expectations. (Education Code 48070.5)

(cf. 6176 - Weekend/Saturday Classes)

(cf. 6177 - Summer Learning Programs)

(cf. 6179 - Supplemental Instruction)

Legal Reference:

EDUCATION CODE

37252-37254.1 Supplemental instruction

41505-41508 Pupil Retention Block Grant

46300 Method of computing average daily attendance

48010 Admittance to first grade

48011 Promotion/retention following one year of kindergarten

48070-48070.5 Promotion and retention

56345 Elements of individualized education plan

60640-60649 California Assessment of Student Performance and Progress

60850-60859 Exit examination

CODE OF REGULATIONS, TITLE 5

200-202 Admission and exclusion of students

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
FAQs Promotion, Retention, and Grading (students with disabilities)
FAQs Pupil Promotion and Retention
Kindergarten Continuance Form
WEB SITES
CSBA: <http://www.csba.org>
California Department of Education: <http://www.cde.ca.gov>

(7/05 12/13) 12/15

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

First Reading: February 24, 2016

Adopted:

King City, California

Instruction

Sexual Health And HIV/AIDS Prevention Instruction

~~***Note: The following policy is for use by districts that offer any of grades 7-12. As amended by AB 329 (Ch. 398, Statutes of 2015), Education Code 51934 requires districts to provide both comprehensive sexual health education and HIV prevention education to students in grades 7-12. See the accompanying administrative regulation for definitions and program requirements.***~~

~~***Note: Education Code 51934, as amended by AB 329, also authorizes, but does not require, districts to provide age appropriate comprehensive sexual health education prior to grade 7 on any of the topics specified in Education Code 51934. Sexual health education taught at any grade level must comply with the requirements of Education Code 51933. Districts that choose to provide such instruction prior to grade 7 may revise the following policy and administrative regulation accordingly.***~~

The Governing Board desires to provide a well-planned, integrated sequence of medically accurate and inclusive instruction on comprehensive sexual health and human immunodeficiency virus (HIV) prevention. The district's educational program shall provide students with the knowledge and skills necessary to protect them from sexually transmitted infections and unintended pregnancy and to have healthy, positive, and safe relationships and behaviors. The district's educational program shall also promote understanding of sexuality as a normal part of human development and the development of healthy attitudes and behaviors concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family.

(cf. 5030 - Student Wellness)

(cf. 6142.8 - Comprehensive Health Education)

~~***Note: The following paragraph may be revised to reflect the grade levels offered by the district.***~~

Comprehensive sexual health education and HIV prevention education shall be offered to all students in grades 7-12, including at least once in junior high or middle school and at least once in high school. (Education Code 51934)

~~***Note: Voluntary state content standards for health education, as adopted by the State Board of Education in 2008, include standards related to growth, development, and sexual health. See BP/AR 6142.8 - Comprehensive Health Education.***~~

The district's curriculum shall support the purposes of the California Healthy Youth Act as specified in Education Code 51930-51939, be unbiased and inclusive of all students in the classroom, and be aligned with the state's content standards. The district shall respect the rights of parents/guardians to supervise their children's education on these subjects and to impart values regarding human sexuality to their children.

(cf. 5141.22 - Infectious Diseases)

(cf. 5141.25 - Availability of Condoms)

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

(cf. 6143 - Courses of Study)

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

The State Administrator/Superintendent or designee may appoint a coordinator and/or an advisory committee regarding the district's comprehensive sexual health and HIV prevention curriculum. The advisory committee shall represent a divergence of viewpoints and may participate in planning, implementing, and evaluating the district's program.

(cf. 1220 - Citizen Advisory Committees)

Parent/Guardian Consent

~~***Note: Education Code 51938 requires districts to notify parents/guardians of the comprehensive sexual health and HIV prevention education and of the opportunity to request that their child not receive the instruction. See the accompanying administrative regulation for details of the required notice.***~~

~~***Note: Pursuant to Education Code 51938, as amended by AB 329 (Ch. 398, Statutes of 2015), districts must use a "passive consent" or "opt-out" process regarding sexual health and HIV prevention education and any assessments related to that instruction. Thus, each student must receive the instruction unless the parent/guardian notifies the district in writing that the student should not receive the instruction.***~~

~~***Note: In addition, Education Code 51938 requires districts to use a passive consent or "opt-out" process when administering to students in grades 7-12 an anonymous, voluntary, and confidential research and evaluation tool to measure students' health behaviors and risks, including a test or survey regarding sexual attitudes or practices. For any such research and evaluation tool administered prior to grade 7, Education Code 51513 requires that parents/guardians must give permission before the instrument is administered to their child (i.e., "active consent"). 20 USC 1232h mandates districts to adopt a policy regarding the district's arrangements to protect student privacy when such a survey is administered. See BP/AR 5022— Student and Family Privacy Rights for language implementing this requirement.***~~

Annually, parents/guardians shall be notified, in the manner specified in the accompanying administrative regulation that they may request in writing that their child be excused from participating in comprehensive sexual health and HIV prevention education. Students so excused by their parents/guardians shall be given an alternative educational activity. (Education Code 51240, 51938, 51939)

(cf. 5022 - Student and Family Privacy Rights)

A student shall not be subject to disciplinary action, academic penalty, or other sanction if the student's parent/guardian declines to permit the student to receive the instruction. (Education Code 51939)

Legal Reference:

EDUCATION CODE

220 Prohibition of discrimination

33544 Inclusion of sexual harassment and violence in health curriculum framework

48980 Notice at beginning of term

51202 Instruction in personal and public health and safety

51210.8 Health education curriculum

51225.35 Instruction in sexual harassment and violence; districts that require health education for graduation

51240 Excuse from instruction due to religious beliefs

51513 Materials containing questions about beliefs or practices

51930-51939 California Healthy Youth Act

67386 Student safety; affirmative consent standard

HEALTH AND SAFETY CODE

1255.7 Parents surrendering physical custody of a baby

PENAL CODE

243.4 Sexual battery

261.5 Unlawful sexual intercourse

271.5 Parents voluntarily surrendering custody of a baby

UNITED STATES CODE, TITLE 20

1232h Protection of student rights

7906 Sex education

Management Resources:

CSBA PUBLICATIONS

Promoting Healthy Relationships for Adolescents: Board Policy Considerations, Governance Brief, August 2014

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Health Education Content Standards for California Public Schools, Kindergarten Through Grade 12, 2008

Health Framework for California Public Schools: Kindergarten through Grade 12, 2003

WEB SITES

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

California Department of Education, Sex Education and HIV/STD Instruction:

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

California Department of Public Health: <http://www.cdph.ca.gov>

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

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

Centers for Disease Control and Prevention: <http://www.cdc.gov>

U.S. Food and Drug Administration: <http://www.fda.gov>

(12/15)

Policy: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

First Reading: February 24, 2016

Adopted:

King City, California

Instruction**Sexual Health And HIV/AIDS Prevention Instruction**

~~***Note: The following administrative regulation is for use by districts that maintain any of grades 7-12. As amended by AB 329 (Ch. 398, Statutes of 2015), Education Code 51934 requires districts to provide both comprehensive sexual health education and HIV prevention education to students in grades 7-12. ***~~

~~***Note: If the district chooses to provide age appropriate sexual health education prior to grade 7 as authorized by Education Code 51934, as amended by AB 329, it may revise the following administrative regulation accordingly. ***~~

Definitions

Comprehensive sexual health education means education regarding human development and sexuality, including education on pregnancy, contraception, and sexually transmitted infections. (Education Code 51931)

HIV prevention education means instruction on the nature of human immunodeficiency virus (HIV) and acquired immune deficiency syndrome (AIDS), methods of transmission, strategies to reduce the risk of HIV infection, and social and public health issues related to HIV and AIDS. (Education Code 51931)

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

Age appropriate refers to topics, messages, and teaching methods suitable to particular ages or age groups of children and adolescents, based on developing cognitive, emotional, and behavioral capacity typical for the age or age group. (Education Code 51931)

Medically accurate means verified or supported by research conducted in compliance with scientific methods and published in peer-reviewed journals, where appropriate, and recognized as accurate and objective by professional organizations and agencies with expertise in the relevant field, such as the federal Centers for Disease Control and Prevention, the American Public Health Association, the American Academy of Pediatrics, and the American College of Obstetricians and Gynecologists. (Education Code 51931)

General Criteria for Instruction and Materials

~~***Note: Education Code 51933 lists criteria for comprehensive sexual health and HIV prevention instruction and materials. AB 329 (Ch. 398, Statutes of 2015) expanded these criteria to add items #8-13 below. ***~~

The State Administrator/Superintendent or designee shall ensure that the district's comprehensive

sexual health and HIV prevention instruction and materials: (Education Code 51933)

1. Are age appropriate
2. Are factually and medically accurate and objective
3. Align with and support the following purposes as specified in Education Code 51930:
 - a. To provide students with the knowledge and skills necessary to protect their sexual and reproductive health from HIV and other sexually transmitted infections and from unintended pregnancy
 - b. To provide students with the knowledge and skills they need to develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family
 - c. To promote understanding of sexuality as a normal part of human development
 - d. To ensure students receive integrated, comprehensive, accurate, and unbiased sexual health and HIV prevention instruction and provide educators with clear tools and guidance to accomplish that end
 - e. To provide students with the knowledge and skills necessary to have healthy, positive, and safe relationships and behaviors
4. Are appropriate for use with students of all races, genders, sexual orientations, and ethnic and cultural backgrounds; students with disabilities; and English learners

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 6174 - Education for English Language Learners)
5. Are available on an equal basis to a student who is an English learner, consistent with the existing curriculum and alternative options for an English learner as otherwise provided in the Education Code
6. Are accessible to students with disabilities, including, but not limited to, the provision of a modified curriculum, materials, and instruction in alternative formats and auxiliary aids
7. Do not reflect or promote bias against any person in protected categories of discrimination pursuant to Education Code 220
8. Affirmatively recognize that people have different sexual orientations and, when discussing or providing examples of relationships and couples, shall be inclusive of same-sex

relationships

9. Teach students about gender, gender expression, and gender identity, and explore the harm of negative gender stereotypes
10. Encourage students to communicate with their parents/guardians and other trusted adults about human sexuality and provide the knowledge and skills necessary to do so
11. Teach the value of and prepare students to have and maintain committed relationships such as marriage
12. Provide students with knowledge and skills they need to form healthy relationships that are based on mutual respect and affection and are free from violence, coercion, and intimidation

(cf. 5145. 3 - Nondiscrimination/Harassment)

13. Provide students with knowledge and skills for making and implementing healthy decisions about sexuality, including negotiation and refusal skills to assist students in overcoming peer pressure and using effective decision-making skills to avoid high-risk activities
14. Do not teach or promote religious doctrine

Components of Sexual Health and HIV Prevention Education

~~***Note: In addition to meeting the requirements listed above in the section "General Criteria for Instruction and Materials," the district's comprehensive sexual health education and HIV prevention instruction must include the components or topics specified in Education Code 51934, as amended by AB 329 (Ch. 398, Statutes of 2015).***~~

The district's comprehensive sexual health education and HIV prevention education for students in grades 7-12, in addition to complying with the criteria listed above in the section "General Criteria for Instruction and Materials," shall include all of the following: (Education Code 51934)

1. Information on the nature of HIV and other sexually transmitted infections and their effects on the human body
2. Information on the manner in which HIV and other sexually transmitted infections are and are not transmitted, including information on the relative risk of infection according to specific behaviors, including sexual behaviors and injection drug use
3. Information that abstinence from sexual activity and injection drug use is the only certain way to prevent HIV and other sexually transmitted infections, and that abstinence from sexual intercourse is the only certain way to prevent unintended pregnancy

The instruction shall provide information about the value of delaying sexual activity while also providing medically accurate information on other methods of preventing HIV and other sexually transmitted infections and pregnancy.

(cf. 5141.25 - Availability of Condoms)

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

4. Information about the effectiveness and safety of all federal Food and Drug Administration (FDA) approved methods that prevent or reduce the risk of contracting HIV and other sexually *transmitted infections, including use of antiretroviral medication, consistent with the Centers for Disease Control and Prevention
5. Information about the effectiveness and safety of reducing the risk of HIV transmission as a result of injection drug use by decreasing needle use and needle sharing
6. Information about the treatment of HIV and other sexually transmitted infections, including how antiretroviral therapy can dramatically prolong the lives of many people living with HIV and reduce the likelihood of transmitting HIV to others
7. Discussion about social views on HIV and AIDS, including addressing unfounded stereotypes and myths regarding HIV and AIDS and people living with HIV

This instruction shall emphasize that successfully treated HIV-positive individuals have a normal life expectancy, all people are at some risk of contracting HIV, and that testing is the only way to know if one is HIV-positive

8. Information about local resources, how to access local resources, and students' legal rights to access local resources for sexual and reproductive health care such as testing and medical care for HIV and other sexually transmitted infections and pregnancy prevention and care, as well as local resources for assistance with sexual assault and intimate partner violence
9. Information about the effectiveness and safety of FDA-approved contraceptive methods in preventing pregnancy, including, but not limited to, emergency contraception. Instruction on pregnancy shall include an objective discussion of all legally available pregnancy outcomes, including, but not limited to:
 - a. Parenting, adoption, and abortion
 - b. Information on the law on surrendering physical custody of a minor child 72 hours of age or younger, pursuant to Health and Safety Code 1255.7 and Penal Code 271.5
 - c. The importance of prenatal care

~~***Note: Education Code 51934, as amended by AB 329 (Ch. 398, Statutes of 2015), requires-~~

~~that comprehensive sexual health education include information about sexual harassment, sexual assault, adolescent relationship abuse, intimate partner violence, and sex trafficking, as provided in item #10 below. ***~~

~~***Note: In addition, pursuant to Education Code 51225.36, as added by SB 695 (Ch. 424, Statutes of 2015), any district that has a health education course requirement for graduation from high school must include instruction in sexual harassment and violence, including, but not limited to, information on the affirmative consent standard pursuant to Education Code 67386. See AR 6146.1 High School Graduation Requirements. Education Code 51225.36 also requires that teachers delivering health instruction consult information related to sexual harassment and violence in the health curriculum framework. ***~~

~~***Note: For further information about adolescent dating abuse, see CSBA's governance brief Promoting Healthy Relationships for Adolescents: Board Policy Considerations. ***~~

10. Information about sexual harassment, sexual assault, adolescent relationship abuse, intimate partner violence, and sex trafficking

Professional Development

The district's comprehensive sexual health education and HIV prevention education shall be provided by instructors trained in the appropriate courses who are knowledgeable of the most recent medically accurate research on human sexuality, healthy relationships, pregnancy, and HIV and other sexually transmitted infections. (Education Code 51931, 51933, 51934)

The State Administrator/Superintendent or designee shall cooperatively plan and conduct in-service training for all district personnel who provide HIV prevention education, through regional planning, joint powers agreements, or contract services. (Education Code 51935)

(cf. 4131 - Staff Development)

In developing and providing in-service training, the State Administrator/Superintendent or designee shall cooperate and collaborate with the teachers who provide HIV prevention education and with the California Department of Education (CDE). (Education Code 51935)

The district shall periodically conduct in-service training to enable district personnel to learn new developments in the scientific understanding of HIV. In-service training shall be voluntary for personnel who have demonstrated expertise or received in-service training from the CDE or Centers for Disease Control and Prevention. (Education Code 51935)

The State Administrator/Superintendent or designee may expand HIV in-service training to cover the topic of comprehensive sexual health education for district personnel teaching comprehensive sexual health education to learn new developments in the scientific understanding of sexual health. (Education Code 51935)

Use of Consultants or Guest Speakers

~~***Note: Pursuant to Education Code 51933, 51934, and 51936, the district's comprehensive sexual health and HIV prevention education may be taught by outside consultants or delivered by guest speakers at an assembly and any such instruction must comply with the same requirements as instruction provided by the district and in accordance with Education Code 51930-51939. If the district elects to use outside consultants or guest speakers, parents/guardians must be provided additional notice about the speaker and his/her organization; see item #4 in the section below entitled "Parent/Guardian Notification." ***~~

The State Administrator/Superintendent or designee may contract with outside consultants or guest speakers, including those who have developed multilingual curricula or curricula accessible to persons with disabilities, to deliver comprehensive sexual health and HIV prevention education or to provide training for district personnel. All outside consultants and guest speakers shall have expertise in comprehensive sexual health education and HIV prevention education and knowledge of the most recent medically accurate research on the relevant topic(s) covered in the instruction. The State Administrator/Superintendent or designee shall ensure that any instruction provided by an outside speaker or consultant complies with Board policy, administrative regulation, and Education Code 51930-51939. (Education Code 51933, 51934, 51936)

(cf. 6145.8 - Assemblies and Special Events)

Parent/Guardian Notification

~~***Note: Education Code 51938 requires the district to provide parents/guardians the following notification. A sample notification letter is available on the California Department of Education's web site. ***~~

At the beginning of each school year or at the time of a student's enrollment, the State Administrator/Superintendent or designee shall notify parents/guardians about instruction in comprehensive sexual health education and HIV prevention education, as well as research on student health behaviors and risks, planned for the coming year. The notice shall advise parents/guardians: (Education Code 48980, 51938)

1. That written and audiovisual educational materials to be used in comprehensive sexual health and HIV prevention education are available for inspection
2. That parents/guardians have a right to excuse their child from comprehensive sexual health or HIV prevention education, or research on student health behaviors and risks, provided they submit their request in writing to the district
3. That parents/guardians have a right to request a copy of Education Code 51930-51939

4. Whether the comprehensive sexual health or HIV prevention education will be taught by district personnel or outside consultants

If the district chooses to use outside consultants or to hold an assembly with guest speakers to deliver comprehensive sexual health or HIV prevention education, the notification shall include: (Education Code 51938)

- a. The date of the instruction
- b. The name of the organization or affiliation of each guest speaker
- c. Information stating the right of the parent/guardian to request a copy of Education Code 51933, 51934, and 51938

If the arrangements for instruction by outside consultants or guest speakers are made after the beginning of the school year, the State Administrator/Superintendent or designee shall notify parents/guardians by mail or another commonly used method of notification no fewer than 14 days before the instruction is given. (Education Code 51938)

(cf. 5145.6 - Parental Notifications)

Nonapplicability to Certain Instruction or Materials

~~***Note: Pursuant to Education Code 51932, Education Code 51930-51939 requirements pertaining to instructional content, teacher training, and parental notification and consent do not apply to instruction that is not sexual health instruction or HIV prevention education as defined. When gender, gender identity, gender expression, sexual orientation, discrimination, harassment, bullying, intimidation, relationships, or family are addressed in a separate instructional context, such as social studies, which does not also discuss human reproductive organs and their function, this instruction shall not be considered comprehensive sexual health instruction or HIV prevention education.***~~

The requirements of Education Code 51930-51939 pertaining to instructional content, teacher training, and parental notification and consent shall not apply to the following: (Education Code 51932)

1. A description or illustration of human reproductive organs that may appear in a textbook, adopted pursuant to law, if the textbook does not include other elements of comprehensive sexual health education or HIV prevention education

(cf. 6142.93 - Science Instruction)

2. Instruction or materials that discuss gender, gender identity, gender expression, sexual orientation, discrimination, harassment, bullying, intimidation, relationships, or family and do

not discuss human reproductive organs and their functions

(11/03 7/08) 12/15

Regulation: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

First Reading: January 24, 2016

Adopted:

King City, California

Instruction

Mathematics Instruction

~~***Note: The following optional policy may be revised to reflect district practice and the grade levels offered by the district. Education Code 51210 and 51220 require that mathematics, including mathematical concepts and understandings, operational skills, and problem solving, be included in the course of study offered in grades 1-12; see BP 6143 Courses of Study. In addition, Education Code 51224.5, as amended by AB 220 (Ch. 165, Statutes of 2015), specifies that the adopted course of study for grades 7-12 must include algebra and that, as part of the two courses in mathematics required for high school graduation pursuant to Education Code 51225.3, students must complete coursework that meets or exceeds the rigor of the content standards for Algebra I or Mathematics I adopted by the State Board of Education (SBE); see BP 6146.1 High School Graduation Requirements.***~~

The Governing Board desires to offer a rigorous mathematics program that progressively develops the knowledge and skills students will need to succeed in college and career. The district's mathematics program shall be designed to teach mathematical concepts in the context of real-world situations and to help students gain a strong conceptual understanding, a high degree of procedural skill and fluency, and ability to apply mathematics to solve problems.

(cf. 6143 - Courses of Study)

(cf. 6146.1 - High School Graduation Requirements)

~~***Note: The Common Core State Standards (CCSS) for mathematics, modified in January 2013, are based on the three principles of (1) focus, placing strong emphasis on the concepts in the standards so that students have sufficient time to think about, practice, and integrate new ideas; (2) coherence, linking topics across grade levels and establishing connections with other topics; and (3) rigor, requiring that conceptual understanding, procedural skills and fluency, and applications be pursued with equal intensity.***~~

~~***Note: All California schools are expected to implement the CCSS in the 2014-15 school year. In November 2013, the SBE adopted the Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve which was updated to reflect these standards. In addition, the state assessment system is transitioning to the California Assessment of Student Performance and Progress which is aligned with the CCSS; see BP/AR 6162.51 State Academic Achievement Tests. The CCSS and state curriculum framework are available on the California Department of Education's web site. For further information about the CCSS and recommendations for implementation, see CSBA's Governing to the Core series of governance briefs.***~~

~~***Note: Education Code 51284, as amended by AB 166 (Ch. 135, Statutes of 2013), requires that, concurrent with the next revision of textbooks or the curriculum framework in mathematics, the SBE ensure the integration of financial literacy, including, but not limited to, budgeting and managing credit, student loans, consumer debt, and identity theft security. An-~~

~~appendix to the 2013 curriculum framework provides examples and resources to assist in incorporating problems or exercises that teach financial literacy concepts and skills.***~~

For each grade level, the Board shall adopt academic standards for mathematics that meet or exceed the Common Core State Standards. The Superintendent or designee shall develop or select curricula that are aligned with these standards and the state curriculum framework.

(cf. 6011 - Academic Standards)

(cf. 6141 - Curriculum Development and Evaluation)

~~***Note: The CCSS for mathematics include two types of standards: mathematical practice standards (identical for each grade level) and mathematical content standards (different at each grade level). The eight practice standards are grouped into four categories as reflected in items #1-4 below.***~~

The district's mathematics program shall address the following standards for mathematical practices which are the basis for mathematics instruction and learning:

1. Overarching habits of mind of a productive mathematical thinker: Making sense of problems and persevering in solving them; attending to precision
2. Reasoning and explaining: Reasoning abstractly and quantitatively; constructing viable arguments and critiquing the reasoning of others
3. Modeling and using tools: Modeling with mathematics; using appropriate tools strategically
4. Seeing structure and generalizing: Looking for and making use of structure; looking for and expressing regularity in repeated reasoning

~~***Note: The following three paragraphs reflect the mathematic content standards of the CCSS and may be revised to reflect district practice. The district should select the paragraph(s) applicable to the grade levels offered by the district.***~~

In addition, the program shall be aligned with grade-level standards for mathematics content.

~~***Note: The following paragraph is for use by districts that maintain secondary grades. As revised in January 2013, the CCSS for higher mathematics replace the unique Grade 8 Algebra course with an Algebra I course that covers the same content regardless of the grade level of the student taking the course. Thus, students who are not ready to take algebra in grade 8 may take an alternate path. As revised, the higher mathematics standards are organized into both conceptual categories and model courses, which may be delivered using a traditional pathway (i.e., Algebra I, Geometry, Algebra II) or an integrated pathway (i.e., Mathematics I, II, and III) in which each course contains standards from all six conceptual categories. The CCSS also~~

~~provide for two advanced courses: (1) Advanced Placement Statistics and Probability and (2) Calculus. For further information, see the state curriculum framework or the Common Core State Standards Initiative's guidance, Appendix A: Designing High School Mathematics Courses Based on the Common Core State Standards, available on its web site. ***~~

~~***Note: The district may revise the following paragraph to reflect the pathway(s) used in the district and/or the grade levels at which higher mathematics shall be offered. ***~~

For higher mathematics, the district shall offer a pathway of courses through which students shall be taught concepts that address number and quantity, algebra, functions, modeling, geometry, and statistics and probability.

~~***Note: Education Code 51224.7, as added by SB 359 (Ch. 508, Statutes of 2015), requires any district maintaining grade 9 to have a policy in place prior to January 1, 2016 regarding the placement of students in mathematics courses. See BP 6152.1 Placement in Mathematics Courses for language fulfilling this mandate. ***~~

The Superintendent or designee shall ensure that students are appropriately placed in mathematics courses and are not required to repeat a course that they have successfully completed in an earlier grade level. Placement decisions shall be based on consistent protocols and multiple objective academic measures.

(cf. 6152.1 - Placement in Mathematics Courses)

~~***Note: AB 97 (Ch. 47, Statutes of 2013) eliminated the Professional Development Block Grant (Education Code 41530-41532) and the Mathematics and Reading Professional Development Program (Education Code 99230-99242) and redirected that funding into the local control funding formula. At their discretion, districts may provide professional development opportunities to meet the purposes of those programs or other local needs. ***~~

The Superintendent or designee shall ensure that certificated staff have opportunities to participate in professional development activities designed to increase their knowledge and skills in effective mathematics teaching practices.

(cf. 4131 - Staff Development)

(cf. 4331 - Staff Development)

~~***Note: As a condition of receiving funds for instructional materials from any state source, Education Code 60119 requires the Governing Board to annually hold a public hearing to determine whether each student in the district has sufficient standards-aligned textbooks or instructional materials in mathematics and other specified subjects to use in class and to take home. For a definition of "sufficiency" for this purpose and a sample Board resolution, see BP/E 6161.1 Selection and Evaluation of Instructional Materials. ***~~

The Superintendent or designee shall ensure that students have access to sufficient instructional materials, including manipulatives and technology, to support a balanced, standards-aligned mathematics program.

- (cf. 0440 - District Technology Plan)
- (cf. 1312.2 - Complaints Concerning Instructional Materials)
- (cf. 1312.4 - Williams Uniform Complaint Procedures)
- (cf. 6161.1 - Selection and Evaluation of Instructional Materials)
- (cf. 6161.11 - Supplementary Instructional Materials)
- (cf. 6163.1 - Library Media Centers)

The Superintendent or designee shall provide the Board with data from state and district mathematics assessments and program evaluations to enable the Board to monitor program effectiveness.

- (cf. 0460 - Local Control and Accountability Plan)
- (cf. 0500 - Accountability)
- (cf. 6162.5 - Student Assessment)
- (cf. 6162.51 - State Academic Achievement Tests)
- (cf. 6162.52 - High School Exit Examination)
- (cf. 6190 - Evaluation of the Instructional Program)

Legal Reference:

EDUCATION CODE

- 51210 Areas of study, grades 1-6
- 51220 Areas of study, grades 7-12
- 51224.5 Algebra in course of study for grades 7-12
- 51224.7 California Mathematics Placement Act of 2015
- 51225.3 High school graduation requirements
- 51284 Financial literacy
- 60605 State-adopted content and performance standards in core curricular areas
- 60605.8 Common Core standards

Management Resources:

CSBA PUBLICATIONS

Governing to the Core, Governance Briefs

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve, 2013

California Common Core State Standards: Mathematics, rev. January 2013

COMMON CORE STATE STANDARDS INITIATIVE PUBLICATIONS

Appendix A: Designing High School Mathematics Courses Based on the Common Core State Standards

WEB SITES

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

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

Common Core State Standards Initiative: <http://www.corestandards.org/math>

(10/95 4/14) 12/15

Policy: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

First Reading: February 24, 2016

Adopted:

King City, California

Instruction

HIGH SCHOOL GRADUATION REQUIREMENTS/STANDARDS OF PROFICIENCY

To obtain a high school diploma, students shall complete at least the following courses in grades 9-12, with each course being one year unless otherwise specified:

Students shall receive diplomas of graduation from high school only after completing the prescribed course of study and meeting the standards of proficiency established by the district.

~~***Note: Education Code 51225.3 specifies the courses that a student is required to complete in order to graduate from high school as listed in items #1-6 below.***~~

~~***Note: Pursuant to Education Code 66204, each district that maintains a high school also is required to develop a process for submitting courses to the University of California to ensure that they align with the "a-g" course requirements for college admission.***~~

1. Three Four courses in English (Education Code 51225.3)

(cf. 6142.91 - Reading/Language Arts Instruction)

~~***Note: Education Code 51224.5 provides that, as part of the mathematics requirement, students must complete coursework at least equivalent to state content standards for Algebra I or, as amended by AB 220 (Ch. 165, Statutes of 2015), for Mathematics I. This requirement applies to all students, including students in alternative or continuing education, adult education, or special education. The State Board of Education may grant waivers for students on an individual basis.***~~

2. Two courses in mathematics (Education Code 51225.3)

At least one mathematics course, or a combination of the two mathematics courses, shall meet or exceed state academic content standards for Algebra I or Mathematics I. Completion of such coursework prior to grade 9 shall satisfy the Algebra I or

Mathematics I requirement, but shall not exempt a student from the requirement to complete two mathematics courses in grades 9-12. (Education Code 51224.5)

~~***Note: The following optional paragraph is for use only by districts that require more than two courses in mathematics for graduation and should be deleted by other districts. Pursuant to Education Code 51225.3 and 51225.35, as added by AB 1764 (Ch. 888, Statutes of 2014), a district that requires more than two courses in mathematics may award up to one mathematics course credit for an approved computer science course, as defined. Any such course must have been approved by the University of California as a "category c" (mathematics) course in the university's "a-g" course admission criteria; see BP 6143 - Courses of Study.***~~

Students may be awarded up to one mathematics course credit for successful completion of an approved computer science course that is classified as a "category c" course based on the "a-g" course requirements for college admission. (Education Code 51225.3, 51225.35)

(cf. 6011 - Academic Standards)
(cf. 6142.92 - Mathematics Instruction)
(cf. 6152.1 - Placement in Mathematics Courses)

3. Two courses in science, including biological and physical sciences (Education Code 51225.3)

(cf. 6142.93 - Science Instruction)

4. Three courses in social studies, including United States history and geography; world history, culture, and geography; a one-semester course in American government and civics; and a one-semester course in economics (Education Code 51225.3)

(cf. 6142.3 - Civic Education)
(cf. 6142.94 - History-Social Science Instruction)

~~***Note: Education Code 51225.3 authorizes the Board to include a course in career technical education (CTE) as an alternative to the visual or performing arts or foreign language course requirement for high school graduation. If the Board chooses to do so, it must, at a regular Board meeting prior to allowing a CTE course as an alternative, notify parents/guardians, students, teachers, and the public of information specified in Education Code 51225.3. In addition, the information must be included in the district's annual notification to parents/guardians pursuant to Education Code 48980; see the accompanying administrative regulation. Districts that do not allow this alternative course requirement should delete references to CTE in item #5 below. ***~~

~~***The CTE course may be offered through different means, including a district operated program, regional occupational center or program, or county office of education program pursuant to a joint powers agreement. See BP/AR 6178 Career Technical Education and BP 6178.2 Regional Occupational Center/Program for program details pertaining to CTE. ***~~

5. One course in visual or performing arts, foreign language, including American Sign Language, or career technical education (CTE) (Education Code 51225.3)

To be counted towards meeting graduation requirements, a CTE course shall be aligned to the CTE model curriculum standards and framework adopted by the State Board of Education.

(cf. 6142.2 - World/Foreign Language Instruction)
(cf. 6142.6 - Visual and Performing Arts Education)
(cf. 6178 - Career Technical Education)
(cf. 6178.2 - Regional Occupational Center/Program)

6. Two courses in physical education, unless the student has been otherwise exempted pursuant to other sections of the Education Code (Education Code 51225.3)

(cf. 6142.7 - Physical Education and Activity)

~~***Note: Pursuant to Education Code 51225.3, the Board may prescribe additional coursework (e.g., health education, service learning) or other requirements (e.g., portfolios or senior projects) that district students must complete in order to obtain a diploma. If the Board does so, such courses or projects should be listed below. ***~~

~~***Note: If the district requires a course in health education for graduation, Education Code 51225.36, as added by SB 695 (Ch. 424, Statutes of 2015), requires that the district include instruction in sexual harassment and violence, including, but not limited to, information on the affirmative consent standard pursuant to Education Code 67386. Also see AR 6142.1 Sexual Health and HIV/AIDS Prevention Instruction. ***~~

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)
(cf. 6142.4 - Service Learning/Community Service Classes)
(cf. 6142.8 - Comprehensive Health Education)

~~***Note: Education Code 51225.3 requires the Board to adopt alternative means for students to complete the prescribed course of study; see BP/AR 6146.11 Alternative Credits Toward Graduation. ***~~

Because the prescribed course of study may not accommodate the needs of some students, the Board shall provide alternative means for the completion of prescribed courses in accordance with law.

(cf. 6146.11 - Alternative Credits Toward Graduation)
(cf. 6146.2 - Certificate of Proficiency/High School Equivalency)
(cf. 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities)

~~***Note: Education Code 51225.1 requires the district to exempt from any district adopted graduation requirements a foster youth who transfers into the district or between district high schools any time after completing his/her second year of high school, unless the Superintendent or designee makes a finding that the youth is reasonably able to complete the requirements in time to graduate by the end of his/her fourth year of high school; see BP/AR 6173.1 Education for Foster Youth. As amended by AB 1806 (Ch. 767, Statutes of 2014), Education Code 51225.1 provides that a homeless student who transfers any time after completing his/her second year of high school is exempted from locally established high school graduation requirements in the same manner as a foster youth who transfers in the same grades; see BP/AR 6173 Education for Homeless Children. ***~~

~~***Note: Within 30 calendar days of the transfer of a foster youth or homeless student, the district is required to provide notice to the student of the availability of the exemption and whether the student qualifies for it. As amended by AB 1166 (Ch. 171, Statutes of 2015), Education Code 51225.1~~

~~provides that, if the district fails to provide that notification, the student will be eligible for the exemption once notified, even if the notification is received after the termination of the court's jurisdiction over the foster youth or after the homeless student ceases to be homeless. ***~~

~~***Note: In addition, Education Code 49701 requires district officials to help facilitate the on-time graduation of children of military families by waiving specific course requirements for graduation if the student has satisfactorily completed similar coursework in another district. If the district does not grant such a waiver, then "best efforts" must be used to provide the student with alternative means to acquire the required coursework so that he/she can graduate on time. See BP/AR 6173.2 Education of Children of Military Families for language implementing this requirement. ***~~

The State Administrator/Superintendent or designee shall exempt or waive specific course requirements for foster youth, homeless students, and children of military families in accordance with Education Code 51225.1 and 49701.

**(cf. 6173 - Education for Homeless Children)
(cf. 6173.1 - Education for Foster Youth)
(cf. 6173.2 - Education for Children of Military Families)**

Retroactive Diplomas

~~***Note: Education Code 60851.6, as added by SB 172 (Ch. 572, Statutes of 2015), requires districts, until July 31, 2018, to grant a diploma to any student who completed grade 12 in the 2003-04 school year or a subsequent school year and has met all applicable graduation requirements other than the passage of the high school exit examination. ***~~

Until July 31, 2018, any student who completed grade 12 in the 2003-04 school year or a subsequent school year and has met all applicable graduation requirements other than the passage of the high school exit examination shall be granted a high school diploma. (Education Code 60851.6)

~~***Note: The remainder of this section is optional. ***~~

The district may retroactively grant a high school diploma to a former student who was interned by order of the federal government during World War II or who is an honorably discharged veteran of World War II, the Korean War, or the Vietnam War, provided that he/she was enrolled in a district school immediately preceding the internment or military service and he/she did not receive a diploma because his/her education was interrupted due to the internment or military service. A deceased former student who satisfies these conditions may be granted a retroactive diploma to be received by his/her next of kin. (Education Code 51430)

In addition, the district may grant a diploma to a veteran who entered the military service of the United States while he/she was a district student in grade 12 and who had completed the first half of the work required for grade 12. (Education Code 51440)

Legal Reference:

EDUCATION CODE

- 47612 Enrollment in charter school
 - 48200 Compulsory attendance
 - 48412 Certificate of proficiency
 - 48430 Continuation education schools and classes
 - 48645.5 Acceptance of coursework
 - 48980 Required notification at beginning of term
 - 49701 Interstate Compact on Educational Opportunity for Military Children
 - 51224 Skills and knowledge required for adult life
 - 51224.5 Algebra instruction
 - 51225.1 Exemption from district graduation requirements
 - 51225.2 Pupil in foster care defined; acceptance of coursework, credits, retaking of course
 - 51225.3 High school graduation
 - 51225.35 Mathematics course requirements; computer science
 - 51225.36 Instruction in sexual harassment and violence; districts that require health education for graduation
 - 51225.5 Honorary diplomas; foreign exchange students
 - 51228 Graduation requirements
 - 51240-51246 Exemptions from requirements
 - 51250-51251 Assistance to military dependents
 - 51410-51412 Diplomas
 - 51420-51427 High school equivalency certificates
 - 51450-51455 Golden State Seal Merit Diploma
 - 51745 Independent study restrictions
 - 56390-56392 Recognition for educational achievement, special education
 - 60851.5 Suspension of high school exit examination
 - 60851.6 Retroactive diploma; completion of all graduation requirements except high school exit examination
 - 66204 Certification of high school courses as meeting university admissions criteria
 - 67386 Student safety; affirmative consent standard
- CODE OF REGULATIONS, TITLE 5**
- 1600-1651 Graduation of students from grade 12 and credit toward graduation
- COURT DECISIONS**
- O'Connell v. Superior Court (Valenzuela), (2006) 141 Cal.App.4th 1452

Management Resources:

WEB SITES

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

California Department of Education, High School: <http://www.cde.ca.gov/ci/gs/hs>

University of California, List of Approved a-g Courses:

<http://www.universityofcalifornia.edu/admissions/freshman/requirements>

(11/11 12/13) 12/15

To obtain a high school diploma, students shall complete at least the following courses in grades 9-12, with each course being one year unless otherwise specified:

Students shall receive diplomas of graduation from high school only after completing the prescribed course of study and meeting the standards of proficiency established by the district.

The prescribed course of study for students in grades 9 through 12 shall include:

KCJUHSD, State, and UC-CSU Graduation Requirement

<u>Subjects</u>	<u>KCJUHSD Graduation Requirements</u>	<u>Calif. State Requirements (Ed. Code 51225.3)</u>	<u>UC & CSU Requirements</u>
English	40 units: <ul style="list-style-type: none"> 40 units approved courses 10 units of ELD per year may be counted for English credit 	3 years	4 years approved courses
Mathematics	20 units: <ul style="list-style-type: none"> 10 units Algebra I 10 units other approved math courses 	2 years: <ul style="list-style-type: none"> Including 1 year of Algebra I 	3 years (4 years recommended): <ul style="list-style-type: none"> Algebra, Geometry, and Intermediate Algebra
Social Studies	30 units: <ul style="list-style-type: none"> 10 units World History 10 units U.S. History 5 units Civics 5 units Economics 	3 years: <ul style="list-style-type: none"> 1 year U.S. History & Geography 1 year World History, Culture & Geography 1 semester American Government or Civics 1 semester Economics 	2 years: <ul style="list-style-type: none"> 1 year U.S. History 1 year of another approved Social Studies course
Science	20 units: <ul style="list-style-type: none"> 10 units Physical Science 10 units Life Science 	2 years: <ul style="list-style-type: none"> Including biological and physical sciences 	2 years approved lab science courses (3 years recommended): <ul style="list-style-type: none"> Biology Chemistry Physics
Foreign Language	10 units OR 10 units of Visual and Performing Arts	1 year OR 1 year of Visual and Performing Arts	2 years in same language 3 years recommended

HIGH SCHOOL GRADUATION REQUIREMENTS/STANDARDS OF PROFICIENCY

Visual and Performing Arts • Music • Art • Drama • Dance	10 units OR 10 units of foreign language	1 year OR 1 year of foreign language (which includes American Sign Language)	1 year from among dance, drama/theater, music, or visual art
Physical Education	20 units • 10 units in 9 th grade • 10 additional units in 10 th -12 th grades	2 years • Unless the pupil has been exempted pursuant to EC 51241	No Requirement
Elective	90 units	Other coursework as the governing board of the school district may, by rule, specify	1 Year from among history, English, advanced mathematics, lab science, foreign language, social science, or fine arts
Other	10 units Computer Applications 1A OR Computer Literacy Pass the CAHSEE 20 hours community service in 11 th or 12 th grades Health Educ. Component	Pass the CAHSEE Other coursework as the governing board of the school district may, by rule, specify	Admission Test Required SAT or ACT Subject Test for UC (subject areas) Completion of required courses with "C" grade or better

Total required units: 240

Board approved: ~~2-24-10~~

Effective beginning: ~~7-1-10~~

The Governing Board recognizes that the prescribed course of study may not accommodate the needs of some students. The Board, with the active involvement of parents/guardians, administrators, teachers and students, shall adopt alternative means for the completion of prescribed courses, which may include:

1. Practical demonstration of skills and competencies.
2. Work experience or other outside school experience.

(cf. 6178.1 – Work Experience Education)

3. Vocational education classes offered in high schools.

HIGH SCHOOL GRADUATION REQUIREMENTS/STANDARDS OF PROFICIENCY

(cf. 6178 – Vocational Education)

4. Courses offered by regional occupational centers or programs.
5. Interdisciplinary study.
6. Independent Study.

(cf. 6158 – Independent Study)

7. Credit earned at a postsecondary institution.
8. Credit for driver education and training which satisfies the requirements of Vehicle Code 12814.6.

Requirements for graduation and specified alternative means for completing the prescribed course of study shall be made available to students, parents/guardians and the public.

(Education Code 51225.3)

Foreign exchange students may receive honorary diplomas pursuant to Education Code 51225.5.

(cf. 5118 – Transfers, withdrawals)

(cf. 5127. – Graduation Ceremonies and Activities)

(cf. 6146.3 – Reciprocity on Standards of Proficiency/Graduation Requirements)

Standards of Proficiency

~~To receive a high school diploma, district students also must achieve at least minimum proficiency in reading comprehension, writing and mathematics.~~ The Board shall adopt proficiency standards in these areas and any others it deems appropriate. All adopted proficiency standards shall correspond with the goals of the course of study required for graduation.

The Board shall actively involve administrators, teachers, counselors, students and parents/guardians broadly representative of the district's socioeconomic composition in the adoption of high school proficiency. (Education Code 51215)

The State Administrator/Superintendent shall provide for the periodic screening of assessment instruments for racial, cultural or sexual bias.

Students shall be assessed periodically to measure mastery of basic skills and shall be provided with additional instruction and opportunities to meet the standards established by the district.

Parents will be notified by certified mail between the student's junior and senior year if their son or daughter is in jeopardy of graduation on time.

(cf. 5125- Student Records)

(cf. 6020 – Parent Involvement)

(cf. 6146.5 – Elementary School Promotion/Standards of Proficiency)

(cf. 6164.2 – Guidance Services)

(cf. 6177 – Summer School)

~~HIGH SCHOOL GRADUATION REQUIREMENTS/STANDARDS OF PROFICIENCY~~

Legal Reference:

~~EDUCATION CODE~~

- ~~37252 Summer school instructional programs~~
- ~~48430 Continuation education schools and classes~~
- ~~48431.6 Review and counseling of academic progress at age 16 or 10th grade~~
- ~~48980 Notification of parent/guardian~~
- ~~51215-51218 Student progress; standards of proficiency~~
- ~~51224 Skills and knowledge required for adult life~~
- ~~51225.3 Requirements for graduation~~
- ~~51225.4 Elementary school certification of sufficient preparation for high school~~
- ~~51225.5 Honorary diplomas; foreign exchange students~~
- ~~51226 Model curriculum standards~~
- ~~51230 American government and civics~~
- ~~51240-51246 Exemptions from requirements~~
- ~~51260-51269 Drug education~~
- ~~51400-51442 Diplomas and certificates~~
- ~~52508 Diplomas or certificates (adult school)~~
- ~~52510 Requirements for eighth grade graduation (adult school)~~

~~VEHICLE CODE~~

- ~~12814.6 Driver education~~

~~CODE OF REGULATIONS, TITLE 5~~

- ~~1600-1651 Graduation of pupils from grade 12 and credit toward graduation~~

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

First Reading: February 24, 2016

Adopted:

King City, California

Instruction

Placement In Mathematics Courses

~~***Note: The Governing Board of any district which serves 9th grade students and has not adopted a mathematics placement policy is mandated pursuant to Education Code 51224.7, as added by SB 359 (Ch. 508, Statutes of 2015), to develop and, at a regularly scheduled public Board meeting, adopt a fair, objective, and transparent mathematics placement policy with specified components, before the 2016-17 school year. Even a district with an adopted mathematics placement policy must ensure that its policy includes components specified in Education Code 51224.7. Districts serving students that are transitioning between elementary and middle or junior high school are authorized, but not required, to adopt and implement a policy that satisfies the components specified in Education Code 51224.7. ***~~

~~***Note: Pursuant to Education Code 51225.3, high school graduation requirements include the completion of at least two mathematics courses in grades 9-12. Pursuant to Education Code 51224.5, as amended by AB 220 (Ch. 165, Statutes of 2015), one of those two courses must meet or exceed state content standards for Algebra I or Mathematics I. While the completion of Algebra I or Mathematics I coursework prior to 9th grade would satisfy this requirement, it does not exempt a student from the requirement to complete two mathematics courses in grades 9-12. See BP 6142.92 - Mathematics Instruction and BP 6146.1 - High School Graduation Requirements. ***~~

~~***Note: According to a report released in 2013 by the Lawyers' Committee for Civil Rights of San Francisco Bay Area, Held Back: Addressing Misplacement of 9th Grade Students in Bay Area School Math Classes, in many districts, high school freshmen who have successfully completed Algebra I in 8th grade are placed in 9th grade Algebra I class. In adding Education Code 51224.7, the legislature declared that placement in appropriate mathematics courses is critically important for a student in his/her middle and high school years, and that misplacement in the sequence of mathematics courses creates barriers for educational success, especially for students of color. ***~~

The Governing Board believes that a sound educational program must include the study of subjects that prepare students for admission to higher education and/or a fulfilling career. To the extent possible, district students shall be provided an opportunity to complete a sequence of mathematics courses recommended for admission into the University of California and California State University systems.

(cf. 6141.5 - Advanced Placement)
 (cf. 6142.92 - Mathematics Instruction)
 (cf. 6143 - Courses of Study)
 (cf. 6146.1 - High School Graduation Requirements)

~~***Note: Education Code 51224.7 requires the use of multiple objective academic measures for~~

~~student placement in mathematics courses. For nonunified districts, Education Code 51224.7 also requires consistency of mathematics placement policies between elementary and high school districts. ***~~

The State Administrator/Superintendent or designee shall work with district teachers, counselors, and administrators and the representatives of feeder schools to develop consistent protocols for placing students in mathematics courses offered at district high schools. Such placement protocols shall systematically take into consideration multiple objective academic measures that may include, but are not limited to, interim and summative assessments, placement tests that are aligned to state-adopted content standards in mathematics, classroom assignment and grades, and report cards.

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

(cf. 6162.5 - Student Assessment)

(cf. 6162.51 - State Academic Achievement Tests)

Students shall be enrolled in mathematics courses based on the placement protocols. No student shall repeat a mathematics course which he/she has successfully completed based on the district's placement protocols.

~~***Note: The following optional paragraph provides a limited exception to the use of objective measures for making placement decisions and may be revised to reflect district practice. ***~~

When a student does not qualify to be enrolled in a higher level mathematics course based on a consideration of the objective measures specified in the placement protocols, he/she may nevertheless be admitted to the course based on the recommendation of a teacher or counselor who has personal knowledge of the student's academic ability.

~~***Note: Education Code 51224.7, as added by SB 359 (Ch. 508, Statutes of 2015), requires that the district's policy include at least one placement checkpoint within the first month of the school year to ensure accurate placement and permit reevaluation of individual student progress. ***~~

The placement protocols shall specify a time within the first month of the school year when students shall be reevaluated to ensure that they are appropriately placed in mathematics courses and shall specify the criteria the district will use to make this determination. Any student found to be misplaced shall be promptly placed in the appropriate mathematics course.

~~***Note: The following paragraph contains timelines that may be revised to reflect district practice. Pursuant to Education Code 51224.7, as added by SB 359 (Ch. 508, Statutes of 2015), the district's policy must offer a clear and timely recourse for any student and his/her parent/guardian who question the student's placement. ***~~

Within 10 school days of an initial placement decision or a placement decision upon reevaluation, a student and his/her parent/guardian who disagree with the placement of the

student may appeal the decision to the State Administrator/Superintendent or designee. The State Administrator/Superintendent or designee shall decide whether or not to overrule the placement determination within 10 school days of receiving the appeal. The decision of the State Administrator/Superintendent or designee shall be final.

(cf. 5123 - Promotion/Acceleration/Retention)

~~***Note: The Lawyers' Committee for Civil Rights of San Francisco Bay Area's report also found that the practice of having 9th graders repeat Algebra I disproportionately affects students of color and from low income families, and could therefore be found to be discriminatory. For more information about the prohibition against discrimination in district programs and activities, see BP 0410 - Nondiscrimination in District Programs and Activities.***~~

District staff shall implement the placement protocols uniformly and without regard to students' race, sex, gender, nationality, ethnicity, socioeconomic background, or other subjective or discriminatory consideration in making placement decisions.

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

The State Administrator/Superintendent or designee shall ensure that all teachers, counselors, and other district staff responsible for determining students' placement in mathematics courses receive training on the placement protocols.

(cf. 4131 - Staff Development)

Prior to the beginning of each school year, the State Administrator/Superintendent or designee shall communicate the district's commitment to providing students with the opportunity to complete mathematics courses recommended for college admission, including approved placement protocols and the appeal process, to parents/guardians, students, teachers, school counselors, and administrators.

This policy and the district's mathematics placement protocols shall be posted on the district's web site. (Education Code 51224.7)

(cf. 1113 - District and School Web Sites)

~~***Note: To ensure that students who are qualified to progress in mathematics courses based on their performance on district selected objective academic measures are not unlawfully or inappropriately held back in the manner specified in the following paragraph, Education Code 51224.7, as added by SB 359 (Ch. 508, Statutes of 2015), requires an annual examination of aggregate student placement data which must be reported to the Board.***~~

Annually, the Board and the State Administrator/Superintendent or designee shall review student data related to placement and advancement in the mathematics courses offered at district high

schools to ensure that students who are qualified to progress in mathematics courses based on their performance on objective academic measures are not held back in a disproportionate manner on the basis of their race, ethnicity, gender, or socioeconomic background. The Board and State Administrator/Superintendent shall also consider appropriate recommendations for removing any identified barriers to students' access to mathematics courses.

(cf. 0500 - Accountability)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

48070.5 Promotion and retention; required policy

51220 Areas of study, grades 7-12

51224.5 Completion of Algebra I or Mathematics I

51224.7 California Mathematics Placement Act of 2015

51225.3 High school graduation requirements

51284 Financial literacy

60605 State-adopted content and performance standards in core curricular areas

60605.8 Common Core standards

Management Resources:

CSBA PUBLICATIONS

Math Misplacement, Governance Brief, September 2015

Governing to the Core, Governance Briefs

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve, 2013

California Common Core State Standards: Mathematics, January 2013

COMMON CORE STATE STANDARDS INITIATIVE PUBLICATIONS

Appendix A: Designing High School Mathematics Courses Based on the Common Core State Standards

LAWYERS' COMMITTEE FOR CIVIL RIGHTS OF THE SAN FRANCISCO BAY AREA (LCCR)

Held Back - Addressing Misplacement of 9th Grade Students in Bay Area School Math Classes

WEB SITES

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

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

Common Core State Standards Initiative: <http://www.corestandards.org/math>

Lawyers' Committee for Civil Rights of the San Francisco Bay Area (LCCR):

<http://www.lccr.com>

(8/15) 12/15

Policy: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

First Reading: February 24, 2016

Adopted:

King City, California

Instruction

Education For Homeless Children

The Governing Board desires to ensure that homeless students have access to the same free and appropriate public education provided to other students within the district. The district shall provide homeless students with access to education and other services necessary for these students to meet the same challenging academic standards as other students.

Homeless students shall not be segregated into a separate school or program based on their status as homeless and shall not be stigmatized in any way.

(cf. 3553 - Free and Reduced Price Meals).

The State Administrator/Superintendent or designee shall ensure that placement decisions for homeless students are based on the student's best interest as defined in law and administrative regulation.

(cf. 5111.13 - Residency for Homeless Children)

~~***Note: Education Code 52060-52077 require districts to develop a local control and accountability plan (LCAP) which must be aligned to specific state priorities and any additional local priorities, and which must contain annual goals for all students and for each "numerically significant" student subgroup and the specific actions to be taken to achieve each goal; see BP/AR 0460 - Local Control and Accountability Plan. AB 104 (Ch. 13, Statutes of 2015) amended the definition of "numerically significant student subgroups" in Education Code 52052 to include homeless students, when there are at least 15 homeless students in the school or district.***~~

When there are at least 15 homeless students in the district or a district school, the district's local control and accountability plan (LCAP) shall include goals and specific actions to improve student achievement and other outcomes of homeless students. (Education Code 52052, 52060)

(cf. 0460 - Local Control and Accountability Plan)

~~***Note: The following optional paragraph may be revised to reflect district practice. Pursuant to Education Code 52064.5, as amended by AB 104 (Ch. 13, Statutes of 2015), the State Board of Education is required to adopt evaluation rubrics by October 1, 2016, for use by districts in evaluating their strengths, weaknesses, and areas that require improvement for the purpose of updating their LCAP.***~~

At least annually, the State Administrator/Superintendent or designee shall report to the Board on outcomes for homeless students, which may include, but are not limited to, school attendance, student achievement test results, promotion and retention rates by grade level, graduation rates, suspension/expulsion rates, and other outcomes related to any goals and specific actions identified in the LCAP. Based on the evaluation data, the district shall

revise its strategies as needed to better support the education of homeless students.

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

Transportation

The district shall provide transportation for a homeless student to and from his/her school of origin when the student is residing within the district and the parent/guardian requests that such transportation be provided. If the student moves outside of district boundaries, but continues to attend his/her school of origin within this district, the State Administrator/Superintendent or designee shall consult with the State Administrator/Superintendent of the district in which the student is now residing to agree upon a method to apportion the responsibility and costs of the transportation. (42 USC 11432)

(cf. 3250 - Transportation Fees)
(cf. 3541 - Transportation Routes and Services)

Legal Reference:

~~EDUCATION CODE~~

~~1980-1986 County community schools~~

~~2558.2 Use of revenue limits to determine average daily attendance of homeless children~~

~~39807.5 Payment of transportation costs by parents~~

~~UNITED STATES CODE, TITLE 42~~

~~11431-11435 McKinney-Vento Homeless Assistance Act~~

Management Resources:

~~U.S. DEPARTMENT OF EDUCATION GUIDANCE~~

~~Education for Homeless Children and Youth Program, Non-Regulatory Guidance, July 2004~~

~~WEB SITES~~

~~California Department of Education, Homeless Children and Youth Education:~~

~~<http://www.ede.ca.gov/sp/hs/cy>~~

~~National Center for Homeless Education at SERVE: <http://www.serve.org/nehe>~~

~~National Law Center on Homelessness and Poverty: <http://www.nlehp.org>~~

~~U.S. Department of Education: <http://www.ed.gov/programs/homeless/index.html>~~

~~(7/02)-7/05~~

Legal Reference:

EDUCATION CODE

2558.2 Use of revenue limits to determine average daily attendance of homeless children

39807.5 Payment of transportation costs by parents

48850 Educational rights; participation in extracurricular activities

48852.5 Notice of educational rights of homeless students

48852.7 Enrollment of homeless students

48915.5 Recommended expulsion, homeless student with disabilities
48918.1 Notice of recommended expulsion
51225.1-51225.3 Graduation requirements
52060-52077 Local control and accountability plan
CODE OF REGULATIONS, TITLE 5
4600-4687 Uniform complaint procedures
UNITED STATES CODE, TITLE 42
11431-11435 McKinney-Vento Homeless Assistance Act

Management Resources:

CALIFORNIA CHILD WELFARE COUNCIL
Partial Credit Model Policy and Practice Recommendations
CALIFORNIA DEPARTMENT OF EDUCATION
Homeless Education Dispute Resolution Process, January 30, 2007
NATIONAL CENTER FOR HOMELESS EDUCATION PUBLICATIONS
Homeless Liaison Toolkit, 2013
U.S. DEPARTMENT OF EDUCATION GUIDANCE
Education for Homeless Children and Youth Program, Non-Regulatory Guidance, July 2004
WEB SITES

California Child Welfare Council:
<http://www.chhs.ca.gov/Pages/CAChildWelfareCouncil.aspx>
California Department of Education, Homeless Children and Youth Education:
<http://www.cde.ca.gov/sp/hs/cy>
National Center for Homeless Education at SERVE: <http://www.serve.org/nche>
National Law Center on Homelessness and Poverty: <http://www.nlchp.org>
U.S. Department of Education: <http://www.ed.gov/programs/homeless/index.html>

(7/02 7/05) 12/15

Policy SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
First Reading: February 24, 2016
Adopted: King City, California

Instruction

Education For Homeless Children

Definitions

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)~~

~~***Note: Education Code 48852.7, as added by SB 445 (Ch. 289, Statutes of 2015), adds the following definition of "school of origin" which exceeds the definition in 42 USC 11432 and is consistent with the state definition of "school of origin" that applies to foster youth.***~~

School of origin means the school that the homeless student attended when permanently housed or the school in which he/she was last enrolled. If the school the homeless student attended when permanently housed is different from the school in which he/she was last enrolled, or if there is some other school that he/she attended within the preceding 15

months and with which he/she is connected, the district liaison shall determine, in consultation with and with the agreement of the homeless student and the person holding the right to make educational decisions for the student, and in the best interests of the homeless student, which school shall be deemed the school of origin. (Education Code 48852.7)

~~***Note: Education Code 48850 expresses legislative intent that the "best interest" of a homeless student or foster youth includes educational stability as well as placement in the least restrictive educational program, as provided below. Education Code 48853 further provides that the placement of a foster youth should consider the student's access to academic resources, services, and extracurricular and enrichment activities. For consistency with the definition of "best interest" applicable to foster youth (see AR 6173.1 Education for Foster Youth), the following definition also reflects Education Code 48853.***~~

Best interest means that, in making educational and school placement decisions for a homeless student, consideration is given to, among other factors, educational stability, the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress, and the student's access to academic resources, services, and extracurricular and enrichment activities that are available to all district students. (Education Code 48850, 48853; 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)

~~Assistant Superintendent of Educational Services and Human Resources~~
Coordinator Alternative Placement for Student Succession
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 48918.1, the district liaison must be notified before the expulsion hearing for a homeless student, when the student's alleged violation does not require a mandatory recommendation for expulsion; see AR 5144.1 - Suspension and Expulsion/Due Process. When so notified, the district liaison is expected to assist the student and, as necessary, advocate on the student's behalf.***~~

8. When notified pursuant to Education Code 48918.1, assist, facilitate, or represent a homeless student who is undergoing a disciplinary proceeding that could result in his/her expulsion

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

~~***Note: Pursuant to Education Code 48915.5, 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))

(cf. 6159 - Individualized Education Program)

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.

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)

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)~~

~~***Note: Education Code 48852.7, as added by SB 445 (Ch. 289, Statutes of 2015), and 42 USC 11432 require 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. The student shall be enrolled even if he/she: (Education Code 48852.7; 42 USC 11432)

1. Has outstanding fees, fines, textbooks, or other items or monies due to the school last attended

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

2. Does not have clothing normally required by the school, such as school uniforms

(cf. 5132 - Dress and Grooming)

3. Is unable to produce records normally required for enrollment, such as previous academic records, proof of residency, and medical records, including, but not limited to, records or other proof of immunization history

(cf. 5111 - Admission)

(cf. 5111.1 - District Residency)

(cf. 5125 - Student Records)

(cf. 5141.26 - Tuberculosis Testing)

(cf. 5141.31 - Immunizations)

(cf. 5141.32 - Health Screening for School Entry)

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)

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. (Education Code 48852.7; 42 USC 11432)

To ensure that the homeless student has the benefit of matriculating with his/her peers in accordance with the established feeder patterns, the following shall apply: (Education Code 48852.7)

1. If the student is transitioning between grade levels, he/she shall be allowed to

continue in the same attendance area.

2. If the student is transitioning to a middle school or high school, and the school designated for matriculation is in another school district, he/she shall be allowed to continue to the school designated for matriculation in that district.

***Note: Education Code 48852.7, as added by SB 445 (Ch. 289, Statutes of 2015), allows homeless students to remain in the school of origin, or matriculate to a feeder school, even if the student is no longer homeless. The district may revise the following list to reflect the grade levels and feeder school patterns in the district. ***

If the student's status changes before the end of the school year so that he/she is no longer homeless, he/she shall be allowed to stay in the school of origin: (Education Code 48852.7)

1. Through the duration of the school year if he/she is in grades K-8
2. Through graduation if he/she is in high school

~~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 Superintendent. The 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.~~

Resolving Enrollment Disputes

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)

~~***Note: Pursuant to 42 USC 11432, when a dispute over school selection or enrollment exists between the district and a parent/guardian, the district must provide written explanation of its decision. In its Non-Regulatory Guidance Education for Homeless Children and Youth Program, the USDOE recommends that the written decision contain the elements specified below. The following optional paragraph should be modified to reflect district practice. See the accompanying Exhibit for a sample explanation and appeal form. ***~~

The parent/guardian shall be provided with a written explanation of the placement decision, which shall be complete, as brief as possible, simply stated, and provided in language that the parent/guardian or student can understand. The written explanation shall include:

- 1. The district liaison's contact information**
- 2. A description of the district's placement decision**
- 3. Notice of the student's right to enroll in the school of choice pending resolution of the dispute, including the right to fully participate in all school activities**
- 4. Notice of the parent/guardian's 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 work to resolve an enrollment dispute as expeditiously as possible after receiving notice of the dispute. (42 USC 11432)

~~***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.

Transportation

~~***Note: 42 USC 11432 mandates that districts adopt policies and practices to ensure that transportation is provided to homeless students, at the request of their parent/guardian, to and from their school of origin as specified below.***~~

~~***Note: In its Non-Regulatory Guidance Education for Homeless Children and Youth Program, the USDOE states that the law imposes an affirmative obligation to transport homeless students, even if transportation is not provided to other students. The Guidance clarifies that, because the~~

~~State of California receives funds under McKinney-Vento, all districts in California are subject to this requirement. ***~~

~~***Note: Federal law does not address the authorization provided by Education Code 39807.5 for the district to charge for the cost of home to school transportation. However, it is likely that most homeless students would be identified as indigent and would therefore be exempt from transportation costs. See AR 3250—Transportation Fees. ***~~

The district shall provide transportation for a homeless student to and from his/her school of origin when the student is residing within the district and the parent/guardian requests that such transportation be provided. If the student moves outside of district boundaries, but continues to attend his/her school of origin within this district, the State Administrator/Superintendent or designee shall consult with the State Administrator/Superintendent of the district in which the student is now residing to agree upon a method to apportion the responsibility and costs of the transportation. (42 USC 11432)

(cf. 3250 - Transportation Fees)

(cf. 3541 - Transportation Routes and Services)

~~***Note: Education Code 48852.7, as added by SB 445 (Ch. 289, Statutes of 2015), requires that the district provide transportation to a formerly homeless student with an individualized education program that provides for transportation as a related service. Education Code 48852.7 does not supersede or exceed other laws governing special education services for eligible homeless students.~~

~~The following paragraph may be revised if the district chooses to provide transportation to other formerly homeless students attending their school of origin. ***~~

The district shall not be obligated to provide transportation to students who continue attending their school of origin after they cease to be homeless, unless the formerly homeless student has an individualized education program that includes transportation as a necessary related service for the student. (Education Code 48852.7)

Transfer of Coursework and Credits

~~***Note: The following section is for use by districts maintaining high schools. ***~~

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)

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)

~~***Note: Although Education Code 51225.2 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. ***~~

Partial credits shall be awarded on the basis of 0.5 credits for every seven class periods attended per subject. If the school is on a block schedule, each block schedule class period attended shall be equal to two regular class periods per subject. Partial credits and grades earned by a student shall be included on the student's official transcript within two business days of the district's notification of the student's transfer, as required under Education Code 49069.5.

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)

Applicability of Graduation Requirements

~~***Note: The following section is for use by districts maintaining high schools. Also see BP 6146.1 - High School Graduation Requirements. ***~~

~~***Note: Education Code 60851.5, as added by SB 172 (Ch. 572, Statutes of 2015), provides that the administration of the California High School Exit Examination and the requirement that each student completing grade 12 successfully pass the exam as a condition of receiving a diploma or a condition of graduation from high school are suspended for the 2015-16, 2016-17, and 2017-18 school years. ***~~

To obtain a high school diploma, a homeless student shall complete all courses required by Education Code 51225.3 and fulfill any additional graduation requirements 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, homeless students who transfer after the second year of high school are exempted from locally established high school graduation requirements in the same manner as foster youth who transfer in the same grades. The district is required to notify the homeless student, the person holding rights to make educational decisions for the student, and the district liaison of the availability of this exemption and whether the student qualifies for it. As amended by AB 1166 (Ch. 171, Statutes of 2015), Education Code 51225.1 provides that, if the district fails to provide this notification, a student who qualifies for the exemption will be eligible for the exemption once he/she is notified, even if that notification is received after the student is no longer homeless.***~~

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. If the State Administrator/Superintendent or designee fails to provide this notification, the student shall be eligible for the exemption once notified, even if the notification occurs after the student is no longer homeless. (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 the district liaison on behalf of the student. (Education Code 51225.1)

~~***Note: AB 1166 (Ch. 171, Statutes of 2015) amended Education Code 51225.1 to provide that an exemption from local graduation requirements granted to a homeless student shall continue to apply after the student is no longer homeless. ***~~

If a homeless student is exempted from local graduation requirements, the exemption shall continue to apply after the student is no longer homeless or if he/she transfers to another school or school district. (Education Code 51225.1)

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 with 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. 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 Co-curricular Activities)
(cf. 6145.2 - Athletic Competition)**

Notification and Complaints

~~***Note: Education Code 51225.1 and 51225.2, as amended by AB 379 (Ch. 772, Statutes of 2015), require that specified educational rights of homeless students be included in the annual uniform complaint procedures notification distributed pursuant to 5 CCR 4622. ***~~

Information regarding the educational rights of homeless students, as specified in Education Code 51225.1 and 51225.2, shall be included in the annual uniform complaint

procedures notification distributed to students, parents/guardians, employees, and other interested parties pursuant to 5 CCR 4622. (Education Code 51225.1, 51225.2)

~~***Note: AB 379 (Ch. 772, Statutes of 2015) amended Education Code 51225.1 and 51225.2 to provide that complaints of noncompliance with specified requirements related to the educational rights of homeless students may be filed in accordance with the uniform complaint procedures specified in 5 CCR 4600-4687. As with other complaints covered under the uniform complaint procedures, a complainant may appeal the district's decision to the CDE and, if the district or CDE finds any merit in the complaint, the district must provide a remedy to the affected student. See BP/AR 1312.3 - Uniform Complaint Procedures. ***~~

Any complaint that the district has not complied with requirements regarding the education of homeless students, as specified in Education Code 51225.1 or 51225.2, may be filed in accordance with the district's procedures in AR 1312.3 - Uniform Complaint Procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

(7/05 12/14) 12/15

Regulation SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
First Reading: February 24, 2016
Adopted: King City, California

Instruction

Education For Foster Youth

Definitions

~~Foster youth means a child who has been removed from his/her home pursuant to Welfare and Institutions Code 309, is the subject of a petition filed under Welfare and Institutions Code 300 or 602, or has been removed from his/her home and is the subject of a petition filed under Welfare and Institutions Code 300 or 602. (Education Code 48853.5)~~

Foster youth means a child who has been removed from his/her home pursuant to Welfare and Institutions Code 309, is the subject of a petition filed under Welfare and Institutions Code 300 or 602, or has been removed from his/her home and is the subject of a petition filed under Welfare and Institutions Code 300 or 602 or is a nonminor who is under the transition jurisdiction of a juvenile court, as described in Welfare and Institutions Code 450, and satisfies the criteria specified in Education Code 42238.01. (Education Code 42238.01, 48853.5)

Person holding the right to make educational decisions means a responsible adult appointed by a court pursuant to Welfare and Institutions Code 361 or 727.

School of origin means the school that the foster youth attended when permanently housed or the school in which he/she was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which he/she was last enrolled, or if there is some other school that the foster youth attended within the preceding 15 months and with which the youth is connected, the liaison shall, in consultation with and with the agreement of the foster youth and the person holding the right to make educational decisions for the youth, determine, in the best interests of the foster youth, which school is the school of origin. (Education Code 48853.5)

Best interests means that, in making educational and school placement decisions for a foster youth, consideration is given to, among other factors, educational stability, the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress, and the foster youth's access to academic resources, services, and extracurricular and enrichment activities that are available to all district students. (Education Code 48850, 48853)

District Liaison

The State Administrator/Superintendent designates the following position as the district's liaison for foster youth: (Education Code 48853.5)

~~Dr. Daniel Moirao, Assistant Superintendent~~
Coordinator Alternative Placement for Student Success

800 Broadway - King City, CA 93930
(831) 385-0606

(cf. 6173 - Education for Homeless Children)

The liaison for foster youth shall:

1. Ensure and facilitate the proper educational placement, enrollment in school, and checkout from school of students in foster care (Education Code 48853.5)
2. Ensure proper transfer of credits, records, and grades when students in foster care transfer from one school to another or from one district to another (Education Code 48853.5, 48645.5)

When a student in foster care is enrolling in a district school, the liaison shall contact the school last attended by the student to obtain all academic and other records, within two business days of receiving the request. When a foster youth is transferring to a new school, the liaison shall provide the student's records to the new school within two business days of receiving the new school's request. (Education Code 48853.5)

(cf. 5117 - Interdistrict Attendance)

(cf. 5125 - Student Records)

(cf. 6146.3 - Reciprocity of Academic Credit)

~~***Note: Pursuant to Education Code 48853.5, 48911, 48915.5, and 48918.1, the district liaison is required to invite or notify a foster youth's attorney and the appropriate official of the county child welfare agency in certain circumstances when expulsion-related proceedings are pending against the foster youth. For specific situations requiring such invitation or notice, see AR 5144.1 - Suspension and Expulsion/Due Process.***~~

- 3. When required by law, notify the foster youth's attorney and the representative of the appropriate county child welfare agency when the foster youth is undergoing any expulsion or other disciplinary proceeding, including a manifestation determination prior to a change in the foster youth's placement, when he/she is a student with a disability. (Education Code 48853.5, 48911, 48915.5, 48918.1)**

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

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

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

4. As needed, make appropriate referrals to ensure that students in foster care receive necessary special education services and services under Section 504 of the federal Rehabilitation Act of 1973

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

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

5. Ensure that students in foster care receive appropriate school-based services, such as supplemental instruction, counseling, or after-school services

(cf. 5141.6 - School Health Services)
(cf. 5148.2 - Before/After School Programs)
(cf. 5149 - At-Risk Students)
(cf. 6164.2 - Guidance/Counseling Services)
(cf. 6172 - Gifted and Talented Student Program)
(cf. 6174 - Education for English Language Learners)
(cf. 6177 - Summer School)
(cf. 6179 - Supplemental Instruction)

6. Develop protocols and procedures so that district staff, including principals, school registrars, and attendance clerks, are aware of the requirements for the proper enrollment, placement, and transfer of foster youth

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

7. Collaborate with the county placing agency, social services, probation officers, juvenile court officers, nonprofit organizations, and advocates to help coordinate services for the district's foster youth

(cf. 1020 - Youth Services)
(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)
(cf. 5113.1 - Chronic Absence and Truancy)

8. Monitor the educational progress of foster youth and provide reports to the State Administrator/Superintendent or designee and the Governing Board based on indicators identified in Board policy

The State Administrator/Superintendent or designee shall regularly monitor the caseload of the liaison, as well as his/her additional duties outside of the foster youth program, to determine whether adequate time and resources are available to meet the needs of foster youth in the district.

(cf. 4115 - Evaluation/Supervision)
(cf. 4315 - Evaluation/Supervision)

Enrollment

A foster youth placed in a licensed children's institution or foster family home within the district shall attend programs operated by the district unless one of the following circumstances applies: (Education Code 48853, 48853.5)

1. The student has an individualized education program requiring placement in a nonpublic, nonsectarian school or agency, or in another local educational agency.

(cf. 6159 - Individualized Education Program)

(cf. 6159.2 - Nonpublic, Nonsectarian School and Agency Services for Special Education)

- ~~2. The parent/guardian or other person holding the right to make educational decisions for the student determines that it is in the best interest of the student to be placed in another educational program.~~

~~***Note: Pursuant to Education Code 48853, a district is required to educate foster youth in the least restrictive environment necessary for their educational achievement. However, a district may be discharged from this obligation when the parent/guardian or other person with the right to make educational decisions for the foster youth unilaterally decides to place the foster youth in another educational program and provides the district a written statement as specified in item #2 below.***~~

2. The parent/guardian or other person holding the right to make educational decisions for the student determines that it is in the best interest of the student to be placed in another educational program and submits a written statement to the district indicating that determination and that he/she is aware of the following:

- a. The student has a right to attend a regular public school in the least restrictive environment.**
- b. The alternate educational program is a special education program, if applicable.**
- c. The decision to unilaterally remove the student from the district school and to place him/her in an alternate education program may not be financed by the district.**
- d. Any attempt to seek reimbursement for the alternate education program may be at the expense of the parent/guardian or other person holding the right to make educational decisions for the student.**

(cf. 5116.1 - Intradistrict Open Enrollment)

(cf. 5117 - Interdistrict Attendance)

(cf. 6159.3 - Appointment of Surrogate Parent for Special Education Students)

(cf. 6159.3 - Appointment of Surrogate Parent for Special Education Students)

3. At the initial placement or any subsequent change in placement, the student exercises his/her right to continue in his/her school of origin, as defined above.

- a. The student may continue in the school of origin for the duration of the court's jurisdiction or, if the court's jurisdiction is terminated prior to the end of a school year, then for remainder of the school year.
- b. ~~To provide the student the benefit of matriculating with his/her peers in accordance with the established feeder patterns of school districts, a student who is transitioning between school grade levels shall be allowed to continue in the district of origin in the same attendance area. A student who is transitioning to a middle school or high school shall be allowed to enroll in the school designated for matriculation in another school district.~~

~~The liaison may, in consultation with and with the agreement of the foster youth and the person holding the right to make educational decisions for the youth, recommend that the youth's right to attend the school of origin be waived and he/she be enrolled in any school that students living in the attendance area in which the foster youth resides are eligible to attend. All decisions shall be made in accordance with the foster youth's best interests. (Education Code 48853.5)~~

~~Prior to making any recommendation to move a foster youth from his/her school of origin, the liaison shall provide the youth and the person holding the right to make educational decisions for the youth with a written explanation of the basis for the recommendation and how this recommendation serves the youth's best interests. (Education Code 48853.5)~~

~~The role of the liaison shall be advisory with respect to placement decisions and determination of the school of origin. (Education Code 48853.5)~~

- b. If the court's jurisdiction is terminated while the student is in high school, the student may continue in his/her school of origin until he/she graduates.**
- c. If the student is transitioning between school grade levels, he/she shall be allowed to continue in the district of origin in the same attendance area to provide him/her the benefit of matriculating with his/her peers in accordance with the established feeder patterns of school districts. A student who is transitioning to a middle school or high school shall be allowed to enroll in the school designated for matriculation in another school district.**

The district liaison may, in consultation with and with the agreement of the foster youth and the person holding the right to make educational decisions for the youth, recommend that the youth's right to attend the school of origin be waived and he/she be enrolled in any school that students living in the attendance area in which the foster youth resides are eligible to attend. All decisions shall be made in accordance with the foster youth's best interests. (Education Code 48853.5)

Prior to making any recommendation to move a foster youth from his/her school of origin, the liaison shall provide the youth and the person holding the right to make educational decisions for the youth with a written explanation of the basis for the recommendation and

how the recommendation serves the youth's best interests. (Education Code 48853.5)

The role of the liaison shall be advisory with respect to placement decisions and determination of the school of origin. (Education Code 48853.5)

If the liaison, in consultation with the foster youth and the person holding the right to make educational decisions for the foster youth, agrees that the best interests of the youth would be served by his/her transfer to a school other than the school of origin, the principal or designee of the new school shall immediately enroll the foster youth. The foster youth shall be immediately enrolled even if he/she: (Education Code 48853.5)

1. Has outstanding fees, fines, textbooks, or other items or monies due to the school last attended

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

2. Does not have clothing normally required by the school, such as school uniforms

(cf. 5132 - Dress and Grooming)

3. Is unable to produce records normally required for enrollment, such as previous academic records, proof of residency, and medical records, including, but not limited to, immunization records or other documentation

(cf. 5141.26 - Tuberculosis Testing)

(cf. 5141.31 - Immunizations)

(cf. 5141.32 - Health Screening for School Entry)

If a person with the right to make educational decisions for a foster youth or the foster youth disagrees with the liaison's enrollment recommendation, he/she may appeal to the State Administrator/Superintendent. The State Administrator/Superintendent shall make a determination within 30 calendar days of receipt of the appeal. Within 30 calendar days of receipt of the State Administrator/Superintendent's decision, the parent/guardian or foster youth may appeal that decision to the Board. The Board shall consider the issue at its next regularly scheduled meeting. The Board's decision shall be final.

(cf. 9320 - Meetings and Notices)

If any dispute arises regarding the request of a foster youth to remain in the school of origin, the youth has the right to remain in the school of origin pending resolution of the dispute. (Education Code 48853.5)

Transportation.

Upon request, the district may provide transportation for a foster youth to and from his/her school of origin when the student is residing within the district and the school of origin is within district boundaries.

Transfer of Coursework and Applicability of Graduation Requirements

When a foster youth transfers into a district school, the district shall accept and issue full credit for any coursework that the foster youth has satisfactorily completed while attending another public school, a juvenile court school, or a nonpublic, nonsectarian school or agency and shall not require the foster youth to retake the course. (Education Code 51225.2)

If the foster youth 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 foster youth to retake the portion of the course completed if, in consultation with the holder of educational rights for the foster youth, the district finds that the foster youth is reasonably able to complete the requirements in time to graduate from high school. Whenever partial credit is issued to a foster youth 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 foster youth 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)

~~When a foster youth in grade 11 or 12 transfers into the district from another school district or transfers between high schools within the district, he/she shall be exempted from all coursework and other graduation requirements adopted by the Board that are in addition to the statewide coursework requirements specified in Education Code 51225.3 and the high school exit examination, unless the district makes a finding that the student is reasonably able to complete the additional requirements in time to graduate from high school while he/she remains in foster care. (Education Code 51225.3, 60851)~~

~~The Superintendent or designee shall notify any student who is granted an exemption and, as appropriate, the person holding the right to make educational decisions for the student, if any of the 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 51225.3)~~

~~(cf. 6146.1—High School Graduation Requirements)~~

~~(cf. 6162.52—High School Exit Examination)~~

Applicability of Graduation Requirements

~~***Note: The following section is for use by districts maintaining high schools. Also see BP~~

~~6146.1 High School Graduation Requirements. ***~~

~~***Note: Education Code 60851.5, as added by SB 172 (Ch. 572, Statutes of 2015), provides that the administration of the California High School Exit Examination and the requirement that each student completing grade 12 successfully pass the exam as a condition of receiving a diploma or a condition from graduation from high school are suspended for the 2015-16, 2016-17, and 2017-18 school years. ***~~

To obtain a high school diploma, a foster youth shall complete all courses required by Education Code 51225.3 and fulfill any additional graduation requirements prescribed by the Board.

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6162.52 - High School Exit Examination)

~~***Note: Education Code 51225.1 exempts any foster youth who transfers into the district or between district schools any time after completion of the student's second year of high school from locally established high school graduation requirements. The district is required to notify the student, the person holding rights to make educational decisions for the student, and the district liaison of the availability of this exemption and whether the student qualifies for it. As amended by AB 1166 (Ch. 171, Statutes of 2015), Education Code 51225.1 provides that, if the district fails to provide this notification, the student will be eligible for the exemption once he/she is notified, even if that notification is received after the student is no longer under the court's jurisdiction, if the student otherwise qualifies for the exemption. ***~~

However, when a foster youth 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 foster youth's transfer, the State Administrator/Superintendent or designee shall notify the foster youth, the person holding the right to make educational decisions for him/her, and the foster youth's social worker of the availability of the exemption and whether the foster youth qualifies for it. If the State Administrator/Superintendent or designee fails to provide this notification, the student shall be eligible for the exemption once notified, even if the notification occurs after the student is no longer a foster youth. (Education Code 51225.1, 60851)

To determine whether a foster youth is in his/her third or fourth year of high school, the district shall use either the number of credits the foster youth 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 foster youth 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 foster youth'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 foster youth 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 foster youth or any person acting on behalf of a foster youth. (Education Code 51225.1)

If a foster youth is exempted from local graduation requirements, the exemption shall continue to apply after the termination of the court's jurisdiction over the student while he/she is still enrolled in school or if he/she transfers to another school or school district. (Education Code 51225.1)

Upon making a finding that a foster youth is reasonably able to complete district graduation requirements within his/her fifth year of high school, the State Administrator/Superintendent or designee shall: (Education Code 51225.1)

- 1. Inform the foster youth and the person holding the right to make educational decisions for him/her of the foster youth's option 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 foster youth about transfer opportunities available through the California Community Colleges**
- 3. Upon agreement with the foster youth or, if he/she is under 18 years of age, the person holding the right to make educational decisions for him/her, permit the foster youth to stay in school for a fifth year to complete the district's graduation requirements**

Grades/Credits

Grades for a student in foster care shall not be lowered if the student is absent from school due to either of the following circumstances: (Education Code 49069.5)

- 1. A decision by a court or placement agency to change the student's placement, in which case the student's grades and credits shall be calculated as of the date he/she left school**
- 2. A verified court appearance or related court-ordered activity**

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

Eligibility for Extracurricular Activities

A foster youth who changes residences pursuant to a court order or decision of a child welfare worker 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)

(11/09-11/10)-11/11

Notification and Complaints

~~***Note: As amended by AB 379 (Ch. 772, Statutes of 2015), Education Code 48853, 49069.5, 51225.1, and 51225.2 require that the district's annual uniform complaint procedures notification include specified information regarding the educational rights of foster youth. See AR 1312.3 - Uniform Complaint Procedures for further information regarding this notification. Education Code 48853.5, as amended by AB 379, requires the California Department of Education (CDE), in consultation with the California Foster Youth Education Task Force, to develop a standardized notice of the educational rights of foster youth and to post that notice on its web site.***~~

Information regarding the educational rights of foster youth shall be included in the annual uniform complaint procedures notification distributed to students, parents/guardians, employees, and other interested parties pursuant to 5 CCR 4622. (Education Code 48853, 48853.5, 49069.5, 51225.1, 51225.2)

(cf. 5145.6 - Parental Notifications)

~~***Note: AB 379 (Ch. 772, Statutes of 2015) amended Education Code 48853, 48853.5, 49069.5, 51225.1, and 51225.2 to provide that complaints of noncompliance with specified requirements related to the education of foster youth may be filed in accordance with the uniform complaint procedures specified in 5 CCR 4600-4687. As with other complaints covered under the uniform complaint procedures, a complainant may appeal the district's decision to the CDE and, if the district or CDE finds any merit in the complaint, the district must provide a remedy to the affected student. See BP/AR 1312.3 - Uniform Complaint Procedures.***~~

Any complaint that the district has not complied with requirements regarding the education of foster youth may be filed in accordance with the district's procedures in AR 1312.3 - Uniform Complaint Procedures. If the district finds merit in a complaint, the district shall provide a remedy to the affected student. A complainant not satisfied with the district's decision may appeal the decision to the California Department of Education (CDE) and shall receive a written decision regarding the appeal within 60 days of CDE's receipt of the appeal. If the CDE finds merit in an appeal, the district shall provide a remedy to the affected student. (Education Code 48853, 48853.5, 49069.5, 51225.1, 51225.2)

(cf. 1312.3 - Uniform Complaint Procedures)

(11/12 12/13) 12/15

Regulation SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

First Reading: February 24, 2016

Adopted:

King City, California

Instruction

Supplemental Instruction

~~The Governing Board recognizes that high-quality supplemental instructional programs can motivate and support students to attain grade-level academic standards, overcome academic deficiencies, and/or acquire critical skills.~~

~~(cf. 5113.1—Truancy)
(cf. 5147—Dropout Prevention)
(cf. 5148.2—Before/After-School Programs)
(cf. 5149—At-Risk Students)
(cf. 6011—Academic Standards)
(cf. 6146.1—High School Graduation Requirements)
(cf. 6164.5—Student Success Teams)~~

~~***Note: The following policy is mandated pursuant to Education Code 48070.5 and should be revised to reflect the grade levels offered by the district.***~~

~~***Note: Pursuant to Education Code 52060-52077, the Governing Board must annually adopt a local control and accountability plan which includes goals and actions aligned with eight state priorities, including student achievement; see BP/AR-0460—Local Control and Accountability Plan. The provision of high-quality supplemental instruction may be one strategy to improve student achievement outcomes for underperforming students.***~~

The Governing Board recognizes that high-quality supplemental instruction can motivate and support students to attain grade-level academic standards, overcome academic deficiencies, and/or acquire critical skills. The district shall offer programs of direct, systematic, and intensive supplemental instruction to meet student needs. Supplemental instruction shall be offered in accordance with law and may be used to assist the district in meeting its goals for student achievement.

**(cf. 0460 - Local Control and Accountability Plan)
(cf. 5113.1 - Chronic Absence and Truancy)
(cf. 5147 - Dropout Prevention)
(cf. 6011 - Academic Standards)
(cf. 6146.1 - High School Graduation Requirements)
(cf. 6146.5 - Elementary/Middle School Graduation Requirements)
(cf. 6164.5 - Student Success Teams)**

Supplemental instruction may be offered during and outside the regular school day, including during the summer, before school, after school, on Saturday, and/or during intersessions. When supplemental instruction is offered during the regular school day, it shall not supplant the student's instruction in the core curriculum areas or physical education.

(cf. 5148.2 - Before/After School Programs)
(cf. 6111 - School Calendar)
(cf. 6112 - School Day)
(cf. 6142.7 - Physical Education and Activity)
(cf. 6176 - Weekend/Saturday Classes)
(cf. 6177 - Summer Learning Programs)

As appropriate, supplemental instruction may be provided through a classroom setting, individual or small group instruction, technology-based instruction, and/or an arrangement with a community or other external service provider.

(cf. 1020 - Youth Services)

When determined to be necessary by the principal or designee, a student may be required to participate in supplemental instruction outside the regular school day. In such cases, written parent/guardian consent shall be obtained for the student's participation.

Required Supplemental Programs

The district shall offer direct, systematic, and intensive supplemental instruction for:

1. Students in grades 9-12 who do not demonstrate "sufficient progress" toward passing the state exit examination required for high school graduation in order to help them pass the exam (Education Code 37252, 60851)

(cf. 6162.52 - High School Exit Examination)

"Sufficient progress" shall be determined based on a student's results on the state Standardized Testing and Reporting assessments and the minimum levels of proficiency recommended by the State Board of Education.

(cf. 6162.51 - Standardized Testing and Reporting Program)

~~In addition, students who do not possess sufficient English language skills to be assessed shall be considered students who do not demonstrate sufficient progress towards passing the exit exam and shall receive supplemental instruction designed to help them succeed on the exit exam. (Education Code 37252)~~

- ~~2. Students who have not passed one or both parts of the exit exam by the end of grade 12, for up to two consecutive school years after the completion of grade 12 or until they have passed both parts of the exit exam, whichever comes first (Education Code 37254)~~

(cf. 1312.4 - Williams Uniform Complaint Procedures)

3. Eligible students from low-income families whenever the district or a district school receiving federal Title I funds has been identified by the California Department of Education for program improvement for two or more years (20 USC 6316)

(cf. 0520.2 - Title I Program Improvement Schools)

(cf. 0520.3 - Title I Program Improvement Districts)

Optional Supplemental Programs

As funding, facilities, and staffing permit, supplemental instruction may be offered to students in grades 9-12 who seek enrichment in mathematics, science, or other core academic areas designated by the State Administrator/Superintendent of Public Instruction (Education Code 37253)

(cf. 6143 - Courses of Study)

Required Student Participation

~~The Superintendent or designee may require participation in a supplemental instructional program for: (Education Code 37252.2, 37254.1)~~

- ~~1. Students in grades 9-12 who demonstrate insufficient progress toward the exit exam required for high school graduation pursuant to Education Code 37252~~
- ~~2. Students in grades 9-12 participating in enrichment programs in core academic subjects pursuant to Education Code 37253~~

~~The Superintendent or designee shall obtain written parent/guardian consent for a student's participation in the supplemental enrichment instructional program.~~

Legal Reference:

EDUCATION CODE

~~1240 County Superintendent duties~~

~~35186 Williams Uniform Complaint Procedures~~

~~37200-37202 School calendar~~

~~37223 Weekend classes~~

~~37252-37254.1 Supplemental instruction~~

~~41505-41508 Pupil Retention Block Grant~~

~~42239 Supplemental instruction, apportionments~~

~~44259 Comprehensive reading program~~

~~46100 Length of school day~~

~~48070-48070.5 Promotion and retention~~

~~48200 Education~~

~~48985 Translation of notices
51210 Courses of study, elementary schools
51220 Courses of study, secondary schools
52378-52380 Supplemental School Counseling Program
60603 Definitions, core curriculum areas
60640-60648 Standardized Testing and Reporting Program
60850-60859 High school exit examination
REPEALED EDUCATION CODE FOR CATEGORICAL PROGRAMS
52012 Establishment of school site council
52014-52015 School plans
53025-53031 Intensive reading instruction
53091-53094 Intensive algebra instruction
CODE OF REGULATIONS, TITLE 5
11470-11472 Summer school
UNITED STATES CODE, TITLE 20
6316 Program improvement schools and districts~~

Management Resources:

~~CALIFORNIA DEPARTMENT OF EDUCATION CORRESPONDENCE
Implementation of Assembly Bill (AB) 347: requiring instruction and services for students who have not passed the exit exam but have met all other graduation requirements, October 26, 2007
U.S. DEPARTMENT OF EDUCATION GUIDANCE
Supplemental Educational Services, June 13, 2005
Creating Strong Supplemental Educational Services Programs, May 2004
WEB SITES
CSBA: <http://www.csba.org>
California Department of Education: <http://www.ede.ca.gov>
U.S. Department of Education: <http://www.ed.gov>
(11/05 3/07) 11/07~~

In addition, supplemental instruction may be offered to:

~~***Note: Education Code 37252.8 authorizes, but does not require, districts to offer supplemental instruction to students in grades 2-6 who have been identified as being "at risk" for retention based on state assessment results, grades, or other indicators. See BP 5123 - Promotion/Acceleration/Retention for further information about criteria for identifying students as at risk of retention. If districts choose to offer such instruction, Education Code 48070.5 mandates that they adopt policy indicating the manner in which opportunities for remedial instruction will be provided to students who are at risk for retention.***~~

- 1. Students who are identified as being at risk for retention based on state assessment results, grades, or other indicators**

(cf. 5121 - Grades/Evaluation of Student Achievement)
(cf. 6162.51 - State Academic Achievement Tests)

~~***Note: Education Code 37252.8 authorizes, but does not require, districts to offer supplemental instruction to students in grades 2-6 who are identified as having a deficiency in mathematics, reading, or written expression based on state assessment results. At their discretion, districts may offer such instruction to students who demonstrate academic deficiencies at any grade level or in any subject matter.***~~

2. Students who demonstrate academic deficiencies that may jeopardize their attainment of academic standards

(cf. 6142.6 - Visual and Performing Arts Education)
(cf. 6142.7 - Physical Education and Activity)
(cf. 6142.91 - Reading/Language Arts Instruction)
(cf. 6142.92 - Mathematics Instruction)
(cf. 6142.93 - Science Instruction)
(cf. 6142.94 - History-Social Science Instruction)

~~***Note: The following optional item may be used by districts maintaining high schools to provide support to students who need assistance to meet graduation requirements. Education Code 60851 requires districts to provide supplemental instruction to students in grades 7-12 who do not demonstrate "sufficient progress" toward passing the California High School Exit Examination. However, pursuant to Education Code 60851.5, as added by SB 172 (Ch. 572, Statutes of 2015), administration of the exit exam is suspended through the 2017-18 school year. Thus, supplemental instruction that is focused on assisting high school students to succeed on the exit exam is not currently required.***~~

3. High school students who need support to successfully complete courses required for graduation

Legal Reference:

EDUCATION CODE

37200-37202 School calendar

37223 Weekend classes

37252-37254.1 Supplemental instruction, summer school

42238.01-42238.07 Local control funding formula

46100 Length of school day

48070-48070.5 Promotion and retention

48200 Compulsory education

48985 Translation of notices

51210-51212 Courses of study, elementary schools

51220-51228 Courses of study, secondary schools
52060-52077 Local control and accountability plan
60603 Definitions, core curriculum areas
60640-60649 California Assessment of Student Performance and Progress
60850-60859 High school exit examination, especially:
60851.5 Suspension of high school exit examination
CODE OF REGULATIONS, TITLE 5
11470-11472 Summer school
UNITED STATES CODE, TITLE 20
6316 Program improvement schools and districts

Management Resources:

U.S. DEPARTMENT OF EDUCATION GUIDANCE

Supplemental Educational Services, January 14, 2009

**Innovations in Education: Creating Strong Supplemental Educational Services Programs,
May 2004**

WEB SITES

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

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

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

(11/07 12/13) 12/15

Policy SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

First Reading: February 24, 2016

Adopted:

King City, California

Bylaws of the Board

Board Bylaws

Student Board Members

~~The Governing Board believes that engaging the student body and seeking its input and feedback regarding the district's educational programs and activities are vital to achieving the district's mission of educating district students. To enhance communication between the Board and the student body and to encourage student involvement, the Board shall include at least one student Board member selected by the district's high school students in accordance with procedures approved by the Board.~~

~~The term of a student Board member shall be one year, commencing on July 1 of each year. A student Board member shall have the right to attend all Board meetings except closed (executive) sessions. (Education Code 35012)~~

~~(cf. 9321—Closed Session Purposes and Agendas)~~

~~A student Board member shall be seated with other members of the Board. In addition, a student Board member shall be recognized at Board meetings as a full member, shall receive all materials presented to other Board members except those related to closed sessions, and may participate in questioning witnesses and discussing issues. (Education Code 35012)~~

~~(cf. 9322—Agenda/Meeting Materials)~~

~~A student Board member may cast preferential votes on all matters except those subject to closed session discussion. Preferential votes shall be cast prior to the official Board vote and shall not affect the final numerical outcome of a vote. Preferential votes shall be recorded in the Board minutes. (Education Code 35012)~~

~~(cf. 9324—Minutes and Recordings)~~

~~A student Board member may make motions that may be acted upon by the Board, except on matters dealing with employer-employee relations pursuant to Government Code 3540-3549.3. (Education Code 35012)~~

~~***Note: The following optional board bylaw is for use by any district maintaining one or more high schools. When petitioned by the district's high school students pursuant to Education Code 35012, the Governing Board is required to order the inclusion of at least one student on the Board and, at its discretion, may include more than one student Board member. In the absence of any such petition, the Board may, on its own authority, order the inclusion of a student member on the Board.***~~

~~A student Board member shall be entitled to be reimbursed for mileage to the same extent as other members of the Board but shall not receive compensation for attendance at Board meetings. (Education Code 35012)~~

~~(cf. 3350—Travel Expenses)~~

~~(cf. 9250—Remuneration, Reimbursement and Other Benefits)~~

In order to enhance communication between the Governing Board and the student body and to engage students in the district's educational programs and operations, the Board encourages the involvement of high school students in district governance. The inclusion of one or more student representatives on the Board shall be ordered upon receipt of a student petition in accordance with Education Code 35012 or may be ordered at any time at the discretion of the Board.

Petition

High school students may submit a petition to the Board requesting the appointment of at least one student Board member. This petition, or a separate petition submitted after students have been appointed to the Board, also may include a request to allow preferential voting for student Board members. (Education Code 35012)

Preferential voting means a formal expression of opinion that is recorded in the minutes and cast before the official vote of the Board. (Education Code 35012)

To be eligible for consideration by the Board, the petition for student representation or the petition for preferential voting shall contain the signatures of no less than 500 regularly enrolled high school students, or no less than 10 percent of the number of regularly enrolled high school students, whichever is less. (Education Code 35012)

~~***Note: Education Code 35012, as amended by SB 532 (Ch. 317, Statutes of 2015), requires that the Board take action within 60 days of receiving a petition for either student representation or preferential voting.***~~

Within 60 days of receiving a student petition, or at the next regularly scheduled Board meeting if no meeting is held within those 60 days, the Board shall order the inclusion of a student member on the Board or shall act to allow preferential voting for the student Board member, as applicable. (Education Code 35012)

~~***Note: Education Code 35012, as amended by SB 532 (Ch. 317, Statutes of 2015), requires a majority vote of all voting members of the Board in order to eliminate a student Board member position. The motion must be listed as a public agenda item for a Board meeting prior to the motion being voted upon.***~~

Once established, the student Board member position shall remain in effect until the Board, by majority vote of all voting Board members, approves a motion to eliminate the position. (Education Code 35012)

Selection of Student Board Member

~~***Note: The following section may be revised to reflect district practice. Although Education Code 35012 requires that student Board members be elected by the students enrolled in high school(s), that~~

~~requirement applies when student representation is established in response to a student petition and may not necessarily apply when the Board has established such a position at its own discretion. ***~~

Student Board members shall be elected by the students enrolled in the high school or high schools in accordance with procedures prescribed by the Board. (Education Code 35012)

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

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

(cf. 6145 - Extracurricular and Cocurricular Activities)

Role and Responsibilities of Student Board Members

The term of a student Board member shall be one year, commencing on July 1. (Education Code 35012)

A student Board member shall have the right to attend all Board meetings except closed (executive) sessions. (Education Code 35012)

(cf. 9321 - Closed Session Purposes and Agendas)

A student Board member shall be recognized at Board meetings as a full member and shall be seated with other members of the Board. In addition, a student Board member shall receive all materials presented to other Board members except those related to closed sessions, and he/she may participate in questioning witnesses and discussing issues. (Education Code 35012)

(cf. 9322 - Agenda/Meeting Materials)

~~***Note: The following paragraph is optional. Education Code 35012 requires the Board to give student Board members preferential voting rights if the district's high school students petition for those rights, as provided in the section "Petition" above. In the absence of such a petition, the Board may voluntarily grant preferential voting rights to its student Board member(s). ***~~

When a student petition has requested preferential voting rights for student Board members or when the Board has granted preferential voting rights, a student Board member may cast preferential votes on all matters except those subject to closed session discussion. Preferential votes shall not affect the final numerical outcome of a vote. (Education Code 35012)

(cf. 9324 - Minutes and Recordings)

~~***Note: Pursuant to Education Code 35012, the Board may adopt a resolution authorizing its student Board member(s) to make motions that may be acted upon by the Board, except on matters dealing with employer-employee relations pursuant to Government Code 3540-3549.3. The following optional paragraph is for use by districts that wish to allow their student Board members such authority. ***~~

A student Board member may make motions that may be acted upon by the Board, except on matters dealing with employer-employee relations pursuant to Government Code 3540-3549.3.

(Education Code 35012)

A student Board member shall not be liable for any acts of the Board. (Education Code 35012)

(cf. 9323.2 - Actions by the Board)

A student Board member shall be entitled to be reimbursed for mileage to the same extent as other members of the Board but shall not receive compensation for attendance at Board meetings. (Education Code 35012)

(cf. 3350 - Travel Expenses)

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

Student Board Member Development

~~***Note: The following section is optional. Trainings for student Board member development are available through CSBA and statewide associations such as the California Association of Student Councils and California Association of Student Leaders.***~~

As necessary, the State Administrator/Superintendent or designee shall, at district expense, provide learning opportunities to student Board members, through trainings, workshops, and conferences, to enhance their knowledge, understanding, and performance of their Board responsibilities.

The State Administrator/Superintendent or designee may periodically provide an orientation for student Board member candidates to give them an understanding of the responsibilities and expectations of Board service.

Legal Reference:

EDUCATION CODE

33000.5 Appointment of student members to State Board of Education

35012 Board members; number, election and terms; student members

GOVERNMENT CODE

3540-3549.3 Educational Employment Relations Act

Management Resources:

WEB SITES

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

California Association of Student Councils: <http://www.casc.net>

California Association of Student Leaders: <http://www.caslboard.com>

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

(3/93 7/11) 12/15

Student Board Member Development

~~The Superintendent or designee may periodically provide an orientation for student Board member candidates to give them an understanding of the responsibilities and expectations of Board service.~~

Legal Reference:

~~EDUCATION CODE~~

~~33000.5 Appointment of student members to State Board of Education~~

~~35012 Board members; number, election and terms; pupil members~~

~~GOVERNMENT CODE~~

~~3540-3549.3 Educational Employment Relations Act~~

Management Resources:

~~WEB SITES~~

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

~~California Association of Student Councils: <http://www.case.net>~~

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

~~(12/92-3/93) 7/11~~

Bylaw SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

First Reading: February 24, 2016

Adopted:

King City, California

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

SUBJECT: Approval of Educator Effectiveness Spending Plan **MEETING:** February 24, 2016

AGENDA SECTION:

- ACTION
- INFORMATION
- ACTION/CONSENT

Board Goals:

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

Summary:

The District is receiving \$118,789 from the State to enhance the effectiveness of teachers and administrators. This funding must be spent by July 1, 2018. This was presented as a public hearing item at the January 20, 2016 board meeting.

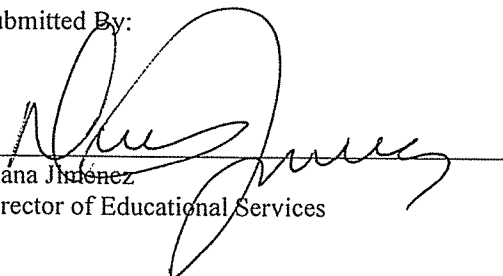
Recommendation:

The recommendation is being made for the State Administrator to approve the Educator Effectiveness Spending Plan.

Fiscal Impact:


As budgeted in the first interim budget.

Submitted By:



Diana Jiménez
Director of Educational Services

Approved:



Daniel R. Moirao, Ed.D.
State Administrator

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

SUBJECT: Approval of School Accountability Report Card
(SARC): Greenfield High School

MEETING: February 24, 2016

AGENDA SECTION:

ACTION

INFORMATION

ACTION/CONSENT

GOVERNING BOARD

Board Goals:

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

Summary:

As required by Education Code, each school site is to develop and distribute an annual accountability report card to the community. These reports mix data from one year prior and the current year. Attached is the School Accountability Report Cards (SARC) for Greenfield High School for the 2014-2015 academic year. The SARC will be posted on the school website and hard copies will be made available upon request.

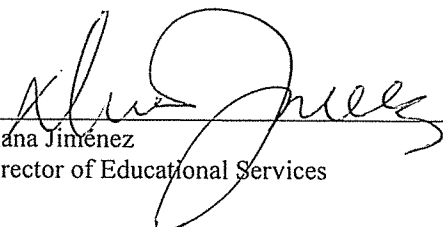
Recommendation:

It is recommendation of the District that the State Administrator approve the 2014-2015 School Accountability Report Card (SARC) for Greenfield High School.

Fiscal Impact:

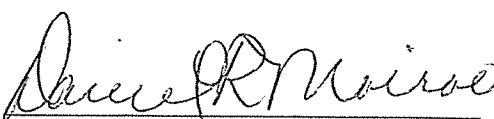
None

Submitted By:



Diana Jiménez
Director of Educational Services

Approved:



Daniel R. Moirao, Ed.D.
State Administrator

Greenfield High

California Department of Education School Accountability Report Card Reported Using Data from the 2014-15 School Year

Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

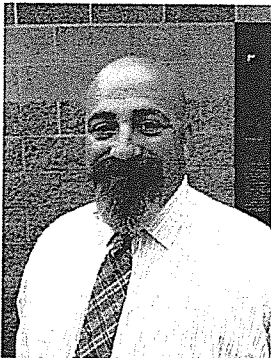
- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



Francis Lynch, Principal

Principal, Greenfield High

About Our School

Principal's Message

Dear GHS Students, Parents, and Staff,

Just a note to say "hello" and again invite you to come and see the great things that are happening here at Greenfield High School.

I am enjoying my second year as the principal here and am proud of the wonderful programs we offer to our students. We have a thorough educational program that includes AP and Honors classes, many Athletic teams, a vibrant FFA Program, and lots of clubs and activities.

We also have added some new services over the last year, including a second academic/guidance counselor, a Parent Involvement Coordinator, an ELD Liaison, a therapist from Monterey County Behavioral Health, and a second Gear-Up program through CSUMB. We continue to offer services through Gear-Up UCSC, MCOE Migrant Education Office, ETS/Trio, and our own Counseling Dept.

We will also be hosting a WASC Visit this year. All high schools in California can earn accreditation through ACS-WASC – this is what tells the colleges and universities that we offer a rigorous course of instruction – and we have prepared our self-study for the visit. The committee will be here to visit GHS from February 28th through March 2nd and you are welcome to come and be a part of the process.

Frank Lynch

Greenfield High School Principal

Estimados estudiantes, padres y personal de la Preparatoria de Greenfield,

Sólo una nota para decir "hola" y nuevamente invitarlos a venir y ver las cosas buenas que están sucediendo aquí en la preparatoria de Greenfield.

Estoy disfrutando de mi segundo año como el director aquí y estoy orgulloso de las programas maravillosos que ofrecemos a nuestros estudiantes. Tenemos un programa educativo cabal que incluye clases de AP y honores, varios equipos de atletismo, un programa dinámico de FFA, y muchos clubs y actividades.

También hemos añadido algunos nuevos servicios durante el último año, incluyendo una segunda consejera académico, una coordinador de participación de Padres, un enlace de ELD, una terapeuta del Condado de Monterey de comportamiento de salud, y un segundo programa de Gear-Up mediante CSUMB. Seguimos ofreciendo servicios a través

de Gear-Up MCOE UCSC, Oficina de Educación Migrante, ETS/Trio, y nuestro propio departamento de consejería. También estaremos alojando una visita de WASC este año. Todas las escuelas de California pueden obtener a través de la acreditación WASC-ACS - esto es lo que indica a los colegios y universidades que ofrecemos un curso de instrucción riguroso - y hemos preparado nuestro auto-estudio para la visita. El comité estará aquí para visitar GHS desde el 28 de febrero al 2 de marzo y son bienvenidos a venir y ser parte del proceso.

Frank Lynch

Director de la Preparatoria Greenfield

Contact

*Greenfield High
225 South El Camino Real
Greenfield, CA 93927-6312*

Phone: 831-674-2751

E-mail: flynch@smcjuhsd.org

About This School

Contact Information - Most Recent Year

District Contact Information - Most Recent Year		School Contact Information - Most Recent Year	
District Name	South Monterey County Joint Union High	School Name	Greenfield High
Phone Number	(831) 385-0606	Street	225 South El Camino Real
Superintendent	Daniel Moirao	City, State, Zip	Greenfield, Ca, 93927-6312
E-mail Address	dmoirao@smcjuhsd.org	Phone Number	831-674-2751
Web Site	www.smcjuhsd.org	Principal	Francis Lynch, Principal
		E-mail Address	flynch@smcjuhsd.org
		Web Site	greenfieldhs.org
		County-District-School (CDS) Code	27660682730174

Last updated: 1/12/2016

School Description and Mission Statement - Most Recent Year

In 1999, Greenfield High School opened its doors to students who proudly called themselves Bruins. The school sits on approximately forty acres. Greenfield High School is located in the southwest corner of the town of Greenfield. The school is surrounded by grape vineyards, fields, farmland, small businesses and residential housing.

Greenfield High School provides instruction to approximately students in grades nine through twelve on a traditional school schedule. As of 2013-14, the Greenfield High School student population was .2% Filipino, 91.8% Hispanic and 1.6% African American, 6.2% White, and .2% Other. 13.2% are students with disabilities, 51.6% are English Learners, and 87.6% are socioeconomically disadvantaged.

Greenfield High School offers a well-rounded program for its students, including but not limited to FFA, music, art, drama, computer technology, ASB, Leadership, CAHSEE Prep, credit recovery and AP courses. Students have opportunities to participate in clubs and extra-curricular activities such as football, wrestling, baseball, soccer, volleyball, basketball, rallies, Future Farmers of America, drama club, physics club, recycling club, art club and book club. After school and Saturday classes include English Language Arts, Algebra, Geometry, and Credit Recovery. Greenfield High School follows a progressive discipline plan and offers positive incentives. Prominent community supporters are the Greenfield Rotary Club and the Greenfield Lions Club.

The city of Greenfield covers an area of 1.7 square miles. It is located in the heart of California's Salinas Valley approximately 135 miles south of San Francisco, 95 miles south of San Jose, 40 miles south of Salinas and 60 miles north of Paso Robles. The City of Greenfield is located between the Gabilan mountain range to the east and the Santa Lucia range to the west. The city of Greenfield is centered in one of the most productive agricultural areas in the world. The area is known as the "Salad Bowl of the World." Over \$2 billion (US) worth of fruit and vegetables are produced and shipped annually across the United States and abroad. The area is also known as a premier wine grape growing region due to the rich soil and desirable climate.

As of 2013, there were 16,869 people residing in the city of Greenfield. There are 3,167 families residing in the city of Greenfield and the average family size is 4.71 people. 57% of the housing units are owner occupied. The median income for a household in the city was \$53,926. In recent years, the town has seen a sizable influx of immigrants from the Mexican state of Oaxaca. Many Oaxacans speak the indigenous languages of Triqui or Mixteco.

In the city of Greenfield, Hispanics comprise 90.2% of the population, White 6.6%, African American, .6%, Asian 0.6%, other 1.0%, and two or more races .10% About 17.1% of families and 21.6% of the population were below the poverty line. The estimated median house price in 2012 was \$165,000. Many households consist of extended families. Government service employs a large number of people in the area: teachers, fire fighters, correctional officers, forestry workers, and police officers make up this group. Approximately 90% of the Greenfield High School parents/guardians work in some type of agricultural industry; such as packing, irrigation, harvesting, and about 5% are migrant workers working between Greenfield and Yuma, Arizona. Permanent residents are drawn to this family-centered community for its affordable housing, moderate climate, and good employment opportunities here and in nearby areas.

Greenfield High School Vision Statement

Students at Greenfield High School are provided with educational and personal experiences that enable them to become life-long learners and responsible, productive citizens.

Greenfield High School Mission Statement

Greenfield High School provides all students with a standards-based curriculum, educational programs, resources and opportunities which empower all students to achieve academic success and reach their fullest potential.

Build: Connect concepts across the curriculum, demonstrate perseverance and apply knowledge and skills

Responsibility: Display personal and social responsibility

Understand: Possess critical thinking skills and exhibit literacy across the curriculum

Independent Learner: Engage in life-long learning and be resourceful and intrinsically motivated

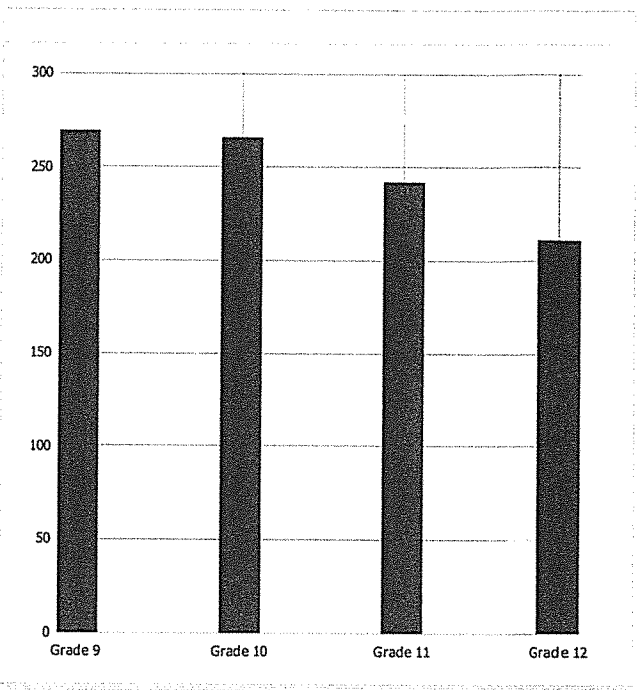
Navigate: Manage your time and resources and satisfy A-G requirements

Success: Have a plan for success, pursue a college degree and pursue career pathways

Last updated: 1/20/2016

Student Enrollment by Grade Level (School Year 2014-15)

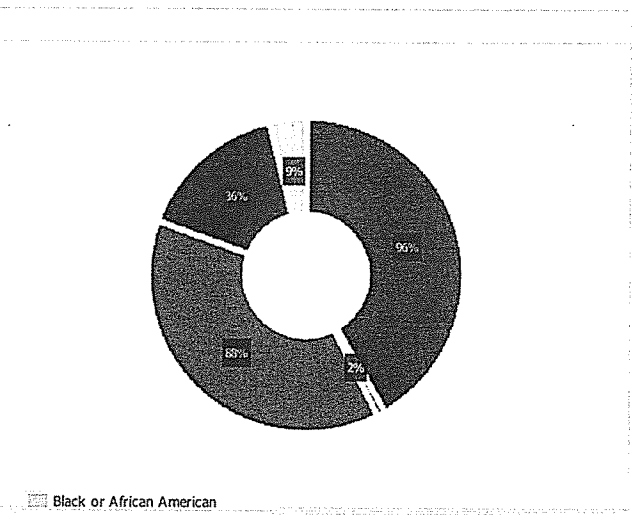
Grade Level	Number of Students
Grade 9	269
Grade 10	266
Grade 11	242
Grade 12	211
Total Enrollment	988



Last updated: 1/20/2016

Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	0.4 %
American Indian or Alaska Native	0.2 %
Asian	0.3 %
Filipino	0.0 %
Hispanic or Latino	96.5 %
Native Hawaiian or Pacific Islander	0.1 %
White	2.3 %
Two or More Races	0.1 %
Socioeconomically Disadvantaged	88.0 %
English Learners	36.2 %
Students with Disabilities	9.1 %
Foster Youth	0.0 %



Last updated: 1/12/2016

A. Conditions of Learning

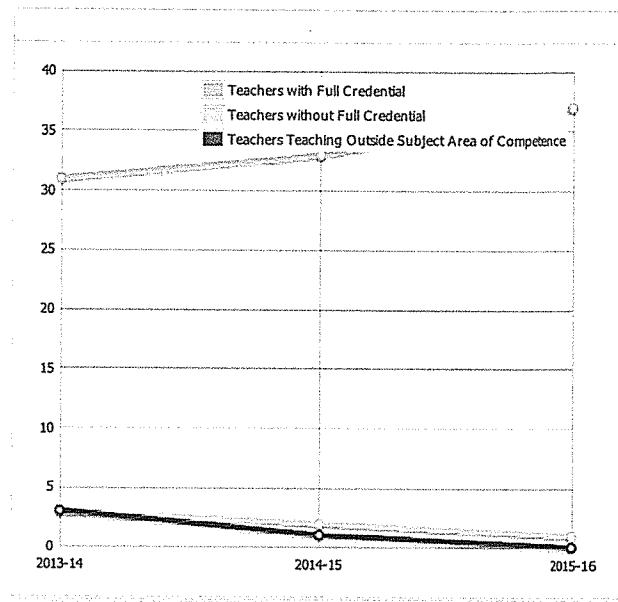
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

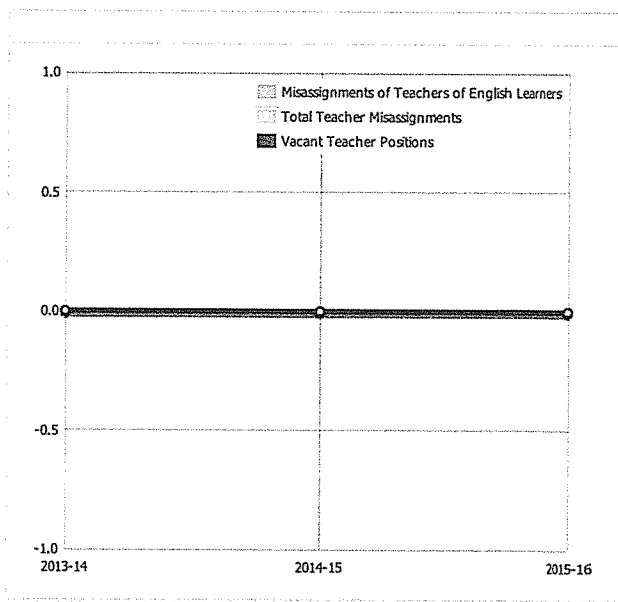
Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	31	33	37	81
Without Full Credential	3	2	1	3
Teachers Teaching Outside Subject Area of Competence (with full credential)	3	1	0	1



Last updated: 1/20/2016

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 1/12/2016

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	97.0%	3.0%
All Schools in District	99.0%	1.0%
High-Poverty Schools in District	99.0%	1.0%
Low-Poverty Schools in District	0.0%	0.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: November 2015

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Glencoe Literature: The Reader's Choice - 2002</p> <p>Glencoe Literature: Green(2002)</p> <p>Glencoe Literature: The Reader's Choice - Course 5 (2002) (red)</p> <p>Glencoe American Literature: The Reader's Choice , 2002 (blue)</p> <p>Glencoe British Literature: The Reader's Choice, 2002 (dark green)</p> <p>Glencoe British Literature: The Reader's Choice, 2002 (dark green)</p> <p>Edge: Reading, Writing & Grammar. Level C. Hampton-Brown. 2009 (Green)</p> <p>Edge: Reading, Writing & Grammar. Fundamentals. Hampton-Brown. 2009 (Red)</p> <p>Edge: Reading, Writing & Grammar. Level A. Hampton-Brown. 2009 (Orange)</p> <p>Edge: Reading, Writing & Grammar. Level B. Hampton-Brown. 2009 (Blue)</p> <p>California State University - Expository Reading and Writing Curriculum, 2008</p>	Yes	0.0 %
Mathematics	<p>Mathematics Visions Project. Modules Secondary One, Secondary Two and Secondary Three. Integrated Math Pathway. Online Modules. 2011</p> <p>Calculus: Graphical, Numerical, Algebraic (AP edition); 3rd edition. Pearson. 2007</p> <p>Consumer Math AGS. 2003</p>	Yes	0.0 %
Science	<p>Biology-Holt Rinehart and Winston. 2007</p> <p>Introduction to Chemistry-Zumdahl, Houghton Mifflin Co. 2000</p> <p>Earth Science-McDougal Littell. 2005 Prentice Hall. 2006</p> <p>Conceptual Physics-Foresman Addison Westley. 1999</p> <p>Introduction to Engineering. Project Lead the Way. Online Modules.</p> <p>AP Bio Campbell-Reece Am edition. 2008</p> <p>Ag. Bio-Holt California Biology. 2007</p> <p>Ag. Earth-California Earth Science, Prentice Hall. 2006</p> <p>Animal Science-Modern Livestock & Poultry Prod. 2007</p>	Yes	0.0 %

History-Social Science	<p>Modern World History Patterns of Interaction, McDougal Littell. 2006</p> <p>The Making of America, Houghton Mifflin. 2006</p> <p>The Americans, McDouglas Littell. 2006</p> <p>Economics: Principles and Practices, Glencoe. 2008</p> <p>American Government-Prentice Hall. 2006</p>	Yes	0.0 %
Foreign Language	<p>Spanish 1-Ven Conmigo, Level 1, Holt. 2003</p> <p>Spanish 2-Ven Conmigo, Level 2, Holt. 2003</p> <p>Spanish 3-Ven Conmigo, Level 3, Holt. 2003</p> <p>Spanish Flu.-Repaso-Glencoe McGraw Hill. 2002</p> <p>Spanish Lit. & Culture AP-Azulejo, Wayside Publishing. 2008</p> <p>French 1-Discovering French, Bleu. 1997</p> <p>French 2-Discovering French, Blanc. 1997</p> <p>French 3-Discovering French, Red. 1997</p> <p>French 4-Personnages(1997)</p>	Yes	0.0 %
Health	N/A		0.0 %
Visual and Performing Arts	Drama-The Stage and the School, Glencoe, McGraw -Hill(1999)	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	<p>3x100 culture tubes(200)</p> <p>400 mL beakers(24)</p> <p>alligator clips(29)</p> <p>alligators(1)</p> <p>animal specimens encased in resin(20)</p> <p>aprons(36)</p> <p>assorted prepared slides(275)</p> <p>balance w eight sets</p> <p>beakers 60 mL(30)</p> <p>beakers 600 mL(13)</p> <p>biochemical manipulative kit class set reusable(1)</p> <p>blood/fluid cleanup kit(1)</p> <p>blunt probes(25)</p> <p>bunsen burners(29)</p> <p>burner stands and apparatus(24)</p> <p>cd rom assorted tiles(15)</p> <p>chromosome simulation biokit class set(2)</p> <p>coliform test kit(2)</p> <p>compound microscopes(17)</p> <p>coverslips(10)</p> <p>cpr mannequins(10)</p> <p>crayfish bucket(empty=1)</p> <p>cuvettes(200)</p> <p>dichotomous key sets(9)</p> <p>dishwasher(1)</p> <p>disposable petri plates(24)</p> <p>dissecting needles(8)</p> <p>dissection scissors(36)</p> <p>dissection trays(20)</p> <p>dna extraction kit(1)</p> <p>electronic balances(3)</p> <p>electrophoresis kits(4)</p> <p>filter paper assorted sizes(32)</p> <p>flammable storage cabinet(1)</p> <p>flasks 125 mL(30)</p> <p>flasks 250 mL(12)</p> <p>flex cam(2)</p> <p>fruit fly breeding equipment(1)</p> <p>forceps(20)</p> <p>funnels assorted sizes(48)</p> <p>goggles(36)</p> <p>graduated cylinder 10 mL(16)</p>	Yes	0.0 %

graduated cylinder 25 mL(33)
 graduated cylinder 50 mL(40)
 graduated cylinder 100 mL(38)
 hot gloves 2 pairs
 hot plates(12)
 human anatomy model(1)
 human brain model(1)
 human skeleton model(1)
 incubator(1)

 large forceps(36)
 magnet sets(8)
 mammalian skulls(30)
 meter sticks(24)
 microscope slides(2)
 mortar/pestle(6)
 non-sterile transfer pipettes(375)
 nutrient agar powder(1-lb.)
 omnitron electronic kits(12)
 osmosis/diffusion biokit(1)
 pig fetus(1)
 powder packs(4)
 protein synthesis kit(1)
 refrigerator/freezer(1)
 rock sets(24)
 rolling carts(3)
 sand (3-lbs.)
 slide box with trays(1)

 spec 20s(6)
 sterile pipettes(200)
 stereoscopes(9)
 string (1 meter)
 table top magnifiers(6)
 teaching microscope(1)
 test tube cleaners(12)
 test tube racks(12)
 test tubes(144)
 thermometers(24)
 triple beam balance(16)
 tweezers(2)
 various animal specimens(40)
 various rock samples(75-lbs.)
 video sets assorted titles(25)
 volt meters(12)
 water bottles(12-empty)

Last updated: 1/20/2016

School Facility Conditions and Planned Improvements - Most Recent Year

General

The District takes efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Construction. This survey was completed on August 14, 2012 and is available at the Maintenance, Operations and Transportation office.

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Facilities Description

This school has 18 permanent classrooms and 16 portable classrooms, a library, a multipurpose room, gymnasium, and an administration building. The main campus was built in 1999.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Deferred Maintenance Budget

The District participates in the State School Deferred Maintenance Program, which provides state funds to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior paint, and floor systems. The deferred maintenance program budget includes a contribution from the District's general fund.

Last updated: 12/18/2015

School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: December 2015

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate - Most Recent Year

Year and month in which data were collected: December 2015

Overall Rating	Good
----------------	------

Last updated: 1/7/2016

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	32.0%	39.0%	44.0%
Mathematics (grades 3-8 and 11)	7.0%	9.0%	33.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 12/18/2015

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

ELA - Grade 3

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	--	--	--	--	--	--	--
Male	--	--	--	--	--	--	--
Female	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--	--	--
English Learners	--	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 12/18/2015

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	--	--	--	--	--	--	--
Male	--	--	--	--	--	--	--
Female	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--	--	--
English Learners	--	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 12/18/2015

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	--	--	--	--	--	--	--
Male	--	--	--	--	--	--	--
Female	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--	--	--
English Learners	--	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 12/18/2015

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	--	--	--	--	--	--	--
Male	--	--	--	--	--	--	--
Female	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--	--	--
English Learners	--	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 12/18/2015

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	--	--	--	--	--	--	--
Male	--	--	--	--	--	--	--
Female	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--	--	--
English Learners	--	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 12/18/2015

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	--	--	--	--	--	--	--
Male	--	--	--	--	--	--	--
Female	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--	--	--
English Learners	--	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 12/18/2015

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	233	220	94.4%	35.0%	32.0%	24.0%	9.0%
Male	233	118	50.6%	36.0%	31.0%	24.0%	8.0%
Female	233	102	43.8%	32.0%	34.0%	24.0%	10.0%
Black or African American	233	1	0.4%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	233	214	91.8%	35.0%	32.0%	24.0%	8.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	233	5	2.1%	--	--	--	--
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	233	215	92.3%	34.0%	33.0%	24.0%	8.0%
English Learners	233	84	36.1%	67.0%	29.0%	5.0%	0.0%
Students with Disabilities	233	17	7.3%	65.0%	29.0%	0.0%	0.0%
Students Receiving Migrant Education Services	233	8	3.4%	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 12/18/2015

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Mathematics - Grade 3

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	--	--	--	--	--	--	--
Male	--	--	--	--	--	--	--
Female	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--	--	--
English Learners	--	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 12/18/2015

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	--	--	--	--	--	--	--
Male	--	--	--	--	--	--	--
Female	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--	--	--
English Learners	--	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 12/18/2015

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	--	--	--	--	--	--	--
Male	--	--	--	--	--	--	--
Female	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--	--	--
English Learners	--	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 12/18/2015

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	--	--	--	--	--	--	--
Male	--	--	--	--	--	--	--
Female	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--	--	--
English Learners	--	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 12/18/2015

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	--	--	--	--	--	--	--
Male	--	--	--	--	--	--	--
Female	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--	--	--
English Learners	--	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 12/18/2015

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	--	--	--	--	--	--	--
Male	--	--	--	--	--	--	--
Female	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--	--	--
English Learners	--	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 12/18/2015

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	233	218	93.6%	75.0%	17.0%	6.0%	0.0%
Male	233	117	50.2%	76.0%	18.0%	4.0%	1.0%
Female	233	101	43.3%	74.0%	17.0%	9.0%	0.0%
Black or African American	233	1	0.4%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	233	212	91.0%	75.0%	17.0%	7.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	233	5	2.1%	--	--	--	--
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	233	213	91.4%	75.0%	18.0%	7.0%	0.0%
English Learners	233	83	35.6%	92.0%	6.0%	1.0%	0.0%
Students with Disabilities	233	16	6.9%	94.0%	0.0%	0.0%	0.0%
Students Receiving Migrant Education Services	233	8	3.4%	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 12/18/2015

California Standards Tests for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	26.0%	23.0%	25.0%	36.0%	30.0%	32.0%	59.0%	60.0%	56.0%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 12/18/2015

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	32.0%
All Students at the School	25.0%
Male	29.0%
Female	23.0%
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	26.0%
Native Hawaiian or Pacific Islander	--
White	--
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	3.0%
Students with Disabilities	25.0%
Students Receiving Migrant Education Services	--
Foster Youth	--

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 12/18/2015

Career Technical Education Programs (School Year 2014-15)**Workforce Preparation**

Greenfield High School strives to provide its students with an understanding of how to apply subject learning in their future employment. The school's program focuses on preparing students to think conceptually, communicate effectively, and apply skills in real-world contexts. Curriculum and instructional strategies foster critical thinking, problem solving, leadership, and academic skills. Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study.

Technical Education Advisory Committee

Greenfield High School students may participate in the Regional Occupational Program (ROP), which offers career path related classes such as Agricultural Academy and Computer Applications. Greenfield High School's Career Technical Education programs provide a sequence of courses that furnish individuals with the academic, technical knowledge, and skills needed to prepare for further education and for careers in current or emerging employment sectors.

*Last updated: 1/20/2016***Career Technical Education Participation (School Year 2014-15)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	806
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	84.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

*Last updated: 1/20/2016***Courses for University of California and/or California State University Admission**

UC/CSU Course Measure	Percent
2014-15 Pupils Enrolled in Courses Required for UC/CSU Admission	94.7%
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	18.2%

State Priority: Other Pupil Outcomes

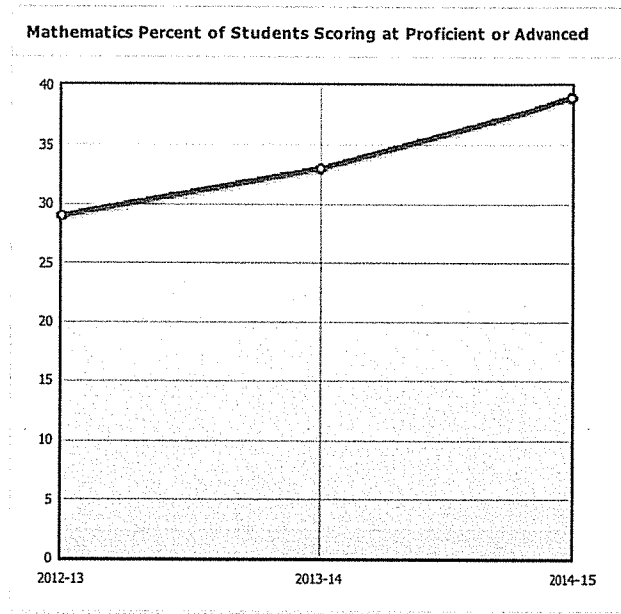
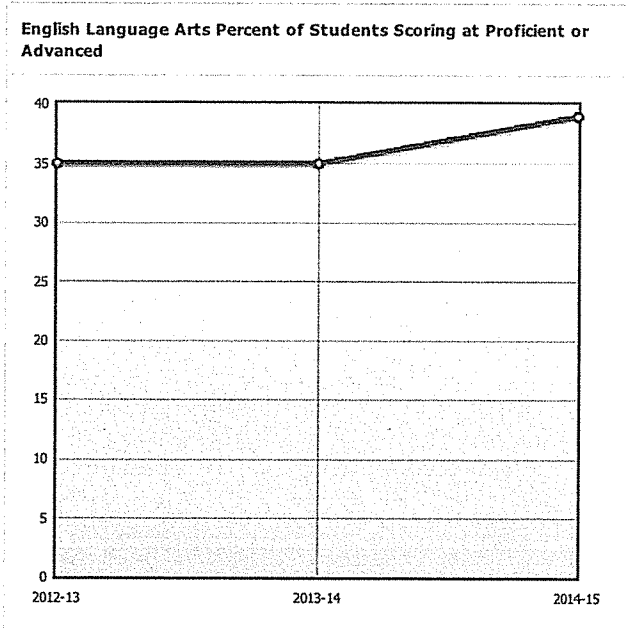
The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education

California High School Exit Examination Results For Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English Language Arts	35.0%	35.0%	39.0%	41.0%	38.0%	40.0%	57.0%	56.0%	58.0%
Mathematics	29.0%	33.0%	39.0%	37.0%	41.0%	41.0%	60.0%	62.0%	59.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.



Last updated: 12/18/2015

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15) (if applicable)

Student Group	English Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	60.0%	21.0%	20.0%	59.0%	31.0%	10.0%
All Students at the School	61.0%	21.0%	18.0%	61.0%	29.0%	10.0%
Male	66.0%	19.0%	15.0%	64.0%	24.0%	11.0%
Female	55.0%	23.0%	22.0%	57.0%	34.0%	9.0%
Black or African American	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	62.0%	21.0%	17.0%	62.0%	28.0%	10.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
White	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	67.0%	19.0%	14.0%	65.0%	26.0%	10.0%
English Learners	97.0%	3.0%	0.0%	91.0%	8.0%	1.0%
Students with Disabilities	0.0%	0.0%	0.0%	45.0%	55.0%	0.0%
Students Receiving Migrant Education Services	59.0%	29.0%	12.0%	53.0%	32.0%	16.0%
Foster Youth	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 12/18/2015

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	21.1%	19.0%	18.2%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/10/2016

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement - Most Recent Year

Contact Person: Francis Lynch, Principal

Contact Phone Number: (831) 674 – 2751

Greenfield High School provides workshops, training and conference opportunities to their parents and community. Our newly hired Parent Involvement Coordinator along with teachers, counselors, and support staff provide parent training in order to educate, collaborate, and build relationships with the parents in an effort to build a bridge between home and school life. Meetings are held during the day and at other times to accommodate the Greenfield community.

The following are samples of parent involvement opportunities at Greenfield High School:

- * Back to School Night
 - * 10th Grade counseling
 - * 4 year plan
 - * Single Plan for Student Achievement presentations to parents
 - * Grade checks
 - * Counselor appointments
 - * Home-School Compact
 - * Parent newsletter at least four times a year
 - * Quarterly report cards
 - * Progress reports
 - * E-mails
 - * AlertNow telephone outreach
 - * College Counselor CSUMB
 - * 8th grade parent meeting in January
 - * 9th grade Orientation in August
 - * Parent Involvement Policy
 - * SSC
 - * ELAC
 - * Parent workshops
 - * Supplementary Educational Services (SES)
 - * WASC group meetings
 - * Local newspapers print school's API and AYP scores
 - * Student tests results are shared with parents through SSC, ELAC meetings, parent workshops and newsletters
 - * CELDT and reclassification results are shared with parents at ELAC meetings and newsletters
 - * Athletics
 - * Fundraisers
 - * Migrant Education Program
 - * Volunteering
 - * Classroom visitations
 - * GEAR UP (UC Santa Cruz Educational Partnership Center)
 - * Educational Talent Search (Cal State Monterey Bay)
 - * Migrant Education Services
- * Parent Institute for Quality Education (PIQE)
- * Teacher phone calls and notices on student progress

State Priority: Pupil Engagement

Last updated: 1/20/2016

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

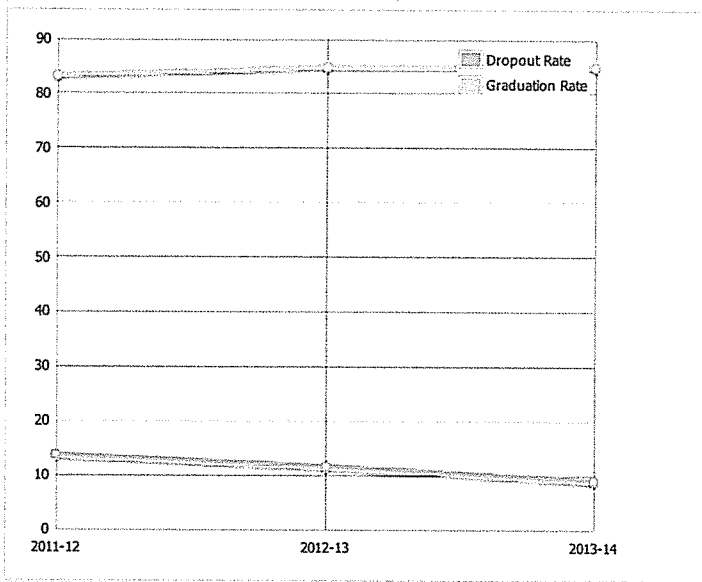
- High school dropout rates; and

- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	13.7%	11.6%	9.0%	15.1%	14.3%	10.1%	13.1%	11.4%	11.5%
Graduation Rate	83.40	85.00	85.00	79.80	82.60	84.80	78.87	80.44	80.95

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 12/18/2015

Completion of High School Graduation Requirements

Student Group	Graduating Class of 2014		
	School	District	State
All Students	85	86	84
Black or African American	0	100	76
American Indian or Alaska Native	200	0	78
Asian	0	100	92
Filipino	86	100	96
Hispanic or Latino	40	84	81
Native Hawaiian or Pacific Islander	70	0	83
White	86	100	89
Two or More Races	100	100	82
Socioeconomically Disadvantaged	0	85	81
English Learners	100	52	50
Students with Disabilities	100	86	61
Foster Youth	-	-	-

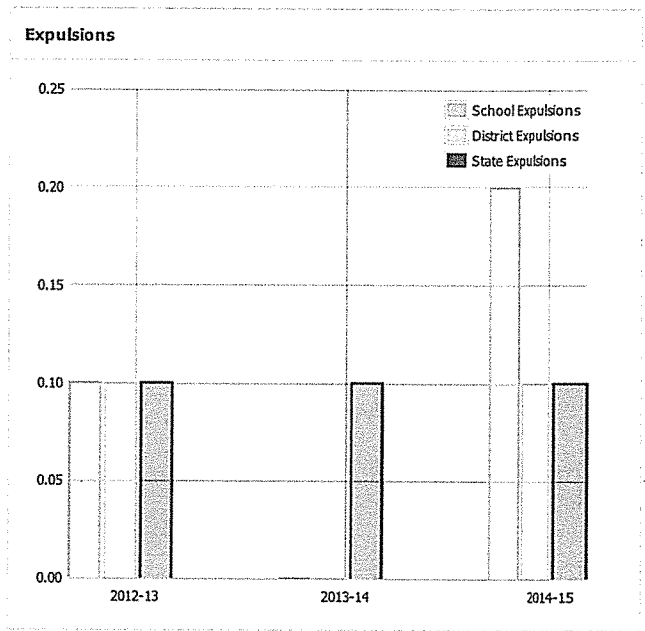
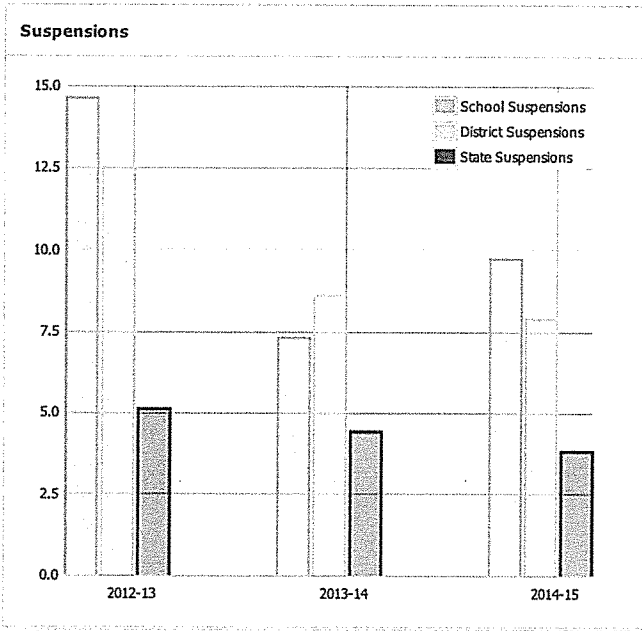
State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	14.6	7.3	9.7	12.5	8.6	7.9	5.1	4.4	3.8
Expulsions	0.1	0.0	0.2	0.1	0.0	0.1	0.1	0.1	0.1



Last updated: 12/18/2015

School Safety Plan - Most Recent Year

Greenfield High School is focused on providing a positive, safe, and secure learning environment for students, staff, parents, and the community. The site's comprehensive Safe School Plan addresses safety concerns identified through a school wide planning process. The goals and objectives of this plan support a learning environment that allows staff to effectively teach and students to actively learn. The plan promotes campus safety and focuses on character building and the analysis of the school's physical, social, and cultural environments. Additional components of the plan include information on the site discipline plan and policies; safe travel to and from school; child abuse reporting protocols; school crime data; notifications to teachers of dangerous students; discipline, non-discrimination/harassment, hate-motivated behavior, bullying and sexual harassment policies; and descriptions of strategies that help to develop a safe, positive environment. The School Safety Committee meets quarterly. The site Safe School Plan is updated annually. For the 2014-2015 school year, it was approved on February 2015.

Last updated: 1/20/2016

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	
Met Participation Rate - English Language Arts	Yes	Yes	
Met Participation Rate - Mathematics	Yes	Yes	
Met Percent Proficient - English Language Arts	N/A	N/A	
Met Percent Proficient - Mathematics	N/A	N/A	
Met Attendance Rate		Yes	
Met Graduation Rate	Yes	Yes	

Last updated: 1/10/2016

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2006-2007	2010-2011
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	66.7%

Note: Cells with NA values do not require data.

Last updated: 12/18/2015

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6												
Other												

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 12/18/2015

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	22.0	21	16	20	27.0	12	16	16	29.0	7	18	18
Mathematics	20.0	19	9	16	29.0	3	13	12	31.0	3	12	15
Science	26.0	7	7	14	32.0	1	9	10	32.0	1	8	11
Social Science	23.0	12	1	17	31.0	1	11	9	29.0	4	14	7

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 12/18/2015

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	988.0
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)	1.0	N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 12/18/2015

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$8455.0	\$2663.0	\$5792.0	\$73746.0
District	N/A	N/A	\$5792.0	\$72513.0
Percent Difference – School Site and District	N/A	N/A	0.0%	0.0%
State	N/A	N/A	\$5348.0	\$72798.0
Percent Difference – School Site and State	N/A	N/A	0.0%	0.0%

Note: Cells with N/A values do not require data.

Last updated: 1/21/2016

Types of Services Funded (Fiscal Year 2014-15)

In addition to general state funding, South Monterey County Joint Union High School District receives state and federal funding for the following categorical, special education, and support programs:

- Title I, Part A, Basic Grant
- Federal, ESIA/ESEA/IASA
- Title II, Part A, Teacher Quality
- ROC/P Entitlement
- Economic Impact Aid (EIA)
- Title III, Part A, Limited English Proficient (LEP)

At Greenfield High School, a variety of programs and services are available to assist students. During this school year, credit recovery classes designed to help students catch up on credits to meet graduation requirements are part of the schedule. Students experiencing difficulty mastering skills needed to pass the CA High School Exit Exam are enrolled in CAHSEE preparation classes. After-school tutoring sessions and Saturday credit recovery classes are provided through EIA and Title I funding. Small group and individual Supplemental Educational Services in English and math are provided through Title I funding. Greenfield High School provides support classes during the school day for students whose language arts skills are below grade level through a strategic class for English in addition to the core English class. Students in grade 9 who are two or more years below grade level have a two period intensive class in English Language Arts, entitled READ 180. Students learning English as a second language are enrolled an English Language Development class in addition to the core English class.

Last updated: 2/2/2016

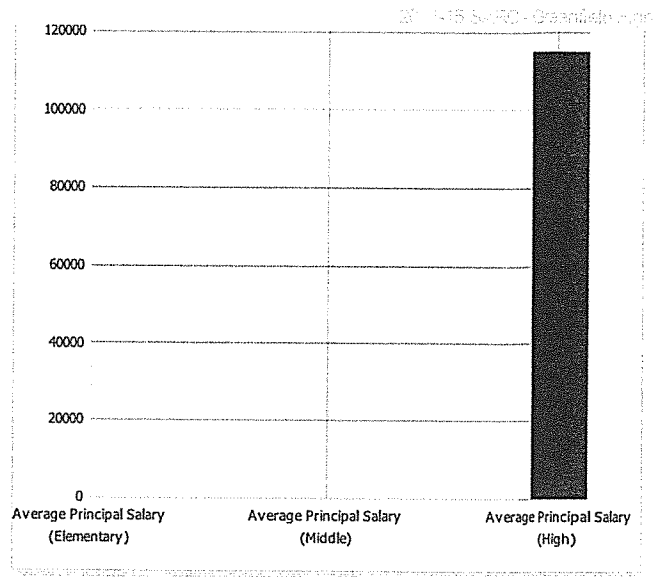
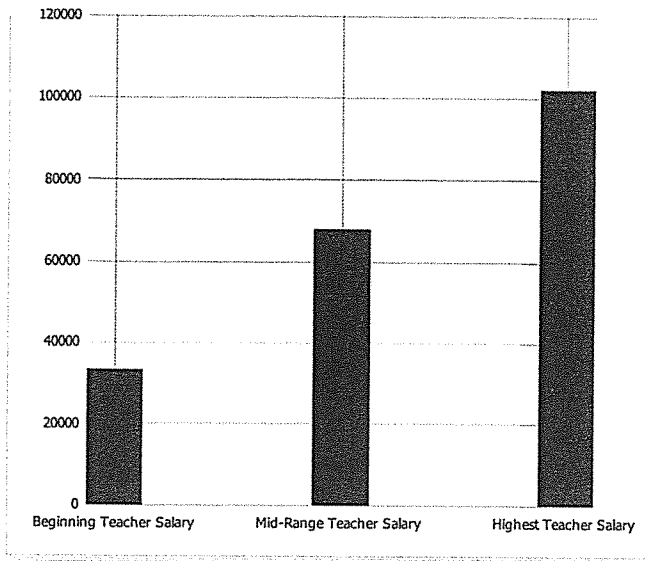
Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$33,231	\$43,455
Mid-Range Teacher Salary	\$68,031	\$69,035
Highest Teacher Salary	\$102,188	\$89,886
Average Principal Salary (Elementary)	--	--
Average Principal Salary (Middle)	--	--
Average Principal Salary (High)	\$114,866	\$121,551
Superintendent Salary	\$174,000	\$158,898
Percent of Budget for Teacher Salaries	36.0%	35.0%
Percent of Budget for Administrative Salaries	8.0%	6.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Teacher Salary Chart

Principal Salary Chart



Last updated: 12/18/2015

Advanced Placement Courses (School Year 2014-15)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	2	N/A
Fine and Performing Arts	0	N/A
Foreign Language	2	N/A
Mathematics	1	N/A
Science	2	N/A
Social Science	4	N/A
All Courses	11	46.0%

Note: Cells with N/A values do not require data.

*Where there are student course enrollments.

Note : AP means Advanced Placement.

Last updated: 1/20/2016

Professional Development – Most Recent Three Years**Professional Development**

Committed to increasing all students' achievement and the building of student skills in preparation for the Common Core State Standards, GHS has dedicated professional development time in the building of Professional Learning Communities. Teachers regularly meet in PLCs in order to engage in common lesson planning, reflection regarding the ways to improve student achievement based on analysis of shared data, and refine research-based practices that are most successful in meeting specified student outcomes. Teachers participate in classroom observations, model lessons and peer feedback in order to facilitate professional growth.

To support the implementation of best practices, 100% of core and electives teachers have participated in Constructing Meaning Professional Development. This promotes the academic achievement of all learners, particularly English learners, with a focus on a comprehensive approach for developing English proficiency. Integral to such an approach is explicit language instruction in every class, every day.

The Constructing Meaning program provides teachers with the process and tools for weaving explicit language instruction into content area teaching. Lesson planning is driven by the content and academic language demands of discipline-specific learning. Based on backward design and a gradual release of responsibility model, the Constructing Meaning process prompts teachers to:

- *understand the role language plays in content learning
- *decide what language knowledge students need to access content and express understanding
- *provide appropriate, explicit oral and written language instruction and practice

During dedicated collaboration time, GHS teachers participate in learning the CCSS instructional shifts and components that support greater rigor in reading, speaking and writing. The work of the Common Core and other content standards assume native English proficiency, GHS teachers participate in PD to scaffold those skills necessary for our EL populations to access the CCSS. A focused approach on Constructing Meaning paired with the instructional shifts of the CCSS offers an accelerated approach to instruction that emphasizes both academic English and critical literacy skills, thereby supporting English learners in acquiring the analytical language necessary to meet the demands of the Common Core.

In 2013-14, GHS teachers began their third year of Constructing Meaning implementation focusing on expanding teaching strategies and building capacity. Common Core module training in text-complexity, Close reading, Writing across the Curriculum, Oral and Written Language Practice, Depth of Knowledge, College and Career Anchor Standards, Performance Based Instruction, and Productive Groupings have been covered in the last three years. During the 2013-2014 school year, GHS Math teachers began working with the Integrated math curriculum aligned to the math Common Core standards. GHS is committed to full implementation of the CCSS and supporting our teachers in their needs to transition to the new skills by tailoring our collaboration time to staff development prioritized on a staff needs assessment.

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

SUBJECT: Approval of School Accountability Report Card
(SARC): King City High School

MEETING: February 24, 2016

AGENDA SECTION:

ACTION

INFORMATION

ACTION/CONSENT

GOVERNING BOARD

Board Goals:

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

Summary:

As required by Education Code, each school site is to develop and distribute an annual accountability report card to the community. These reports mix data from one year prior and the current year. Attached is the School Accountability Report Cards (SARC) for King City High School for the 2014-2015 academic year. The SARC will be posted on the school website and hard copies will be made available upon request.

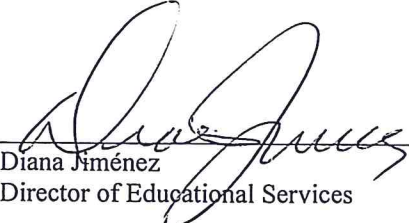
Recommendation:

It is recommendation of the District that the State Administrator approve the 2014-2015 School Accountability Report Card (SARC) for King City High School.

Fiscal Impact:

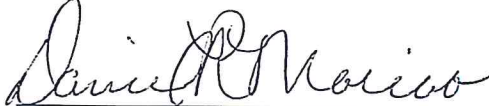
None

Submitted By:



Diana Jiménez
Director of Educational Services

Approved:



Daniel R. Moirao, Ed.D.
State Administrator

California Department of Education School Accountability Report Card Reported Using Data from the 2014-15 School Year

Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



Janet Sanchez Matos, Principal

Principal, King City High

About Our School

I would like to welcome you to King City High School; this school year 2015-2016. Serving as the principal is a great honor and a great responsibility. It is a privilege to lead this staff, students and the community for the fourth year.

On behalf of all the staff, I'd like to welcome you and your children to King City High School for the 2015-2016 school year. Whether your child is a student who returns or a new student, we hope to make this school year something great for your son/daughter. At King City High School we are aware that our sons/daughters need to be ready to meet the needs, challenges, and demands of today's world. Our staff is committed to giving your son/daughter the best education to prepare them for their future endeavors.

King City High School offers extracurricular activities in sports such as football, volleyball, cross country, basketball, soccer, wrestling, track, baseball, swimming, and softball. We also offer a variety of clubs and organizations including Leadership, Future Farmers of America, Yearbook, Art, and LGBT to name a few.

At King City High School, we firmly believe that a strong home and school partnership will help our students succeed. To assist in all aspects of quality education at King City High School, both students and parents are strongly encouraged to take advantage of our valuable resources. Please make sure to meet with our counselors and communicate with them regularly regarding your child's progress. Please take advantage of our AERIES Parent Portal to stay informed in the areas of attendance and academic progress of your son/daughter. Constant communication will ensure that your son/daughter will have a productive career in high school. Parents play an important role at King City High School (KCHS), and with your support we will make a significant difference in the lives of our students. We highly encourage all parents and members of the community to belong to Mustang Bench, our FFA Parent Boosters, and our KCHS PTO Organizations. (Enclosed you will find informational flyers for each one).

You, as a parent, have placed great confidence in King City High School (KCHS). We understand the importance of that trust and we promise to work in the best interest of our students and community.

Contact

King City High
720 Broadway St.
King City, CA 93930-3311

Phone: 831-385-5461
E-mail: jmatos@smcjuhsd.org

2010 SARC Living City High

About This School

Contact Information - Most Recent Year

District Contact Information - Most Recent Year	
District Name	South Monterey County Joint Union High
Phone Number	(831) 385-0606
Superintendent	Daniel Morao
E-mail Address	dmorao@smcjuhsd.org
Web Site	www.smcjuhsd.org

School Contact Information - Most Recent Year	
School Name	King City High
Street	720 Broadway St.
City, State, Zip	King City, Ca, 93930-3311
Phone Number	831-385-5461
Principal	Janet Sanchez Matos, Principal
E-mail Address	jmatos@smcjuhsd.org
County-District-School (CDS) Code	27660682732170

Last updated: 1/8/2016

School Description and Mission Statement - Most Recent Year

King City High school is located in Southern Monterey County and is a part of the Southern Monterey County Joint Unified High School District. It is a comprehensive 9-12 grade high school that has a total enrollment of 942 students. The ethnicity of the student body is primarily Hispanic or Latino (86%) with the second largest population being White/Non-Hispanic (9%). English language learners compose 60% of the King City High School student population.

The school first opened its doors on its current one hundred acre site in 1911. King City High School is in its second century of educating the students of King City and its surrounding communities. The 2010 United States Census reported that King City has a population of 12,874 with a population density is 3,231.8 people per square mile and the racial makeup of 87.5% claiming Hispanic or Latino origin, 4.79% White, 1.2% African American, 2.7% Native American, 1.3% Asian, 0.1% Pacific Islander, 42.3% from other races, and 4.5% from two or more races. There were 3,218 housing units at an average density of 807.8 per square mile (311.9/km²), of which 1,394 (46.3%) were owner-occupied, and 1,614 (53.7%) were occupied by renters. The homeowner vacancy rate was 3.2%; the rental vacancy rate was 3.4%. 5,586 people (43.4% of the population) lived in owner-occupied housing units and 7,229 people (56.2%) lived in rental housing units.

District Vision Statement:

South Monterey County Joint Union High School District is a progressive academic learning community that is committed to lifelong educational success. District Mission Statement South Monterey County Joint Union High School District inspires and empowers all students with the knowledge and skills necessary to achieve their full potential as responsible productive citizens.

King City High School Vision Statement:

King City High School, including staff, parents, Board and community members will provide an inspiring, respectful, and united environment in which all students will master the skills and knowledge necessary to be successful and responsible citizens in the world community, This vision is attainable through the implementations of the Expected School-wide Learning Results and teaching to the California State Content Standards.

King City High School
Principal's Goals 2012-2013

School Culture / Environment:

1. To create a school culture focused on student learning build on trust, mutual respect and camaraderie. (The idea that it takes a village to raise a child.)
 - a. Shape leadership with staff, students, parent (subgroups) and community
 - b. Promote a collaborative learning culture of inclusion
 - c. Involve parents (subgroups) and community in improving student learning and school culture
2. Create a shared vision and clear goals
 - a. WASC Focus On Learning Process
 - b. Teachers share decision making
3. To create safety nets for the at risk student
 - a. Increasing graduation rate

- b. Decreasing drop-out rate
- c. Helping to close the achievement gap
- d. Opportunity for credit recovery

4. To move from California Content Standards to high quality Common Core State Standards through the implementation of scientific proven researched based teaching strategies.

- a. Professional Learning Communities (PLC)
- b. Professional Staff Development Plan

Compliance / Resources

5. To develop a process where required documents, policies, and procedures are followed and monitored for implementation and compliance.

- a. WASC
- b. SSC
- c. ELAC
- d. EL reclassification
- e. DELAC
- f. SPFSA
- g. SARC
- h. FCMAT
- i. ASB

Expected School-wide Learning Results (ESLRs)

A Mustang is:

An Effective Communicator who can:

- Speak with confidence within a group and to an audience
- Use a computer to develop documents, graphs, and charts
- Read and comprehend information
- Listen and comprehend information

A Complex Thinker who can:

- Use logical decision-making processes
- Analyze, interpret, and evaluate significant concepts within various concepts
- Transfer learned skills to new situations

A Collaborative Worker who can:

- Work effectively in groups in various roles
- Create and adapt to change
- Use effective leadership skills to foster, develop, and maintain relations within diverse settings

A Self-Directed Learner who can:

- Set appropriate and realistic educational, vocational, and personal goals and standards
- Assess their needs and apply appropriate strategies to learn the identified concepts and skills
- Exhibit self-motivation and self-discipline and accept individual and group responsibility

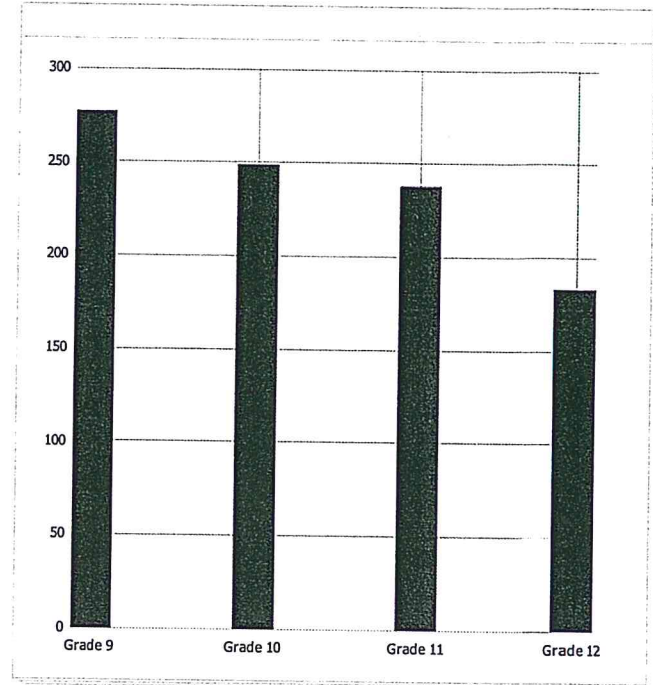
An Effective Citizen who can:

- Demonstrate positive and productive citizenship
- Make informed choices, understanding what the choices mean
- Register to vote

Last updated: 1/8/2016

Student Enrollment by Grade Level (School Year 2014-15)

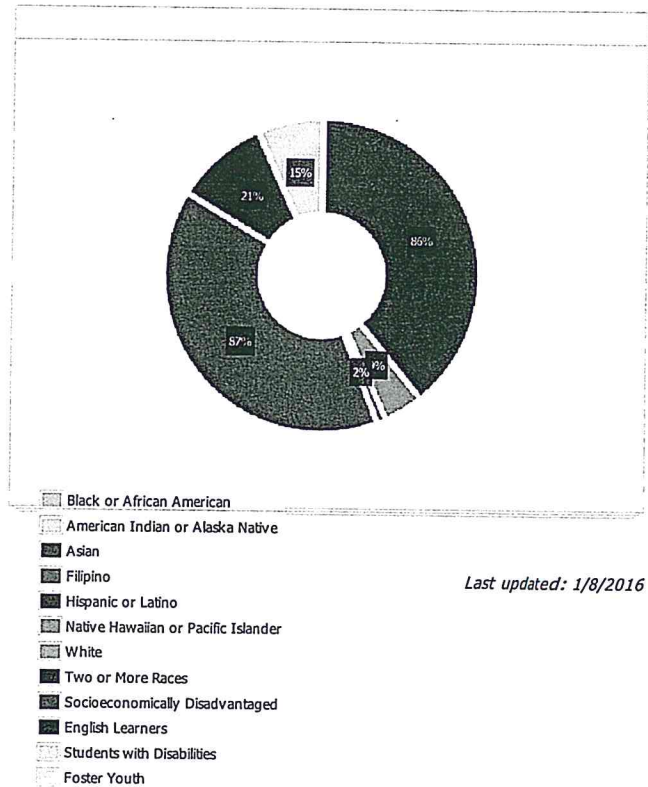
Grade Level	Number of Students
Grade 9	277
Grade 10	249
Grade 11	238
Grade 12	183
Total Enrollment	947



Last updated: 1/8/2016

Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	0.5 %
American Indian or Alaska Native	0.2 %
Asian	0.5 %
Filipino	0.2 %
Hispanic or Latino	86.2 %
Native Hawaiian or Pacific Islander	0.0 %
White	9.5 %
Two or More Races	2.7 %
Socioeconomically Disadvantaged	87.6 %
English Learners	21.6 %
Students with Disabilities	15.0 %
Foster Youth	0.0 %



Last updated: 1/8/2016

A. Conditions of Learning

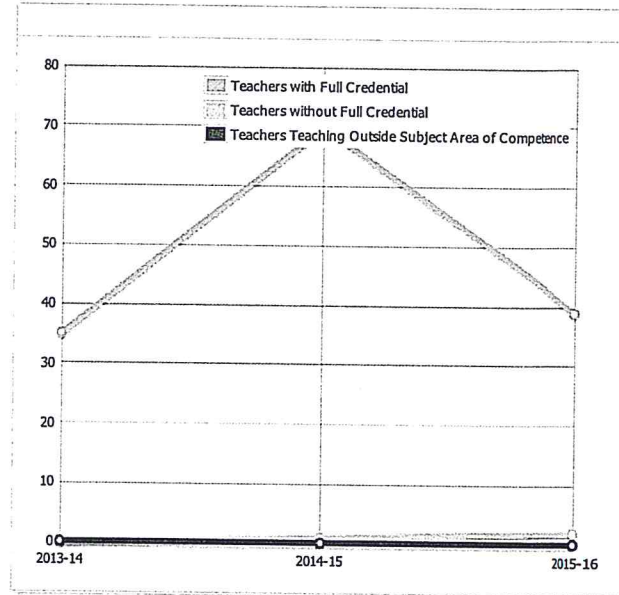
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

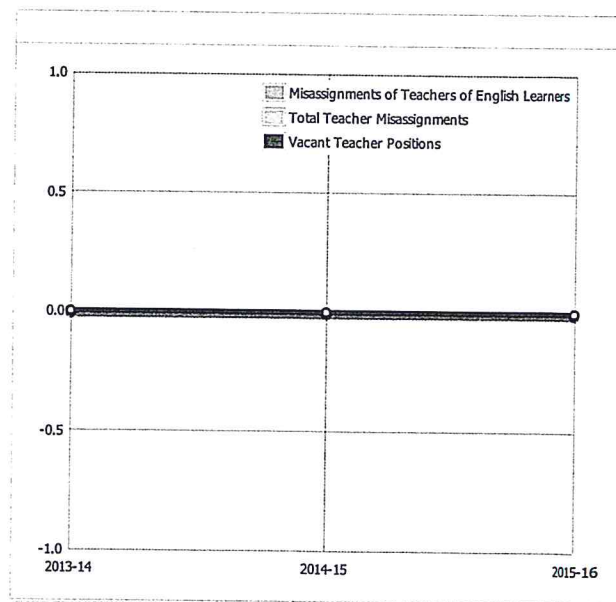
Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	35	70	39	81
Without Full Credential	0	1	2	3
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1



Last updated: 1/8/2016

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 1/8/2016

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	99.0%	1.0%
High-Poverty Schools in District	99.0%	1.0%
Low-Poverty Schools in District	0.0%	0.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: November 2015

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts		Yes	0.0 %
	Glencoe Literature: The Reader's Choice-Course 4. 2002		
	Glencoe Literature: The Reader's Choice-Course 5. 2002		
	Glencoe Literature: The Reader's Choice-Course 4. 2002		
	Glencoe British Literature: The Reader's Choice. 2002		
	California State University-Expository Reading and Writing Curriculum, 2008		
	Edge (Red) Fundamentals. Hampton-Brown. 2009		
	Edge (Orange) Level A. Hampton-Brown. 2009		
	Edge (Blue) Level B. Hampton-Brown. 2009		
	Edge (Green) Level C. Hampton-Brown. 2009		
Mathematics		Yes	0.0 %
	Mathematics Vision Project Modules: Secondary One, Secondary Two and Secondary Three (online modules)		
	Algebra & Trigonometry. McDougal Littell. 2008		
	Pre-Calculus: Graphical, Numerical, and Algebraic. Person. 2007		
	Calculus AP edition. Prentice Hall. 2007		
	Finacial Algebra. Cengage Learning. 2007		

Science

Yes

- Modern Biology. Holt, Rinehart and Wiston. 2002
- Chemistry Matter & Change. Glencoe. 2005
- Earth Science. McDougal Littell. 2005
- Physics: Principles & Problems. Glencoe. 2005
- Crininalistics 9th Ed. Prentice Hall. 2007
- California Earth Science. Prentice Hall. 2006
- California Biology. Holt. 2007

History-Social Science

Yes

0.0 %

- CA Modern World History: Patterns of Interaction. McDougal Littell. 2006
- The Americans. McDougal Littell. 2006
- Creating America: A History of the U.S. McDougal Littell. 2007
- American Pageant AP edition, 15th ed. Wadsworth Publishing Company. 2013
- Economics: Concepts and Choices. McDougal Littell. 2006
- American Government. W. W. Norton. 2006
- Government in America AP. 16th ed. Pearson. 2014
- Cultural Landscape AP edition. Prentice Hall. 2014

Foreign Language

Yes

0.0 %

- Descubre I Level 1. Vista Higher Learning. 2008/2011
- Descubre II Level 2. Vista Higher Learning. 2008/2011
- Nosotros Y Nues tro Mundo: Spanish for Spanish Speakers 1. Glencoe. 2000
- Abriendo Paso-Gramatica. Pearson. 2014
- Abriendo Paso-Temas y Lecturas. Pearson. 2014
- AP Spanish Prep for Language & Culture Exam. Pearson. 2014

Health

0.0 %

Visual and Performing Arts	The Stage and the School, McGraw-Hill, 2005	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)			0.0 %
	3x100 culture tubes(200)		
	400 mL beakers(24)		
	alligator clips(29)		
	alligators(1)		
	animal specimens encased in resin(20)		
	aprons(36)		
	assorted prepared slides(275)		
	balance w eight sets		
	beakers 60 mL(30)		
	beakers 600 mL(13)		
	biochemical manipulative kit class set reusable(1)		
	blood/fluid cleanup kit(1)		
	blunt probes(25)		
	bunsen burners(29)		
	burner stands and apparatus(24)		
	cd rom assorted tiles(15)		
	chromosome simulation biokit class set(2)		
	coliform test kit(2)		
	compound microscopes(17)		
	coverslips(10)		
	cpr mannequins(10)		
	crayfish bucket(empty=1)		
	cuvettes(200)		
	dichotomous key sets(9)		
	dishwasher (1)		
	disposable petri plates(24)		
	dissecting needles(8)		
	dissection scissors(36)		
	dissection trays(20)		
	dna extraction kit(1)		
	electronic balances(3)		
	electrophoresis kits(4)		
	filter paper assorted sizes(32)		
	flammable storage cabinet(1)		
	flasks 125 mL(30)		
	flasks 250 mL(12)		
	flex cam(2)		
	fruit fly breeding equipment(1)		
	forceps(20)		
	funnels assorted sizes(48)		
	goggles(36)		
	graduated cylinder 10 mL(16)		

graduated cylinder 25 mL(33)
graduated cylinder 50 mL(40)
graduated cylinder 100 mL(38)
hot gloves 2 pairs
hot plates(12)
human anatomy model(1)
human brain model(1)
human skeleton model(1)
incubator(1)
large forceps(36)
magnet sets(8)
mammalian skulls(30)
meter sticks(24)
microscope slides(2)
mortar/pestle(6)
non-sterile transfer pipettes(375)
omnitron electronic kits(12)
osmosis/diffusion biokit (1)
power packs(4)
protein synthesis kit(1)
refrigerator/freezer(1)
rock sets(24)
slide box with trays(1)
spec 20s(6)
stereoscopes (9)
table top magnifiers(6)
teaching microscope(1)
test tube cleaners(12)
test tube racks(12)
test tubes(144)
thermometers(24)
triple beam balance(16)
tweezers (30)
various animal specimens(40)
various rock samples(75-lbs.)
video sets assorted titles(25)
volt meters(12)

Last updated: 1/29/2016

School Facility Conditions and Planned Improvements - Most Recent Year

The District takes efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Construction. This survey was completed on April 3, 2014 and is available at the Maintenance, Operations and Transportation office.

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Facilities Description: This school has 49 permanent classrooms and no portable classrooms, a library, auditorium, cafeteria, gymnasium, and an administration building. The main campus was built in 1911. Modernizations in 2006, include buildings A, B, C, E, H, K, administration, library, rooms 194-196 and addition of two restrooms. In 2011, buildings A, B, C, and H were re-roofed. In 2012, the girl's locker room was modernized, and in 2013 the boy's locker room was modernized.

Maintenance and Repair: District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Last updated: 2/2/2016

School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: November 2015

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate - Most Recent Year

Year and month in which data were collected: November 2015

Overall Rating	Good
----------------	------

Last updated: 1/8/2016

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	53.0%	39.0%	44.0%
Mathematics (grades 3-8 and 11)	13.0%	9.0%	33.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/8/2016

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

ELA - Grade 3

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	--	--	--	--	--	--	--
Male	--	--	--	--	--	--	--
Female	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--	--	--
English Learners	--	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/8/2016

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	--	--	--	--	--	--	--
Male	--	--	--	--	--	--	--
Female	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--	--	--
English Learners	--	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/8/2016

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	--	--	--	--	--	--	--
Male	--	--	--	--	--	--	--
Female	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--	--	--
English Learners	--	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/8/2016

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	--	--	--	--	--	--	--
Male	--	--	--	--	--	--	--
Female	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--	--	--
English Learners	--	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/8/2016

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	--	--	--	--	--	--	--
Male	--	--	--	--	--	--	--
Female	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--	--	--
English Learners	--	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/8/2016

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	--	--	--	--	--	--	--
Male	--	--	--	--	--	--	--
Female	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--	--	--
English Learners	--	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/8/2016

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	223	208	93.3%	12.0%	32.0%	38.0%	15.0%
Male	223	100	44.8%	16.0%	32.0%	31.0%	20.0%
Female	223	108	48.4%	7.0%	32.0%	44.0%	11.0%
Black or African American	223	1	0.4%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	223	2	0.9%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	223	181	81.2%	13.0%	35.0%	37.0%	12.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	223	4	1.8%	--	--	--	--
Two or More Races	223	20	9.0%	0.0%	15.0%	35.0%	45.0%
Socioeconomically Disadvantaged	223	195	87.4%	12.0%	33.0%	37.0%	14.0%
English Learners	223	40	17.9%	40.0%	45.0%	10.0%	0.0%
Students with Disabilities	223	29	13.0%	52.0%	34.0%	3.0%	0.0%
Students Receiving Migrant Education Services	223	7	3.1%	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/8/2016

CAASPP Assessment Results - Mathematics**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	--	--	--	--	--	--	--
Male	--	--	--	--	--	--	--
Female	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--	--	--
English Learners	--	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/8/2016

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	--	--	--	--	--	--	--
Male	--	--	--	--	--	--	--
Female	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--	--	--
English Learners	--	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/8/2016

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	--	--	--	--	--	--	--
Male	--	--	--	--	--	--	--
Female	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--	--	--
English Learners	--	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/8/2016

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	--	--	--	--	--	--	--
Male	--	--	--	--	--	--	--
Female	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--	--	--
English Learners	--	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/8/2016

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	--	--	--	--	--	--	--
Male	--	--	--	--	--	--	--
Female	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--	--	--
English Learners	--	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/8/2016

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	--	--	--	--	--	--	--
Male	--	--	--	--	--	--	--
Female	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--	--	--
English Learners	--	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/8/2016

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	223	208	93.3%	62.0%	24.0%	12.0%	0.0%
Male	223	100	44.8%	58.0%	23.0%	16.0%	1.0%
Female	223	108	48.4%	66.0%	24.0%	8.0%	0.0%
Black or African American	223	1	0.4%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	223	2	0.9%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	223	181	81.2%	66.0%	22.0%	10.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	223	4	1.8%	--	--	--	--
Two or More Races	223	20	9.0%	30.0%	40.0%	30.0%	0.0%
Socioeconomically Disadvantaged	223	195	87.4%	64.0%	22.0%	12.0%	1.0%
English Learners	223	40	17.9%	90.0%	10.0%	0.0%	0.0%
Students with Disabilities	223	29	13.0%	97.0%	3.0%	0.0%	0.0%
Students Receiving Migrant Education Services	223	7	3.1%	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/8/2016

California Standards Tests for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	48.0%	34.0%	37.0%	36.0%	30.0%	32.0%	59.0%	60.0%	56.0%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/8/2016

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	32.0%
All Students at the School	37.0%
Male	33.0%
Female	42.0%
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	34.0%
Native Hawaiian or Pacific Islander	--
White	64.0%
Two or More Races	--
Socioeconomically Disadvantaged	37.0%
English Learners	9.0%
Students with Disabilities	7.0%
Students Receiving Migrant Education Services	33.0%
Foster Youth	--

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/8/2016

Career Technical Education Programs (School Year 2014-15)

King City High School strives to provide its students with an understanding of how to apply subject learning in their future employment. The school's program focuses on preparing students to think conceptually, communicate effectively, and apply skills in real-world contexts. Curriculum and instructional strategies foster critical thinking, problem solving, leadership, and academic skills. Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. King City High School offers a variety of career-path related classes, the table below lists the career preparation courses offered at King City High School. Mrs. Deborah Benson is the primary contact for the Career Technical Education Committee.

Last updated: 1/8/2016

Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	404
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	100.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	14.0%

Last updated: 1/8/2016

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2014-15 Pupils Enrolled in Courses Required for UC/CSU Admission	96.4%
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	15.2%

State Priority: Other Pupil Outcomes

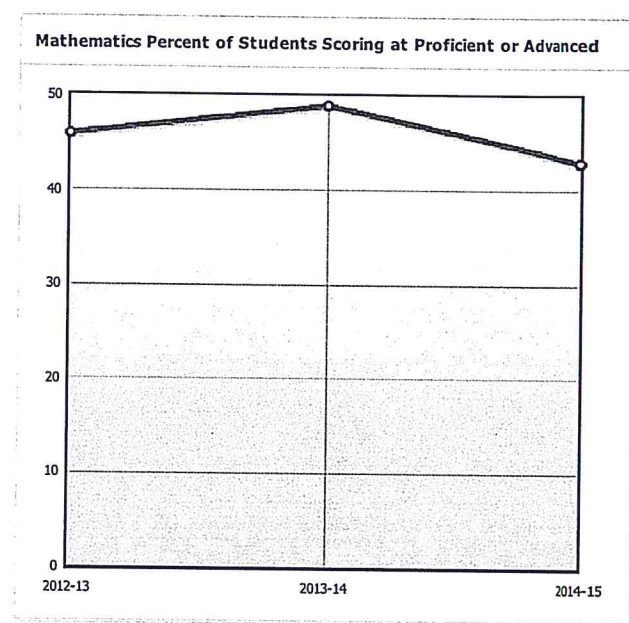
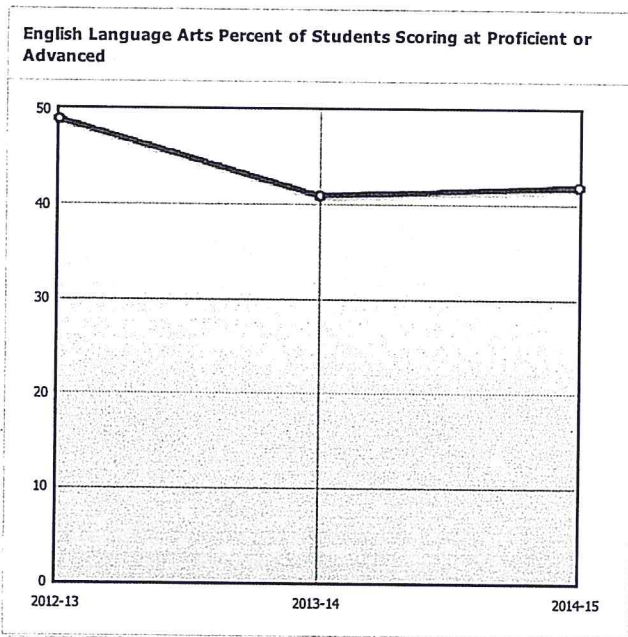
The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education

California High School Exit Examination Results For Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English Language Arts	49.0%	41.0%	42.0%	41.0%	38.0%	40.0%	57.0%	56.0%	58.0%
Mathematics	46.0%	49.0%	43.0%	37.0%	41.0%	41.0%	60.0%	62.0%	59.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.



Last updated: 1/8/2016

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15) (if applicable)

Student Group	English Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	60.0%	21.0%	20.0%	59.0%	31.0%	10.0%
All Students at the School	58.0%	21.0%	22.0%	57.0%	33.0%	10.0%
Male	63.0%	19.0%	18.0%	60.0%	30.0%	10.0%
Female	52.0%	22.0%	26.0%	53.0%	37.0%	11.0%
Black or African American	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	59.0%	23.0%	18.0%	59.0%	34.0%	7.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
White	43.0%	7.0%	50.0%	38.0%	28.0%	34.0%
Two or More Races	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	58.0%	23.0%	19.0%	56.0%	35.0%	9.0%
English Learners	88.0%	7.0%	5.0%	84.0%	14.0%	2.0%
Students with Disabilities	97.0%	3.0%	0.0%	95.0%	5.0%	0.0%
Students Receiving Migrant Education Services	65.0%	26.0%	9.0%	52.0%	39.0%	9.0%
Foster Youth	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/8/2016

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	22.3%	18.6%	10.9%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/10/2016

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement - Most Recent Year

Contact Person: Janet
Sanchez Matos, Principal

Contact Phone Number: (831) 385-5461

Parents who wish to participate in King City High School's leadership teams, school committees, school activities, or become a volunteer may contact the school office at (831) 385-5461. King City High School's website (www.kingcity.k12.ca.us/kchs) provides a variety of resources and information for parents, staff, students, and community members. Additionally, there is an Aeries portal accessible through the website that allows parent real time access to their child's grades, course work and instructors.

King City high school is committed to involving parents and community members in its effort to increase student achievement. We have created many opportunities for parent and community involvement and are in the process of developing more. The following are examples of current opportunities for parent

involvement at King City High School:

- School Board Meetings
- Back to School Night
- Freshman Orientation
- Progress reports
- Report Cards
- Parent Grade Checks
- Individual Education Plan Meetings
- Parent Teacher Conferences
- School Guidance Counselor
- Parent Meetings
- School Website
- School Marquee

- Mailings

- Auto call information

- Print Media

- English Learners Advisory Committee (ELAC)

- Migrant Parent Advisory Council

- WASC Focus Groups

- Regional Occupation Program

- Vocational Education Advisory Committee

- Sober Grad Committee

- Mustang Bench Athletic Booster Organization

- Rotary

- Lions Clubs

- Young Farmers

- FFA

- School Site Council

- Senior Class Graduation Committee

King City High School has a legally constituted school site council that consists of The site principal, three certificated staff, one classified employee, three parents and three secondary students. The council meets a minimum of five times per year to discuss categorical budgets, the single school plan for student achievement a school safety plan, data analysis, and other topics within their purview. This body provides parents an active role in school governance and a critical say in the allocation of fiscal resources.

State Priority: Pupil Engagement

Last updated: 1/29/2016

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

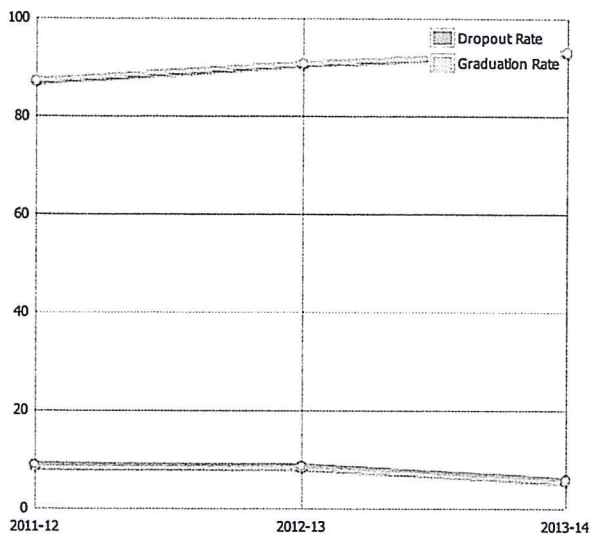
- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	8.8%	8.6%	5.8%	15.1%	14.3%	10.1%	13.1%	11.4%	11.5%

Graduation Rate	87.30	90.90	93.20	79.80	82.60	84.80	78.87	80.44	80.95
-----------------	-------	-------	-------	-------	-------	-------	-------	-------	-------

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 1/8/2016

Completion of High School Graduation Requirements

Student Group	Graduating Class of 2014		
	School	District	State
All Students	89	86	84
Black or African American	100	100	76
American Indian or Alaska Native	94	0	78
Asian	0	100	92
Filipino	88	100	96
Hispanic or Latino	44	84	81
Native Hawaiian or Pacific Islander	100	0	83
White	86	100	89
Two or More Races	100	100	82
Socioeconomically Disadvantaged	0	85	81
English Learners	100	52	50
Students with Disabilities	100	86	61
Foster Youth	-	-	-

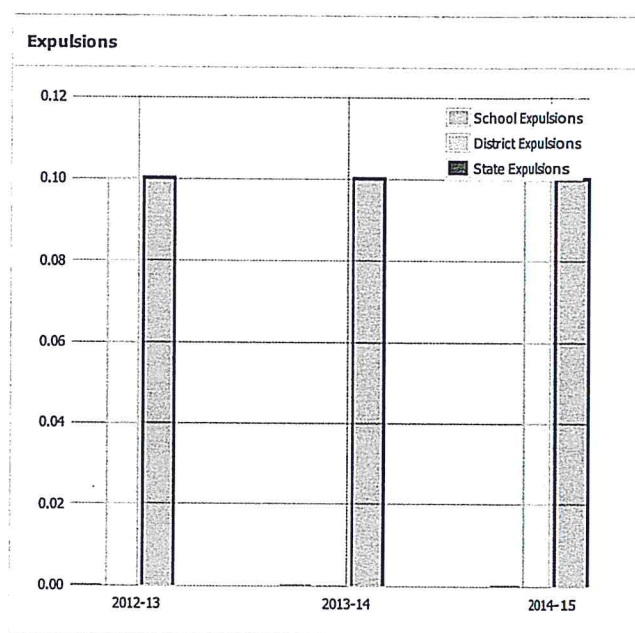
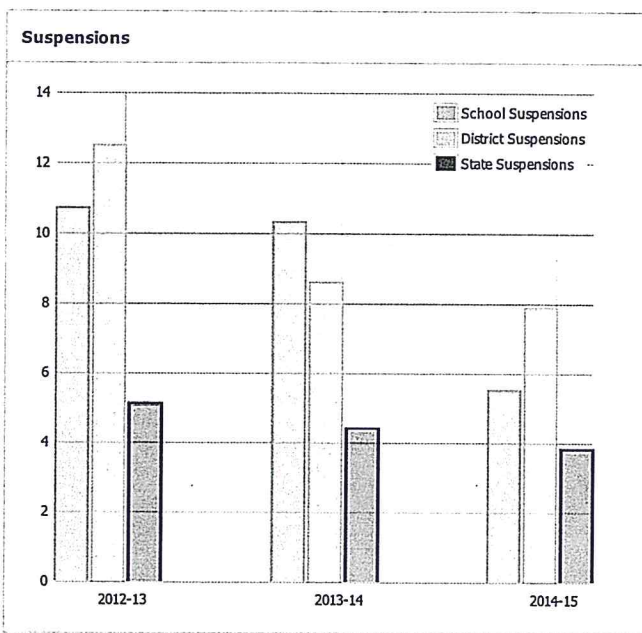
State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	10.7	10.3	5.5	12.5	8.6	7.9	5.1	4.4	3.8
Expulsions	0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.1	0.1



Last updated: 1/8/2016

School Safety Plan - Most Recent Year

King City High School is focused on providing a positive, safe, and secure learning environment for students, staff, parents, and the community. The site's comprehensive Safe School Plan addresses safety concerns identified through a school wide planning process. The goals and objectives of this plan support a learning environment that allows staff to effectively teach and students to actively learn. The plan promotes campus safety and focuses on character building and the analysis of the school's physical, social, and cultural environments. Additional components of the plan include information on the site discipline plan and policies; safe travel to and from school; child abuse reporting protocols; school crime data; notifications to teachers of dangerous students; discipline, nondiscrimination/harassment, hate-motivated behavior, bullying and sexual harassment policies; and descriptions of strategies that help to develop a safe, positive environment. The site Safe School Plan is updated annually. For the 2015-2016 school year, it was approved by the School Site Board on December 11, 2014.

Last updated: 1/8/2016

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	
Met Participation Rate - English Language Arts	Yes	Yes	
Met Participation Rate - Mathematics	Yes	Yes	
Met Percent Proficient - English Language Arts	N/A	N/A	
Met Percent Proficient - Mathematics	N/A	N/A	
Met Attendance Rate		Yes	
Met Graduation Rate	Yes	Yes	

Last updated: 1/8/2016

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2010-2011
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	66.7%

Note: Cells with NA values do not require data.

Last updated: 1/8/2016

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13			2013-14			2014-15				
	Average Class Size	Number of Classes *		Average Class Size	Number of Classes *		Average Class Size	Number of Classes *			
		1-20	21-32		33+	1-20		21-32	33+	1-20	21-32
K											
1											
2											
3											
4											
5											
6											
Other											

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 1/8/2016

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13			2013-14			2014-15					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	22.0	25	21	16	27.0	15	12	15	28.0	8	15	15
Mathematics	22.0	17	7	18	31.0	5	8	14	29.0	6	13	13
Science	23.0	10	5	11	34.0		4	12	30.0	3	4	9
Social Science	21.0	16	12	7	29.0	3	9	13	28.0	5	11	10

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/8/2016

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	922.0
Counselor (Social/Behavioral or Career Development)	0.4	N/A
Library Media Teacher (librarian)	1.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	1.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.0	N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/8/2016

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$8455.0	\$2663.0	\$5792.0	\$73746.0
District	N/A	N/A	\$5792.0	\$72513.0
Percent Difference – School Site and District	N/A	N/A	0.0%	0.0%
State	N/A	N/A	\$5348.0	\$72798.0
Percent Difference – School Site and State	N/A	N/A	0.0%	0.0%

Note: Cells with N/A values do not require data.

Last updated: 1/21/2016

Types of Services Funded (Fiscal Year 2014-15)

In addition to general state funding, South Monterey County Joint Union High School District receives state and federal funding for the following categorical, special education, and support programs:

- Title I, Part A, Basic Grant
- Federal, ESIA/ESEA/IASA
- Title II, Part A, Teacher Quality
- ROC/P Entitlement
- Economic Impact Aid (EIA)
- Title III, Part A, Limited English Proficient (LEP)

Programs and services are available to assist students. After-school and Saturday tutoring are provided through EIA and Title I funding. Preparation and review sessions for the California High School Exit Exam are also available for students. Small group and individual Supplemental Educational Services tutoring in English and math are provided through Title I funding.

Last updated: 1/29/2016

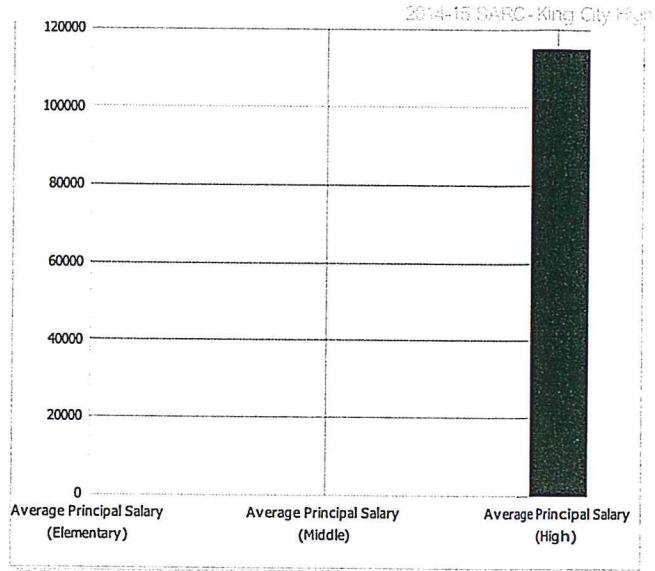
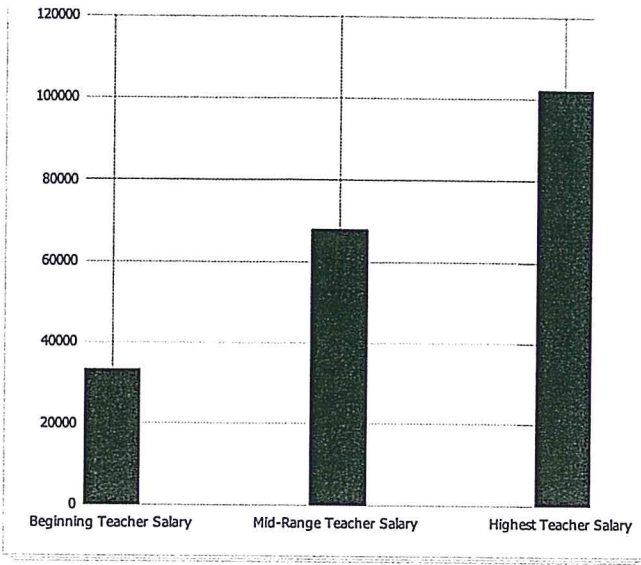
Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$33,231	\$43,455
Mid-Range Teacher Salary	\$68,031	\$69,035
Highest Teacher Salary	\$102,188	\$89,886
Average Principal Salary (Elementary)	—	—
Average Principal Salary (Middle)	—	—
Average Principal Salary (High)	\$114,866	\$121,551
Superintendent Salary	\$174,000	\$158,898
Percent of Budget for Teacher Salaries	36.0%	35.0%
Percent of Budget for Administrative Salaries	8.0%	6.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/csl/>.

Teacher Salary Chart

Principal Salary Chart



Last updated: 1/8/2016

Advanced Placement Courses (School Year 2014-15)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	3	N/A
Fine and Performing Arts	0	N/A
Foreign Language	1	N/A
Mathematics	1	N/A
Science	2	N/A
Social Science	6	N/A
All Courses	13	7.0%

Note: Cells with N/A values do not require data.

*Where there are student course enrollments.

Note : AP means Advanced Placement.

Last updated: 1/29/2016

Professional Development – Most Recent Three Years

KCHS is committed to increasing all students' achievement and the building of student skills in preparation for the Common Core State Standards. To this end, KCHS has dedicated professional development time in the building of Professional Learning Communities. Teachers regularly meet in PLCs in order to engage in individual and group reflection regarding the ways to improve student achievement, monitor and plan from student achievement data and refine the practices that are most successful in meeting specified student outcomes. Teachers participate in classroom observations, model lessons and peer feedback in order to facilitate professional growth.

To support the implementation of best practices, 94% of the teachers have participated in Constructing Meaning Professional Development. This PD ensures the academic achievement of English learners and all learners with a focus on a comprehensive approach for developing English proficiency. Integral to such an approach is explicit language instruction in every class, every day. Constructing Meaning provides teachers with the process and tools for weaving explicit language instruction into content area teaching. Lesson planning is driven by the content and academic language demands of discipline-specific learning. Based on backward design and a gradual release of responsibility model, the Constructing Meaning process prompts teachers to: understand the role language plays in content learning, decide what language knowledge students need to access content and express understanding, provide appropriate, explicit oral and written language instruction and practice.

During dedicated collaboration time, KCHS teachers participate in learning the CCSS instructional shifts and components that support greater rigor in reading, listening, speaking and writing. The work of the Common Core and other content standards assume native English proficiency, KCHS teachers participate in PD to scaffold those skills necessary for our EL populations to access the CCSS. A focused approach on Constructing Meaning paired with the instructional shifts of the CCSS offers an accelerated approach to instruction that emphasizes both academic English and critical literacy skills, thereby supporting English learners in acquiring the analytical language necessary to meet the demands of the Common Core.

Currently, KCHS teachers are in their third year of Constructing Meaning Implementation with improvements in fidelity to the strategies and capacity building each year. Common Core module training in text-complexity, Close reading, Depth of Knowledge, the College and Career Anchor Standards, Performance Based Instruction, and Productive Groupings have been covered in the last two years. KCHS is committed to full implementation of the CCSS and supporting our teachers in their needs to transition to the new skills by tailoring our Collaboration time to staff development prioritized on a staff needs assessment.

Last updated: 1/29/2016

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

SUBJECT: Approval of School Accountability Report Card
(SARC): Portola-Butler High School

MEETING: February 24, 2016

AGENDA SECTION:

ACTION

INFORMATION

ACTION/CONSENT

GOVERNING BOARD

Board Goals:

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

Summary:

As required by Education Code, each school site is to develop and distribute an annual accountability report card to the community. These reports mix data from one year prior and the current year. Attached is the School Accountability Report Cards (SARC) for Portola-Butler High School for the 2014-2015 academic year. The SARC will be posted on the school website and hard copies will be made available upon request.

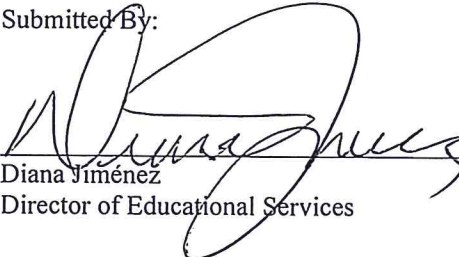
Recommendation:

It is the recommendation of the District that the State Administrator approve the 2014-2015 School Accountability Report Cards (SARC).

Fiscal Impact:


None

Submitted By:



Diana Jiménez
Director of Educational Services

Approved:



Daniel R. Moirao, Ed.D.
State Administrator

Portola-Butler Continuation High

California Department of Education School Accountability Report Card Reported Using Data from the 2014-15 School Year

Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



Steven James, Ed.D / Coordinator

Principal, Portola-Butler Continuation High

About Our School

Portola-Butler is a place where students have a unique opportunity to be responsible for their success. Here they can achieve their goal of a high school diploma in a smaller setting with highly qualified, caring teachers and support staff. The curriculum is rigorous and relevant and prepares our students to be college and/or career ready. Every student has come here for his/her own reasons, yet each person has the desire to earn enough credits to graduate, receive a diploma and make a positive start toward a successful future. When you make responsible choices everyday, you will reach your goals. We are eager to help you on your path of completing your education and facing the new challenges that await you.

Contact

Portola-Butler Continuation High
760 Broadway St.
King City, CA 93930-3311

Phone: 831-385-4661
E-mail: sjames@smcjuhsd.org

About This School

Contact Information - Most Recent Year

District Contact Information - Most Recent Year	
District Name	South Monterey County Joint Union High
Phone Number	(831) 385-0606
Superintendent	Daniel Moirao
E-mail Address	dmoirao@smcjuhsd.org
Web Site	www.smcjuhsd.org

School Contact Information - Most Recent Year	
School Name	Portola-Butler Continuation High
Street	760 Broadway St.
City, State, Zip	King City, Ca, 93930-3311
Phone Number	831-385-4661
Principal	Steven James, Ed.D / Coordinator
E-mail Address	sjames@smcjuhsd.org
Web Site	http://www.portolabutlerhs.org/
County-District-School (CDS) Code	27660682730083

Last updated: 1/6/2016

School Description and Mission Statement - Most Recent Year

Portola-Butler High School is the continuation high school for the South Monterey County Joint Union High School District, which also includes two comprehensive high schools with a total district enrollment of approximately 2000 plus students. Portola-Butler High School is located in King City, a primarily agricultural community in the southern part of Monterey County. The school was established at the district offices in 1971, but has since moved to portable classrooms situated in back of King City High School. Portola-Butler High School was formerly Los Padres High School, then was renamed in honor of one of the school's late founding teachers, Candy Butler, and in 2010 was renamed Portola-Butler Continuation High School.

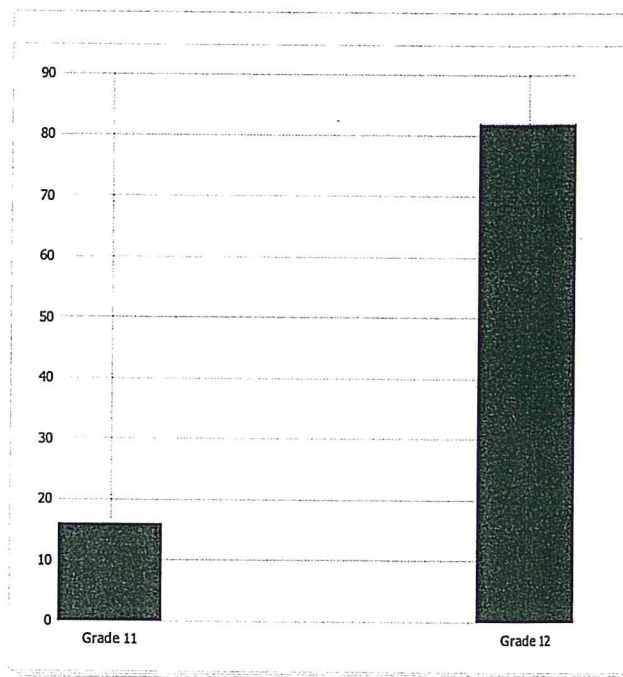
Students, who are at least 16 years of age, and in grades 10, 11 and 12, attend Portola-Butler High School in order to make up units that were missed at the comprehensive site, or as an alternative path to finishing high school. The educational programs at the school are tailored for students to work at their own pace. In the 2014-2015 school year, nearly 100 students were enrolled at Portola-Butler High School.

Mission: The mission of Portola-Butler Continuation High School is to provide a safe, challenging environment where students become a community of learners who develop knowledge, confidence, and independence to realize their academic and creative potential, develop respect and tolerance for others, and become involved and responsible citizens.

Last updated: 1/6/2016

Student Enrollment by Grade Level (School Year 2014-15)

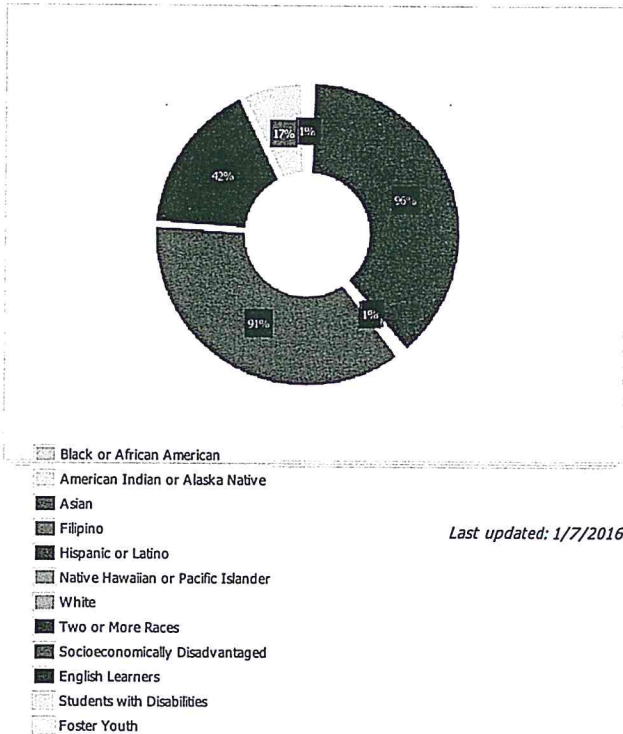
Grade Level	Number of Students
Grade 11	16
Grade 12	82
Total Enrollment	98



Last updated: 1/6/2016

Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	1.0 %
American Indian or Alaska Native	0.0 %
Asian	0.0 %
Filipino	0.0 %
Hispanic or Latino	96.9 %
Native Hawaiian or Pacific Islander	0.0 %
White	1.0 %
Two or More Races	1.0 %
Socioeconomically Disadvantaged	91.8 %
English Learners	42.9 %
Students with Disabilities	17.3 %
Foster Youth	1.0 %



Last updated: 1/7/2016

A. Conditions of Learning

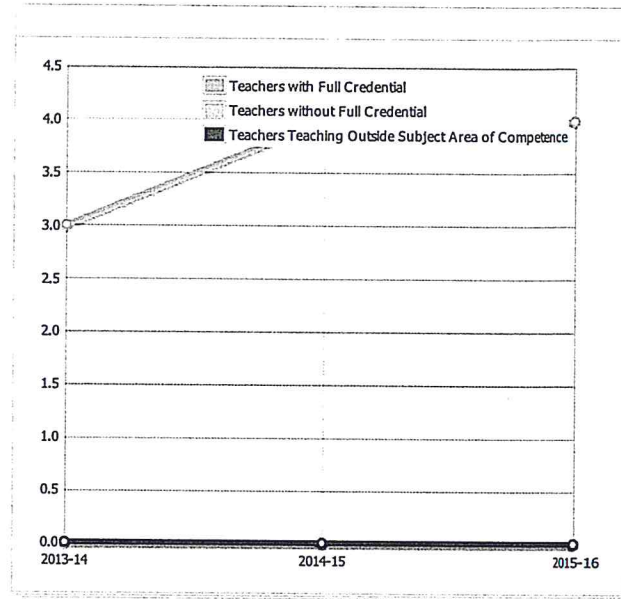
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

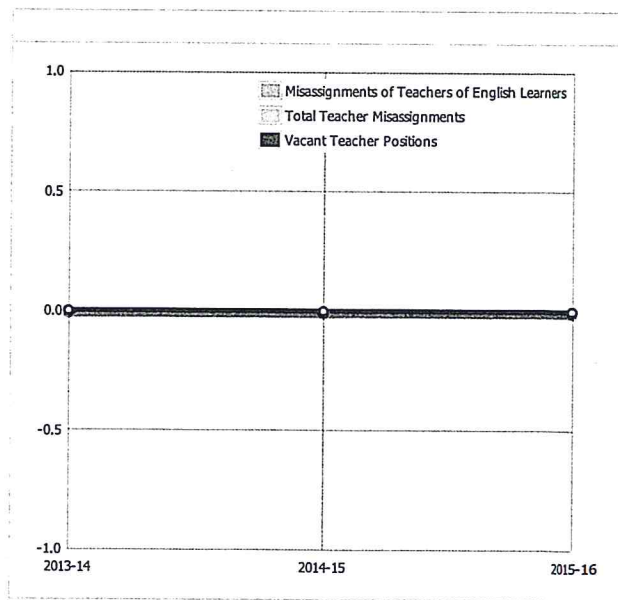
Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	3	4	4	81
Without Full Credential	0	0	0	3
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1



Last updated: 1/7/2016

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 1/7/2016

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	99.0%	1.0%
High-Poverty Schools in District	99.0%	1.0%
Low-Poverty Schools in District	0.0%	0.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: October 2014

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Glencoe ELA Series (2002) Literature Platinum-Prentice Hauglin (2002) Literature Gold-Hauglin (2003)	Yes	0.0 %
Mathematics	AGS Basic Math Skills (2003) AGS Algebra (2004) AGS Consumer Math (2003)	Yes	0.0 %
Science	AGS Physical Science (2004) AGS Earth Science (2004) Holt Biology (2004) McDougal Littell Earth Science (2005) AGS Life Science (2004) AGS Biology (2004)	Yes	0.0 %
History-Social Science	AGS World History (2006) AGS US History (2008) AGS Economics (2005) AGS American Government (2006) Houghton Mifflin Patterns of Interaction (2006) McDougal Littell The Americans (2006) McDougal Littell Economics (2007) Prentice Hall American Government (2006)	Yes	0.0 %
Foreign Language	None		0.0 %
Health	McDogal Littell Health (1998) Glencoe Health (2001) AGS Health (2006)	Yes	0.0 %
Visual and Performing Arts	None		0.0 %
Science Lab Eqpmt (Grades 9-12)	None		0.0 %

Last updated: 1/6/2016

School Facility Conditions and Planned Improvements - Most Recent Year

The District takes efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Construction. This survey was completed on April 3, 2014, and is available at the Maintenance, Operations and Transportation office.

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Facilities Description

This school has four portable classrooms and an administration building. The main campus was built in 1999.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Last updated: 2/2/2016

School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: October 2014

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate - Most Recent Year

Year and month in which data were collected: October 2014

Overall Rating	Good
----------------	------

Last updated: 1/7/2016

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	5.0%	39.0%	44.0%
Mathematics (grades 3-8 and 11)	0.0%	9.0%	33.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/6/2016

CAASPP Assessment Results - English Language Arts (ELA)**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	--	--	--	--	--	--	--
Male	--	--	--	--	--	--	--
Female	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--	--	--
English Learners	--	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/6/2016

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	--	--	--	--	--	--	--
Male	--	--	--	--	--	--	--
Female	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--	--	--
English Learners	--	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/6/2016

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	--	--	--	--	--	--	--
Male	--	--	--	--	--	--	--
Female	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--	--	--
English Learners	--	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/6/2016

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	--	--	--	--	--	--	--
Male	--	--	--	--	--	--	--
Female	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--	--	--
English Learners	--	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/6/2016

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	--	--	--	--	--	--	--
Male	--	--	--	--	--	--	--
Female	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--	--	--
English Learners	--	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/6/2016

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	--	--	--	--	--	--	--
Male	--	--	--	--	--	--	--
Female	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--	--	--
English Learners	--	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/6/2016

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	42	37	88.1%	54.0%	38.0%	5.0%	0.0%
Male	42	22	52.4%	45.0%	50.0%	5.0%	0.0%
Female	42	15	35.7%	67.0%	20.0%	7.0%	0.0%
Black or African American	42	1	2.4%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	42	34	81.0%	59.0%	38.0%	3.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	42	1	2.4%	--	--	--	--
Two or More Races	42	1	2.4%	--	--	--	--
Socioeconomically Disadvantaged	42	35	83.3%	57.0%	34.0%	6.0%	0.0%
English Learners	42	11	26.2%	82.0%	18.0%	0.0%	0.0%
Students with Disabilities	42	2	4.8%	--	--	--	--
Students Receiving Migrant Education Services	42	0	0.0%	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/6/2016

CAASPP Assessment Results - Mathematics**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	--	--	--	--	--	--	--
Male	--	--	--	--	--	--	--
Female	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--	--	--
English Learners	--	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/6/2016

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	--	--	--	--	--	--	--
Male	--	--	--	--	--	--	--
Female	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--	--	--
English Learners	--	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/6/2016

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	--	--	--	--	--	--	--
Male	--	--	--	--	--	--	--
Female	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--	--	--
English Learners	--	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/6/2016

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	--	--	--	--	--	--	--
Male	--	--	--	--	--	--	--
Female	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--	--	--
English Learners	--	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/6/2016

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	--	--	--	--	--	--	--
Male	--	--	--	--	--	--	--
Female	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--	--	--
English Learners	--	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/6/2016

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	--	--	--	--	--	--	--
Male	--	--	--	--	--	--	--
Female	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--	--	--
English Learners	--	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/6/2016

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	42	36	85.7%	97.0%	0.0%	0.0%	0.0%
Male	42	22	52.4%	100.0%	0.0%	0.0%	0.0%
Female	42	14	33.3%	93.0%	0.0%	0.0%	0.0%
Black or African American	42	1	2.4%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	42	34	81.0%	97.0%	0.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	42	1	2.4%	--	--	--	--
Two or More Races	42	0	0.0%	--	--	--	--
Socioeconomically Disadvantaged	42	34	81.0%	97.0%	0.0%	0.0%	0.0%
English Learners	42	11	26.2%	91.0%	0.0%	0.0%	0.0%
Students with Disabilities	42	2	4.8%	--	--	--	--
Students Receiving Migrant Education Services	42	0	0.0%	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/6/2016

California Standards Tests for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	--	--	--	36.0%	30.0%	32.0%	59.0%	60.0%	56.0%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/6/2016

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	32.0%
All Students at the School	--
Male	--
Female	--
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	--
Native Hawaiian or Pacific Islander	--
White	--
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	--
Students Receiving Migrant Education Services	--
Foster Youth	--

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/6/2016

Career Technical Education Programs (School Year 2014-15)

No Career Technical Education Programs were offered at Portola-Butler in 2014-2015. However, students are able to access the classes at King City or Greenfield High Schools.

Last updated: 1/6/2016

Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

Last updated: 1/6/2016

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2014-15 Pupils Enrolled in Courses Required for UC/CSU Admission	90.7%
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

State Priority: Other Pupil Outcomes

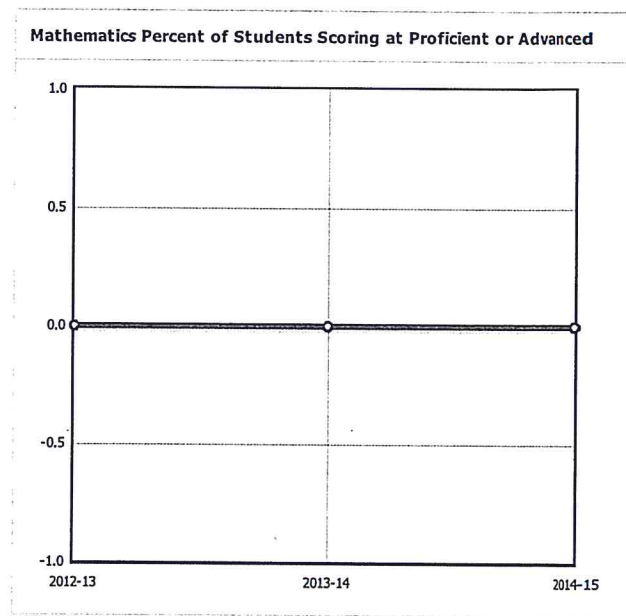
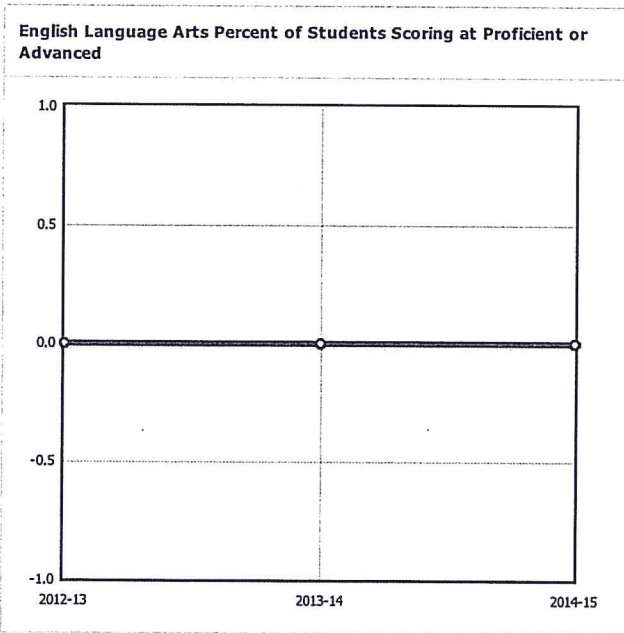
The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education

California High School Exit Examination Results For Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English Language Arts	0.0%	0.0%	0.0%	41.0%	38.0%	40.0%	57.0%	56.0%	58.0%
Mathematics	0.0%	0.0%	0.0%	37.0%	41.0%	41.0%	60.0%	62.0%	59.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.



Last updated: 1/6/2016

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15) (if**applicable)**

Student Group	English Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	60.0%	21.0%	20.0%	59.0%	31.0%	10.0%
All Students at the School	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Male	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Female	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Black or African American	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
White	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
English Learners	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/6/2016

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/7/2016

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement - Most Recent Year

Contact Person: Steve James, Ed.D

Contact Phone Number: (831) 385-4661

Portola-Butler High School encourages parents to be active in their student's education. Parents are invited to attend parent conferences and to call and/or visit the school. The local community is also supportive of Portola-Butler High School. Parents and Community volunteers are frequently guest speakers. Our business community and local civic organizations have a long history of providing our students with opportunities to grow and learn through community service hours.

The following are examples of current parent involvement opportunities:

- School Board Meetings
- Parent Teacher Conferences
- WASC Focus Groups
- School Site Council
- English Learner Advisory Committee

State Priority: Pupil Engagement

Last updated: 1/29/2016

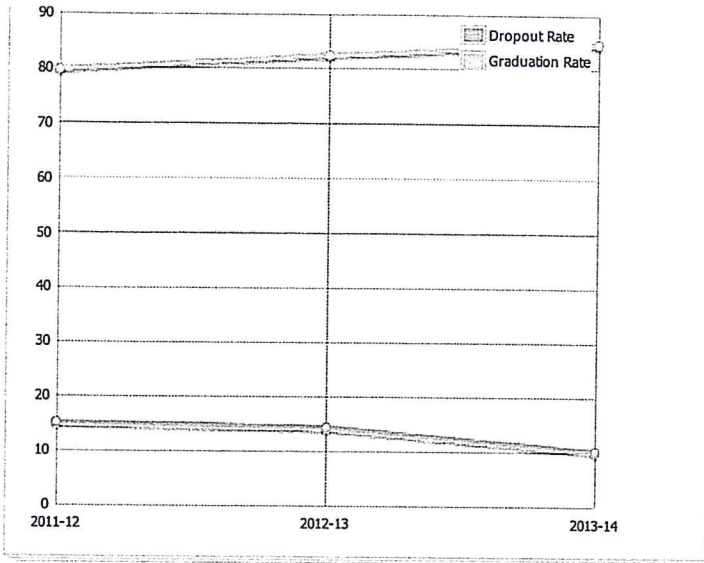
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	15.1%	14.3%	10.1%	15.1%	14.3%	10.1%	13.1%	11.4%	11.5%
Graduation Rate	79.80	82.60	84.80	79.80	82.60	84.80	78.87	80.44	80.95

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 1/6/2016

Completion of High School Graduation Requirements

Student Group	Graduating Class of 2014		
	School	District	State
All Students	81	86	84
Black or African American	0	100	76
American Indian or Alaska Native	0	0	78
Asian	100	100	92
Filipino	75	100	96
Hispanic or Latino	88	84	81
Native Hawaiian or Pacific Islander	89	0	83
White	86	100	89
Two or More Races	100	100	82
Socioeconomically Disadvantaged	0	85	81
English Learners	100	52	50
Students with Disabilities	100	86	61
Foster Youth	-	-	-

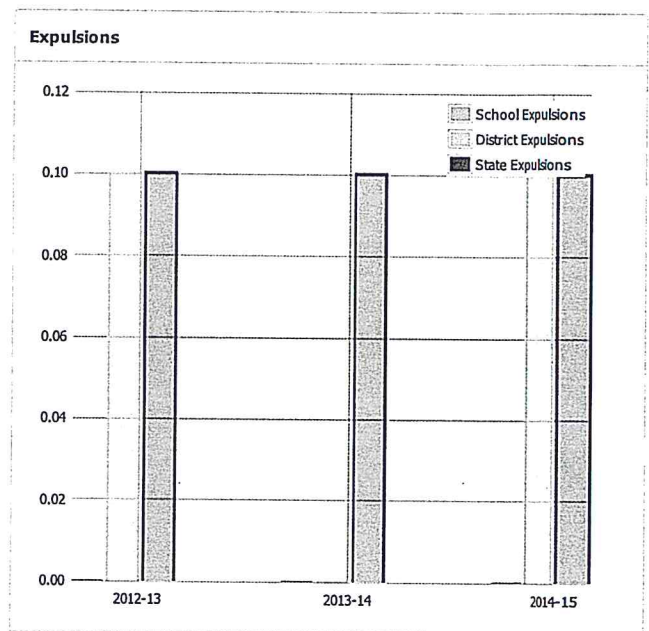
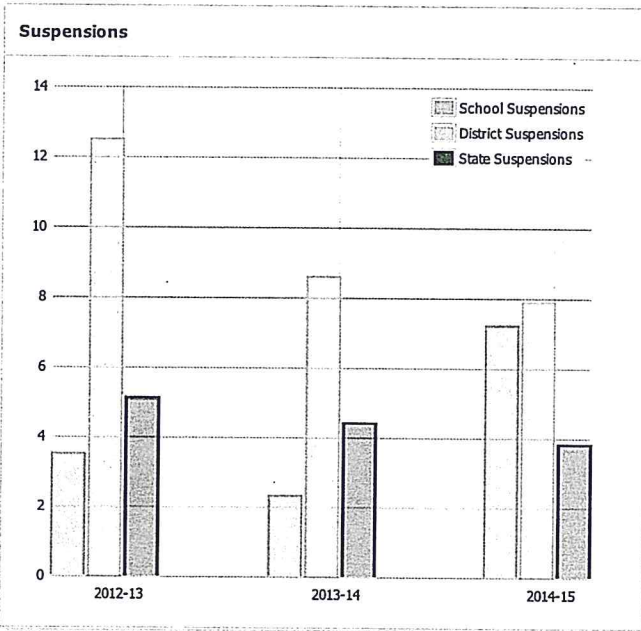
State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	3.5	2.3	7.2	12.5	8.6	7.9	5.1	4.4	3.8
Expulsions	0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.1	0.1



Last updated: 1/6/2016

School Safety Plan - Most Recent Year

Portola-Butler Continuation High School is focused on providing a positive, safe, and secure learning environment for students, staff, parents, and the community. The site's comprehensive Safe School Plan addresses safety concerns identified through a school wide planning process. The goals and objectives of this plan support a learning environment that allows staff to effectively teach and students to actively learn. The plan promotes campus safety and focuses on character building and the analysis of the school's physical, social, and cultural environments. Additional components of the plan include information on the site discipline plan and policies; safe travel to and from school; child abuse reporting protocols; school crime data; notifications to teachers of dangerous students; discipline, non-discrimination/harassment, hate-motivated behavior, bullying and sexual harassment policies; and descriptions of strategies that help to develop a safe, positive environment. The site Safe School Plan is updated annually, and approved by the Board of Trustee's.

Last updated: 1/7/2016

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	
Met Participation Rate - English Language Arts	Yes	Yes	
Met Participation Rate - Mathematics	Yes	Yes	
Met Percent Proficient - English Language Arts	N/A	N/A	
Met Percent Proficient - Mathematics	N/A	N/A	
Met Attendance Rate		Yes	
Met Graduation Rate	Yes	Yes	

Last updated: 1/6/2016

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2010-2011
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	66.7%

Note: Cells with NA values do not require data.

Last updated: 1/6/2016

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13			2013-14			2014-15					
	Average Class Size	Number of Classes *		Average Class Size	Number of Classes *		Average Class Size	Number of Classes *				
		1-20	21-32		33+	1-20		21-32	33+	1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6												
Other												

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 1/6/2016

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13			2013-14			2014-15					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	4.0	19			15.0	3	2		5.0	31		
Mathematics	4.0	11			24.0	1	2		5.0	14		
Science	3.0	10			13.0	3			4.0	15		
Social Science	4.0	19			25.0	2		1	7.0	32		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/6/2016

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.4	45.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	0.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.0	N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/6/2016

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$8455.0	\$2663.0	\$5792.0	\$73746.0
District	N/A	N/A	\$0.0	\$72513.0
Percent Difference – School Site and District	N/A	N/A	–	–
State	N/A	N/A	\$5348.0	\$72798.0
Percent Difference – School Site and State	N/A	N/A	–	–

Note: Cells with N/A values do not require data.

Last updated: 1/7/2016

Types of Services Funded (Fiscal Year 2014-15)

In addition to general State funding, during the 2014-2015 school year Portola-Butler received the following funding:

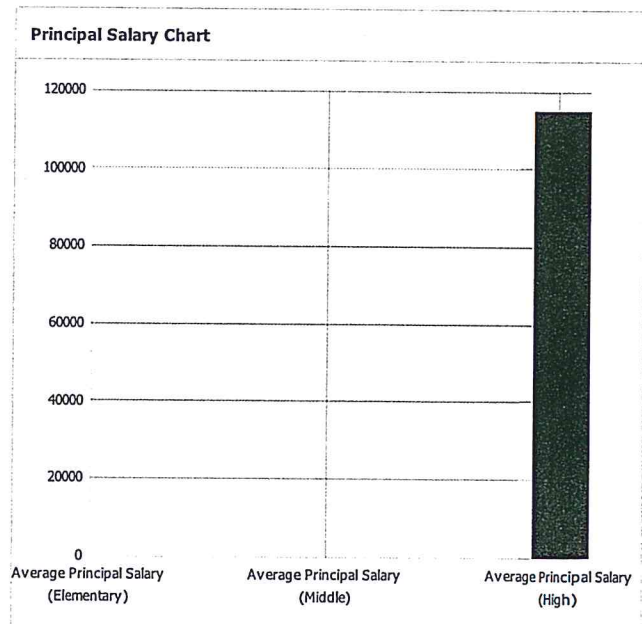
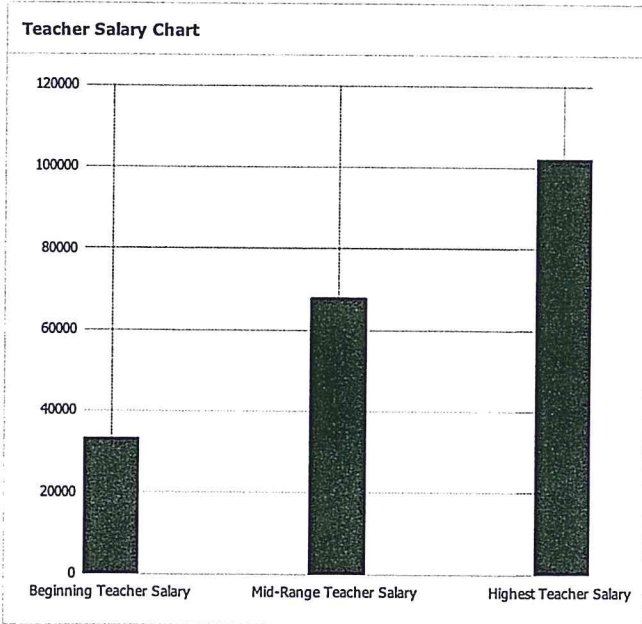
- Title I, Part A
- Title II, Part A/Teacher Quality
- Economic Impact Aid (EIA)
- Title III, Part A Limited English Proficient (LEP)

Last updated: 1/29/2016

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$33,231	\$43,455
Mid-Range Teacher Salary	\$68,031	\$69,035
Highest Teacher Salary	\$102,188	\$89,886
Average Principal Salary (Elementary)	-	-
Average Principal Salary (Middle)	-	-
Average Principal Salary (High)	\$114,866	\$121,551
Superintendent Salary	\$174,000	\$158,898
Percent of Budget for Teacher Salaries	36.0%	35.0%
Percent of Budget for Administrative Salaries	8.0%	6.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/csl/>.



Advanced Placement Courses (School Year 2014-15)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

Note: Cells with N/A values do not require data.

*Where there are student course enrollments.

Note : AP means Advanced Placement.

Last updated: 1/6/2016

Professional Development – Most Recent Three Years

Professional development opportunities were offered to all teachers within the district, including Portola-Butler High School teachers. The professional development specifically focused on the implementation of best practices as outlined in the Constructing Meaning Professional Development. This PD ensures the academic achievement of English learners and all learners with a focus on a comprehensive approach for developing English proficiency. Integral to such an approach is explicit language instruction in every class, every day.

Constructing Meaning provides teachers with the process and tools for weaving explicit language instruction into content area teaching. Lesson planning is driven by the content and academic language demands of discipline-specific learning. Based on backward design and a gradual release of responsibility model, the Constructing Meaning process prompts teachers to:

- *understand the role language plays in content learning
- *decide what language knowledge students need to access content and express understanding
- *provide appropriate, explicit oral and written language instruction and practice

Teachers have also participated in professional development related to implementation of the Common Core State Standards (CCSS), WASC planning and development and Professional Learning Communities.

Last updated: 1/29/2016

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

SUBJECT: Approval of Greenfield High School Safety Plan

MEETING: February 24, 2016

AGENDA SECTION:

ACTION

INFORMATION

ACTION/CONSENT

Board Goals:

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

Summary:

The school site safety plan has been updated and approved by their school site council.


Recommendation:

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

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
GOVERNING BOARD**

SUBJECT: Approval of King City High School Safety Plan

MEETING: February 24, 2016

AGENDA SECTION:

ACTION

INFORMATION

ACTION/CONSENT

Board Goals:

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

Summary:

The school site safety plan has been updated and approved by their school site council.


Recommendation:

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

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
GOVERNING BOARD**

SUBJECT: Approval of SMCJUHSD District Safety Plan

MEETING: February 24, 2016

AGENDA SECTION:

ACTION

INFORMATION

ACTION/CONSENT

Board Goals:

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

Summary:

The district safety plan has been updated and approved by the State Administrator.


Recommendation:

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

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**

SUBJECT: Approval for Retroactive Service Agreement with
Deborah Bell to Furnish Consultant Services

MEETING: February 24, 2016

AGENDA SECTION:

ACTION

INFORMATION

ACTION/CONSENT

GOVERNING BOARD

Board Goals:

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

Summary:

The South Monterey County Joint Union High School District's Special Education Program requires the expertise and services of an assessment specialist in the area of assistive technology to provide support to our staff to better address student needs. Deborah Bell provided support for an Individual Education Plan (IEP) which required the credentials and expertise in the area of Augmentative Alternative Communication. Deborah Bell conducted an assessment for one of our students and provided the services according to the Service Agreement attached hereto.

Recommendation:

The recommendation is being made for the State Administrator to retroactively approve the Service Agreement with Deborah Bell to furnish consultant services.

Fiscal Impact:

The maximum amount for the service is \$2,000.00 from Special Education Fund.

Submitted By:

Approved:



Isaac Estrada, Ed.D.
Director of Alternative Placement for Student Success



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 *Deborah Bell, SLP*, an independent contractor, hereinafter called "Consultant," for the period specified in Article I. "TERM."

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

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

I. TERM:

The effective date of the agreement is June 29, 2015 and it terminates August 30, 2015 unless sooner terminate as provided herein.

II. PAYMENT LIMIT

- Consultant shall be compensated for conducting an Augmentative Alternative Communication assessment for i
- Consultant shall be compensated at the rate of \$150.00 per hour.
- Total payment(s) to Consultant, under this contract shall not exceed \$2,000.

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

The Consultant will complete an Augmentative Alternative Communication assessment for Manana Bravo. The assessment will include observation, informal/formal testing, chart review and staff interviews. The Consultant will complete an assessment report to include assessment data recommendations regarding Augmentative Alternative Communication for Manana Bravo at Greenfield High School.

VI. CONFIDENTIALITY

In the course of performing consulting services, the parties realize that the Consultant may come in contact with or become familiar with information which may be considered confidential.

Consultant agrees to keep all such information confidential and not to discuss or divulge it to anyone other than South Monterey County Joint Union High School District.

VII. ASSIGNMENT

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

VIII. TERMINATION OF AGREEMENT

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

- a. District may terminate agreement at any time if Consultant does not perform, or refuses to perform according to this Agreement.
- b. District and Consultant may terminate agreement at any time with mutual written consent.
- c. In the event of early termination, Consultant shall be paid for all work or services performed to the date of termination together with an amount for approved expenses due and owing.

IX. DISTRICT'S RIGHT OF RETENTION

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

X. EXTENSION OF TERM

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

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

SUBJECT: Approval of Sunshine Proposal - CSEA

MEETING: February 24, 2016

AGENDA SECTION:

ACTION

INFORMATION

ACTION/CONSENT

GOVERNING BOARD

Board Goals:

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

Summary:

While our contract with CSEA is still in effect, CSEA would like to reopen negotiations with the school district on three items. Their proposal is attached.

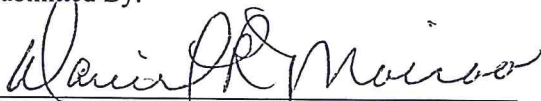
Recommendation:

It is recommended that the State Administrator accept the Sunshine proposal from CSEA.

Fiscal Impact:

None at this time.

Submitted By:



Daniel R. Moirao, Ed.D.
State Administrator

Approved:



Daniel R. Moirao, Ed.D.
State Administrator



California
School
Employees
Association

3350 Scott Blvd.
Building 18
Santa Clara, CA 95054

(408) 261-7990
(800) 487-2440
FAX: (408) 235-8678

www.csea.com

Member of the AFL-CIO

*The nation's largest
independent classified
employee association*

*Member of the National
Association of Classified
School Employees
(NACSE), representing
independent public
employees throughout
the nation*



January 21, 2016

Dr. Daniel Moirao
State Administrator
South Monterey County Joint Union High School District

Dear Dr. Moirao:

This letter is intended to satisfy the public notice requirement that the South Monterey County Joint Union High School District and the California School Employees Association, and its Chapter 529 intend to negotiate a successor agreement with the South Monterey County Joint Union High School District. We look forward to resolving our mutual issues in a timely manner.

We intend to negotiate over the following:

1. Article 6: Pay and Allowances

We intend to negotiate salary enhancements commensurate with the District's increased revenue from the LCFF and its ability to pay. We are also interested in a pay incentive for classified employees who translate for legally mandated meetings including but not limited to IEP meetings.

2. Article 3: Organizational Rights

We are interested in participating with the District to provide a new employee orientation classified employees upon hiring.

3. Professional Growth

We are interested in providing opportunities and incentives for classified employees to enhance their job skills and to pursue higher education including but not limited to flexible scheduling and pay incentives.

If you have any questions, please feel free to contact CSEA Labor Relations Representative, Valarie Davis, at 831-262-8475.

Thank you.

Teresa Gama, CSEA Chapter President

Cc: Rebecca Hadley, CSEA Region 28 Representative
Charles Goetchius, CSEA Field Director

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

SUBJECT: Approval of Sunshine Proposal - KCJUHSOTA

MEETING: February 24, 2016

AGENDA SECTION:

ACTION

INFORMATION

ACTION/CONSENT

GOVERNING BOARD

Board Goals:

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

Summary:

While our contract with KCJUHSOTA is still in effect, KCJUHSOTA would like to reopen negotiations with the school district on two items. Their proposal is attached.

Recommendation:

It is recommended that the State Administrator accept the Sunshine proposal from KCJUHSOTA.

Fiscal Impact:

None at this time.

Submitted By:



Daniel R. Moirao, Ed.D.
State Administrator

Approved:



Daniel R. Moirao, Ed.D.
State Administrator

King City High School Teachers' Association
Initial Proposals
2016

Article 16 - Salary

- It is the Association's intent to make improvements to the salary schedule.

Article 20 - Benefits

- It is the Association's intent to make improvements to benefits.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Approval of Calendar of Board Study Sessions for 2016

MEETING: February 24, 2016

AGENDA SECTION:

ACTION

INFORMATION

ACTION/CONSENT

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

Summary:

After several conversations the following dates appear to be most agreeable to the Board of Education to conduct regular study sessions. Study sessions begin at 5:30 PM and are held at the District Office, 800 Broadway, King City, unless otherwise noted.

- Tuesday, February 18, 2016
- Tuesday, March 15, 2016
- Tuesday, April 19, 2016
- Tuesday, May 17, 2016
- Tuesday, June 21, 2016
- Tuesday, July 19, 2016 (if necessary)
- Tuesday, August 16, 2016
- Tuesday, September 20, 2016
- Tuesday, October 18, 2016
- Tuesday, November 15, 2016
- Tuesday, December 19, 2016

Recommendation:

It is recommended that the State Administrator approve the listed dates for Board study sessions for 2016.

Fiscal Impact:

No fiscal impact

Submitted By:



Daniel R. Moirao Ed. D.
State Administrator

Approved:



Daniel R. Moirao, Ed.D.
State Administrator

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Approval of Out of State Travel for Migrant Students to Visit Redmond, Washington

MEETING: February 24, 2016

AGENDA SECTION:

ACTION

INFORMATION

ACTION/CONSENT

Board Goals:

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

Summary:

Migrant students are graduating from high school at a lower rate than other non-migrant students (based on data collected from DataQuest, and therefore entering college/career based STEM fields at a much lower rate. The demand for professionals in the STEM (science, technology, engineering and mathematics) field is far outpacing the actual number of STEM graduates and is a career field that needs to be explored in depth by all high school migrant students. In the State Service Delivery Plan for Migrant Students 2010, it is noted that in order to close the achievement gap for migrant students the MEP must "increase the percentage of migrant students who are prepared for college work or careers" in order to achieve this goal, students must examine what career choices will not impact their long term success once they graduate. Exploring possible STEM career paths, skill requirements, and higher educational opportunities has been noted as an effective way to "build a bridge to college and career" for migrant students.

Five South Monterey County Joint Union High School District students have been selected to participate in the Exploring STEM through Hands on Learning. This opportunity includes 8 Saturday coding classes, 2 Code Day events in San Francisco, a day trip to Google and culminates with a visit to the Microsoft Campus in Redmond, Washington (3/21/16-3/22/16).

Recommendation:

The recommendation is being made for the State Administrator to approve the out of state travel for Migrant Students to explore STEM based career opportunities by participating in the field experience at Microsoft Headquarters in Redmond, Washington on March 21/22, 2016.


Fiscal Impact:

There is no fiscal impact to the district; Migrant Education Region XVI will cover all costs associated with the trip.

Submitted By:

Angelica Fonseca
Coordinator/Administrator
Migrant Education Region XVI

Approved:


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

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

SUBJECT: Approval of GHS Surplus Equipment

MEETING: February 24, 2016

AGENDA SECTION:

ACTION

INFORMATION

ACTION/CONSENT

Board Goals:

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

Summary:

Greenfield High School has requested that a Century universal weight machine be surplused as it is broken, unsafe and not worth repairing. It was originally donated to GHS and has already been removed from the GHS weight room.


Recommendation:

The recommendation is being made for the State Administrator to approve surplusing the GHS Century universal weight machine.


Fiscal Impact:

None

Submitted By:

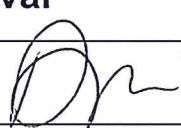

Duane Wolgamott
Chief Business Official

Approved:


Daniel R. Moirao, Ed.D.
State Administrator

Asset Disposal Form

After signatures are obtained, submit the original form to the MOTF Office, attach a copy of the form to the item so maintenance/custodial personnel know the form has been completed, and then schedule pick-up of the item by creating a request in SchoolDude MaintenanceDirect/ HelpDesk.

1. Identifying Information					
Year	N/A	Make/Manufacturer	Centurion	Model	N/A
Serial Number					
Description of Item		Universal Machine - Donated/Broken			
Asset ID #	N/A				
2. Item Location					
<input checked="" type="radio"/> GHS		<input type="radio"/> KCHS		<input type="radio"/> PBHS	
				<input type="radio"/> DO	
Building	Gym	Dept/Area	WEIGHT ROOM	Room #	N/A
3. Purchase Information DONATED					
Was this asset purchased with grant funds?			<input type="radio"/> Yes	<input checked="" type="radio"/> No	
4. (For District Use Only) Disposition Method					
<input type="radio"/> Sold		<input type="radio"/> Donated		<input type="radio"/> Scrapped	
Reason for sale/donation/scrapping					
5. (For District Use Only) Item Value					
Sale Price	\$	Donate Value	\$		
6. Requester Information					
Name & Signature		MATT Eidersleeve / Mad [Signature]			
Comments		Machine is old + broken - TAKES UP INSTRUCTIONAL SPACE.			
7. Approval					
 MOTF Director			2/8/16 Date		

Chief Business Official

Date

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

SUBJECT: Approval of Donation of Labor and Materials for
Re-sodding the KCHS Varsity Baseball Infield

MEETING: February 24, 2016

AGENDA SECTION:

ACTION

INFORMATION

ACTION/CONSENT

Board Goals:

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

Summary:

Once again members of the local community have come together to donate several weeks of their time, plus materials and equipment to improve the athletic facilities at one of our schools. The KCHS varsity baseball infield was re-sodded over the winter break through donations, with an estimated value of \$9,000.

Volunteers Jose Galindo, Lorenzo Espino Jr., Lorenzo Espino Sr., Joe Kerr, Carlos Martinez, James Flores, the KCHS varsity baseball team members, and other anonymous donors contributed to the project.

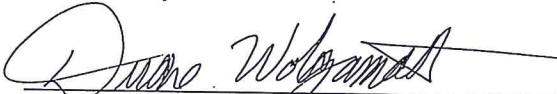
Recommendation:

The recommendation is being made for the State Administrator to accept the donation from the local community.

Fiscal Impact:


Savings of \$9,000 in facilities improvement costs.

Submitted By:



Duane Wolgamott
Chief Business Official

Approved:



Daniel R. Moirao, Ed.D.
State Administrator

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Approval of Greenfield High School Agriculture Department Donation from the Quedan Company of a 2000 Series Greenhouse

MEETING: February 24, 2016

AGENDA SECTION:

ACTION

INFORMATION

ACTION/CONSENT

Board Goals:

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

Summary:

The Quedan Company is going to be donating a 2000 Series (48' X 22' high tunnel kit {12.3' center height}) Greenhouse to the Greenfield High School Agriculture Department, the value of the donation is \$2,819.78. The Greenhouse is to be used for floral storage in efforts to promote Plant science, Ornamental Horticulture, Mechanics, campus beautification, and the nursery industry. The Greenhouse is for the use of the Agriculture Department at Greenfield High School.

Recommendation:

The recommendation is being made for the State Administrator to approve the donation and installation of the Greenhouse on the Greenfield High School Agriculture Department Farm.

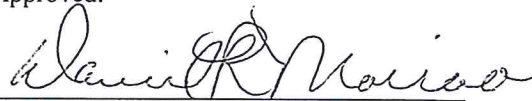
Fiscal Impact:

It is anticipated the cost for installation of the greenhouse will be \$2,500 or less, the funds will come from the site budget.

Submitted By:


Frank Lynch
Principal

Approved:


Daniel R. Moirao, Ed.D.
State Administrator



Quiedan Company, Inc.

15400 Meridian Rd.
 Salinas, CA 93907
 (831) 663-0770
 FAX (831) 663-0777

S.C. NO. 3002968

DATE 2/5/2016

SALESMAN AJC

Quote

Page No. 1

SOLD TO: Greenfield H.S. Ag Dept. 2025 S El Camino Real Greenfield, CA 93927		SHIP TO: Greenfield H.S. Ag Dept. Will Call @ Warehouse Rob Madson 831-809-7131 Salinas, CA 93907		POINT OF SALE <input checked="" type="checkbox"/> F.O.B. DOCK <input type="checkbox"/> F.O.B. DEST. <input type="checkbox"/> OTHER
SHIP VIA: CPU	FREIGHT: <input type="checkbox"/> COLLECT <input type="checkbox"/> INCLUDED <input type="checkbox"/> PREPAY & ADD <input type="checkbox"/> DIRECT	EXPIRES ON: 12/31/5999	TERMS: COD/Prepaid before shipping	PARTIAL SHIPMENTS: <input type="checkbox"/> ALLOWED <input checked="" type="checkbox"/> NOT ALLOWED

SALES CONTRACT FOR:

CUST PO NO: **Desiree**

ITEM	QTY	U/M	PART NO.	DESCRIPTION	UNIT PRICE	EXTENSION
1	1.00	EACH	0048-2000-0221	48' x 22' #2000 High Tunnel KIT (12.3' Center Height) This structure has been donated by Quiedan Company to Greenfield HS No Charge for Materials.	2,620.0000	2,620.00
Net Order:						2,620.00
Freight:						0.00
Sales Tax:						199.78
Order Total:						2,819.78

SPECIAL CONDITIONS:

Less Deposit: 0.00
Order Balance: 2,819.78

THIS CONTRACT IS SUBJECT TO THE TERMS AND CONDITIONS ON THE REVERSE SIDE.	ACCEPTED BY: _____ DATE _____	BY: _____ QUIEDAN CO. DATE _____
---	--------------------------------------	--

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

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

MEETING: February 24, 2016

AGENDA SECTION:

ACTION

INFORMATION

ACTION/CONSENT

Board Goals:

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

Summary:

King City Young Farmers has donated \$8,500 to the Greenfield FFA Chapter for them to use the money for their traveling expenses, FFA conferences and FFA supplies.

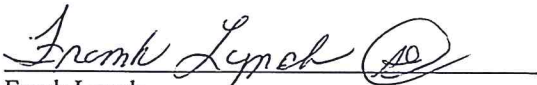
Recommendation:

The recommendation is being made for the State Administrator to approve the donation from the King City Young Farmers.

Fiscal Impact:

This is a donation.

Submitted By:



Frank Lynch
Principal

Approved:



Daniel R. Moirao, Ed.D.
State Administrator

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Approval of MOU with Hartnell College that will Provide grant funding to the South Monterey County Joint Union High School District for an evening adult education program.

MEETING: February 24, 2016

AGENDA SECTION:

ACTION

INFORMATION

ACTION/CONSENT

Board Goals:

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

Summary:

The district has been without an adult education program for some time now. The Salinas Valley Adult Education Consortium (SVAEC) has received funds from a 3-year AB104 Adult Education Block Grant Legislation to fund seven (7) levels of service; Basic skills, ESL, Workforce Entry, Training to support child to school success, Adults with disabilities, Career technical Education (CTE), and Pre-apprenticeship training. The current need for our communities has been identified as ESL and the Basic skills (High School Equivalency) programs. We will be offering evening classes at Greenfield High and Portola-Butler Continuation High School's from 6:00 PM to 9:00 PM. The courses will be offered at Greenfield High on Monday and Wednesday and at Portola-Butler High on Tuesday and Thursday.

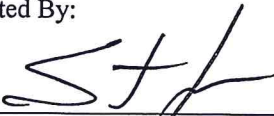
Recommendation:

The recommendation is being made for the State Administrator to approve the MOU with Hartnell College so we may offer these courses to our community.

Fiscal Impact:

Funding will be provided by AB104 Adult Education Block Grant Legislation.

Submitted By:



Steve James, Ed.D.
Coordinator Alternative Placement for Student Success

Approved:



Daniel R. Moirao, Ed.D.
State Administrator

**AGREEMENT BETWEEN
HARTNELL COMMUNITY COLLEGE DISTRICT and
SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT**

This Agreement is entered into this 1 day of December, 2015, by and between HARTNELL COMMUNITY COLLEGE DISTRICT, hereinafter referred to as "District," and SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT, hereinafter referred to as "Contractor."

WHEREAS: The District has need for certain work, services, labor and/or materials to be provided for the benefit of the District for valuable consideration; and

WHEREAS: The District finds the Contractor possesses the qualifications and abilities to perform the needed work, services, labor and/or materials for the District; and

NOW, THEREFORE, in consideration of the mutual covenants, terms and conditions, and stipulations hereinafter, expressed and intending to be legally bound, and in consideration of the mutual benefits to be derived therefrom, the parties hereto agree as follows:

1. **SCOPE OF WORK.** District hereby engages Contractor to perform and Contractor hereby agrees to perform the services described in detail in Exhibit A attached hereto and incorporated herein by this reference. Services to be provided are generally described as follows:

1.1. **The Contractor will implement activities/services that result in the improvement and/or expansion of adult education services within the region represented by the Salinas Valley Adult Education Consortium (SVAEC). These activities, funded by the region's Adult Education Block Grant (AEBG) allocation from the State of California, shall be in compliance with Assembly Bill 104, SEC. 39 and aligned with the SVAEC Three-Year Regional Adult Education Plan and the SVAEC 2015-16 Annual Plan. These activities shall be approved by the SVAEC and the Adult Education Block Grant Office, led jointly by the California Community Colleges Chancellor's Office and the California Department of Education.**

1.2 **The Contractor will perform the activities/services described in Exhibit A, the activities tables from the SVAEC 2015-16 Annual Plan, assigned to "South Monterey" or "All."**

2. **DEFINITIONS.** For purposes of this contract, the following definitions shall apply:

2.1. "Services" shall mean the services provided by SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT.

3. **TERM AND TERMINATION.** The term of this Agreement is from July 1, 2015 to June 30, 2016. Either party may, at its option, terminate this Agreement upon giving thirty (30) days advance notice in writing to the other party in the manner herein specified by Paragraph 19, "Notices." Should such termination occur, both parties agree to use all reasonable efforts to mitigate their expenses

and obligations thereunder. Prior to such termination which could not be avoided by reasonable efforts, payment shall occur for all satisfactory services rendered and expenses incurred, but not in excess of the agreed-upon maximum payable. Such termination shall be in addition to, and not in lieu of, any other legal remedies provided by this contract or by law. No work set forth in this contract shall commence until this contract is fully executed by all parties.

4. **COMPENSATION FOR SERVICES.** The District shall pay the Contractor as full consideration for complete and faithful performance of the Contractor's obligations as set forth in Exhibit B "Compensation" attached hereto and incorporated herein by this reference, or as set forth by this Agreement. The total amount payable to Contractor under this Agreement shall not exceed the sum of **seventy eight thousand five hundred dollars (\$78,500)** as specified in Exhibit B attached hereto and incorporated herein by this reference.

5. **PAYMENT OF CONTRACTOR INVOICES.** Contractor will invoice District for services described in Exhibit A and in the amounts as set forth in Exhibit B, on a monthly basis on or about the last working day of the month, for services rendered in that month. Invoices are payable by the District within thirty (30) days of receipt of the invoice by the District. In order to resolve any dispute regarding any invoice submitted, the time period for payment shall be extended by a reasonable amount of time. Should a delay in payment occur beyond a reasonable time period, Contractor, at its discretion, may suspend performing services under this Agreement until payment is current.

6. **COLLABORATION.** Each party shall undertake a cooperative role in taking effective actions and timely execution of documents as appropriate for the mutual benefit of achieving the objectives of this Agreement. District understands and acknowledges that any delay in actions necessary to meet District's obligations under this Agreement, may result in additional fees levied by the Contractor or the Contractor's inability to meet specific obligations or deadlines required to fulfill this Agreement. The outcome of such an event shall not be considered non-performance by Contractor.

7. **LIMITATION OF LIABILITY.** In no event shall either party be liable for any indirect, incidental, or consequential damages or damages for loss of profits, revenue, data, or use incurred by either party or any third party, whether in an action in contract or tort, statute, or otherwise, even if the other party has been advised of the possibility of such damages. Contractor's liability to the District or any other third party, for damages hereunder shall in no event exceed the amount of fees paid by District under this Agreement for the particular service provided giving rise to the claim. The provisions of this Agreement allocate the risks between Contractor and District.

8. **INDEPENDENT CONTRACTOR.** It is expressly understood and agreed that this Agreement is not intended and shall not be construed to create the relationship of agent, servant, employee, partnership, joint venture, or association between the parties. It is understood that this Agreement is by and between independent contractors. As such, District shall not be responsible for payment of unemployment insurance, workers' compensation insurance, Social Security or Medicare taxes or contributions of Federal or State income tax withholding for or on behalf of Contractor or any of Contractor's sub-contractors.

9. **HOLD HARMLESS AND INDEMNIFICATION.**

9.1. District agrees to defend, indemnify, and hold harmless Contractor, its officers, agents, and employees from and against any and all liability, loss, expense, attorney's fees, or claims for

injury, death, or damages arising from or as a result of the negligent or intentional acts or omissions of District in the performance of this Agreement.

9.2. Contractor agrees to defend, indemnify, and hold harmless District, its Board members, officers, agents, and employees from and against any and all liability, loss, expense, attorney's fees, or claims for injury, death, or damages arising from or as a result of the negligent or intentional acts or omissions of Contractor in the performance of this Agreement.

10. INSURANCE.

10.1. Both parties will each maintain general liability insurance with combined single limit coverage of not less than One Million Dollars (\$1,000,000) during the term of this Agreement and any extensions thereof. Such insurance will be maintained with an insurance company or companies authorized to do insurance business in the State of California, and with respect to District, a company authorized to do business with joint powers agencies formed by college districts or other educational institutions for the purpose of liability insurance coverage, or by a system of self-insurance. The insurance policies in force will not be altered, reduced, or terminated without a prior ninety (90) day written notice to the other party as specified in Paragraph 19 "Notices."

10.2. Contractor shall endeavor to file a current Certificate of Insurance upon execution of this Agreement and with each renewal of policy throughout the term of this Agreement. In the event that liability insurance is terminated or altered, each party, in its sole discretion, will have the right to terminate this Agreement upon written notification to the other as specified in such termination to take effect immediately upon delivery of the written notification.

11. LICENSES & ASSURANCES. Contractor assures that Contractor possesses the required licenses or expertise to perform all of the services which it has agreed to perform pursuant to this Agreement. Contractor will maintain appropriate or required licensure in full force and effect during the term of this Agreement.

12. STANDARD OF CARE. The Contractor warrants that Contractor's services shall be performed by personnel possessing competency consistent with applicable industry standards. No other representation, express or implied, and no warranty or guarantees are included or intended in this Agreement, or in any report, opinion, deliverable work product, document, or otherwise. Furthermore, no guarantee is made as to the efficacy or value of any services performed. This section sets forth the only warranties provided by the consultant concerning the services and related work product. This warranty is made expressly in lieu of all other warranties, express or implied, including, without limitation, any implied warranties of fitness for a particular purpose, merchantability, non-infringement, title, or otherwise.

13. CONFIDENTIALITY. Contractor and its officers, employees, agents, and subcontractors shall comply with any and all federal, state, and local laws that provide for the confidentiality of records and other information. Contractor shall not disclose any confidential records or other confidential information received from the District or prepared in connection with the performance of this Agreement, unless Contractor is specifically authorized in writing to disclose such records or information. Contractor shall promptly transmit to District any and all requests for disclosure of any such confidential records or information. Contractor shall not use any confidential information gained by Contractor in the performance of this Agreement except for the sole purpose of carrying out Contractor's obligations under this Agreement.

14. MAINTENANCE/RETENTION/ACCESS OF RECORDS.

14.1. Contractor shall prepare and maintain all reports and records utilized to perform services under this Agreement that may be required by federal, state, or District rules and regulations and shall furnish those reports and records upon request.

14.2. Contractor shall surrender to the District all reports and records that may be required by federal, state or District rules and regulations related to services performed under this Agreement. The District shall retain such records for a period of at least three (3) years after Contractor's receipt of final payment under this Agreement or any extension thereof. Should any litigation, claim, negotiation, audit exception, or other action relating to this Agreement be pending at the end of the retention period, the District shall retain said reports and records until such action is resolved.

14.3. Contractor shall permit access by the District and by representatives of any federal or state agency providing funds for, or as a result of, services performed under this Agreement, upon reasonable notice at any time, but in any case no less than twenty-four (24) hours notice, to reports, records, and other sources of information as the inspecting party may deem appropriate for their purposes.

15. SUCCESSORS AND ASSIGNS. This Agreement and the rights, privileges, duties, and obligation of the parties hereunder, to the extent assignable or delegable, shall be binding upon and inure to the benefit of the parties and their respective successors, permitted assigns, and heirs.

16. BREACH OF CONTRACT. Should either party breach this Agreement, the non-breaching party shall notify the breaching party of said breach in writing as specified in Paragraph 19 "Notices." Breaching party shall have fifteen (15) days in which to cure said breach or the non-breaching party may terminate the contract as specified herein as well as avail itself of any and all other legal remedies.

17. WAIVER. No waiver of any breach of this contract shall be construed to be a waiver of any other breach or any subsequent breach. All remedies afforded in this contract shall be taken and construed as cumulative; that is, in addition to every other remedy provided herein or by law. The failure of the parties to enforce at any time any of the provisions of this Agreement, or require at any time performance by the other party of any of the provisions thereof, shall in no way be construed to be a waiver of such provisions nor in any way affect the validity of this Agreement or any part thereof or the right of the parties to thereafter enforce each and every such provision.

18. AMENDMENTS/ADDENDUM. This Agreement may not be modified; neither amended nor written directions provided within the general scope of any services under this contract, except in writing signed by a duly authorized representative of each party as stipulated by Paragraph 19, "Notice." No other act, usage, or custom shall be deemed to amend or modify this Agreement.

19. NOTICES. Any notice, demand, amendment, request, consent, approval, or communication that either party desires or is required to give to the other party or any other person shall be in writing and either served personally or sent by prepaid, first-class mail. Either party may change its address by notifying the other party of the change of address. Notice shall be deemed communicated within seventy-two (72) hours (three (3) days) from the time of mailing if mailed as specified in this

paragraph. Any notice, demand, amendment, request, consent, approval, or communication that either party desires or is required to give to the other party shall be addressed as follows:

Hartnell Community College District
Attention: Vice President of Administrative
Services
411 Central Avenue
Salinas, CA 93901

Contractor:
South Monterey County Joint Union High School
District
Attention: Steve James and Diana Jimenez
800 Broadway Street
King City, CA 93930

20. **RULES OF CONSTRUCTION.** The parties hereto participated jointly in the negotiation and preparation of this Agreement. Accordingly, it is agreed that no rule of construction shall apply against any party or in favor of any party. This Agreement shall be construed as if the parties jointly prepared this Agreement, and any uncertainty or ambiguity shall not be interpreted against any one party and in favor of the other.

21. **SEVERABILITY.** If any provision of this Agreement shall be held invalid or unenforceable by a court of competent jurisdiction, such holdings shall not invalidate or render unenforceable any other provisions of this Agreement.

22. **NON-EXCLUSIVITY.** Each party acknowledges and agrees that the rights granted to the other party in this Agreement are non-exclusive and, that without limiting the generality of the foregoing, nothing in this Agreement shall be deemed or construed to prohibit either party from contemplating, or participating in, similar business arrangements as those described herein, with other parties.

23. **RIGHTS GRANTED.** The District and Contractor shall each have the right to use all data, reports, or records collected or generated under this Agreement only in the context and for the purposes intended, without written permission by the other party. Nothing in this Agreement shall prohibit or limit the use of ideas, adaptations, formats, concepts, know-how, methods, models, data, techniques, skill knowledge, or experience utilized, developed or gained by either party in connection with this Agreement. The Agreement shall not create any rights or benefits to any persons or entities other than the District and Contractor.

24. **NON-SOLICITATION OF EMPLOYEES.** During and for one (1) year after the term of this Agreement, District will not solicit the employment of, or employ the Contractor's personnel, without the Contractor's prior written consent.

25. **NON-DISCRIMINATION.** During the performance of this Agreement, neither the District nor the Contractor will unlawfully discriminate, harass, or allow harassment against any employee or student on the basis of sex, race, color, ancestry, religious creed, national origin, disability (including HIV and AIDS), medical condition (including cancer), age, marital status, or sexual orientation. Both parties will ensure that the evaluation and treatment of their employees and all persons requesting and receiving services, are free from such discrimination and harassment.

26. **ENTIRE AGREEMENT.** This Agreement represents the entire Agreement between the two parties hereto with respect to the subject matter herein and supersedes any other agreements, restrictions, representations, or warranties, if any, between the parties hereto with regard to the subject matter herein, notwithstanding amendments duly made in writing and signed by both parties. No

waiver, alteration, or modification of any of the provisions herein shall be binding on any party unless in writing and signed by the party against whom enforcement of such waiver, alteration, or modification is sought.

27. **ASSIGNABILITY & BINDING EFFECT.** Neither party shall assign, subcontract, or transfer any of its rights or obligations under this Agreement to a third party without prior written consent of the other party, which consent shall not be unreasonably withheld or delayed. If there is a valid assignment, subcontract, or transfer, this Agreement shall be binding upon and inure to the benefit of the parties hereto and their respective successors and assigns.

28. **DEBARMENT, SUSPENSION, AND OTHER REPRESENTATION.** Contractor certifies as required by Executive Orders 12549 and 12689, that Contractor and its principles are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any federal department or agency, are not presently indicted, criminally or civilly charged by a governmental entity, and have not, within a three (3) year period preceding this Agreement, been convicted or had a civil judgment rendered against them for commission of fraud or criminal offense in connection with obtaining or performing a public transaction or contract, or had one or more public transactions terminated for cause or default, nor have any appropriated funds been paid by or on behalf of the contractor to any person for influencing or attempting to influence any employee or officer of the federal government or in connection with the making of any federal grant or cooperative agreement.

29. **DRUG-FREE WORKPLACE.** Contractor certifies that it will or will continue to provide a drug-free workplace as required by the Drug-Free Workplace Act of 1998.

30. **DISPUTE RESOLUTION.** Any and all disputes that may arise out of or relate to obtaining services, products, or other Agreements or any other relationship involving District and Contractor, whether occurring prior to, as part of, or after the signing of this document, shall first be resolved by good faith negotiations between the parties with the assistance of non-binding mediation. District shall notify Contractor of any dispute arising under this Agreement as specified under Paragraph 19 "Notices." Contractor shall continue to perform under this Agreement during any dispute. In the event either party determines that they are not able to resolve the dispute through negotiation and mediation, then the dispute shall be submitted to, and resolved by final and binding arbitration in accordance with the Commercial Arbitration Rules of the American Arbitration Association. Negotiation, mediation, and arbitration shall be the exclusive means of dispute resolution between District and Contractor and their respective agents, employees, beneficiaries, or members. Arbitration shall be before a single arbitrator who shall apply California substantive law. Any party may bring an action in any court of competent jurisdiction in the County of Monterey, state of California, if necessary; (i) to compel arbitration under this arbitration provision, or (ii) to obtain preliminary relief in support of claims to be prosecuted in arbitration, or (iii) to enter a judgment of any award rendered pursuant to such arbitration.

31. **ATTORNEYS' FEES.** In the event of arbitration and/or any action at law or in equity (including but not limited to specific performance) between District and Contractor arising out of this Agreement or to enforce any of the provisions or rights hereunder, the prevailing party in such arbitration, action, or proceeding shall be paid all reasonable attorneys' fees and costs including, without limitation, court costs, expert witness fees, investigation costs, to enforce such rights by the other party, such fees to be set by the court and to be included in the judgment entered in such proceeding.

32. **FORCE MAJEURE.** Neither party shall be liable for nonperformance, defective performance, or late performance of any of its obligations under this Agreement to the extent and for such periods of time as such nonperformance, defective performance, or late performance is due to reasons outside either party's control, including acts of God, war (declared or undeclared), terrorism, action of any governmental authority, civil disturbances, riots, revolutions, vandalism, accidents, fire, floods, explosions, sabotage, nuclear incidents, lightning, weather, earthquakes, storms, sinkholes, epidemics, failure of transportation infrastructure, disruption of public utilities, supply chain interruptions, information systems interruptions or failures, breakdown of machinery or strikes (or similar nonperformance, defective performance or late performance of employees, suppliers or subcontractors); provided, however, that in any such event, each party shall use its good faith efforts to perform its duties and obligations under this Agreement.

33. **COMPONENTS AND REFERENCES.** All components and representations contained herein are incorporated by reference. Should elements of Agreement and/or proposal be in disagreement, then Agreement shall control. The following documents attached hereto, as well as any and all components and representations contained in the proposal, are expressly incorporated herein by reference and made a part hereof:

Exhibit A - Scope of Work
Exhibit B - Compensation

34. **HEADINGS.** Headings or captions on the paragraphs, sections, or subsections of this Agreement are solely for convenience and reference only, and shall not be interpreted to explain, modify, amplify, or aid in the interpretation, construction, meaning, or validity of the provisions of this Agreement or affect any rights, obligations, or responsibilities of the parties arising hereunder.

35. **TENSE, NUMBER, AND GENDER.** Each tense, number and gender in this Agreement shall include any other tense, number, or gender where the context and the parties hereto or the context and references herein shall require.

36. **TIME IS OF THE ESSENCE.** Time is of the essence for each and every provision of this Agreement.

37. **APPLICABLE LAW.** The laws of the State of California shall govern the validity, performance, and enforcement of this Agreement.

38. **JURISDICTION.** Any and all disagreements between the parties hereto shall be adjudicated in the courts of Monterey County, Salinas, California.

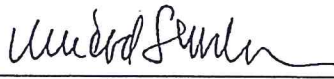
39. **EXECUTION IN COUNTERPARTS.** This Agreement may be executed in counterparts. Each counterpart executed as original or facsimile of original, shall have the full force and effect of an original.


40. **AUTHORITY.** An individual executing this Agreement on behalf of an entity hereby represents and warrants that he or she has the requisite authority to enter into this Agreement on behalf of such entity and bind the entity to the terms and conditions of same.

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed by their duly authorized representatives effective on the date first above-written.

Hartnell Community College District

**South Monterey County Joint Union High
School District**

By: 
Dr. Willard Lewallen
Superintendent/President

By: 
Dr. Daniel Moirao
State Administrator

Date: 14 Dec 2015

Date: February 1, 2016

EXHIBIT A: SCOPE OF WORK and EXHIBIT B: COMPENSATION

EXHIBIT A: Scope of Work

**Adult Education Block Grant Annual Plan for 2015-16
Salinas Valley Adult Education Consortium**

Activities/Services tables extracted from the complete 15-16 Annual Plan

Key Integration and Seamless Transition Activities

4.1c(1). Activity	4.1c(2). Timeline	4.1c(3). Consortium Members Involved	4.1c(4). Outcomes Expected	4.1c(5). Method of Assessing Impact
Hire Counselors and Advisors for Adult Schools	15-16	Salinas	<p>Increased persistence/retention</p> <p>Increased transition to postsecondary or workforce</p> <p>Students will be more informed of college and career options, pathways, and resources</p> <p>Adult schools will have an additional liaison to work with Hartnell College and other members and partners</p>	<p>Numbers/percentages of students who:</p> <ul style="list-style-type: none"> - Are served - Develop education and career plans - Transfer to postsecondary - Transfer into workforce training - Obtain employment <p>Number of workshops/trainings for:</p> <ul style="list-style-type: none"> - Students - Staff and instructors
Hire Workforce Prep Instructors	15-16	Gonzales Soledad	<p>Students will be better prepared for the workforce with resume-building and interview skills, improved computer skills, improved communication skills, and other pre-employment training skills</p>	<p>Numbers/percentages of students who:</p> <ul style="list-style-type: none"> - Complete courses/receive certificates - Obtain employment - Earn wage increases <p>Measured and tracked with CASAS and ASAP</p>
Purchase new curriculum, materials, textbooks, and software for Workforce Prep and	15-16	Gonzales Salinas	<p>Students will be better prepared for the workforce with improved resume-building and interview skills, computer skills,</p>	<p>Numbers/percentages of students who:</p> <ul style="list-style-type: none"> - Improve skill levels - Complete courses/receive certificates

<p>Career Counseling</p>			<p>communication skills and other pre-employment training skills</p>	<ul style="list-style-type: none"> - Obtain employment - Earn wage increases <p>Pre and post assessments</p> <p>Measured and tracked with CASAS and ASAP</p>
<p>Purchase new computer equipment for College & Career Counseling</p>	<p>15-16</p>	<p>Gonzales Salinas</p>	<p>Students will have access to computers and guidance (in a computer lab staffed by a certificated counselor at Salinas Adult School)</p> <p>Students will improve computer skills</p>	<p>Amount of student use of computer labs (sign-in sheets and/or computer login data)</p> <p>Numbers/percentages of students who:</p> <ul style="list-style-type: none"> - Develop education and career plans - Obtain employment - Earn wage increases
<p>Establish Professional Learning Communities focused on curriculum & assessment alignment</p> <p>For 15-16, continue the ESL PLC and start a Basic Skills PLC</p> <p>If resources allow in 15-16, also start a CTE PLC and possibly others (or add in 16-17)</p>	<p>15-16</p>	<p>All</p>	<p>Increased communication and coordination between AE providers in the region</p> <p>Engagement of instructors/faculty in the planning and implementation processes, drawing on their expertise and access to students</p> <p>Student-centered strategies that accelerate learning, ensure smooth transitions for students between levels/programs/institutions, and increase communication and collaboration between providers</p> <p>Clearly defined and mapped out educational pathways for adult learners in the region</p> <p>Aligned adult education programs in the region, with complementary course sequences, curriculum, outcomes, and assessments</p>	<p>Quantity and quality of recommendations to the SVAEC on strategies to better serve adult learners in the region</p> <p>Quantity and quality of maps of regional educational pathways for adult learners in each program area</p> <p>Aligned curriculum between programs and institutions, particularly adult schools to Hartnell College</p> <p>Crosswalks for student assessment and placement, particularly adult schools to Hartnell College</p> <p>Qualitative feedback from students, instructors, advisors/counselors, support staff, and administrators</p> <p>Number of hours spent meeting and working together and independently</p>

			Where full alignment is not possible, crosswalks between programs or levels	
Hire Consortium Director & Support Staff	15-16	All	<p>Effective coordination of Consortium activities, from planning to implementation to assessment</p> <p>Timely and accurate reporting to the State on Consortium performance and expenditures</p> <p>Member and partner support</p> <p>Increased visibility of and advocacy for adult education in the region</p> <p>New partnerships for the Consortium</p>	<p>Consortium compliance and fulfillment of State requirements</p> <p>Regular communications and meetings</p> <p>Level of members' awareness of AEBG activities at regional and State levels</p> <p>Level of awareness and visibility of the Consortium and adult education in general in the region</p> <p>Level of engagement of members and partners</p> <p>Submission of accurate and comprehensive AEBG deliverables in a timely manner, including regional plans, budgets, and reports</p>

Key Activities for Addressing Gaps

4.2a. Activity	4.2b. Timeline	4.2c. Consortium Members Involved	4.2d. Outcomes Expected	4.2e. Method of Assessing Impact
Hire ESL Instructors (PT & FT)	15-16	Gonzales North Monterey Salinas Soledad South Monterey	<p>Students will increase their English skills/literacy levels</p> <p>Students will increase other skills through integrated ESL curriculum, such as computer and math skills</p>	<p>Number of ESL courses offered, particularly leveled courses rather than less effective multi-level ESL courses</p> <p>New types of courses offered like Spanish Literacy, ESL Computers, ESL-CTE, and summer programs</p> <p>Numbers/percentages of students who:</p> <ul style="list-style-type: none"> - Complete a leveled ESL

				<p>course</p> <ul style="list-style-type: none"> - Progress at least one ESL level (either within a multi-level course or on to another course) - Transition to a postsecondary (ESL or other) - Transition to workforce training that requires English skills - Obtain employment that requires English skills <p>Measured and tracked using CASAS and ASAP</p>
Hire Basic Skills/HSE Instructors (PT/FT)	15-16	Gonzales North Monterey Salinas Soledad South Monterey	<p>Increased number students with a high school equivalency certificate or diploma, in Spanish and English</p> <p>Increased opportunities for adults with HSD/HSE: postsecondary education, job training/CTE, and employment with more earning potential</p> <p>Improved English and math skills</p>	<p>Number of Basic Skills and HSE courses offered</p> <p>Numbers/percentages of students who:</p> <ul style="list-style-type: none"> - Improve basic English and math skills - Pass a high school equivalency exam leading to a certificate or diploma - Transfer to postsecondary - Transfer to workforce training - Obtain employment that requires a HSE certificate/diploma - Earn wage increases <p>Measured and tracked using CASAS and ASAP</p>
Hire Support Staff for intake, assessment, tracking, clerical, custodial (PT/FT)	15-16	Gonzales North Monterey Salinas Soledad South Monterey	<p>Increased student enrollment</p> <p>More accurate placement of students</p>	<p>Increased:</p> <ul style="list-style-type: none"> - Student enrollment - Accuracy of placement, measured by student retention, progress, and

			<p>More accurate and consistent data collection and tracking</p> <p>Continued clean and safe learning environment for students and staff (custodial)</p>	<p>completion</p> <ul style="list-style-type: none"> - Accuracy and consistency of data - Ability to track students and measure outcomes during and after <p>Measured and tracked using CASAS and ASAP and other program records</p>
Hire Instructors for new Citizenship courses (PT)	15-16	Gonzales North Monterey Soledad	<p>Increased number of adults with access to instruction that prepares them to take the USCIS exam</p> <p>Increased number of adults who become U.S. citizens, resulting in increased employment opportunities and access to in-state tuition at the postsecondary level, among other things</p> <p>Improved literacy skills</p>	<p>Numbers/percentages of students who:</p> <ul style="list-style-type: none"> - Complete a Citizenship course - Improve literacy skills - Take and pass the - Pass a high school equivalency exam leading to a certificate or diploma - Transfer to postsecondary - Transfer to workforce training - Obtain employment that requires a HSE certificate/diploma - Earn wage increases <p>Course completion</p> <p>CASAS</p> <p>Students attaining citizenship</p>
Hire Adult & Workforce Education Director & PT Support Staff	15-16	Hartnell	<p>Increased access to affordable education and training for adults</p> <p>Development of new not-for-credit and non-credit adult education and workforce preparation programs and courses,</p>	<p>Number of new courses developed and offered</p> <p>Number of students who:</p> <ul style="list-style-type: none"> - Enroll in new courses - Improve literacy and basic skills - Improve computer skills

			<p>particularly in ESL, Citizenship, Applied English, Applied Math, Computer Skills, Business Development, Career Development, Workforce Prep, Short-Term Vocational, and College Prep and Planning</p> <p>New curriculum developed</p>	<ul style="list-style-type: none"> - Complete courses, obtain certificates - Transition to for-credit postsecondary courses - Obtain employment - Earn wage increases
<p>Purchase student assessment & student information system software (CASAS, ASAP)</p>	15-16	<p>CASAS: Gonzales North Monterey South Monterey</p> <p>ASAP 3.0: Gonzales North Monterey Salinas Soledad South Monterey</p>	<p>Student progress will be accurately and consistently assessed</p> <p>Student enrollment, performance, and other data will be accurately recorded</p> <p>Instructors, staff, and administrators will have accurate student data for assessing program efficacy and accountability/reporting</p> <p>Students will be placed appropriately</p> <p>Adult schools in the region will be aligned in the ways and types of data collected</p>	<p>Number of students who:</p> <ul style="list-style-type: none"> - Are assessed, particularly post-tested - Progress to higher levels (due to appropriate placement) <p>Accuracy of student data reported</p> <p>Ability for regional providers to track and share data</p>
<p>Purchase computer equipment for ESL, Basic Skills/HSE, and other instruction</p>	15-16	<p>Gonzales North Monterey Salinas Soledad</p>	<p>Students will improve their basic computer skills</p> <p>Students will have access to curriculum delivered through technology</p> <p>Students will be better prepared for transitions to college, career/workforce training, employment</p>	<p>Number of students who:</p> <ul style="list-style-type: none"> - Improve skills - Complete courses - Progress to higher level instruction <p>Instructor assessment of student progress through observation, students' successful completion of assignments, and test results</p>

			Instructors will be able to deliver content in multiple ways	If the primary focus of a class is computer skills, specific computer skills assessments will be used CASAS and ASAP data
Purchase curriculum, materials, textbooks, and software for Basic Skills, HSE, ESL, and other instruction	15-16	Gonzales North Monterey Salinas South Monterey	Students will have access to current, relevant, comprehensive, and engaging curriculum that effectively helps them learn and improve skills Students and instructors will have textbooks that are up-to-date and in good condition	Number of students who: <ul style="list-style-type: none"> - Improve skills - Complete courses - Progress to higher level instruction Instructor assessment of student progress through observation, students' successful completion of assignments, and test results Qualitative feedback from instructors and students on effectiveness of curriculum CASAS and ASAP data
Increase capacity by acquiring new facilities - portables, rental space	15-16	Gonzales Salinas Soledad	More classes will be offered and more students served, especially ESL and HSE students There will be dedicated space for adult education programs and services	Number of courses offered Number of students served Numbers/percentages of students who: <ul style="list-style-type: none"> - Are served - Increase literacy and skill levels - Complete courses - Attain their HSE certificate/diploma Utilization of space specifically for adult education programs and services
Hire Child Care	15-16	Gonzales	More adult students will	Number of students utilizing

Staff		North Monterey	have access to the Adult Education courses offered when childcare is provided	the childcare service Number of students enrolled in classes
Transportation (buses)	15-16	North Monterey	More adult students will be able to attend evening classes when transportation is provided The Consortium will be able to see what impact this makes and might decide to implement it in other parts of the region	Number of students utilizing the transportation service Number of students enrolled in classes
Common Data Sharing System	15-16	All	Increased amount of data collected, measured, and utilized Improved accuracy and consistency of data Increased ability of Consortium members to track and share common data Facilitation of Consortium to see trends and areas of need and improvement in the region	Number of members who utilize the system Number of practitioners trained to utilize the system Quantity and types of data collected, tracked, and shared Level of alignment with state and federal data collection/reporting requirements Identification of gaps and needs in the region
Outreach & Marketing	15-16	All	Increased student and community awareness of adult education programs and services in the region, leading to increased referrals and access and utilization of services Increased awareness of the Consortium, its members and partners, leading to a stronger regional adult education system	Website developed with information about individual member and partner programs and services, and Consortium information Number of site visits tracked Regional adult education brochures, advertisements, and other marketing tools Increased student enrollment in adult education programs, tracked by the number of student referrals resulting from the various marketing

				tools (info gathered on intake forms and qualitatively by support staff and instructors)
--	--	--	--	--

Key Activities for Accelerating Student Progress

4.3a. Activity	4.3b. Timeline	4.3c. Consortium Members Involved	4.3d. Outcomes Expected	4.3e. Method of Assessing Impact
ESL Software, Training, Teacher Support - Burlington English	15-16	Gonzales Hartnell North Monterey Salinas	Increased student utilization Increased ESL skill levels	Numbers/percentages of students who: <ul style="list-style-type: none"> - Utilize the software - Improve literacy skills ESL skill levels measured and tracked by Burlington English and CASAS, and other methods used by ESL instructors
Hire CTE Instructor - Office Technology (maybe VESL)	15-16	Salinas	Increased number of students served overall Increased student knowledge and skills in office technology Improved English and communication skills Increased number of adults prepared for employment or job advancement and increased earning potential in jobs that require office technology skills	Numbers/percentages of students who: <ul style="list-style-type: none"> - Improve computer/technology skills - Improve English and communication skills - Complete the course, earn certificate - Transition to more advanced workforce training - Obtain employment - Earn wage increases Measured and tracked by CASAS and ASAP
Faculty Stipends for Integrated CTE-ESL and CTE-Basic Skills Workshops	15-16	Hartnell	Acceleration of student progress in postsecondary CTE, Basic Skills and/or ESL classes Increased faculty	Number of workshops offered Number of workshop participants Number of faculty involved

			collaboration	<p>Increased CTE and Basic Skills course completion</p> <p>Qualitative feedback from students and faculty</p>
Hire Instructors for Instruction and Curriculum Development for Spanish Office Technology Courses	15-16	Hartnell	<p>Improved basic computer skills</p> <p>Access to training for students who have difficulty accessing for-credit courses</p>	<p>Student enrollment, retention, and completion / acquisition of certificates</p> <p>Pre- and post-tests</p> <p>Transition to more advanced office technology courses</p> <p>Fully developed curriculum for a series of at least three levels of computer skills</p>
Building Trades Pre-Apprenticeship Program	15-16	Hartnell	<p>Improved student technical and math skills</p> <p>Student advancement along specific educational and career pathways</p> <p>Access to technical and academic training for adults who have difficulty accessing for-credit courses or fee-based programs</p> <p>Access to training for adults in underserved parts of the region (i.e. South Monterey County)</p>	<p>Numbers/percentages of students who:</p> <ul style="list-style-type: none"> - Enroll and persist - Improve literacy, math, and technical skills - Complete and attain certificates - Transition to apprenticeship programs or other more advanced training - Transition to postsecondary - Obtain employment - Earn increased wages <p>Measured by pre- and post-tests, successful completion of assignments, and program completion</p>
Farmworker Education Program	15-16	Hartnell	<p>Adult learner acceleration in English and technical skills through integrated ESL and Agriculture training</p> <p>Employee advancement due</p>	<p>Curriculum developed</p> <p>Program infrastructure established (at least foundational): personnel, operations, equipment, facilities, plans solidified,</p>

			to increased knowledge, skills, and confidence Improved communication and productivity in the workplace, resulting in economic benefits for employees, employers, and the region Industry partnerships established/strengthened for Hartnell and the Consortium	partnerships and community support increased First students recruited and enrolled, and possibly completed first course Improved literacy and technical skills Increased wages Employment
Diesel Mechanics Bridge Program for 18+ young adults in Court School	15-16	MCOE	New opportunities created for incarcerated youth (18+) in the Diesel Mechanics career pathway Increased math, technical, and communication skills Access to training not normally available to the 18+ incarcerated youth population	Numbers/percentages of students who: - Enroll and persist - Improve literacy, basic skills, and technical skills - Transition to postsecondary - Transition to more advanced technical training - Obtain employment
ESL Family Literacy	15-16	Gonzalez	Parents and school children will increase their English language skills Parent involvement in their children's academic success will increase Parents' awareness of adult education services in the region will increase with more exposure through this program	Numbers/percentages of: - Parents who participate - Parents who improve their English literacy skills - School children who improve their English literacy skills Measured and tracked with CASAS and tools used by elementary schools

Activities for Professional Development Collaboration

4.4a. Activity	4.4b. Timeline	4.4c. Consortium Members Involved	4.4d. Outcomes Expected	4.4e. Method of Assessing Impact
Collaborative	15-16	All	Better trained and	Number of participants from

<p>Consortium Professional Development, Conferences, Trainings: CalPro, OTAN, CCAE</p>			<p>informed instructors</p> <p>Participation by at least 1-2 reps from each member district</p> <p>Sharing of new knowledge with Consortium (reports, presentations, trainings, etc.)</p>	<p>each Member district</p> <p>Number of participants reporting back to Consortium</p> <p>Application of new knowledge and skills, resulting in more effective instruction and programming, seen in improved performance measures</p> <p>Qualitative feedback</p>
<p>CATESOL Conference</p>	15-16	Salinas	<p>Increase in ESL instructor knowledge and skills</p> <p>Up-to-date information on best practices and successful models for ESL student support and acceleration</p> <p>Sharing of new knowledge with Consortium (reports, presentations, trainings, etc.)</p>	<p>Number of Consortium participants</p> <p>Application of new knowledge and skills, resulting in more effective instruction and programming, seen in improved performance measures</p> <p>Qualitative feedback</p>
<p>CASAS Summer Institute</p>	15-16	All	<p>Increased knowledge of the CASAS system</p> <p>Increased alignment of student assessment and placement in the region</p>	<p>Number of Consortium participants</p> <p>Number of instructors and staff trained and utilizing CASAS effectively</p> <p>Qualitative feedback</p>
<p>Professional Learning Communities: ESL, Basic Skills/HSE, CTE</p>	15-16	All	<p>Participation by at least 1-2 reps from each member district</p> <p>Aligned curriculum and assessment</p> <p>Increased knowledge of other AE programs</p>	<p>Number of participants / amount of participation</p> <p>Deliverables produced for the Consortium, i.e. education and career pathway maps, curriculum and assessment alignment or crosswalks</p>

				Qualitative feedback
New AE Teacher Orientation	15-16	North Monterey Salinas	Well-prepared, well-informed, confident, and effective AE instructors Effective delivery of relevant and appropriate instruction to adult learners	Number of participants Student progress and acceleration Qualitative feedback

Key Activities for Leveraging Structures and Assets

4.5a. Activity	4.5b. Partners	4.5c. Contributions Made	4.5d. Consortium Members Involved	4.5e. Timeline	4.5f. Customers Expected	4.5g. Method of Assessing Impact
Partner Outreach: Strengthen existing partnerships, build new ones	CBOs, Libraries, Literacy Network, Jails and Corrections, Social Services, Public Agencies, WDB, Unions, Industry Associations, Employers	Information Expertise Connections Funding Opportunities	All	15-16	8 new partners	Number of partners Level of partner engagement (including attendance and participation in meetings) New resources / contributions
Building Trades Pre-Apprenticeship	IBEW WIB	\$ TBD Curriculum Instructors	Hartnell	15-16	45 students	Improved literacy and math skills Course Completion Certifications Transitions to Apprenticeship Transitions to postsecondary Wage increases

						Employment
Farmworker Education Program Support	Agriculture Industry Partners	\$124,750	Hartnell	15-16	30 students	Improved literacy and math skills Course completion Wage increases Employment
Student Work Experiences	Industry Partners: Ag, Healthcare, Retail, Education, Office Technology	Internships and other work experiences for adult learners	All Hartnell Mission Trails ROP (partner)	15-16	2 partners	Number of new internships or other work experiences for adult learners Employment
ESL Family Literacy	Elementary School Districts	Facilities, teachers, Common Core Curriculum; Local Control Funding	High School Districts	15-16	30 students to start	Number of ESL Family Literacy classes set up at elementary schools Number of participants Improved literacy skills of parents Improved academic performance of children

EXHIBIT B: Compensation

1. The Contractor shall invoice the District for adult education services described in Exhibit A.
2. The District shall reimburse the Contractor using Adult Education Block Grant (AEBG) funds allocated by the California Community Colleges Chancellor's Office to the Hartnell Community College District, the approved fiscal agent for the Salinas Valley Adult Education Consortium, under AEBG Regional Consortium Funding Appropriation Agreement #15-328-021.
3. The amount paid by the District to the Contractor in Fiscal Year 2015-16 (July 1, 2015 – June 30, 2016) **shall not exceed \$78,500.**

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

SUBJECT: Approval of Nomination for CSBA Delegate
Assembly

MEETING: February 24, 2016

AGENDA SECTION:

ACTION

INFORMATION

ACTION/CONSENT

Board Goals:

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

Summary:

The CSBA Delegate Assembly works with local districts, county offices, and Board of Directors and Executive Committee to ensure the association reflects the interests of school districts and county offices of education throughout the state. There is one individual listed on the ballot from the Carmel Unified School District.

The board may choose to elect this individual or submit a write in candidate.

Recommendation:

The State Administrator is recommending to vote for the candidate from the Carmel Unified School District.

Fiscal Impact:

None

Submitted By:



Daniel R. Moirao, Ed.D.
State Administrator

Approved:



Daniel R. Moirao, Ed.D.
State Administrator



TIME SENSITIVE, REQUIRES BOARD ACTION
DEADLINE Tuesday, March 15, 2016

January 29, 2016

MEMORANDUM

To: All Board Presidents and Superintendents
CSBA Member Boards of Education

From: Chris Ungar, President

Re: 2016 CSBA Delegate Assembly Election
U.S. Postmark Deadline – Tuesday, March 15, 2016

Enclosed is the ballot material for election of a representative to the CSBA Delegate Assembly from your region or subregion. The material consists of the ballot (on red paper), required candidate biographical sketch form, and if submitted, résumé for each candidate. In addition, we are including a “copy” of the ballot on white paper so that it may be included in board agenda packets, if you choose to do so. **Only the ballot on red paper is to be completed and returned.**

The board as a whole may vote for up to the number of vacancies in the region or subregion as indicated on the ballot. For example, if there are three vacancies in the region or subregion, the board may vote for up to three individuals. Regardless of the number of vacancies, each board may cast no more than one vote for any one candidate. (The ballot also contains a provision for write-in candidates; their name and district must be clearly printed in the space provided.)

The ballot must be signed by the Superintendent or Board Clerk and returned in the enclosed envelope; if the envelope is misplaced, you may use your district’s stationery; please write **DELEGATE ELECTION** prominently on the envelope with the region or subregion number on the bottom left corner. **Ballots must be postmarked by the U.S. Post Office on or before Tuesday, March 15, 2016. No exceptions are allowed.**

Election results will be available no later than Friday, April 1. If there is a tie vote, a run-off election will be held. All re-elected and newly elected Delegates will serve two-year terms beginning April 1, 2016 – March 31, 2018. The next meeting of the Delegate Assembly is on Saturday, May 14 – Sunday, May 15 at the Hyatt Regency in Sacramento.

The names of all Delegates will be available on CSBA’s website no later than Friday, April 1. Please do not hesitate to contact Charlyn Tuter in the Leadership Services Department at (800) 266-3382 ext. 3281 should you have any questions. Thank you.

This complete, **ORIGINAL** Ballot must be **SIGNED** by the Superintendent or Board Clerk and returned in the enclosed envelope postmarked by the post office no later than **TUESDAY, MARCH 15, 2016**. Only ONE Ballot per Board. Be sure to mark your vote "X" in the box.
A PARTIAL, UNSIGNED, PHOTOCOPIED, OR LATE BALLOT WILL NOT BE VALID.

OFFICIAL 2016 DELEGATE ASSEMBLY BALLOT
SUBREGION 9-B
(Monterey County)

Number of vacancies: 1 (Vote for no more than 1 candidate)

Delegates will serve two-year terms beginning April 1, 2016 – March 31, 2018

**denotes incumbent*

Rita Patel (Carmel USD)

Provision for Write-in Candidate Name

School District

Signature of Superintendent or Board Clerk

Title

School District/COE Name

Date of Board Action

See reverse side for a current list³³⁷ of all Delegates in your Region.

Region 9 – Tami Gunther, Director (Atascadero USD)
8 Delegates (8 elected)

Below is a list of all the current Delegates from this Region.

Subregion A

Phil Rodriguez (Soquel Union ESD), term expires 2016
Deborah Tracy-Proulx (Santa Cruz City Schools), term expires 2016
George Wylie (San Lorenzo Valley USD), term expires 2017

Subregion B

Lila Cann (Salinas Union HSD), term expires 2017
Vacant, term expires 2016

Subregion C

Mark Buchman (San Luis Coastal USD), term expires 2016
Vicki Meagher (Lucia Mar USD), term expires 2017

County Delegate

Vacant, term expires 2017

Counties

San Benito, Santa Cruz (Subregion A)
Monterey (Subregion B)
San Luis Obispo (Subregion C)

2016 Delegate Assembly Candidate Biographical Sketch Form

DUE: Thursday, January 7, 2016

Mail to: CSBA | Attn: Leadership Services | 3251 Beacon Blvd., West Sacramento, CA 95691 | fax: (916) 371-3407 |
or email: nominations@csba.org.

Please complete, sign and date this required one-page candidate biographical sketch form. An optional, one-page, single-sided, résumé may also be submitted; both will be copied exactly as received. Please do not state "see résumé" and please do not re-type this form. Any additional page(s) exceeding this one-page candidate form will **not** be accepted. It is the candidate's responsibility to confirm that all nomination materials have been received by the CSBA Leadership Services department. Late submissions will not be accepted. If you have any questions, please contact Leadership Services department at (800) 266-3382.

Name: <u>Rita Patel</u>	CSBA Region-subregion #: <u>9B</u>
District or COE Name: <u>Carmel Unified School District</u>	Years on board: <u>4 years</u>
Profession: <u>Small Business Owner</u> Contact Number: <u>831-578-3989</u>	E-mail: <u>ritax95@yahoo.com</u>
Are you a continuing Delegate? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, how long have you served as a Delegate? _____	

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.

I am interested in becoming a delegate to be a voice and advocate for our local students and schools from our region.

My skills include the ability to be a good listener, assess and problem solve complex issues while encouraging transparency and open communication by all parties. I am a respectful, hard working team member who has a reputation of getting things done.

My experiences that have helped me grow into a community leader and skills which I would bring to the Delegate Assembly include being elected to the Carmel Unified School Board of Education in 2011, serving on multiple boards in Monterey County, volunteering at multiple events throughout our community, owning and operating an independent pharmacy in Salinas and most importantly raising 4 beautiful children.

Please describe your activities and involvement on your local board, community, and/or CSBA.

Carmel Unified School District Board of Trustees, 2011 to present
 Carmel Unified School District Board of Trustees, Clerk 2013-2014
 Carmel Unified School District Board of Trustees, President 2014-2015
 Representative - Carmel Unified School District Board - Drug & Alcohol Committee
 Representative - Carmel Unified School District Board - Health & Wellness Committee
 Representative - Monterey County School Board Association: Terms - Alternate Vice President, 2013 - present
 Make A Wish SF Bay Area Committee Member, 2009 - Present
 National Women's Political Caucus, Monterey County Chapter, Vice President 2015-2016
 Board of Directors Carmel Public Library Foundation
 Former PTA President, Carmel River School

What do you see as the biggest challenge facing governing boards and how can CSBA help address it?

Some of the biggest challenges facing local governing boards are teacher shortages, teacher evaluation and professional development, the reserves limitation law, increases to Districts contributions to pension obligations, STRS and PERS, and access for governing boards to critical training. CSBA can continue to help address these challenges by advocating and representing local governing boards at the state level and providing the necessary training, tools, and policy resources for school boards to fulfill their duties.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: Rita Patel

Digitally signed by Rita Patel
Date: 2016.01.03 13:07:05 -08'00'

Date: 12/10/15

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

SUBJECT: Approval of Revised Contract with Pinnacle
Educators, Consultant for Technical Assistance and
Coaching Support.

MEETING: February 24, 2016

AGENDA SECTION:

- ACTION**
- INFORMATION**
- ACTION/CONSENT**

Board Goals:

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

Summary:

The District needs to contract with Pinnacle Educators for Special Education technical assistance and coaching services as well as District school psychologist services.


Recommendation:

The recommendation is being made for the State Administrator to approve this contract with Pinnacle Educators.


Fiscal Impact:

Not to exceed \$100,000 – Restricted General Funds – Special Education

Submitted By:


Duane Wolgamott
Chief Business Official

Approved:


Daniel R. Moirao, Ed.D.
State Administrator

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

REVISION DATE: 2/9/2016

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 *Pinnacle Educators*, hereinafter called "Consultant," for the period specified in Article I. "TERM."

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

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

I. TERM:

The effective date of this amended agreement is *October 1, 2015* and it terminates no later than *June 1, 2016*, unless sooner terminate as provided herein. This contract is a revision to and not in addition to the original contract signed by the State Administrator on November 18, 2015.

II. PAYMENT LIMIT

- Consultant shall be compensated at the rate of **\$140 per hour** for technical assistance in special education and coaching of district staff; and a rate of **\$75.00 per hour** for district school psychologist services.
- Total payment(s) to Consultant, under this contract shall not exceed **\$100,000** (*original amount was \$16,800*)

III. DISTRICT OBLIGATION:

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

IV. CONSULTANT'S OBLIGATION

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

V. CONSULTANT SERVICE DESCRIPTION

Provide technical assistance in special education, coaching of district administrators/staff and district school psychologist services.

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: _____

CBO signature _____ Date: _____

Routing:

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

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Approval of Agreement for Teter Architects to Provide District Wide Data Network Infrastructure Cabling Upgrades

MEETING: February 24, 2016

AGENDA SECTION:

ACTION

INFORMATION

ACTION/CONSENT

Board Goals:

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

Summary:

The District is requesting approval of the Agreement for Architectural Services with Teter Architects, who will be providing architectural and engineering services for District wide data network infrastructure cabling upgrades. The District is applying for an E-Rate grant to pay about 50% of what is estimated to be a \$600,000 infrastructure project. In order to apply for the grant, we need to have bid the project and have a project that is "shovel ready". The award of the bid would only happen with Board of Trustee approval and a commitment from the E-Rate program to fund a portion of the project.


Recommendation:

The recommendation is being made for the State Administrator to approve the services from Teter Architects.

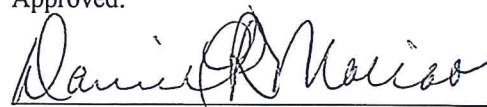
Fiscal Impact:

9.5% of the contract cost – estimate \$57,000 – General Fund Facilities Budget

Submitted By:


Duane Wolgamott
Chief Business Official

Approved:


Daniel R. Moirao, Ed.D.
State Administrator

AGREEMENT FOR ARCHITECTURAL SERVICES

THIS AGREEMENT FOR ARCHITECTURAL SERVICES ("Agreement") is entered into this Date, between the **South Monterey County Joint Union High School District**, King City, California, hereinafter referred to as the "District," and **Teter Architects**, hereinafter called the "Architect."

RECITALS

WHEREAS, District requires professional services, for public works related to: renovation, rehabilitation, demolition, and reconstruction of, as well as addition to, existing facilities and other work as authorized by District, and:

WHEREAS, District desires to commission Architect to perform such professional services on the project (hereinafter referred to as "Project") as defined by Exhibit B), and:

WHEREAS, Architect is willing to provide such professional services for District, and:

WHEREAS, the Architect desires to perform the architectural, landscape architectural, civil engineering, structural engineering, electrical engineering, mechanical engineering, site engineering for utilities and site infrastructure, and construction administration services necessary for the Project, and:

WHEREAS, Architect represents that it is fully licensed, qualified, and willing to perform the services required by this Agreement; provided, however, that if Architect is a corporation or other organization, the Project Architect designated pursuant to Article 2, and not the Architect itself, shall be fully licensed to practice as an architect in the State of California, and:

NOW, THEREFORE, the parties hereto mutually agree as follows:

ARTICLE I. PROJECT DESCRIPTION

A. As defined further by Exhibit B attached, District authorizes Architect to proceed on the Project as described:

1. South Monterey County Joint Union High School District Infrastructure Cabling Upgrades Project

ARTICLE 2. EMPLOYMENT OF ARCHITECT.

A. The District retains the Architect to perform the necessary professional services, including those hereinafter set forth in connection with Project(s). Architect shall name a specific person as Project Manager for each Project, subject to approval of the District, which approval shall not be unreasonably withheld. The Project Manager shall maintain personal oversight of the Project, and act as principal contact with the District, the contractor, and Architect's consultants, engineers and inspectors on the Project. Any change by Architect of the Project Manager shall be subject to approval by the District, which approval shall not be unreasonably withheld.

B. District retains Architect on an independent contractor basis and Architect is not an employee of District. Architect is not an employee for state tax, federal tax or any other purpose, and is not entitled to the rights or benefits afforded to District's employees. Any additional personnel performing services under this Agreement on behalf of Architect shall also not be employees of District, and shall at all times be under Architect's exclusive direction and control. Architect shall pay all wages, salaries, and other amounts due such personnel in connection with their performance of services under this Agreement and as required by law. Architect shall be

responsible for all reports and obligations respecting such additional personnel, including, but not limited to: social security taxes, income tax withholding, unemployment insurance, disability insurance, and workers' compensation insurance.

ARTICLE 3. ARCHITECT'S SERVICES

The Architect shall perform professional architectural, engineering and construction administration services in a prompt and professional manner, consistent with the standards of the industry and ordinarily exercised by architects specially qualified to provide the services required by the District, including but not limited to the following:

A. COMMUNICATION WITH DISTRICT.

Participation in all consultations and conferences with authorized representatives of the District and/or other local, regional, or state agencies concerned with the Project necessary for the development of the drawings, specifications, and documents in accordance with the applicable standards and requirements of law and the District. Such consultations and conferences shall continue through the planning and construction of the Project and the contractor's warranty period. Architect shall only take direction from staff specifically designated by District (the "District Representative"). The District Representative for the Project shall be **Diane L. Miller, Director of MOTF**. The District hereby certifies that the District Representative has been duly authorized by the Governing Board of the District to represent the District on Project.

B. HIRING OF CONSULTANTS AND PERSONNEL.

1. Architect shall have the option, unless given written objection from the District, to employ at its expense architects, engineers, or other persons, qualified and licensed, to render services in connection with the planning and/or administration of the Project, and to delegate to them such duties as it may delegate without relieving itself from administrative or other responsibility under this Agreement. Architect shall be responsible for the coordination and cooperation of Architect's consultants. Architect shall notify District of the identity of all consultants prior to their commencement of work.
2. All engineers, experts and consultants retained by Architect in performance of this Agreement shall be licensed to practice in their respective professions, where required by law.
3. Architect shall promptly obtain written District approval of assignment and/or reassignment or replacement of such engineers or consultants or of other staff changes of key personnel working on the Project. Any changes in Architect's consultants and staff shall be subject to approval by District.
4. Draftsmen and other clerical personnel shall be retained by Architect at Architect's sole expense.

C. BUILDING PERMITS AND CONFORMITY TO LEGAL REQUIREMENTS.

1. The Architect shall identify applicable governmental agencies having jurisdiction over construction Project. The Architect shall endeavor to ensure that its drawings and specifications comply with the applicable requirements of law, local, regional, and State, and the requirements of public authorities and bodies formed under local, regional, State, or federal law, including, but not limited to, the Division of State Architect (structural safety, fire/life safety, and access compliance section), the State Department of Education, state, local or regional planning agencies, whose approval of the drawings and specifications must be obtained, and shall cause the necessary copies of such drawings and specifications to be filed with these bodies for approval in accordance with this Agreement.
2. Architect shall endeavor to use its professional efforts to interpret applicable Americans with Disabilities Act (ADA) requirements and California accessibility regulations as they apply to the

Project and endeavor to inform District of any inconsistencies between federal and state accessibility regulations and of requirements which are subject to conflicting interpretations of the law. The Architect cannot and does not warrant that the Project will comply with all interpretations of the ADA in relation to the requirements of other federal or state regulations. Interpretation of inconsistencies and areas subject to conflicting interpretations shall be the responsibility of District.

D. INITIAL PLANNING PHASE OF PROJECT.

1. Provide advice and assistance to District in determining the feasibility of the Project, the type and quality of materials and construction to be selected, the site location and other initial planning matters.
2. Architect shall notify District in writing of potential complications, cost considerations, unusual conditions, and general needs that potentially impact the Project budget and timeline.
3. Architect shall assist and advise District in securing easements, encroachment permits, and coordination with utilities, rights of way, dedications, coordination with adjacent Property Districts, infrastructure, and road improvements.
4. If so required by the District, Architect shall assist in the conducting of the "initial study" necessary to determine the application of the provisions of the California Environmental Quality Act of 1970.

E. SCHEMATIC AND DESIGN DEVELOPMENT PHASES

1. On specific written approval by the District of the initial planning described in Paragraph (D) of this Article, the Architect shall prepare schematic design documents, including a site plan and other Project related information necessary and required for an application by the District to any local, regional, State, or Federal agency for funds to finance the construction Project.
2. The Architect shall prepare a written statement of estimated probable construction costs, based on current area, volume, and other unit costs. Architect shall additionally prepare a written time schedule for the performance of work on the Project that itemizes constraints and critical path issues. The purpose of the cost estimate is to show probable cost in relation to the District's budget. If Architect identifies site or other cost considerations which impact the Project budget, Architect shall disclose such conditions in writing to District. Architect shall revise the written statement of construction costs and the written time schedule for the performance of the work as necessary to address changed conditions or dates.
3. The Architect shall provide two (2) complete sets of the schematic plans described in section (E) (1) for District review and approval. Additionally, at District expense, the Architect shall provide copies of such documents as required by any State, federal, local, or regional agencies concerned with the Project, including, but not limited to the Division of State Architect, and any other appropriate federal, State, local, or regional regulatory bodies. Any additional copies required shall be provided as a reimbursable expense per Article 4.
4. Architect shall provide a timetable of Project development and Architect's work to District.
5. The Architect shall assist District in applying for and obtaining required approvals from all applicable governmental agencies and shall furnish and process all architectural and engineering information required to prepare and process applications to applicable utilities and governmental agencies for the securing of priorities, materials, or funds as an aid in the construction of the Project and obtain final Project approval and acceptance by said agencies as required.

6. The Architect shall provide design presentation drawings including a color schedule of all materials and selections of materials, finishes, and other matters involving an aesthetic decision of the Project for presentation to the governing board of the District for review and approval.
7. On specific written approval by the District of the Schematic Design described in this Article, the Architect shall prepare Design Development Documents. The Design Development Documents shall illustrate and describe the refinement of the design of the Project, establishing the scope, relationships, forms, size and appearance of the Project by means of plans, sections and elevations, typical construction details, and equipment layouts. The Design Development Documents shall include specifications that identify major materials and systems and establish in general their quality levels.

F. CONSTRUCTION DOCUMENTS AND AGENCY APPROVAL PHASES.

1. On specific written approval by the District of the Design Development documents described in Paragraph E (7) of this Article, the Architect shall prepare such complete working drawings and specifications as are necessary for obtaining complete bids and for efficient and thorough execution of work. The drawings and specifications shall set forth in detail the work to be done, the materials, workmanship, finishes, and equipment required for the architectural, structural, mechanical, electrical system and utility service connection equipment and site work.

The final drawings and specifications must be in such form as will enable the District to obtain responsive bids or proposals. The drawings shall be clear and legible so that uniform copies may be obtained from them. The specifications shall be typed on letter size paper properly indexed and numbered and shall be capable of being clearly copied and assembled in a professional manner by Architect.

2. District shall review, study and check the drawings and specifications presented to it by Architect and make any necessary revisions or obtain approval of such documents by the Governing Board of the District, subject to the approval of the Division of the State Architect. Architect shall, at no additional cost, make all District-requested changes, additions, deletions, and corrections in the drawings and specifications so long as they are not in conflict with the requirements of public agencies having jurisdiction, prior approvals, inconsistent with prior District direction, or inconsistent with Architect's professional judgment. The parties hereto agree that the Architect and not the District possesses the requisite expertise to determine the constructability of the drawings and specifications. The District's review and approval of the drawings shall not be conclusive of the constructability of the plans, and the Architect shall remain solely responsible for the sufficiency and completeness of such documents.
3. It is understood by the Architect that the District shall specify the sum of money, defined as the "Construction Budget" set aside to cover the total cost of the construction of the work exclusive of Architect's fees and testing/inspection costs, and the Architect agrees to use reasonable efforts to develop the plans so that the total construction cost to the District will not exceed the Construction Budget. Architect shall endeavor to keep the actual cost of the work as low as may be reasonably consistent with the purpose of the project and proper workmanship and materials. Should it become evident that the total construction cost, based on the Final Estimate of probable construction cost prepared in accordance with paragraph G (3), will exceed the Construction Budget, the Architect shall at once present a statement in writing to the District Representative setting forth this fact and giving a full statement of the cost estimates on which the conclusion is based.

After notification by the Architect that the Final Estimate exceeds the Construction Budget, the District shall direct the Architect to proceed as follows:

- a. Modify documents as required to bring project within the Construction Budget, including use of alternates and phased construction, or;

- b. Revise the Construction Budget to the Architects Final Estimate.

Subject to paragraph G (4) of this Article, in the event that the District is not notified that the Final Estimate exceeds the Construction Budget, and the lowest responsible bid received by the District from contractors for the construction of the work exceeds the Construction Budget by greater than ten percent (10%), then Architect shall, if requested by the District, and without extra compensation therefore, revise the plans and specifications for the work so that the construction may be completed for the total cost which does not exceed the Construction Budget or so that certain portions of the Project may be omitted, deferred or separately bid.

4. The District may approve cost increases or reductions resulting from changes to the original project scope, including, but not limited to:
 - a. Costs changes resulting from District's changes in the original program
 - b. Cost changes resulting from the District's acceptance of substitutions of projects products or systems
 - c. Cost changes resulting from unforeseen conditions including soils conditions and abatement of hazardous materials
 - d. Cost changes resulting from events causing delay at any time in the progress of the Work, including any act or neglect of the District, District's Representatives, or separate contractors employed by the District, or by changes ordered in the Work, or by labor disputes, flood, fire, unusual delay in deliveries, adverse weather conditions not reasonably anticipatable, unavoidable casualties, governmental action or restrictions, injunction, or other causes beyond the Architects control, or by delay authorized by the District pending mediation, or by other causes which the District and Architect agree may justify delay.
 - e. Cost changes resulting from changes and delays caused by the review of any and all approval agencies.
 - f. Costs resulting from possible omissions, ambiguities, or inconsistencies in the drawings and specifications prepared by the Architect.
5. The Architect shall provide two (2) complete sets of the final working drawings and specifications described in Paragraph F (1) for District review and approval.
6. Architect shall prepare necessary documents for and oversee the processing of District's application for and obtaining of required approvals from the DSA, or other agencies exercising jurisdiction over the Project. Architect shall also be responsible for the preparation and submission of any required applications, notices, or certificates to public agencies as required by law. Architect shall provide a copy of all such documents to the District. Architect shall provide to the District, at no additional cost to the District, one complete set of preliminary plans for the review and written approval of the District, and one set for each public agency having approval authority over such plans for their review and approval at no expense to the District.
7. DSA and Agency Approval: Additionally the Architect shall provide copies of such documents as required by any State, federal, local, or regional agencies concerned with the Project, including, but not limited to the Division of State Architect (DSA), and any other appropriate federal, State, local, or regional regulatory bodies. District shall pay printing costs for such copies.

8. After approval by the District's governing board and any constructability review, the Architect shall submit the Contract Documents, which shall include the final working drawings and specifications and all other Project documents (collectively, the "Contract Documents") to DSA for plan check, and make the necessary corrections to secure DSA approval. At Architect's expense, Architect shall arrange for the scanning of the DSA approved Contract Documents and for the return of the originals and an electronic copy to DSA. The Architect shall provide the District, at the time of DSA approval of the final form of the Contract Documents, with the Architect's "Final Estimate" of probably construction costs and construction schedule, which shall be given final written approval by District's governing board along with the Contract Documents.

G. BID PHASE.

1. If so required by District, Architect shall assist District in the completion of bidding and contract documents, including but not limited to Advertisement for Bids, Information for Bidders, Bid Forms, Bonds, General Conditions, Special Conditions, Agreement, documents required to comply with Disabled Veteran Business Enterprise preferences (if required), affirmative action documents, or any other documents required in order to obtain responsive bids. All such documents shall be subject to the approval of the District and District's counsel.
 - a. District shall provide Architect with all bid procedure documents, contract forms, conditions of the contract for construction, and similar documents defining the bidding procedures and the District/Contractor contract form the District has elected to use. District shall be responsible for verifying such documents are current and comply with all applicable laws and regulations. District shall provide the Architect such documents in final form for inclusion in the bid documents, or in an electronic format acceptable for use by the Architect.
 - b. As a part of the bidding and contract requirements between the District and Contractor, District shall require the Contractor to name the District, Architect and Architect's consultants as an additional insured on all Commercial General Liability insurance provided by the Contractor.
2. Architect shall assist District, if so requested, in pre-qualifying bidders pursuant to Public Contract Code.
3. If the lowest responsible bid on the Project exceeds the Architects Final Estimate by ten percent (10 %), District may request Architect to amend the final drawings and specifications to re-bid the Project so that bids are within ten percent (10%) of the Final Estimate. At the request of District, Architect shall provide working drawings and specifications, which include alternate bids as deemed advisable by the District.
4. Following District's approval of the Contract Documents and Final Estimate, Architect shall provide to District at District expense, sets of Contract Documents in adequate number for bidding purposes. Architect shall assist District notifying potential interested parties to obtain the copies of Contract Documents, in obtaining bids on the Project and in awarding the contract.
5. Architect shall assist District in the bidding phase, including responding to bidders' questions and preparation of addenda.

H. ADMINISTRATION OF CONTRACT FOR CONSTRUCTION PHASE.

Observation of the work executed from the final working drawings and specifications shall be in person by the Architect, provided that the District may in its discretion consent to such observation by a competent representative of the Architect. The Architect's responsibility shall include the preparation of all documents made necessary by errors in the originally approved drawings or specifications and such modifications therein as may be necessary to meet unanticipated conditions encountered during construction.

The Architect shall provide general administration of the Contract for Construction based on the Contract Documents, including, but not necessarily limited to the following:

1. Architect shall conduct a pre-construction meeting with all interested parties.
2. Periodic visits to observe contractor's work and for general conformance with the plans and specifications and that work is progressing in general accordance with the Construction Documents and contractor's schedule (every 2 weeks, or more frequently if deemed appropriate in the Architect's professional opinion).
3. Periodic site visits to communicate and observe the activities of the Project inspector employed by District (at least every 2 weeks). Architect shall direct the inspector and/or contractor and coordinate with the inspector in the preparation of record drawings indicating dimensions and location of all "as-built" conditions, including but not limited to underground utility lines. Such drawings shall be prepared by the contractor and forwarded to District upon completion of the Project.
4. Cause engineers and other consultants as may be hired by Architect pursuant to this Agreement, to observe the work completed under their disciplines as required, and review all test results for general conformance with the original approved documents for their portion of the Project.
5. Make regular reports as may be required by the applicable local, regional and state agencies;
6. Provide written reports to the District after each construction meeting to keep District informed of the progress of the work. Such meetings shall occur at a frequency necessary for the progress of the work;
7. Make written reports to the District as necessary to inform District of problems arising during construction, changes contemplated as a result of the problem and progress of work.
8. Keep records of construction progress and time schedules and inform contractor and District of any deviations from the time schedule, which would delay timely completion of Project.
9. Check and process all required material and test reports and report to the Division of the State Architect, the Contractor and the District any deficiencies in material as reflected by those reports with recommendation for corrections of such deficiencies.
10. Review in a timely manner schedules and shop drawings, samples, and other submissions of the contractor and subcontractors for general compliance with design and specifications;
11. Reject work or materials, which do not conform to the Construction Documents and notify District of such rejection. The Architect shall have the authority to reject any work, which, in the opinion of the Architect, does not comply with the Construction Documents. The Architect shall not be responsible for construction means, methods, techniques, sequences or procedures, or for safety precautions or programs in connection with the work. The Architect shall not be responsible for acts or omissions of the Contractor, subcontractors, or their agents or employees or of any other persons performing portions of the Project not employed or retained by Architect, unless due to Architect's acts or omissions in breach of this Agreement, the applicable standard of care, or law.
12. Consult with District with regard to substitution of materials, equipment, and the laboratory reports thereof prior to the final approvals of such substitutions by the District in writing;
13. Advise District in writing of any material change, or changes, necessary in the plans and specifications of the Project. Architect shall not order contractors to make any changes

affecting contract price without approval by the District of a written change order, pursuant to the terms of the Construction Documents. The Architect may order on his or her own responsibility and pending the Board's approval, changes necessary at the time to meet construction emergencies if written approval of the District Representative is first secured;

14. Examine, verify, and approve contractors' applications for payment and issue certificates for payment in amounts approved by Inspector;
15. Coordinate final color and product selection with District's original design concept.
16. Determine date of substantial completion;
17. After determining the Project is substantially complete, the Architect shall inspect the Project and provide the District and contractor a written list of all deficiencies, including minor items ("punch-list items"). Architect shall notify Contractor in writing that all deficiencies and punch list items must be corrected prior to acceptance of the Project.
18. Assemble for and provide to District written warranties, guarantees, Districts' manuals, instruction books, diagrams, record drawings ("as-builts"), and any other materials required from the contractors and subcontractors;
19. Make any further observations of Project necessary to issue Architect's Certificate of Completion and final certificate for payment.
20. Cause engineers and other consultants, as may be hired by Architect pursuant to this Agreement, to file required documentation with governmental authorities necessary to close-out Project.
21. Advise District on apparent deficiencies in construction during one-year warranty period following acceptance of work.

I. ADDITIONAL SERVICES OF ARCHITECT.

At District request, Architect may be asked to perform additional services not included in this Agreement ("Additional Services"). No additional compensation shall be paid to Architect for performing Additional Services unless District and Architect agree in writing as to the amount of compensation for the Additional Services prior to such services being rendered. District may elect to allow Architect to perform Additional Services on an hourly basis (see attached Hourly Rate Schedule – Exhibit A.) Additional Services may include, but shall not be limited to, the following:

1. Architectural Programming;
2. Plan preparation and/or administration of work on portions of the Project separately bid;
3. Assistance to District, if requested, for the selection of moveable furniture, equipment or articles which are not included in Construction Documents;
4. Services caused by delinquency, default or insolvency of contractor or by major defects in the work of the contractor in the performance of the construction contract;
5. Revisions in drawings, specifications or other documents when such revisions are inconsistent with approvals or instructions previously given by the District or due to causes beyond the control of Architect;
6. Serving as an expert witness on District's behalf;
7. Observation of repair of damages to structure.
8. Work required to obtain any local discretionary approvals (i.e. conditional use permits, etc.)
9. Preparation of plans and specifications as required by District to comply with California High Performance Schools programs, LEED certification, or other specialized energy or sustainable design criteria.

J. ELECTRONIC DOCUMENTS:

1. Upon District request, Architect will provide certain documents in electronic formats to District at the completion of the project, or at termination of Architect's services, provided that there are no outstanding amounts still owed to Architect. As a condition precedent to the transfer of such files, the District acknowledges the following:
 - a. The computer files and the information they contain are provided as-is, in the computer formats used by Architect in the course of business, and in such format as chosen by Architect. The files are provided without warranty or guaranty of compatibility with District software or hardware systems. Further, the District acknowledges data stored on files/disks can be altered, either intentionally or unintentionally, by transcription, machine error, environmental factors, duration of storage, or human operators.
 - b. The creation of the computer files shall be considered an Additional Service and such shall be compensated as an Additional Service per Article 4.
 - c. The computer files and the information they contain are provided for the District's convenience only. The information provided on the files may not be current with all modifications, including, but not limited to, changes made during agency review, construction, or changes made by the District that the Architect is not aware of.

- d. The District accepts responsibility for ensuring all persons, including consultants and contractors, comply with these requirements and limitations in using the information provided on these files. Further, the use of these files is limited solely to this project. Use of files on other projects or on other applications by District is expressly prohibited.
2. Subject to these conditions, Architect agrees to deliver to District the following electronic files:
 - a. One set of the Contract Documents, including drawings, bidding documents, and specifications, in PDF or similar non-CAD electronic format, as used for bidding purposes.
 - b. One set of CAD electronic documents, consisting of site plans, floor plans, and roof plans, each as provided by architectural, structural, civil, mechanical, plumbing and electrical disciplines, complete with all required reference files to prepare a complete CAD drawing. Such drawings will be provided without professional seals, stamps and title blocks of Architect or Architect's consultants.

K. ELECTRONIC DOCUMENT TRANSMISSION

1. District understands and agrees the Architect relies on various forms of data transmission as a means of conducting Architect's business, including the Internet, and that the Internet may be used for intentional and malicious purposes, including transmission of electronic applications commonly referred to as computer "viruses" or "worms." While the Architect endeavors to eliminate the propagation of such applications through its systems and network, the Architect has no control over the actions of third party Internet service providers or users of the Internet or similar systems. Consequently, District agrees to waive any and all claims against Architect relating to the propagation of virus applications that may cause damage of any kind to the District, unless resulting from the negligence or misconduct of Architect.

ARTICLE 4. DISTRICT RESPONSIBILITIES.

The District's responsibilities shall include, but not be limited to, the following:

A. PROJECT DATA

District shall, upon request by Architect and to the extent held by District, provide to the Architect all necessary data and information concerning the purpose and requirements of the Project, including realistic scheduling and budget limitations. It shall be District's responsibility to supply Architect with the necessary information to determine the proper location of all improvements on existing sites, including, but not limited to, record drawings ("as-built drawings") in the District's possession or control. Even though Architect will make a good faith effort to verify the accuracy of such information and as-built drawings by means of a visual, non-destructive review of the interior and exterior site conditions, Architect shall be entitled to rely upon the accuracy and completeness of all documents and information provided by District. In addition, District shall also make a good faith effort to verify the accuracy of the as-built drawings and provide any supplemental information to Architect, which may not be shown on the as-built drawings.

B. SURVEYS

1. Unless otherwise procured by the District, the Architect shall procure a certified survey of the site if required, including grades and lines of streets, alleys, pavements, adjoining properties and structures; adjacent drainage; rights-of-way, restrictions, easements, encroachments, zoning, deed restrictions, boundaries and contours of the building site, locations, dimensions and floor elevations of existing buildings, other improvements and trees; and full information as to available utility services and lines, both public and private above and below grade, including inverts and depths. All the information on the survey customarily referenced to a project benchmark shall be referenced to a Project benchmark. The cost of any such survey shall be borne by the District, and the District shall own and, upon termination of this Agreement or completion of the Project, shall have returned to it by Architect any designs, plans, specifications, studies, drawings, estimates or other documents prepared as part of the survey. Survey shall be provided in electronic format.

C. TESTS AND INVESTIGATIONS

1. To the extent required for the Project, the Architect shall assist District in procuring chemical, mechanical, or other tests required for proper design, tests for hazardous materials and borings or test pits necessary for determining subsoil conditions. The cost of any such tests shall be borne by the District, and the District shall own and, upon termination of this Agreement or completion of the Project, shall have returned to it by Architect any designs, plans, specifications, studies, drawings, estimates or other documents prepared as part of the testing. The services of geotechnical engineer(s) or other consultants shall include preparation and submission of all appropriate reports and professional recommendations in compliance with applicable regulations.
2. The District shall disclose, to the extent known to the District, the results and reports of prior tests, inspections or investigations conducted for the Project including but limited to: all existing building systems, on-site, off-site utility and service systems; chemical, air and water pollution; hazardous and toxic materials; or other environmental and subsurface conditions. The District shall disclose all information known to the District regarding the presence of all pollutants and/or hazardous materials at the Project's site.

D. ADMINISTRATIVE RESPONSIBILITIES

1. The District shall distribute documents to bidders and conduct the opening of bids on the Project, if applicable.
2. The District shall designate a representative authorized to act as liaison between Architect and District in the administration of this Agreement and the Construction Documents. Such person or persons shall attend meetings during construction and accompany Architect and Contractor on the final inspection.
3. District shall review all documents submitted by Architect, including change orders and other matters requiring Governing Board approval or approval of District officials. District shall advise Architect of decisions pertaining to such documents within a reasonable time after submission.
4. District shall notify Architect in writing if any deficiencies in material or workmanship become apparent to District during contractor's warranty period.
5. The District shall be responsible for obtaining easements, discretionary permits, use fees, zoning variances and legal authorizations regarding site utilization required for the completion of the project and the execution of the District's program, including but not limited to, actions required for compliance with the California Environmental Quality Act ("CEQA") and the site approval process required by the California Department of Education (CDE) including, without limitation, approval by the Department of Toxic Substance Control (DTSC). Architect and Architect's consultant team shall cooperate with District staff and District Consultants retained by the District for preparation and analysis of all required reports to complete the environmental review process leading to approval of the Project.
 - b. Unless otherwise provided in this Agreement, the District shall be responsible for the process of identifying, applying for and obtaining all requisite permits and approvals from local and state agencies with jurisdiction over the Project. Architect shall assist, cooperate and coordinate with District in District's efforts to satisfactorily complete all permit processes applicable to the design, construction and ongoing operation of the Project, including preparation of required documents.
6. It is expressly understood that the District shall pay all required fees levied by local and state agencies with jurisdiction over the Project (including but not limited to, plan check, permit and utility connection fees).
7. Architect shall be entitled to reasonably rely upon the accuracy and completeness of approvals, information, permits, surveys and reports provided by the District except to the extent the District advises the Architect to the contrary in writing.
8. The District shall perform all required site mitigation or remediation, including abatement of hazardous/toxic site contaminants, asbestos and/or lead containing material, at its sole cost.
 - a. In consideration of the presence or potential presence of asbestos containing material, or hazardous or toxic substances, products or materials at or near the Project site, the District agrees, to the fullest extent permitted by law, to waive all claims against the Architect and to indemnify and hold harmless the Architect in accordance with Article 10 from and against all claims, suits, and liabilities arising out of or in way connected with the detection, presence, handling, removal, abatement, or disposal of any asbestos containing material, or hazardous or toxic substance, products or material that exists on or about the project site, whether liability arises under breach of contract or warranty, including negligence, strict liability or statutory liability or any other cause of action, except for the sole negligence or willful misconduct of the Architect.

- b. The District acknowledges that the Architect is not and shall not be required to be in any way an "arranger", "generator", "operator", or "transporter" of hazardous materials, as these terms are defined in applicable federal or state statutes.
9. The District shall not require the Architect to use specific computer systems, CAD program applications, estimating and/or scheduling systems, financial reporting formats or other data management and reporting systems without Architect's consent.
10. The District shall appoint and pay an Inspector as provided by State law. Said Inspector shall be qualified and approved by the Division of State Architect and shall be under the technical direction of the Architect with regard to interpretation of the plans and specifications, and responsible to, and act in accordance with the policies of the District. The administration of the contract for construction by Architect and his or her engineers shall be in addition to the continuous personal supervision of the District's Inspector. Architect may rely on the Inspector's performance of services.
11. The District shall retain a testing service for materials testing and inspection as required by Title 21 of the California Code of Regulations.

ARTICLE 5. ARCHITECT'S FEE.

A. BASIC SERVICES.

The District shall pay to the Architect for the performance of all services rendered herein fees based on the Architect's Fee Schedule, which constitutes complete payment for the Architect's services under this Agreement.

B. PAYMENT FOR ADDITIONAL SERVICES.

The Architect shall be paid for Additional Services pursuant to the written agreement between the parties approving the Additional Services and the compensation for the Additional Services.

C. REIMBURSABLE EXPENSES.

1. Reimbursable Expenses are in addition to compensation for basic services and Additional Services and include expenses incurred by the Architect and Architect's employees and consultants in the interest of the Project, as identified in the following clauses and will be reimbursed to the Architect by the District at 1.15 times actual cost:
 - a. Expense of reproduction, postage and handling of drawings, specifications and other documents for agency approvals, bidding, construction and record drawings.
 - b. Expense of additional insurance coverage or limits, including professional liability insurance, requested by the District in excess of that stipulated in Article 12 and normally carried by the Architect and Architect's consultants.
 - c. Expense of reproduction of District provided Record Drawings and As-Builts of existing facilities if required by the Architect in the performance of this Agreement.

D. REUSE OF EXISTING PLANS.

In the event Architect reuses existing plans and specifications of another school for the Project, previously prepared by Architect, a credit (or reduction in the Basic Fee) shall be given to the District for such reuse as follows:

1. If the existing documents are a direct reuse of the plans, a credit shall be given the District of 40 percent of the Architect's Construction Document Phase fee that would otherwise be due only (40 percent of the total Project fee), however, the credit shall only apply to the building costs.
2. If the existing documents are a flip or reverse reuse of the plans, a credit shall be calculated at 30 percent of the Architect's Construction Document Phase fee that would otherwise be due only (40 percent of the total Project fee), however, the credit shall only apply to the building costs.
3. In the event of a reuse of documents, the Architect shall be compensated (the credit shall be reduced) on an hourly basis for all work required to redesign and update the plans to accommodate District requested changes, equipment or manufacturer changes, revised code requirements, or other revisions necessitated by the passage of time from the point when the documents were originally produced until the time of reuse. In no event shall the hourly compensation to revisions to plans exceed the Basic Fee that would otherwise be due Architect in the event no reuse had occurred.

E. MULTIPLE BID PACKAGES.

1. If the District decides to utilize Construction Management (CM) and/or Multiple Prime Construction, the Architectural fee shall be increased by three-fourths of a percentage (.75 percent). If so directed by the District as part of the preparation of contract documents, and before initial DSA submittal for approval, final working drawings and specifications shall be prepared so that portions of the work may be performed under separate construction contracts or that the construction of certain buildings, structures, facilities, or other parts of the Project may be deferred. Should direction be given after DSA approval of project, the Architectural fee shall be increased by one and one-fourths of a percentage (1.25 percent).
2. Architect agrees to meet and coordinate with District's CM consultants, and to review documents proposed for use by the CM, including specification sections.
3. When the District elects to use CM consultants, the District agrees that the Architect, not the CM consultant, has final approval regarding drawings and specifications as proposed by the CM consultant. Such approval shall not be unreasonably withheld.

ARTICLE 6. PAYMENTS TO ARCHITECT.

- A. For all "Basic Services" satisfactorily performed, the total compensation paid to the Architect for the Project shall be no more than the amount set out in the approved addendum to this Agreement for the Project. The Architect's total compensation for a Project under this Agreement shall not exceed **Nine and one-half percent (9.5%)** of the final adjusted Project Construction Cost for the Project, plus up to and not to exceed **One thousand five hundred dollars (\$1,500.00)** in reimbursable expenses. Architect's compensation shall be paid by District to Architect monthly in arrears incrementally within the following phases as follows based upon the percentage of work completed:

Phase	Percentage of Total Fees
1. Schematic Design Phase	20 percent
2. Construction Document Phase	40 percent
3. DSA Approval	10 percent
4. Bidding Phase	10 percent
5. Construction Phase	18 percent
6. Project Closeout	2 percent

Upon any adjustment (increase or decrease) to the Project Construction Cost as permitted by this Agreement, including but not limited to any adjustment made at such time as bids are received, the

Architect's total compensation for Basic Services for the Project shall also be increased or decreased, including retroactively for Basic Services already performed and payments already made. Such adjustments may be effected by the District by either (a) adjusting any future payment due under the payment schedule immediately above, or (b) issuing a revision notice to Architect that either tenders any additional payment owed or demands reimbursement from the Architect of any overpayment to date.

"Project Construction Cost" shall mean the Final Estimate of total construction costs to the District as initially submitted by the Architect under this Agreement and accepted by the District, and as subsequently revised by the District to account for actual construction contract costs and District directed or approved additive or deductive change orders, with the exception of (i) items resulting from Architect's acts or omissions in breach of this Agreement, the applicable standard of care, or law, (ii) any approved payments to Architect for costs of inspections, surveys, tests and sites and landscaping not included in the Project, and (iii) items where Architect and District agreed to compensate the Architect for its services on an hourly basis.

- B. Architect shall not receive final payment until completion of all Architect's required duties, including, but not limited to, Architect's filing of all necessary DSA close out documentation.
- C. In order to receive payment, Architect shall present to District an invoice for payment for approval by District's authorized representative designating services performed, method of computation of amount payable, and amount payable.
- D. Payments made for extra work or special services shall be made in installments, not more often than monthly, proportionate to the degree of completion of such services or in such other manner as the parties shall specify when such services are agreed upon.
- E. Upon cancellation or termination of this Agreement, Architect shall be compensated as set forth in Article 8 hereof.
- F. District shall not withhold or postpone payment for services rendered as a discount or offset for any claim by District against the Architect unless agreed to in writing by Architect or the Architect has been found to be legally liable for such amounts. In addition, the District shall not withhold payments to the Architect contingent on the construction and completion of the project, or receipt of funds, reimbursements, or credits from other parties who may be liable for claims by the District.
- G. When the construction period for the project is extended more than Ninety (90) days past the contractors' completion date, the Architect shall be compensated for those additional costs caused by such delay, including staff costs, consultant costs and expenses.
- H. The Architect shall be compensated for those additional costs, including staff costs, consultant costs and expenses, caused by Contractors default or by Contractors failure to pay subcontractors and suppliers, including assisting District with Stop Notices, Notice of Lien, coordination with surety companies, and all other related tasks.

ARTICLE 7. INSTRUCTIONS TO PROCEED.

If the District elects, in its sole discretion, to add a Project or Projects to this Agreement by addendum, the Architect will be granted authorization to proceed with such Project or Projects by a District signed Letter of Authorization.

ARTICLE 8. TIME SCHEDULE.

- A. Architect shall perform all services hereunder as expeditiously as is consistent with professional skill and care and the orderly progress of the work.
- B. Any delays in Architect's work because of the actions of the District or its employees, those in direct contractual relationship with District, by a governmental agency having jurisdiction over the Project,

by any third party, or by an act of God or other unforeseen occurrence, not due to any fault or negligence on the part of Architect, shall be added to the time for completion of any obligations of Architect, subject to reasonable District approval. District shall not be liable for damage to Architect on account of such delays.

- C. Should Architect make an application for an extension of time, Architect shall submit evidence that the insurance policies required by Article 12 remain in effect during the requested additional period of time.

ARTICLE 9. SUSPENSION, ABANDONMENT, TERMINATION.

- A. The District hereby reserves the right to suspend or abandon at any time all or any of the construction work on the Project(s) or to terminate this Agreement at any time. In the event of such suspension, abandonment or termination, the Architect shall be paid pursuant to the schedule of payments set forth in Articles 4 and 5 of this Agreement for services rendered up to the date of such suspension, abandonment, or termination. If the date of suspension, abandonment or termination occurs prior to the date of approval of preliminary studies or prior to the date of approval of the working drawings, such payments shall be the reasonable value of the services rendered up to the date of such suspension, abandonment, or termination less any payments theretofore made, as determined by the District, and the Architect hereby expressly waives any and all claims for damages or compensation arising under this Agreement, except as set forth herein, in the event of such suspension, abandonment, or termination.
- B. If the Architect's services are suspended by the District for less than thirty (30) days, the District may require the Architect to resume services within ten (10) days after written notice from the District. If the project has been suspended for thirty (30) days or more, the Architect shall be entitled to delay start up of the project for thirty (30) days to permit re-assembling staff and consultant resources, and Architect shall be entitled to additional compensation for expenses incurred as a result of the suspension and resumption of services. Suspension of project for ninety (90) days or more shall be cause for termination by Architect at Architect's sole election. Following notice from the District, the Architect shall prepare an updated project schedule for District's review.
- C. Upon payment of the amount required to be paid under this Article following the termination of this Agreement, the District shall have the right to use completed contract documents or other work product prepared by Architect as defined by this Agreement. Architect shall make such documents available to the District upon request and without additional compensation.
- D. This Agreement may be suspended by the Architect upon seven (7) days written notice to the District for the District's substantial failure to perform in accordance with the terms of this Agreement, including, but not limited to, breach of payment. The Architect shall have no liability to the District or others for such suspension caused by such breach of Agreement. Upon receipt of payment or the resolution of such other breach which caused the Architect to suspend services, the Architect shall resume services subject to the schedule and compensation adjustment provisions of Article 4.
- F. This Agreement may be terminated by the Architect for cause upon not less than seven days written notice for any of the following reasons:
 - 1. Substantial failure by the District to perform in accordance with the terms of this Agreement through no fault of the Architect.
 - 2. Assignment of this agreement or transfer of the Project by the District to any other entity without the prior written consent of the Architect.
 - 3. Suspension of the project by the District for more than ninety (90) days.

4. Material changes in the conditions or scope of services under which this Agreement was entered into and the failure of the parties to reach agreement on compensation and schedule adjustments necessitated by such material changes.
- G. In the event of termination under this Article 8, the District shall compensate the Architect for all documented services rendered to date and all documented expenses incurred to date.

ARTICLE 10. OWNERSHIP OF DOCUMENTS.

Pursuant to Education Code section 17316, this Agreement creates a non-exclusive and perpetual license for the District to use, at its discretion, all plans, specifications, original or reproducible transparencies of working drawings and master plans, preliminary sketches, presentation drawings, structural computations, estimates and related documents prepared by Architect (hereinafter collectively referred to as the "Plans") solely for use on this Project pursuant to this Agreement. The compensation for this Project includes compensation not only for any use in connection with this Project and use or re-use for repair, maintenance, renovation, modernization or other alterations or revisions to this Project, but also for any re-use by the District in relation to other projects. The only other term or condition of such re-use shall be that if the District re-uses the plans prepared by the Architect and retains another certified architect or structural engineer for the preparation of those plans for the re-use, the District shall indemnify and hold harmless the Architect and its consultants, agents, and employees from and against any claims, damages, losses, and expenses, including attorney's fees, arising out of or resulting from, in whole or in part, the re-use to the extent required by Education Code section 17316, subdivision (c).

The Architect retains all rights to all copyrights, designs, common law, statutory and other reserved rights, and all other intellectual property embodied in the plans, record drawings, specifications, estimates and other documents that the Architect or its consultants prepares or causes to be prepared pursuant to this Agreement.

Architect represents and warrants that Architect has the legal right to license any and all copyrights, designs and other intellectual property embodied in plans, specifications, studies, drawings, estimates or other documents that Architect or its consultants prepares or causes to be prepared pursuant to this Agreement. **Architect shall indemnify, defend and hold the District harmless pursuant to Article 10 of this Agreement for any breach of this Article due to Architect's negligence, recklessness or willful misconduct.** The Architect makes no such representation and warranty in regard to previously prepared designs, plans, specifications, studies, drawings, estimates or other documents, or any other works of authorship fixed in any tangible medium of expression, including but not limited to physical drawings, data magnetically or otherwise recorded on computer disks, or other writings, that were prepared by design professionals other than Architect and provided to Architect by the District.

This license shall terminate immediately upon District's failure to comply with the terms and conditions of this Agreement.

ARTICLE 11. INDEMNITY.

A. ARCHITECTS INDEMNITY:

Architect shall indemnify and hold harmless the District and its officers, directors, partners, employees, affiliates, and agents (all of whom are referred to herein collectively or individually as "Indemnitees") from and against any and all claims to the extent such claims are caused by the negligence, recklessness, or willful misconduct of Architect, its officers, partners, employees, consultants, contractors or agents. The foregoing obligations of Architect include and apply without limitation to any injury, death or damage to Indemnitees, third parties, or any or all of them, their respective, officers, partners, employees or agents and their respective property.

B. DISTRICT INDEMNITY.

District shall indemnify and hold harmless the Architect and its officers, directors, partners, employees, subcontractors, consultants, affiliates, and agents (all of whom are referred to herein collectively or individually as "Indemnitees") from and against any and all claims, to the extent such claims are caused by the negligence, recklessness, or willful misconduct of the District, its officers, trustees, employees, consultants, contractors or designated agents. The foregoing obligations of District include and apply without limitation to any injury, death or damage to Indemnitees, third parties, or any or all of them, their respective, officers, partners, employees or agents and their respective property.

ARTICLE 12. ERRORS AND OMISSIONS.

- A. The Architect may not be paid a fee for work required due to the Architect's negligence in the performance of responsibilities under this Agreement.
- B. If, due to the Architects negligence, a required item or component is omitted from the construction documents, the Architect shall be responsible only for the costs that can be reasonably determined to be in excess of what would have been included by contractor at the time of the bidding, as well as all required additional costs associated with correcting the Architect's omission or negligent act.
- C. Prior to the commencement of services under this Agreement, the Architect shall furnish to the District satisfactory proof that the Architect has, for the period covered by this Agreement, errors and omissions insurance on an occurrence basis with limits of at least One Million Dollars (\$1,000,000.00) with a deductible in an amount not to exceed the sum of Ten Thousand Dollars (\$10,000).

Each of Architect's professional sub-consultants (including consultants of Architect's) shall comply with this Article, and Architect shall include such provisions in its contracts with them.

ARTICLE 13. INSURANCE.

- A. Architect shall maintain in full force and effect at its sole cost and expense from the time this Agreement is entered into until the date of acceptance of the work by District, insurance as set forth in this Article and Article 11. All insurance provided for under this Agreement shall be with a carrier satisfactory to District. Prior to commencement of work, the Architect shall furnish to the District a certificate of insurance evidencing the above coverage. The District shall not be obligated to make any payment to Architect until after its receipt and acceptance of said certificate.
 1. Workers' compensation insurance as required by applicable laws, and employers' liability insurance, with a limit of not less than \$1,000,000.
 2. Commercial general liability insurance for bodily injury and property damage liability, the limits of which shall not be less than \$1,000,000 per occurrence and \$1,000,000 aggregate. Commercial general liability policies obtained and maintained by the Architect shall contain endorsements naming the District and other interested parties designated by the District as additional insured and shall include products completed operation coverage as well as contractual liability coverage for liability assumed by Architect under this Agreement.
 3. Business automobile liability insurance for bodily injury and property damage. Such insurance shall extend to owned, non-owned, and hired automobiles used in the performance of this Agreement. The limits of liability shall not be less than \$1,000,000 per occurrence and shall name the District and other interested parties designated by the District as additional insured.
 4. Professional liability insurance coverage of \$1,000,000 per claim and annual aggregate.

- B. If District requires Architect to obtain Project insurance, such insurance shall begin when construction begins at which time Architect shall provide evidence of the existence of such policy to District. The cost of such insurance shall be borne by the District.

ARTICLE 14. RECORDS.

Architect shall maintain records of direct personnel and reimbursable expenses pertaining to the extra and special services of this Project that are compensable by other than a flat rate. Architect shall maintain all records of accounts between District and contractor on a generally recognized accounting basis. Such records shall be available to the District or its authorized representative for inspection or audit at any reasonable time. Architect shall maintain all records concerning the Project for a period of ten years after its completion.

ARTICLE 15. STANDARDIZED MANUFACTURED ITEMS.

- A. Architect shall cooperate and consult with District in use and selection of manufactured items on the Project, including but not limited to, paint, hardware, plumbing, mechanical and electrical equipment and fixtures, roofing materials and floor covering. All such manufactured items shall be standardized to the District's criteria to the extent such criteria do not interfere with building design.
- B. When directed by the District in writing, Architect will include in the Contract Documents specific materials, systems and processes reflecting a particular manufacturer and that manufacturers proprietary characteristics, including designation of such materials, processes and systems as "No Substitution". District agrees to indemnify Architect per Article 10 for such "No Substitution" direction, including all claims concerning Public Contract Code Section 3400.
- C. When directed by the District in writing, Architect will review District's suggested materials, systems and processes. When deemed necessary by Architect, Architect will advise District in writing of the Architects concerns regarding the suitability or applicability to the project. If directed by District in writing, Architect will include such materials, processes and systems in the Contract Documents. District agrees to waive any and all claims against the Architect and to indemnify the Architect per Article 10 for use of materials, systems and processes when such use was directed by the District against the Architect's recommendations. However, if the Architect considers such direction is contrary to the public interest or is in conflict with applicable codes, the Architect reserves the right to refuse such direction.
- D. The District understands and agrees that materials, systems and/or processes that are permissible under current building codes and regulations may, at some future date, be banned or limited in use because of presently unknown hazardous and/or defective characteristics.

ARTICLE 16. LIMITATIONS OF AGREEMENT.

This Agreement is limited to and includes only the work included in the Project(s) amended hereto and attached by exhibit.

ARTICLE 17. MEDIATION.

Disputes arising from this Agreement may be submitted to mediation if mutually agreeable to the parties hereto. The mediation process shall provide that both parties select a disinterested third person mediator within a reasonable period of time, mutually agreed to by the parties. The mediation shall be commenced within thirty (30) days of the selection of the mediator. If the parties agree to mediation but fail to select a mediator within the 15-day period, any party may petition the Superior court of Monterey County to appoint the mediator.

ARTICLE 18. COMPLIANCE WITH LAWS.

Architect shall endeavor to comply with applicable requirements of federal, state, and local law, including, but not limited to the International Building Code, the Education Code, Title 19 and Title 24 of the California Code of Regulations, and applicable requirements prescribed by the California Department of General Services.

ARTICLE 19. INDEPENDENT CONTRACTOR.

Architect is, for all purposes arising out of this Agreement, an independent contractor, and neither Architect nor its employees shall be deemed an employee of the District for any purpose. It is expressly understood and agreed that Architect shall in no event be entitled to any benefits to which District employees are entitled, including, but not limited to, overtime, retirement benefits, insurance, vacation, worker's compensation benefits, sick or injury leave or other benefits.

ARTICLE 20. SUCCESSORS IN INTEREST AND ASSIGNS.

This Agreement is binding upon and inures to the benefit of the successors in interest, executors, administrators and assigns of each party to this Agreement, provided, however, that Architect shall not assign or transfer by operation of law or otherwise any or all of its rights, burdens, duties or obligations without the prior written consent of the District. Any attempted assignment without such consent shall be invalid.

ARTICLE 21. ASBESTOS CERTIFICATION.

Architect shall certify pursuant to 40 CFR section 763.99 (a) (7) that, to the Architects knowledge, no asbestos containing material was specified as a building material in any construction document for the Project, and will ensure that contractors provide the District with certification that all materials used in the construction of any school building are free from any asbestos containing building materials ("ACBM"s). This certification shall be part of the final Project submittal.

ARTICLE 22. MISCELLANEOUS.

The following terms and conditions shall be applied to this Agreement:

A. GOVERNING LAW.

This Agreement shall be construed in accordance with, and governed by the laws of the State of California.

B. ATTORNEYS' FEES.

In the event that either party commences legal proceedings to collect monies owed pursuant to this Agreement, then the prevailing party shall be entitled to recover its reasonable attorneys' fees and costs from the non-prevailing party.

C. Entire Agreement.

This Agreement with its exhibits supersedes any and all other prior or contemporaneous oral or written agreements between the parties hereto. Each party acknowledges that no representations, inducements, promises or agreements have been made by any person which are not incorporated herein, and that any other agreements shall be void. Furthermore, any modification of this Agreement shall only be effective if in writing signed by all parties hereto.

D. SEVERABILITY.

Should any provision in this Agreement be held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions shall continue in full force and effect.

E. NON-WAIVER.

None of the provisions of this Agreement shall be considered waived by either party unless such waiver is specifically specified in writing.

F. SUPPLEMENTAL CONDITIONS.

Any supplemental conditions shall be attached as an exhibit to this Agreement and incorporated herein by reference.

G. NO THIRD PARTY RIGHTS.

This Agreement shall not create any rights in, or inure to the benefits of, any third party except as expressly provided herein.

IN WITNESS WHEREOF, the parties have caused this instrument to be duly executed this ____ day of _____, 2016.

ARCHITECT:

DISTRICT:

Teter Architects

South Monterey County Joint Union HSD

By: _____
Signature

By: _____
Signature

Printed Name and License Number

Printed Name

Architect/Partner
Title

Title

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

ADDENDUM #1

TO ARCHITECT'S AGREEMENT

FOR

INFRASTRUCTURE CABLING UPGRADES PROJECT

FEBRUARY 3, 2016

ADDENDUM NOTES:

1. THE ARCHITECT'S TOTAL COMPENSATION FOR THE INFRASTRUCTURE CABLING UPGRADES PROJECT UNDER THIS AGREEMENT SHALL NOT EXCEED NINE AND ONE-HALF PERCENT (9.5%) OF THE FINAL ADJUSTED PROJECT CONSTRUCTION COST FOR THE PROJECT.

-END OF ADDENDUM #1-

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Approval of Agreement with Teter Architects for the Closeout of the KCHS Modernization Project

MEETING: February 24, 2016

AGENDA SECTION:

ACTION

INFORMATION

ACTION/CONSENT

Board Goals:

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

Summary:

The District is requesting approval of the Agreement for Architectural Services with Teter Architects, who will be providing architectural services for DSA (State) closeout for the KCHS Modernization Project. The architectural firm that did the modernization project is out of business and the closeout documentation and certifications are needed so that new projects can be approved for the Emergency Repair Grant projects in some of those same buildings.

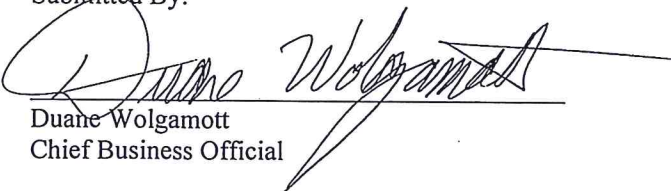
Recommendation:

The recommendation is being made for the State Administrator to approve the agreement for Teter Architects to closeout the KCHS Modernization Project.

Fiscal Impact:


Not to Exceed \$5,000 – General Fund Facilities Budget

Submitted By:



Duane Wolgamott
Chief Business Official

Approved:



Daniel R. Moirao, Ed.D.
State Administrator

AGREEMENT FOR ARCHITECTURAL SERVICES

THIS AGREEMENT FOR ARCHITECTURAL SERVICES ("Agreement") is entered into this Date, between the **South Monterey County Joint Union High School District**, King City, California, hereinafter referred to as the "District," and **Teter Architects**, hereinafter called the "Architect."

RECITALS

WHEREAS, District requires professional services, for public works related to: renovation, rehabilitation, demolition, and reconstruction of, as well as addition to, existing facilities and other work as authorized by District, and:

WHEREAS, District desires to commission Architect to perform such professional services on the project (hereinafter referred to as "Project") as defined by Exhibit B), and:

WHEREAS, Architect is willing to provide such professional services for District, and:

WHEREAS, the Architect desires to perform the architectural, landscape architectural, civil engineering, structural engineering, electrical engineering, mechanical engineering, site engineering for utilities and site infrastructure, and construction administration services necessary for the Project, and:

WHEREAS, Architect represents that it is fully licensed, qualified, and willing to perform the services required by this Agreement; provided, however, that if Architect is a corporation or other organization, the Project Architect designated pursuant to Article 2, and not the Architect itself, shall be fully licensed to practice as an architect in the State of California, and:

NOW, THEREFORE, the parties hereto mutually agree as follows:

ARTICLE I. PROJECT DESCRIPTION

A. As defined further by Exhibit B attached, District authorizes Architect to proceed on the Project as described:

1. **South Monterey County Joint Union High School District – DSA Closeout Assistance**

ARTICLE 2. EMPLOYMENT OF ARCHITECT.

- A. The District retains the Architect to perform the necessary professional services, including those hereinafter set forth in connection with Project(s). Architect shall name a specific person as Project Manager for each Project, subject to approval of the District, which approval shall not be unreasonably withheld. The Project Manager shall maintain personal oversight of the Project, and act as principal contact with the District, the contractor, and Architect's consultants, engineers and inspectors on the Project. Any change by Architect of the Project Manager shall be subject to approval by the District, which approval shall not be unreasonably withheld.
- B. District retains Architect on an independent contractor basis and Architect is not an employee of District. Architect is not an employee for state tax, federal tax or any other purpose, and is not entitled to the rights or benefits afforded to District's employees. Any additional personnel performing services under this Agreement on behalf of Architect shall also not be employees of District, and shall at all times be under Architect's exclusive direction and control. Architect shall pay all wages, salaries, and other amounts due such personnel in connection with their performance of services under this Agreement and as required by law. Architect shall be responsible for all reports and obligations

respecting such additional personnel, including, but not limited to: social security taxes, income tax withholding, unemployment insurance, disability insurance, and workers' compensation insurance.

ARTICLE 3. ARCHITECT'S SERVICES

The Architect shall perform professional architectural, engineering and construction administration services in a prompt and professional manner, consistent with the standards of the industry and ordinarily exercised by architects specially qualified to provide the services required by the District, including but not limited to the following:

A. COMMUNICATION WITH DISTRICT.

Participation in all consultations and conferences with authorized representatives of the District and/or other local, regional, or state agencies concerned with the Project necessary for the development of the drawings, specifications, and documents in accordance with the applicable standards and requirements of law and the District. Such consultations and conferences shall continue through the planning and construction of the Project and the contractor's warranty period. Architect shall only take direction from staff specifically designated by District (the "District Representative"). The District Representative for the Project shall be **Diane L. Miller, Director of MOTF**. The District hereby certifies that the District Representative has been duly authorized by the Governing Board of the District to represent the District on Project.

B. HIRING OF CONSULTANTS AND PERSONNEL.

1. Architect shall have the option, unless given written objection from the District, to employ at its expense architects, engineers, or other persons, qualified and licensed, to render services in connection with the planning and/or administration of the Project, and to delegate to them such duties as it may delegate without relieving itself from administrative or other responsibility under this Agreement. Architect shall be responsible for the coordination and cooperation of Architect's consultants. Architect shall notify District of the identity of all consultants prior to their commencement of work.
2. All engineers, experts and consultants retained by Architect in performance of this Agreement shall be licensed to practice in their respective professions, where required by law.
3. Architect shall promptly obtain written District approval of assignment and/or reassignment or replacement of such engineers or consultants or of other staff changes of key personnel working on the Project. Any changes in Architect's consultants and staff shall be subject to approval by District.
4. Draftsmen and other clerical personnel shall be retained by Architect at Architect's sole expense.

C. BUILDING PERMITS AND CONFORMITY TO LEGAL REQUIREMENTS.

1. The Architect shall identify applicable governmental agencies having jurisdiction over construction Project. The Architect shall endeavor to ensure that its drawings and specifications comply with the applicable requirements of law, local, regional, and State, and the requirements of public authorities and bodies formed under local, regional, State, or federal law, including, but not limited to, the Division of State Architect (structural safety, fire/life safety, and access compliance section), the State Department of Education, state, local or regional planning agencies, whose approval of the drawings and specifications must be obtained, and shall cause the necessary copies of such drawings and specifications to be filed with these bodies for approval in accordance with this Agreement.
2. Architect shall endeavor to use its professional efforts to interpret applicable Americans with Disabilities Act (ADA) requirements and California accessibility regulations as they apply to the Project and endeavor to inform District of any inconsistencies between federal and state

accessibility regulations and of requirements which are subject to conflicting interpretations of the law. The Architect cannot and does not warrant that the Project will comply with all interpretations of the ADA in relation to the requirements of other federal or state regulations. Interpretation of inconsistencies and areas subject to conflicting interpretations shall be the responsibility of District.

D. INITIAL PLANNING PHASE OF PROJECT.

1. Provide advice and assistance to District in determining the feasibility of the Project and other initial planning matters.
2. Architect shall notify District in writing of potential complications, cost considerations, unusual conditions, and general needs that potentially impact the Project budget and timeline.

E. ADDITIONAL SERVICES OF ARCHITECT.

At District request, Architect may be asked to perform additional services not included in this Agreement ("Additional Services"). No additional compensation shall be paid to Architect for performing Additional Services unless District and Architect agree in writing as to the amount of compensation for the Additional Services prior to such services being rendered. District may elect to allow Architect to perform Additional Services on an hourly basis (see attached Hourly Rate Schedule – Exhibit A.) Additional Services may include, but shall not be limited to, the following:

1. Architectural Programming;
2. Plan preparation and/or administration of work on portions of the Project separately bid;
3. Assistance to District, if requested, for the selection of moveable furniture, equipment or articles which are not included in Construction Documents;
4. Services caused by delinquency, default or insolvency of contractor or by major defects in the work of the contractor in the performance of the construction contract;
5. Revisions in drawings, specifications or other documents when such revisions are inconsistent with approvals or instructions previously given by the District or due to causes beyond the control of Architect;
6. Serving as an expert witness on District's behalf;
7. Observation of repair of damages to structure;
8. Work required to obtain any local discretionary approvals (i.e. conditional use permits, etc.);
9. Preparation of plans and specifications as required by District to comply with California High Performance Schools programs, LEED certification, or other specialized energy or sustainable design criteria;
10. Provide DSA Closeout services.

F. ELECTRONIC DOCUMENTS:

1. Upon District request, Architect will provide certain documents in electronic formats to District at the completion of the project, or at termination of Architect's services, provided that there are no outstanding amounts still owed to Architect. As a condition precedent to the transfer of such files, the District acknowledges the following:

- a. The computer files and the information they contain are provided as-is, in the computer formats used by Architect in the course of business, and in such format as chosen by Architect. The files are provided without warranty or guaranty of compatibility with District software or hardware systems. Further, the District acknowledges data stored on files/disks can be altered, either intentionally or unintentionally, by transcription, machine error, environmental factors, duration of storage, or human operators.
 - b. The creation of the computer files shall be considered an Additional Service and such shall be compensated as an Additional Service per Article 4.
 - c. The computer files and the information they contain are provided for the District's convenience only. The information provided on the files may not be current with all modifications, including, but not limited to, changes made during agency review, construction, or changes made by the District that the Architect is not aware of.
 - d. The District accepts responsibility for ensuring all persons, including consultants and contractors, comply with these requirements and limitations in using the information provided on these files. Further, the use of these files is limited solely to this project. Use of files on other projects or on other applications by District is expressly prohibited.
2. Subject to these conditions, Architect agrees to deliver to District the following electronic files:
- a. One set of the Contract Documents, including drawings, bidding documents, and specifications, in PDF or similar non-CAD electronic format, as used for bidding purposes.
 - b. One set of CAD electronic documents, consisting of site plans, floor plans, and roof plans, each as provided by architectural, structural, civil, mechanical, plumbing and electrical disciplines, complete with all required reference files to prepare a complete CAD drawing. Such drawings will be provided without professional seals, stamps and title blocks of Architect or Architect's consultants.

G. ELECTRONIC DOCUMENT TRANSMISSION

1. District understands and agrees the Architect relies on various forms of data transmission as a means of conducting Architect's business, including the Internet, and that the Internet may be used for intentional and malicious purposes, including transmission of electronic applications commonly referred to as computer "viruses" or "worms." While the Architect endeavors to eliminate the propagation of such applications through its systems and network, the Architect has no control over the actions of third party Internet service providers or users of the Internet or similar systems. Consequently, District agrees to waive any and all claims against Architect relating to the propagation of virus applications that may cause damage of any kind to the District, unless resulting from the negligence or misconduct of Architect.

ARTICLE 4. DISTRICT RESPONSIBILITIES.

The District's responsibilities shall include, but not be limited to, the following:

A. PROJECT DATA

District shall, upon request by Architect and to the extent held by District, provide to the Architect all necessary data and information concerning the purpose and requirements of the Project, including realistic scheduling and budget limitations. It shall be District's responsibility to supply Architect with the necessary information to determine the proper location of all improvements on existing sites, including, but not limited to, record drawings ("as-built drawings") in the District's possession or control. Even though Architect will make a good faith effort to verify the accuracy of such information and as-built drawings by means of a visual, non-destructive review of the interior and exterior site conditions, Architect shall be entitled to rely upon the accuracy and completeness of all documents and information provided by District. In addition, District shall also make a good faith effort to verify the accuracy of the as-built drawings and provide any supplemental information to Architect, which may not be shown on the as-built drawings.

B. SURVEYS

1. Unless otherwise procured by the District, the Architect shall procure a certified survey of the site if required, including grades and lines of streets, alleys, pavements, adjoining properties and structures; adjacent drainage; rights-of-way, restrictions, easements, encroachments, zoning, deed restrictions, boundaries and contours of the building site, locations, dimensions and floor elevations of existing buildings, other improvements and trees; and full information as to available utility services and lines, both public and private above and below grade, including inverts and depths. All the information on the survey customarily referenced to a project benchmark shall be referenced to a Project benchmark. The cost of any such survey shall be borne by the District, and the District shall own and, upon termination of this Agreement or completion of the Project, shall have returned to it by Architect any designs, plans, specifications, studies, drawings, estimates or other documents prepared as part of the survey. Survey shall be provided in electronic format.

C. TESTS AND INVESTIGATIONS

1. To the extent required for the Project, the Architect shall assist District in procuring chemical, mechanical, or other tests required for proper design, tests for hazardous materials and borings or test pits necessary for determining subsoil conditions. The cost of any such tests shall be borne by the District, and the District shall own and, upon termination of this Agreement or completion of the Project, shall have returned to it by Architect any designs, plans, specifications, studies, drawings, estimates or other documents prepared as part of the testing. The services of geotechnical engineer(s) or other consultants shall include preparation and submission of all appropriate reports and professional recommendations in compliance with applicable regulations.
2. The District shall disclose, to the extent known to the District, the results and reports of prior tests, inspections or investigations conducted for the Project including but limited to: all existing building systems, on-site, off-site utility and service systems; chemical, air and water pollution; hazardous and toxic materials; or other environmental and subsurface conditions. The District shall disclose all information known to the District regarding the presence of all pollutants and/or hazardous materials at the Project's site.

D. ADMINISTRATIVE RESPONSIBILITIES

1. The District shall distribute documents to bidders and conduct the opening of bids on the Project, if applicable.
2. The District shall designate a representative authorized to act as liaison between Architect and District in the administration of this Agreement and the Construction Documents. Such person or persons shall attend meetings during construction and accompany Architect and Contractor on the final inspection.
3. District shall review all documents submitted by Architect, including change orders and other matters requiring Governing Board approval or approval of District officials. District shall advise Architect of decisions pertaining to such documents within a reasonable time after submission.
4. District shall notify Architect in writing if any deficiencies in material or workmanship become apparent to District during contractor's warranty period.
5. The District shall be responsible for obtaining easements, discretionary permits, use fees, zoning variances and legal authorizations regarding site utilization required for the completion of the project and the execution of the District's program, including but not limited to, actions required for compliance with the California Environmental Quality Act ("CEQA") and the site approval process required by the California Department of Education (CDE) including, without limitation, approval by the Department of Toxic Substance Control (DTSC). Architect and Architect's consultant team shall cooperate with District staff and District Consultants retained by the District for preparation and analysis of all required reports to complete the environmental review process leading to approval of the Project.
 - b. Unless otherwise provided in this Agreement, the District shall be responsible for the process of identifying, applying for and obtaining all requisite permits and approvals from local and state agencies with jurisdiction over the Project. Architect shall assist, cooperate and coordinate with District in District's efforts to satisfactorily complete all permit processes applicable to the design, construction and ongoing operation of the Project, including preparation of required documents.
6. It is expressly understood that the District shall pay all required fees levied by local and state agencies with jurisdiction over the Project (including but not limited to, plan check, permit and utility connection fees).
7. Architect shall be entitled to reasonably rely upon the accuracy and completeness of approvals, information, permits, surveys and reports provided by the District except to the extent the District advises the Architect to the contrary in writing.
8. The District shall perform all required site mitigation or remediation, including abatement of hazardous/toxic site contaminants, asbestos and/or lead containing material, at its sole cost.
 - a. In consideration of the presence or potential presence of asbestos containing material, or hazardous or toxic substances, products or materials at or near the Project site, the District agrees, to the fullest extent permitted by law, to waive all claims against the Architect and to indemnify and hold harmless the Architect in accordance with Article 10 from and against all claims, suits, and liabilities arising out of or in way connected with the detection, presence, handling, removal, abatement, or disposal of any asbestos containing material, or hazardous or toxic substance, products or material that exists on or about the project site,

whether liability arises under breach of contract or warranty, including negligence, strict liability or statutory liability or any other cause of action, except for the sole negligence or willful misconduct of the Architect.

- b. The District acknowledges that the Architect is not and shall not be required to be in any way an "arranger", "generator", "operator", or "transporter" of hazardous materials, as these terms are defined in applicable federal or state statutes.
9. The District shall not require the Architect to use specific computer systems, CAD program applications, estimating and/or scheduling systems, financial reporting formats or other data management and reporting systems without Architect's consent.
10. The District shall appoint and pay an Inspector as provided by State law. Said Inspector shall be qualified and approved by the Division of State Architect and shall be under the technical direction of the Architect with regard to interpretation of the plans and specifications, and responsible to, and act in accordance with the policies of the District. The administration of the contract for construction by Architect and his or her engineers shall be in addition to the continuous personal supervision of the District's Inspector. Architect may rely on the Inspector's performance of services.
11. The District shall retain a testing service for materials testing and inspection as required by Title 21 of the California Code of Regulations.

ARTICLE 5. ARCHITECT'S FEE.

A. BASIC SERVICES.

The District shall pay to the Architect for the performance of all services rendered herein fees based on the Architect's Fee Schedule, which constitutes complete payment for the Architect's services under this Agreement.

B. PAYMENT FOR ADDITIONAL SERVICES.

The Architect shall be paid for Additional Services pursuant to the written agreement between the parties approving the Additional Services and the compensation for the Additional Services.

C. REIMBURSABLE EXPENSES.

1. Reimbursable Expenses are in addition to compensation for basic services and Additional Services and include expenses incurred by the Architect and Architect's employees and consultants in the interest of the Project, as identified in the following clauses and will be reimbursed to the Architect by the District at 1.15 times actual cost:
 - a. Expense of reproduction, postage and handling of drawings, specifications and other documents for agency approvals, bidding, construction and record drawings.
 - b. Expense of additional insurance coverage or limits, including professional liability insurance, requested by the District in excess of that stipulated in Article 12 and normally carried by the Architect and Architect's consultants.
 - c. Expense of reproduction of District provided Record Drawings and As-Builts of existing facilities if required by the Architect in the performance of this Agreement.

ARTICLE 6. PAYMENTS TO ARCHITECT.

- A. Architect's compensation shall be paid by District to Architect monthly in arrears based upon the percentage of work completed:

Phase	Percentage of Total Fees
1. Project Closeout	100 percent

Upon any adjustment (increase or decrease) to the Project Construction Cost as permitted by this Agreement, including but not limited to any adjustment made at such time as bids are received, the Architect's total compensation for Basic Services for the Project shall also be increased or decreased, including retroactively for Basic Services already performed and payments already made. Such adjustments may be effected by the District by either (a) adjusting any future payment due under the payment schedule immediately above, or (b) issuing a revision notice to Architect that either tenders any additional payment owed or demands reimbursement from the Architect of any overpayment to date.

"Project Construction Cost" shall mean the Final Estimate of total construction costs to the District as initially submitted by the Architect under this Agreement and accepted by the District, and as subsequently revised by the District to account for actual construction contract costs and District directed or approved additive or deductive change orders, with the exception of (i) items resulting from Architect's acts or omissions in breach of this Agreement, the applicable standard of care, or law, (ii) any approved payments to Architect for costs of inspections, surveys, tests and sites and landscaping not included in the Project, and (iii) items where Architect and District agreed to compensate the Architect for its services on an hourly basis.

- B. Architect shall not receive final payment until completion of all Architect's required duties, including, but not limited to, Architect's filing of all necessary DSA close out documentation.
- C. In order to receive payment, Architect shall present to District an invoice for payment for approval by District's authorized representative designating services performed, method of computation of amount payable, and amount payable.
- D. Payments made for extra work or special services shall be made in installments, not more often than monthly, proportionate to the degree of completion of such services or in such other manner as the parties shall specify when such services are agreed upon.
- E. Upon cancellation or termination of this Agreement, Architect shall be compensated as set forth in Article 8 hereof.
- F. District shall not withhold or postpone payment for services rendered as a discount or offset for any claim by District against the Architect unless agreed to in writing by Architect or the Architect has been found to be legally liable for such amounts. In addition, the District shall not withhold payments to the Architect contingent on the construction and completion of the project, or receipt of funds, reimbursements, or credits from other parties who may be liable for claims by the District.
- G. When the construction period for the project is extended more than Ninety (90) days past the contractors' completion date, the Architect shall be compensated for those additional costs caused by such delay, including staff costs, consultant costs and expenses.
- H. The Architect shall be compensated for those additional costs, including staff costs, consultant costs and expenses, caused by Contractors default or by Contractors failure to pay subcontractors and suppliers, including assisting District with Stop Notices, Notice of Lien, coordination with surety companies, and all other related tasks.

ARTICLE 7. INSTRUCTIONS TO PROCEED.

If the District elects, in its sole discretion, to add a Project or Projects to this Agreement by addendum, the Architect will be granted authorization to proceed with such Project or Projects by a District signed Letter of Authorization.

ARTICLE 8. TIME SCHEDULE.

- A. Architect shall perform all services hereunder as expeditiously as is consistent with professional skill and care and the orderly progress of the work.
- B. Any delays in Architect's work because of the actions of the District or its employees, those in direct contractual relationship with District, by a governmental agency having jurisdiction over the Project, by any third party, or by an act of God or other unforeseen occurrence, not due to any fault or negligence on the part of Architect, shall be added to the time for completion of any obligations of Architect, subject to reasonable District approval. District shall not be liable for damage to Architect on account of such delays.
- C. Should Architect make an application for an extension of time, Architect shall submit evidence that the insurance policies required by Article 12 remain in effect during the requested additional period of time.

ARTICLE 9. SUSPENSION, ABANDONMENT, TERMINATION.

- A. The District hereby reserves the right to suspend or abandon at any time all or any of the construction work on the Project(s) or to terminate this Agreement at any time. In the event of such suspension, abandonment or termination, the Architect shall be paid pursuant to the schedule of payments set forth in Articles 4 and 5 of this Agreement for services rendered up to the date of such suspension, abandonment, or termination. If the date of suspension, abandonment or termination occurs prior to the date of approval of preliminary studies or prior to the date of approval of the working drawings, such payments shall be the reasonable value of the services rendered up to the date of such suspension, abandonment, or termination less any payments theretofore made, as determined by the District, and the Architect hereby expressly waives any and all claims for damages or compensation arising under this Agreement, except as set forth herein, in the event of such suspension, abandonment, or termination.
- B. If the Architect's services are suspended by the District for less than thirty (30) days, the District may require the Architect to resume services within ten (10) days after written notice from the District. If the project has been suspended for thirty (30) days or more, the Architect shall be entitled to delay start up of the project for thirty (30) days to permit re-assembling staff and consultant resources, and Architect shall be entitled to additional compensation for expenses incurred as a result of the suspension and resumption of services. Suspension of project for ninety (90) days or more shall be cause for termination by Architect at Architect's sole election. Following notice from the District, the Architect shall prepare an updated project schedule for District's review.
- C. Upon payment of the amount required to be paid under this Article following the termination of this Agreement, the District shall have the right to use completed contract documents or other work product prepared by Architect as defined by this Agreement. Architect shall make such documents available to the District upon request and without additional compensation.
- D. This Agreement may be suspended by the Architect upon seven (7) days written notice to the District for the District's substantial failure to perform in accordance with the terms of this Agreement, including, but not limited to, breach of payment. The Architect shall have no liability to the District or others for such suspension caused by such breach of Agreement. Upon receipt of payment or the resolution of such other breach which caused the Architect to suspend services, the Architect shall resume services subject to the schedule and compensation adjustment provisions of Article 4.

- F. This Agreement may be terminated by the Architect for cause upon not less than seven days written notice for any of the following reasons:
1. Substantial failure by the District to perform in accordance with the terms of this Agreement through no fault of the Architect.
 2. Assignment of this agreement or transfer of the Project by the District to any other entity without the prior written consent of the Architect.
 3. Suspension of the project by the District for more than ninety (90) days.
 4. Material changes in the conditions or scope of services under which this Agreement was entered into and the failure of the parties to reach agreement on compensation and schedule adjustments necessitated by such material changes.
- G. In the event of termination under this Article 8, the District shall compensate the Architect for all documented services rendered to date and all documented expenses incurred to date.

ARTICLE 10. OWNERSHIP OF DOCUMENTS.

Pursuant to Education Code section 17316, this Agreement creates a non-exclusive and perpetual license for the District to use, at its discretion, all plans, specifications, original or reproducible transparencies of working drawings and master plans, preliminary sketches, presentation drawings, structural computations, estimates and related documents prepared by Architect (hereinafter collectively referred to as the "Plans") solely for use on this Project pursuant to this Agreement. The compensation for this Project includes compensation not only for any use in connection with this Project and use or re-use for repair, maintenance, renovation, modernization or other alterations or revisions to this Project, but also for any re-use by the District in relation to other projects. The only other term or condition of such re-use shall be that if the District re-uses the plans prepared by the Architect and retains another certified architect or structural engineer for the preparation of those plans for the re-use, the District shall indemnify and hold harmless the Architect and its consultants, agents, and employees from and against any claims, damages, losses, and expenses, including attorney's fees, arising out of or resulting from, in whole or in part, the re-use to the extent required by Education Code section 17316, subdivision (c).

The Architect retains all rights to all copyrights, designs, common law, statutory and other reserved rights, and all other intellectual property embodied in the plans, record drawings, specifications, estimates and other documents that the Architect or its consultants prepares or causes to be prepared pursuant to this Agreement.

Architect represents and warrants that Architect has the legal right to license any and all copyrights, designs and other intellectual property embodied in plans, specifications, studies, drawings, estimates or other documents that Architect or its consultants prepares or causes to be prepared pursuant to this Agreement. **Architect shall indemnify, defend and hold the District harmless pursuant to Article 10 of this Agreement for any breach of this Article due to Architect's negligence, recklessness or willful misconduct.** The Architect makes no such representation and warranty in regard to previously prepared designs, plans, specifications, studies, drawings, estimates or other documents, or any other works of authorship fixed in any tangible medium of expression, including but not limited to physical drawings, data magnetically or otherwise recorded on computer disks, or other writings, that were prepared by design professionals other than Architect and provided to Architect by the District.

This license shall terminate immediately upon District's failure to comply with the terms and conditions of this Agreement.

ARTICLE 11. INDEMNITY.

A. ARCHITECTS INDEMNITY:

Architect shall indemnify and hold harmless the District and its officers, directors, partners, employees, affiliates, and agents (all of whom are referred to herein collectively or individually as "Indemnitees") from and against any and all claims to the extent such claims are caused by the negligence, recklessness, or willful misconduct of Architect, its officers, partners, employees, consultants, contractors or agents. The foregoing obligations of Architect include and apply without limitation to any injury, death or damage to Indemnitees, third parties, or any or all of them, their respective, officers, partners, employees or agents and their respective property.

B. DISTRICT INDEMNITY.

District shall indemnify and hold harmless the Architect and its officers, directors, partners, employees, subcontractors, consultants, affiliates, and agents (all of whom are referred to herein collectively or individually as "Indemnitees") from and against any and all claims, to the extent such claims are caused by the negligence, recklessness, or willful misconduct of the District, its officers, trustees, employees, consultants, contractors or designated agents. The foregoing obligations of District include and apply without limitation to any injury, death or damage to Indemnitees, third parties, or any or all of them, their respective, officers, partners, employees or agents and their respective property.

ARTICLE 12. ERRORS AND OMISSIONS.

- A. The Architect may not be paid a fee for work required due to the Architect's negligence in the performance of responsibilities under this Agreement.
- B. If, due to the Architects negligence, a required item or component is omitted from the construction documents, the Architect shall be responsible only for the costs that can be reasonably determined to be in excess of what would have been included by contractor at the time of the bidding, as well as all required additional costs associated with correcting the Architect's omission or negligent act.
- C. Prior to the commencement of services under this Agreement, the Architect shall furnish to the District satisfactory proof that the Architect has, for the period covered by this Agreement, errors and omissions insurance on an occurrence basis with limits of at least One Million Dollars (\$1,000,000.00) with a deductible in an amount not to exceed the sum of Fifty Thousand Dollars (\$50,000).

Each of Architect's professional sub-consultants (including consultants of Architect's) shall comply with this Article, and Architect shall include such provisions in its contracts with them.

ARTICLE 13. INSURANCE.

- A. Architect shall maintain in full force and effect at its sole cost and expense from the time this Agreement is entered into until the date of acceptance of the work by District, insurance as set forth in this Article and Article 11. All insurance provided for under this Agreement shall be with a carrier satisfactory to District. Prior to commencement of work, the Architect shall furnish to the District a certificate of insurance evidencing the above coverage. The District shall not be obligated to make any payment to Architect until after its receipt and acceptance of said certificate.
 - 1. Workers' compensation insurance as required by applicable laws, and employers' liability insurance, with a limit of not less than \$1,000,000.
 - 2. Commercial general liability insurance for bodily injury and property damage liability, the limits of which shall not be less than \$1,000,000 per occurrence and \$1,000,000 aggregate.

Commercial general liability policies obtained and maintained by the Architect shall contain endorsements naming the District and other interested parties designated by the District as additional insured and shall include products completed operation coverage as well as contractual liability coverage for liability assumed by Architect under this Agreement.

3. Business automobile liability insurance for bodily injury and property damage. Such insurance shall extend to owned, non-owned, and hired automobiles used in the performance of this Agreement. The limits of liability shall not be less than \$1,000,000 per occurrence and shall name the District and other interested parties designated by the District as additional insured.
 4. Professional liability insurance coverage of \$1,000,000 per claim and annual aggregate.
- B. If District requires Architect to obtain Project insurance, such insurance shall begin when construction begins at which time Architect shall provide evidence of the existence of such policy to District. The cost of such insurance shall be borne by the District.

ARTICLE 14. RECORDS.

Architect shall maintain records of direct personnel and reimbursable expenses pertaining to the extra and special services of this Project that are compensable by other than a flat rate. Architect shall maintain all records of accounts between District and contractor on a generally recognized accounting basis. Such records shall be available to the District or its authorized representative for inspection or audit at any reasonable time. Architect shall maintain all records concerning the Project for a period of ten years after its completion.

ARTICLE 15. LIMITATIONS OF AGREEMENT.

This Agreement is limited to and includes only the work included in the Project(s) amended hereto and attached by exhibit.

ARTICLE 16. MEDIATION.

Disputes arising from this Agreement may be submitted to mediation if mutually agreeable to the parties hereto. The mediation process shall provide that both parties select a disinterested third person mediator within a reasonable period of time, mutually agreed to by the parties. The mediation shall be commenced within thirty (30) days of the selection of the mediator. If the parties agree to mediation but fail to select a mediator within the 15-day period, any party may petition the Superior court of Monterey County to appoint the mediator.

ARTICLE 17. COMPLIANCE WITH LAWS.

Architect shall endeavor to comply with applicable requirements of federal, state, and local law, including, but not limited to the International Building Code, the Education Code, Title 19 and Title 24 of the California Code of Regulations, and applicable requirements prescribed by the California Department of General Services.

ARTICLE 18. INDEPENDENT CONTRACTOR.

Architect is, for all purposes arising out of this Agreement, an independent contractor, and neither Architect nor its employees shall be deemed an employee of the District for any purpose. It is expressly understood and agreed that Architect shall in no event be entitled to any benefits to which District employees are entitled, including, but not limited to, overtime, retirement benefits, insurance, vacation, worker's compensation benefits, sick or injury leave or other benefits.

ARTICLE 19. SUCCESSORS IN INTEREST AND ASSIGNS.

This Agreement is binding upon and inures to the benefit of the successors in interest, executors, administrators and assigns of each party to this Agreement, provided, however, that Architect shall not

assign or transfer by operation of law or otherwise any or all of its rights, burdens, duties or obligations without the prior written consent of the District. Any attempted assignment without such consent shall be invalid.

ARTICLE 20. MISCELLANEOUS.

The following terms and conditions shall be applied to this Agreement:

A. GOVERNING LAW.

This Agreement shall be construed in accordance with, and governed by the laws of the State of California.

B. ATTORNEYS' FEES.

In the event that either party commences legal proceedings to collect monies owed pursuant to this Agreement, then the prevailing party shall be entitled to recover its reasonable attorneys' fees and costs from the non-prevailing party.

C. Entire Agreement.

This Agreement with its exhibits supercedes any and all other prior or contemporaneous oral or written agreements between the parties hereto. Each party acknowledges that no representations, inducements, promises or agreements have been made by any person which are not incorporated herein, and that any other agreements shall be void. Furthermore, any modification of this Agreement shall only be effective if in writing signed by all parties hereto.

D. SEVERABILITY.

Should any provision in this Agreement be held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions shall continue in full force and effect.

E. NON-WAIVER.

None of the provisions of this Agreement shall be considered waived by either party unless such waiver is specifically specified in writing.

F. SUPPLEMENTAL CONDITIONS.

Any supplemental conditions shall be attached as an exhibit to this Agreement and incorporated herein by reference.

G. NO THIRD PARTY RIGHTS.

This Agreement shall not create any rights in, or inure to the benefits of, any third party except as expressly provided herein.

IN WITNESS WHEREOF, the parties have caused this instrument to be duly executed this ____ day of _____, 2016.

ARCHITECT:

Teter Architects

By:

Signature

JAMES F. HICKMAN JR.
Printed Name and License Number
C. 73801

Architect/Partner
Title

DISTRICT:

South Monterey County Joint Union HSD

By:

Signature

Printed Name

Title

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
Exhibit B
OF ARCHITECT'S AGREEMENT
FOR
DSA CLOSEOUT ASSISTANCE
JANUARY 12, 2016

Scope of Services:

The Architect's services will consist of the following services:

Provide DSA Closeout services for the following South Monterey County Joint Union High School District DSA Application Number(s):

#01-104114 (King City High School)

Exclusions:

Re-opening and re-examination fees by DSA.

Testing and inspection by IOR or testing agency.

**SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
ADDENDUM #1
TO ARCHITECT'S AGREEMENT
FOR
DSA CLOSEOUT ASSISTANCE
JANUARY 12, 2016**

ADDENDUM NOTES:

1. IN CONSIDERATION FOR ARCHITECT PROVIDING THE SERVICES NOTED IN EXHIBIT B (ATTACHED), THE ARCHITECT'S TOTAL COMPENSATION, ON A TIME AND MATERIALS BASIS, FOR DSA CLOSEOUT ASSISTANCE UNDER THIS AGREEMENT SHALL NOT EXCEED **FIVE THOUSAND DOLLARS (\$5000.00)**.
2. ARCHITECT'S SERVICES SHALL BE BILLED MONTHLY BASED ON A TIME AND MATERIALS BASIS FOR TIME AND MATERIALS EXPENDED NOT TO EXCEED \$5000.00.

-END OF ADDENDUM #1-

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

SUBJECT: Approval of Superintendent Search Consulting Firm **MEETING:** February 24, 2016

AGENDA SECTION:

ACTION

INFORMATION

ACTION/CONSENT

GOVERNING BOARD

Board Goals:

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

Summary:

The District is on the verge of regaining local control and will need to conduct a search for its next Superintendent. The Board of Education has interviewed two consulting firms:

Dave Long & Associates

Hazard, Young, Attea, & Associates

Recommendation:

Based on the recommendation of the Board of Education it is recommended that the State Administrator enter into a contract with one of the firms to begin the search.

Fiscal Impact:

Approximately, \$18,000 from the general fund

Submitted By:



Daniel R. Moirao Ed.D.
State Administrator

Approved:



Daniel R. Moirao, Ed.D.
State Administrator

AGREEMENT FOR ASSISTANCE IN SELECTING A SUPERINTENDENT

This agreement is entered into by the SOUTH MONTEREY COUNTY JOINT UNION HIGH SD School District (hereafter District) and Dave Long & Associates Executive Search Services (hereafter DLA).

DLA AGREES

1. To meet with the governing board of the SOUTH MONTEREY COUNTY JOINT UNION HIGH SD School District (hereafter Board) as required to assist and advise it throughout the search.
2. To meet with individuals and groups, including board members, employees, community members, and others who express an interest in the selection process. In the interest of an orderly and timely process, DLA may, in its discretion and after consulting with the Board, limit the number and time of such meetings.
3. To develop for Board approval and electronically distribute a recruiting brochure announcing the position.
4. To recruit candidates that DLA believes are qualified for the position.
5. To answer inquiries from interested persons concerning the position.
6. To collect and process applications and communicate with persons applying for the position.
7. To recommend qualified people to aid in the recruitment and selection process as necessary.
8. To conduct employment and reference checks on candidates recommended to the Board for interviews.
9. To assist the Board in preparing for candidate interviews.
10. To notify all unsuccessful candidates and thank them for applying.
11. To request a criminal and related background check on the finalist selected by the Board as its prospective superintendent.
12. To facilitate a Board visit to the community of the Board's selected individual.
13. To hold the district harmless, indemnify and defend the district from any and all liability arising from the search and recruitment activity referred to herein, unless such liability resulted from negligence or malfeasance by the district or Board. The Board agrees to notify DLA within a reasonable time of receipt of any claim.

DISTRICT AGREES

1. To have all board members present at all meetings regarding the selection.
2. To have at least one or two members of the Board visit the community of the prospective superintendent to obtain satisfactory assurance of the individual's acceptability.
3. To pay any and all expenses incurred by the district board members in connection with the superintendent selection process.
4. To pay the travel expenses of second round candidates to be interviewed.
5. To make appropriate facilities available for conducting interviews and other business related to the search in progress.
6. To complete the final employment process.
7. To have legal counsel develop or review any agreement between the Board and the prospective superintendent.
8. To hold DLA and advisers/professional screeners harmless, indemnify and defend DLA, its advisers/professional screeners from any and all liability arising from the search and recruitment activity referred to herein unless such liability resulted from negligence or malfeasance by DLA. DLA agrees to notify the district or Board within a reasonable time of the receipt of any claim.

MISCELLANEOUS

1. This agreement may be terminated at any time by either party by giving written notice to the other. At such time, the district shall be invoiced by DLA for services and expenses incurred for work accomplished to date.

CONSIDERATION

1. In consideration for the above services, the district agrees to pay DLA an all-inclusive fee of **\$11,900 for the search described in this proposal.**
2. One-half of the fee, **\$5950. for the search** is due and payable upon execution of this agreement by both parties. The remainder of the fee is due and payable upon receipt of an invoice at the conclusion of the search.
3. DLA guarantees its services to District's satisfaction or DLA will conduct the search again (*within the first year of the superintendent's contract if the board members remain unchanged and providing the board selected one of the candidates the DLA professional screeners found to be professionally qualified and recommended to the board*) for expenses only. In the event the initial field of candidates is not satisfactory to the Board, DLA will continue the search process for expenses only.

For purposes of communication between the parties, the following shall be deemed to be representative of the parties

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Paulette Bumbalough
President of the Board
Dr. Daniel Moirao, State Administrator

Dave Long
President
Executive Search Services

SOUTH MONTEREY COUNTY JUHSD
800 Broadway St.
King City, CA 93930

Dave Long & Associates
Executive Search Services
636 Loretta Drive
Laguna Beach, CA 92651

Phone: (831) 385-0606

Phone: (916) 616-6027

Signature

Signature

Date

Date

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
GOVERNING BOARD

SUBJECT: Approval of resolution #09:15/16 Non-reelection of Probationary Employees

MEETING: February 24, 2016

AGENDA SECTION:

ACTION

INFORMATION

ACTION/CONSENT

Board Goals:

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

Summary:

Education Code section 44929.21 authorizes notice to probationary certificated employees of the Board's decision whether to reelect the employee for the next succeeding school year to such a position at any time on or before March 15 of the employee's second, complete, consecutive school year of employment by the District. Therefore, pursuant to EC Section 44929.21, the District must adopt resolution #09:15/16 in order to give appropriate notice to certificated staff identified for non-reelection for the 2016-2017 school year.

Recommendation:

It is recommended the State Administrator approve resolution #09:15/16.

Fiscal Impact:


N/A

Submitted By:



Claudia Arellano
Human Resources Director

Approved:



Daniel R. Moirao
State Administrator

In the Matter of the)
)
NON-REELECTION OF)
PROBATIONARY EMPLOYEES)
_____)

RESOLUTION NO. #09:15/16

WHEREAS, Education Code section 44929.21 authorizes notice to probationary certificated employees of the Board's decision whether to reelect the employee for the next succeeding school year to such a position at any time on or before March 15 of the employee's second, complete, consecutive school year of employment by the District;

WHEREAS, the Board believes that it is in the best interest of the District to not re-elect the employee(s) listed on Attachment A pursuant to Education Code section 44929.21.

THEREFORE, BE IT RESOLVED that the State Administrator is authorized to send notice of release/nonreelection to the employee(s) listed on Attachment A, whose services shall be terminated by virtue of this action. Nothing herein shall be deemed to confer any status or rights upon the employee(s) beyond those specifically granted by statute.

PASSED AND ADOPTED by the State Administrator of the South Monterey County Joint Union High School District on the 24th day of February, 2016.

Daniel R. Moirao, Ed.D.
State Administrator

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

SUBJECT: Board Policies - Second Reading

MEETING: February 24, 2016

AGENDA SECTION:

ACTION

INFORMATION

ACTION/CONSENT

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

Summary:

The following Board Policies are presented for a second reading and approval for the Governing's Board Consideration:

BP 2121 Superintendents Contract (revised)

BP 4030 Nondiscrimination in Employment (revised)
AR 4030 Nondiscrimination in Employment (revised)

AR 4031 Complaints Concerning Discrimination In Employment (deleted incorporated into AR 4030)

BP 4121 Temporary Substitute Personnel (revised)

AR 4261.1 Personal Illness/Injury Leave (revised)

BP 5111 Admission (revised)
AR 5111.1 District Residency (revised)

AR 5111.12 Residency Based on Parent/Guardian Employment (deleted incorporated into BP AR 5111.1)

BP5141 Health Care and Emergencies (new)
AR 5141 Health and Emergencies (new)

Recommendation:

It is recommended that the State Administrator approve the policies as listed above.

Fiscal Impact:

No fiscal impact.

Submitted By:



Daniel R. Moirao, Ed. D.
State Administrator

Approved:



Daniel R. Moirao, Ed.D.
State Administrator

Administration

Superintendent's Contract

The Governing Board believes that the Superintendent's employment contract should outline the framework through which the Board and Superintendent are to work together to achieve district goals and objectives. When approving the Superintendent's employment contract, the Board shall consider the need for stability in district administration and shall ensure the best use of district resources.

(cf. 0200 - Goals for the School District)
(cf. 2120 - Superintendent Recruitment and Selection)
(cf. 4312.1 - Contracts)
(cf. 9000 - Role of the Board)

In approving employment contracts with the Superintendent, the Governing Board wishes to encourage the Superintendent's long-term commitment to the district and community while carefully considering the financial and legal implications of the contract in order to protect the district from any potentially adverse obligations.

(cf. 2120 - Superintendent Recruitment and Selection)
(cf. 4312.1 - Contracts)
(cf. 9000 - Role of the Board)

The Board shall designate a representative to negotiate with the Superintendent on its behalf and shall consult legal counsel to draft the contract document.

The contract shall be reviewed by the district's legal counsel and may include the following:

1. Term of the contract, which shall be for no more than four years pursuant to Education Code 35031
2. Length of the work year and hours of work
3. Salary, health and welfare benefits, and other compensation for the position

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

4. Reimbursement of work-related expenses, including mileage reimbursement, consistent with Board policies, regulations, and guidelines applicable to other professional administrative staff

(cf. 3350 - Travel Expenses)

The contract may also address payment for professional dues and activities, the district's

provision of cell phones or other technological devices, and the Superintendent's use of his/her personal vehicle.

(cf. 4040 - Employee Use of Technology)

5. Vacation, illness and injury leave, and personal leaves

(cf. 4161/4261/4361 - Leaves)

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

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

(cf. 4161.5/4261.5/4361.5 - Military Leave)

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

6. General duties and responsibilities of the position

(cf. 2110 - Superintendent Responsibilities and Duties)

7. Criteria, process, and procedure for annual evaluation of the Superintendent

(cf. 2140 - Evaluation of the Superintendent)

8. A statement that any subsequent increase in the Superintendent's salary shall be at the sole discretion of the Board

9. A statement that there shall be no automatic renewal or extension of the contract, although the Board can enter into a new contract with the Superintendent prior to the expiration of the existing contract

10. Timeline for providing written notice to the Superintendent if the Board does not wish to enter into a new contract, which shall be at least 45 days in advance of the expiration of the term of the contract pursuant to Education Code 35031, and the responsibility of the Superintendent to remind the Board in a timely manner of the requirement to give notice
(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

11. Conditions and process for termination of the contract, including the maximum cash settlement that the Superintendent may receive if the contract is terminated prior to its expiration date

12. Matters related to liability and indemnification against demands, claims, suits, actions, and legal proceedings brought against the Superintendent in his/her official capacity in the performance of duties related to his/her employment

The Board shall deliberate in closed session about the terms of the contract, except that salary or other compensation shall be discussed in public at a regular meeting. (Government Code 54956, 54957)

(cf. 9320 - Meetings and Notices)
(cf. 9321 - Closed Session Purposes and Agendas)
(cf. 9321.1 - Closed Session Actions and Reports)

Terms of the contract shall remain confidential until the ratification process commences.

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

The Board shall ratify the Superintendent's contract in an open meeting, which shall be reflected in the Board's minutes. Copies of the contract shall be available to the public upon request. (Government Code 53262)

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

The Superintendent's contract shall be extended only by Board action and subsequent to a satisfactory evaluation of the Superintendent's performance.

(cf. 2140 - Evaluation of the Superintendent)

Termination of Contract

(cf. 4117.5/4217.5/4317.5 - Termination Agreements)

In such an event, any cash settlement that the Superintendent may receive upon termination of the contract shall not exceed his/her monthly salary multiplied by the number of months left on the contract or, if the unexpired term of the contract is more than 18 months and the contract was executed prior to January 1, 2016, no greater than the Superintendent's monthly salary multiplied by 18. For any contract executed on or after January 1, 2016, any cash settlement shall not exceed the Superintendent's monthly salary multiplied by 12. (Government Code 53260)

The cash settlement shall not include any noncash items other than health benefits, which may be continued for the same duration of time as covered in the settlement or until the Superintendent finds other employment, whichever occurs first. (Government Code 53260, 53261)

However, when the termination of the Superintendent's contract is based upon the Board's belief and subsequent confirmation through an independent audit that the Superintendent has engaged in fraud, misappropriation of funds, or other illegal fiscal practices, no cash or noncash settlement of any amount shall be provided. (Government Code 53260)

In addition, if the Superintendent is convicted of a crime involving an abuse of his/her office or

position, he/she shall reimburse the district for payments he/she receives as paid leave salary pending investigation or as cash settlement upon his/her termination, and for any funds expended by the district in his/her defense against a crime involving his/her office or position.
(Government Code 53243-53243.4, 53260)

Legal Reference:

EDUCATION CODE

35031 Term of employment

41325-41329.3 Conditions of emergency apportionment

GOVERNMENT CODE

3511.1-3511.2 Local agency executives

53243-53243.4 Abuse of office

53260-53264 Employment contracts

54954 Time and place of regular meetings

54956 Special meetings

54957 Closed session personnel matters

54957.1 Closed session, public report of action taken

UNITED STATES CODE, TITLE 26

105 Self-insured medical reimbursement plan; definition of highly compensated individual

UNITED STATES CODE, TITLE 42

300gg-16 Group health plan; nondiscrimination in favor of highly compensated individuals

CODE OF FEDERAL REGULATIONS

1.105-11 Self-insured medical reimbursement plan

Management Resources:

CSBA PUBLICATIONS

Superintendent Contract Template, 2015

WEB SITES

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

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

(11/04 11/11) 12/15

Policy SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Adopted: February 24, 2016

King City, California

Personnel

Nondiscrimination In Employment

The Governing Board is determined to provide district employees and job applicants a safe, positive environment where they are assured of full and equal employment access and opportunities, protection from harassment or intimidation, and freedom from any fear of reprisal or retribution for asserting their employment rights in accordance with law. The Board prohibits district employees from discriminating against or harassing any other district employee or job applicant on the basis of the person's actual or perceived race, religious creed, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, military and veteran status, gender, gender identity, gender expression, sex, or sexual orientation.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 4119.41/4219.41/4319.41 - Employees with Infectious Disease)

The Board also prohibits discrimination against any employee or job applicant in compensation, terms, conditions, and other privileges of employment and the taking of any adverse employment action, including, but not limited to, termination or the denial of employment, promotion, job assignment, or training, against an employee or job applicant based on any of the categories listed above.

(cf. 4032 - Reasonable Accommodation)
(cf. 4154/4254/4354 - Health and Welfare Benefits)

Prohibited discrimination on the basis of religious creed includes discrimination based on an employee's or job applicant's religious belief or observance, including his/her religious dress or grooming practices. In accordance with Government Code 12940, prohibited discrimination on the basis of religious creed also includes the district's failure or refusal to use reasonable means to accommodate an employee's or job applicant's religious belief, observance, or practice which conflicts with an employment requirement. However, the district shall not accommodate an employee's religious dress practice or religious grooming practice if it requires segregation of the individual from other employees or the public or if it would result in a violation of this policy or any law prohibiting discrimination.

Prohibited sex discrimination includes discrimination based on an employee's or job applicant's pregnancy, childbirth, breastfeeding, or any related medical condition.

(cf. 4033 - Lactation Accommodation)

Harassment consists of unwelcome verbal, physical, or visual conduct that is based on any of the prohibited categories of discrimination listed above and that is so severe or pervasive that it adversely affects an individual's employment opportunities, has the purpose or effect of unreasonably interfering with the individual's work performance, or creates an intimidating, hostile, or offensive work environment.

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

The Board also prohibits retaliation against any district employee or job applicant who opposes any discriminatory employment practice by the district or its employee, agent, or representative or who complains, testifies, assists, or in any way participates in the district's complaint procedures pursuant to this policy. No employee or job applicant who requests an accommodation for any protected characteristic listed in this policy shall be subjected to any punishment or sanction, regardless of whether the request was granted. (Government Code 12940)

Complaints concerning employment discrimination, harassment, or retaliation shall immediately be investigated in accordance with procedures specified in the accompanying administrative regulation.

Any supervisory or management employee who observes or has knowledge of an incident of prohibited discrimination or harassment shall report the incident to the State Administrator/Superintendent or designated district coordinator as soon as practical after the incident. All other employees are encouraged to report such incidents to their supervisor immediately. The district shall protect any employee who does report such incidents from retaliation.

The State Administrator/Superintendent or designee shall use all appropriate means to reinforce the district's nondiscrimination policy. He/she shall provide training and information to employees about how to recognize harassment and discrimination, how to respond appropriately, and components of the district's policies and regulations regarding discrimination. The State Administrator/Superintendent or designee shall regularly review the district's employment practices and, as necessary, shall take action to ensure district compliance with the nondiscrimination laws.

Any district employee who engages in prohibited discrimination, harassment, or retaliation or who aids, abets, incites, compels, or coerces another to engage or attempt to engage in such behavior in violation of this policy shall be subject to disciplinary action, up to and including dismissal.

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

CIVIL CODE

51.7 Freedom from violence or intimidation

GOVERNMENT CODE

11135 Unlawful discrimination

11138 Rules and regulations

12900-12996 Fair Employment and Housing Act

PENAL CODE

422.56 Definitions, hate crimes

CODE OF REGULATIONS, TITLE 2

11019 Terms, conditions and privileges of employment

CODE OF REGULATIONS, TITLE 5
4900-4965 Nondiscrimination in elementary and secondary education programs
UNITED STATES CODE, TITLE 20
1681-1688 Title IX of the Education Amendments of 1972
UNITED STATES CODE, TITLE 29
621-634 Age Discrimination in Employment Act
794 Section 504 of the Rehabilitation Act of 1973
UNITED STATES CODE, TITLE 42
2000d-2000d-7 Title VI, Civil Rights Act of 1964, as amended
2000e-2000e-17 Title VII, Civil Rights Act of 1964, as amended
2000ff-2000ff-11 Genetic Information Nondiscrimination Act of 2008
2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964
6101-6107 Age discrimination in federally assisted programs
12101-12213 Americans with Disabilities Act
CODE OF FEDERAL REGULATIONS, TITLE 28
35.101-35.190 Americans with Disabilities Act
CODE OF FEDERAL REGULATIONS, TITLE 34
100.6 Compliance information
104.7 Designation of responsible employee for Section 504
104.8 Notice
106.8 Designation of responsible employee and adoption of grievance procedures
106.9 Dissemination of policy
110.1-110.39 Nondiscrimination on the basis of age
COURT DECISIONS
Thompson v. North American Stainless LP, (2011) 131 S.Ct. 863
Shephard v. Loyola Marymount, (2002) 102 Cal.App.4th 837

Management Resources:

CALIFORNIA DEPARTMENT OF FAIR EMPLOYMENT AND HOUSING PUBLICATIONS
California Law Prohibits Workplace Discrimination and Harassment, December 2014
U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS
Notice of Non-Discrimination, August 2010
U.S. EQUAL EMPLOYMENT OPPORTUNITY COMMISSION PUBLICATIONS
Questions and Answers: Religious Discrimination in the Workplace, 2008
New Compliance Manual Section 15: Race and Color Discrimination, April 2006
Enforcement Guidance: Vicarious Employer Liability for Unlawful Harassment by Supervisors,
June 1999
WEB SITES
California Department of Fair Employment and Housing: <http://www.dfeh.ca.gov>
U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>
U.S. Equal Employment Opportunity Commission: <http://www.eeoc.gov>

(3/12 11/12) 12/15

Policy SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Adopted: February 24, 2016

King City, California

All Personnel

NONDISCRIMINATION IN EMPLOYMENT

Discriminatory Harassment

Unlawful harassment based on a person's race, sex, or other attribute listed in the district's nondiscrimination policy includes, but is not limited to, the following:

1. Slurs, epithets, threats or verbal abuse
2. Derogatory or degrading comments, descriptions, drawings, pictures or gestures
3. Unwelcome jokes, stories or teasing
4. Any other verbal, visual or physical conduct which adversely affects the individual's employment opportunities or has the purpose or effect of unreasonably interfering with his/her work performance or creating an intimidating, hostile or offensive working environment

Harassment may arise not only as a result of the offender's intention, but also as a result of the offended person's perception of the offensive conduct and the way in which it affects him/her.

Any employee or applicant for employment who feels that he/she is being unlawfully harassed should immediately contact his/her supervisor or the State Administrator/Superintendent or designee in order to obtain procedures for reporting a complaint. Such complaints can be filed in accordance with *AR 4031 – Complaints Concerning Discrimination in Employment*.

Any supervisor who receives a harassment complaint shall notify the State Administrator/Superintendent or designee, who shall ensure that the complaint is appropriately investigated. Discrimination complaint procedures prohibit retaliatory behavior against any complainant or any participant in the complaint process.

The district designates the position identified below as its coordinator for nondiscrimination in employment (coordinator) to coordinate the district's efforts to comply with state and federal nondiscrimination laws and to answer inquiries regarding the district's nondiscrimination policies. The coordinator may be contacted at:

Senior Director of Human Resources
800 Broadway
King City, CA 93930
831 385-0606

Measures to Prevent Discrimination

To prevent unlawful discrimination, harassment, and retaliation against district employees, volunteers, interns, and job applicants, the State Administrator/Superintendent or designee shall

implement the following measures:

1. Publicize the district's nondiscrimination policy and regulation, including the complaint procedures and the coordinator's contact information, to employees, volunteers, interns, job applicants, and the general public by: (5 CCR 4960; 34 CFR 100.6, 106.9)

a. Including them in each announcement, bulletin, or application form that is used in employee recruitment

b. Posting them in all district schools and offices, including staff lounges and other prominent locations

c. Posting them on the district's web site and providing easy access to them through district-supported social media, when available

(cf. 1113 - District and School Web Sites)

(cf. 1114 - District-Sponsored Social Media)

2. Provide to employees a handbook that contains information that clearly describes the district's nondiscrimination policy, procedures for filing a complaint, and resources available to anyone who feels that he/she has been the victim of any discriminatory or harassing behavior

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

3. Provide training to employees, volunteers, and interns regarding the district's nondiscrimination policy, including what constitutes unlawful discrimination, harassment, and retaliation and how and to whom a report of an incident should be made

(cf. 1240 - Volunteer Assistance)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

4. Periodically review the district's recruitment, hiring, and promotion processes and regularly monitor the terms, conditions, and privileges of employment to ensure district compliance with law

Complaint Procedure

Any complaint by an employee or job applicant alleging discrimination or harassment shall be addressed in accordance with the following procedures:

1. Notice and Receipt of Complaint: A complainant who is an employee shall inform his/her supervisor. However, if the supervisor is the person against whom the employee is complaining, the employee shall inform the coordinator or the State Administrator/Superintendent. A job applicant shall inform the coordinator or the State Administrator/Superintendent or designee.

The complainant may file a written complaint in accordance with this procedure, or if he/she is an employee, may first attempt to resolve the situation informally with his/her supervisor.

A supervisor or manager who has received information about an incident of discrimination or harassment, or has observed such an incident, shall report it to the coordinator, whether or not the complainant files a written complaint.

The written complaint should contain the complainant's name, the name of the individual who allegedly committed the act, a description of the incident, the date and location where the incident occurred, any witnesses who may have relevant information, other evidence of the discrimination or harassment, and any other pertinent information which may assist in investigating and resolving the complaint.

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

(cf. 4032 - Reasonable Accommodation)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

2. Investigation Process: The coordinator shall initiate an impartial investigation of an allegation of discrimination or harassment within five business days of receiving notice of the behavior, regardless of whether a written complaint has been filed or whether the written complaint is complete.

The coordinator shall meet with the complainant to describe the district's complaint procedure and discuss the actions being sought by the complainant in response to the allegation. The coordinator shall inform the complainant that the allegations will be kept confidential to the extent possible, but that some information may be revealed as necessary to conduct an effective investigation.

(cf. 3580 - District Records)

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

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

If the coordinator determines that a detailed fact-finding investigation is necessary, he/she shall begin the investigation immediately. As part of this investigation, the coordinator should interview the complainant, the person accused, and other persons who could be expected to have relevant information.

When necessary to carry out his/her investigation or to protect employee safety, the coordinator may discuss the complaint with the State Administrator/Superintendent or designee, district legal counsel, or the district's risk manager.

The coordinator also shall determine whether interim measures, such as scheduling changes, transfers, or leaves, need to be taken before the investigation is completed to ensure that further incidents do not occur. The coordinator shall ensure that such interim measures do not constitute retaliation.

3. **Written Report on Findings and Corrective Action:** No more than 20 business days after receiving the complaint, the coordinator shall conclude the investigation and prepare a written report of his/her findings. This timeline may be extended for good cause. If an extension is needed, the coordinator shall notify the complainant and explain the reasons for the extension.

The report shall include the decision and the reasons for the decision and shall summarize the steps taken during the investigation. If a determination has been made that discrimination or harassment occurred, the report also shall include any corrective action(s) that have been or will be taken to address the behavior, correct the effect on the complainant, and ensure that retaliation or further discrimination or harassment does not occur.

The report shall be presented to the complainant, the person accused, and the State Administrator/Superintendent or designee.

4. **Appeal to the Governing Board:** The complainant or the person accused may appeal any findings to the Board within 10 business days of receiving the written report of the coordinator's findings. The State Administrator/Superintendent or designee shall provide the Board with all information presented during the investigation. Upon receiving an appeal, the Board shall schedule a hearing as soon as practicable. Any complaint against a district employee shall be addressed in closed session in accordance with law. The Board shall render its decision within 10 business days.

(cf. 1312.1 - Complaints Concerning District Employees)
(cf. 9321 - Closed Session Purposes and Agendas)

Other Remedies

In addition to filing a discrimination or harassment complaint with the district, a person may file a complaint with either the California Department of Fair Employment and Housing (DFEH) or the Equal Employment Opportunity Commission (EEOC). The time limits for filing such complaints are as follows:

1. To file a valid complaint with DFEH, within one year of the alleged discriminatory act(s), unless an exception exists pursuant to Government Code 12960

2. To file a valid complaint directly with EEOC, within 180 days of the alleged discriminatory act(s) (42 USC 2000e-5)
3. To file a valid complaint with EEOC after first filing a complaint with DFEH, within 300 days of the alleged discriminatory act(s) or within 30 days after the termination of proceedings by DFEH, whichever is earlier (42 USC 2000e-5)

12/15

Regulation

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Adopted: February 24, 2016

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

Except for a retired annuitant who is not reinstated to the retirement system, 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)

Any temporary or substitute 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. (Labor Code 246)

Walk-on coaches shall have the 24 hours of paid sick leave required under AB 1522, incorporated into the annual coaching stipend.

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

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

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

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

Release from Employment/Dismissal

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

The Board may release a temporary employee at its discretion if the employee has served less than 75 percent of the number of days the regular schools of the district are maintained. After serving 75 percent of the number of days that district schools are maintained during one school year, a temporary employee may be released as long as he/she is notified, before the last day of June, of the district's decision not to reelect him/her for the following school year. (Education Code 37200, 44954)

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

Reemployment as a Probationary Employee

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

(cf. 4116 - Probationary/Permanent Status)

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

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

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

With the exception of on-call, day-to-day substitutes, a temporary or substitute employee who was released pursuant to Education Code 44954 but who has nevertheless served for two consecutive school years, for at least 75 percent of each year, shall receive first priority if the

district fills a vacant position for the subsequent school year at the grade level at which the

employee served during either year. In the case of a departmentalized program, the employee shall have taught the subject matter in which the vacant position occurs. (Education Code 44918)

Legal Reference:

EDUCATION CODE

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

GOVERNMENT CODE

3540.1 Educational Employment Relations Act, definitions

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

5502 Filing of notice of physical examination for employment of retired person

5503 Physical examination for employment of retired persons

5590 Temporary athletic team coach

80025-80025.5 Emergency substitute teaching permits

COURT DECISIONS

McIntyre v. Sonoma Valley Unified School District (2012) 206 Cal.App.4th 170

Stockton Teachers Association CTA/NEA v. Stockton Unified School District (2012) 204 Cal.App.4th 446

Neily v. Manhattan Beach Unified School District, (2011) 192 Cal.App.4th 187

California Teachers Association v. Vallejo City Unified School District, (2007) 149 Cal.App.4th 135

Bakersfield Elementary Teachers Assn. v. Bakersfield City School District, (2006) 145 Cal.App.4th 1260, 1277

Kavanaugh v. West Sonoma Union High School District, (2003) 29 Cal.4th 911

Management Resources:

WEB SITES

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

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

(7/12 12/14) 12/15

Policy SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Adopted: February 24, 2016

King City, California

Personnel

Classified employees employed five days a week, 12-months per year are entitled to 12 days leave of absence with full pay per fiscal year for personal illness or injury (sick leave). 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. (cf. 4161/4261/4361 - Leaves)

Personal Illness/Injury Leave

Purposes of Leave

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

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

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

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

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

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

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

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

(cf. 4261.11 - Industrial Accident/Illness Leave)

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

Classified employees employed five days a week, 12 – months per year are entitled to 12 days leave of absence with full pay per fiscal year for personal illness or injury (sick leave). 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 (cf. 4161/4261/4361 - Leaves)

The State Administrator/Superintendent or designee shall notify any classified employee whose employment with the district is terminated after at least one calendar year for reasons other than for cause that, if he/she accepts employment in another district, county office of education, or community college district within one year of the termination of employment, he/she shall be entitled to request that the district transfer his/her accumulated sick leave to his/her new employer. (Education Code 45202)

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.

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 and stipulating any recommended restrictions or limitations.

(cf. 4032 - Reasonable Accommodation)

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

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)

Extension of Leave

A permanent employee who is absent because of a personal illness or injury and who has exhausted all available sick 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. The total additional leave 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 offered reemployment in the first vacancy in the classification of his/her previous assignment. During the 39 months, 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)

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.

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.

Short-Term and Substitute Employees

OPTION 3: Except for a retired annuitant who is not reinstated to the retirement system, any short-term or substitute employee who works for 30 or more days within a year of his/her employment shall be credited with 24 hours of paid sick leave for that year. Unused sick leave shall not carry over to the following year of employment. (Labor Code 246)

Any short-term or substitute 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. (Labor Code 246)

Walk-on coaches shall have the 24 hours of paid sick leave required under AB 1522, incorporated into the annual coaching stipend.

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

1. His/her own need or the need of a family member, as defined in Labor Code 245.5, for the diagnosis, care, or treatment of an existing health condition or for preventive care
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

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

(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

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)

(7/07 12/14) 12/15

Regulation SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Adopted: February 24, 2016

King City, California

Students

Admission

The Governing Board desires to admit all students who reside within district boundaries or who fulfill the district residency requirements through other means as allowed by law. The State Administrator/Superintendent or designee shall develop procedures to facilitate the receipt and verification of students' proof of residency.

(cf. 5116 - School Attendance Boundaries)

The State Administrator/Superintendent or designee shall annually notify parents/guardians of all existing attendance options available in the district, including, but not limited to, all options for meeting residency requirements for school attendance. (Education Code 48980)

(cf. 5116.1 - Intradistrict Open Enrollment)

(cf. 5117 - Interdistrict Attendance)

(cf. 5145.6 - Parental Notifications)

All resident students who are enrolling either in the school in their attendance area or in another district school shall be subject to the timelines established by the Board in BP/AR 5116.1 - Intradistrict Open Enrollment. Nonresident students may apply for interdistrict attendance in accordance with the timelines specified in applicable Board policies and administrative regulations.

(cf. 5116.1 - Intradistrict Open Enrollment)

(cf. 5117 - Interdistrict Attendance)

(cf. 5118 - Open Enrollment Act Transfers)

The State Administrator/Superintendent or designee shall require parents/guardians to provide documentation of the student's residency upon admission to a district school. A copy of the document or written statement offered as verification of residency shall be maintained in the student's mandatory permanent record. (5 CCR 432)

(cf. 5111 - Admission)

(cf. 5125 - Student Records)

When establishing a student's residency for enrollment purposes, the State Administrator/Superintendent or designee shall not inquire into a student's citizenship or immigration status.

A student's enrollment may be denied when the submitted documentation is insufficient to establish district residency. In any such case, the State Administrator/Superintendent or designee shall notify the parent/guardian in writing, including specific reasons for the denial.

Investigation of Residency

When the State Administrator/Superintendent or designee reasonably believes that a student's parent/guardian has provided false or unreliable evidence of residency, he/she may make reasonable efforts to determine that the student meets district residency requirements. An investigation may be initiated when the State Administrator/Superintendent or designee is able to identify specific, articulable facts supporting the belief that the parent/guardian has provided false or unreliable evidence of residency. (Education Code 48204.1, 48204.2)

The State Administrator/Superintendent or designee may assign a trained district employee to conduct the investigation. The investigation may include the examination of records, including public records, and/or interviews of persons who may have knowledge of the student's residency.

If necessary, the State Administrator/Superintendent or designee may employ the services of a private investigator to conduct the investigation. Before hiring a private investigator, the State Administrator/Superintendent or designee shall make other reasonable efforts to determine whether the student resides in the district. (Education Code 48204.2)

The investigation shall not include the surreptitious collection of photographic or videographic images of persons or places subject to the investigation. However, the use of technology is not prohibited if done in open and public view. (Education Code 48204.2)

Any employee or contractor engaged in the investigation shall truthfully identify himself/herself as an investigator to individuals contacted or interviewed during the course of the investigation. (Education Code 48204.2)

Appeal of Enrollment Denial

If the State Administrator/Superintendent or designee, upon investigation, determines that a student does not meet district residency requirements and denies the student's enrollment in the district, he/she shall provide the student's parent/guardian an opportunity to appeal that determination. (Education Code 48204.2)

The State Administrator/Superintendent or designee shall send the student's parent/guardian written notice specifying the basis for the district's determination. This notice shall also inform the parent/guardian that he/she may, within 10 school days, appeal the decision and provide new evidence of residency.

The burden shall be on the parent/guardian to show why the district's determination to deny enrollment should be overruled. (Education Code 48204.2)

A student who is currently enrolled in the district shall be allowed to remain in attendance at his/her school pending the results of the appeal. A student who is not currently enrolled in the district shall not be permitted to attend any district school unless his/her appeal is successful.

OPTION 1: In an appeal to the State Administrator/Superintendent of a determination that district residency requirements were not met, the State Administrator/Superintendent shall review any evidence provided by the parent/guardian or obtained during the district's investigation and shall make a decision within 10 school days of receipt of the parent/guardian's request for the appeal. The State Administrator/Superintendent's decision shall be final.

Enrollment Not Requiring District Residency

When approved by the Board and the appropriate agency, the district may enroll students from other countries who are in the United States on an F-1 visa or are participating in an international exchange program under the sponsorship of a government-approved agency.

(cf. 5111.2 - Nonresident Foreign Students)
(cf. 6145.6 - International Exchange)

The district may enroll a nonresident student living in an adjoining state or foreign country in accordance with Education Code 48050-48052.

District residency is not required for enrollment in a regional occupational center or program if there are openings in the program or class. (Education Code 52317)

(cf. 6178.2 - Regional Occupational Center/Program)

Legal Reference:

EDUCATION CODE

220 Prohibition of discrimination

35160.5 Intradistrict open enrollment

35351 Assignment of students to particular schools

46600-46611 Interdistrict attendance permits

48050-48054 Nonresidents

48200-48208 Compulsory education law, especially:

48204 Residency requirements

48204.1-48204.2 Evidence of residency

48300-48316 Student attendance alternatives, school district of choice program

48350-48361 Open Enrollment Act transfers

48852.7 Education of homeless students; immediate enrollment

48853.5 Education of foster youth; immediate enrollment

48980 Notifications at beginning of term

52317 Regional occupational program, admission of persons including nonresidents

FAMILY CODE

6550-6552 Caregivers

GOVERNMENT CODE

6205-6210 Confidentiality of residence for victims of domestic violence

CODE OF REGULATIONS, TITLE 5

432 Retention of student records

UNITED STATES CODE, TITLE 42

11431-11435 McKinney-Vento Homeless Assistance Act

COURT DECISIONS

Katz v. Los Gatos-Saratoga Joint Union High School District, (2004) 117 Cal.App.4th 47

Management Resources:

CSBA PUBLICATIONS

Legal Guidance Regarding International Student Exchange Placement Organizations, April 2014

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

Information on the Rights of All Children to Enroll in School: Questions and Answers for States, School Districts and Parents, 2012

WEB SITES

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

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

California Secretary of State, Safe at Home Program: <http://www.sos.ca.gov/safeathome>

U.S. Department of Education, Office for Civil Rights: <http://www2.ed.gov/ocr>

12/15

(6/91 11/11) 4/15

Policy

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Adopted: February 24, 2016

King City, California

Students

District Residency

Criteria for Residency

A student shall be deemed to have complied with district residency requirements for enrollment in a district school if he/she meets any of the following criteria:

1. The student's parent/guardian resides within district boundaries. (Education Code 48200)
2. The student is placed within district boundaries in a regularly established licensed children's institution, a licensed foster home, or a family home pursuant to a court-ordered commitment or placement. (Education Code 48204)
3. The student has been admitted through an interdistrict attendance option, such as an interdistrict attendance agreement, "school district of choice" transfer, or Open Enrollment Act transfer. (Education Code 46600, 48204, 48301, 48356)
4. The student is an emancipated minor residing within district boundaries. (Education Code 48204)
5. The student lives with a caregiving adult within district boundaries. (Education Code 48204)
6. The student resides in a state hospital located within district boundaries. (Education Code 48204)
7. The student is confined to a hospital or other residential health facility within district boundaries for treatment of a temporary disability. (Education Code 48207)

(cf. 6183 - Home and Hospital Instruction)

Residency Based on Parent/Guardian Employment (Allen Bill Transfers)

District residency status may be granted to a student if at least one of his/her parents/guardians is physically employed within district boundaries for a minimum of 10 hours during the school week. No student seeking residency on this basis shall be denied enrollment based on race, ethnicity, sex, parental income, scholastic achievement, or any of the individual characteristics set forth in Education Code 220. However, the State Administrator/Superintendent or designee may deny enrollment into the district if any of the following circumstances is present: (Education Code 48204)

1. The additional cost of educating the student would exceed the amount of additional state

aid received as a result of the transfer.

2. Enrollment of the student would adversely affect the district's court-ordered or voluntary desegregation plan as determined by the Governing Board.
3. Other circumstances exist that are not arbitrary.

Such circumstances may include, but are not limited to, overcrowding of school facilities at the relevant grade level.

Once a student establishes residency on this basis, he/she shall not be required to reapply for enrollment in subsequent years. The student may continue to attend school in the district through the highest grade level offered by the district if the parent/guardian so chooses and if at least one parent/guardian of the student continues to be physically employed by an employer situated within district boundaries, subject to the exceptions in items #1-3 above. (Education Code 48204)

The State Administrator/Superintendent or designee may deny a transfer out of the district by a student whose parent/guardian is employed within the boundaries of another district if the difference between the number of students entering and exiting the district on the basis of parent/guardian employment exceeds the limits prescribed in Education Code 48204. (Education Code 48204)

District residency is not required for enrollment in a regional occupational center or program if there are openings in the program or class. (Education Code 52317)

(cf. 6178.2 - Regional Occupational Center/Program)

The district may admit a nonresident student living in an adjoining state or foreign country in accordance with Education Code 48050-48052.

(cf. 5111.2 - Nonresident Foreign Students)

The State Administrator/Superintendent or designee shall annually notify parents/guardians of all existing attendance options available in the district, including, but not limited to, all options for meeting residency requirements for school attendance. (Education Code 48980)

(cf. 5145.6 - Parental Notifications)

Proof of Residency

The State Administrator/Superintendent or designee shall annually verify each student's district residency status and retain a copy of the document or written statement offered as verification in the student's mandatory permanent record. (5 CCR 432)

(cf. 5111 - Admission)
(cf. 5125 - Student Records)

Evidence of residency may be established by documentation showing the name and address of the parent/guardian within the district, including, but not limited to, any of the following: (Education Code 48204.1)

1. Property tax payment receipt
2. Rental property contract, lease, or payment receipt
3. Utility service contract, statement, or payment receipt
4. Pay stub
5. Voter registration
6. Correspondence from a government agency
7. Declaration of residency executed by the student's parent/guardian
8. If the student is an unaccompanied youth as defined in 42 USC 11434a, a declaration of residency executed by the student
9. If the student is residing in the home of a caregiving adult within district boundaries, an affidavit executed by the caregiving adult in accordance with Family Code 6552

(cf. 5141 - Health Care and Emergencies)

The State Administrator/Superintendent or designee shall make a reasonable effort to secure evidence that a homeless or foster youth resides within the district, including, but not limited to, a utility bill, letter from a homeless shelter, hotel/motel receipt, or affidavit from the student's parent/guardian or other qualified adult relative.

However, a homeless or foster youth shall not be required to provide proof of residency as a condition of enrollment in district schools. (Education Code 48853.5; 42 USC 11432)

(cf. 6173 - Education for Homeless Children)
(cf. 6173.1 - Education for Foster Youth)

Failure to Verify Residency

When the State Administrator/Superintendent or designee reasonably believes that a student's parent/guardian has provided false or unreliable evidence of residency, he/she may make

reasonable efforts to determine that the student meets district residency requirements. (Education Code 48204.1)

If the State Administrator/Superintendent or designee, upon investigation, determines that a student's enrollment or attempted enrollment is based on false or unreliable evidence of residency, he/she shall deny or revoke the student's enrollment. Before any such denial or revocation is final, the parent/guardian shall be sent written notice of the facts leading to the decision. This notice also shall inform the parent/guardian that he/she may provide new material evidence of residency, in writing, to the State Administrator/Superintendent or designee within 10 school days. The State Administrator/Superintendent or designee shall review any new evidence and make a final decision within 10 school days.

Safe at Home/Confidential Address Program

When a student or parent/guardian participating in the Safe at Home program requests that the district use the substitute address designated by the Secretary of State, the State Administrator/Superintendent or designee shall use the substitute address for all future communications and correspondence and shall not include the actual address in the student's file or any other public record. The State Administrator/Superintendent or designee may request the actual residence address for the purpose of establishing residency within district boundaries. (Government Code 6206, 6207)

(cf. 3580 - District Records)

Legal Reference:

EDUCATION CODE

35351 Assignment of students to particular schools

46600-46611 Interdistrict attendance permits

48050-48054 Nonresidents

48200-48208 Compulsory education law

48356 Open Enrollment Act transfer, fulfillment of residency requirement

48853.5 Education of foster youth; immediate enrollment

48980 Notifications at beginning of term

52317 Regional occupational program, admission of persons including nonresidents

FAMILY CODE

6550-6552 Caregivers

GOVERNMENT CODE

6205-6210 Confidentiality of residence for victims of domestic violence

CODE OF REGULATIONS, TITLE 5

432 Varieties of student records

UNITED STATES CODE, TITLE 42

11431-11435 McKinney-Vento Homeless Assistance Act

COURT DECISIONS

Katz v. Los Gatos-Saratoga Joint Union High School District, (2004) 117 Cal.App.4th 47

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION LEGAL ADVISORIES

0303.95 Verification of residency, LO: 1-95

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

Dear Colleague Letter, May 6, 2011

WEB SITES

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

California Secretary of State, Safe at Home Program: <http://www.sos.ca.gov/safeathome>

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

<http://www2.ed.gov/about/offices/list/ocr>

(11/06 11/07) 11/11

Regulation SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Adopted: February 24, 2016

King City, California

Students

Health Care And Emergencies

The Governing Board recognizes the importance of taking appropriate action whenever an emergency threatens the safety, health, or welfare of a student at school or during school-sponsored activities.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

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

(cf. 5141.22 - Infectious Diseases)

(cf. 5142 - Safety)

The State Administrator/Superintendent or designee shall develop procedures to ensure that first aid and/or medical attention is provided as quickly as possible when accidents and injuries to students occur and that parents/guardians are notified as appropriate.

(cf. 3530 - Risk Management/Insurance)

(cf. 5143 - Insurance)

(cf. 6145.2 - Athletic Competition)

The State Administrator/Superintendent or designee shall ask parents/guardians to provide emergency contact information in order to facilitate communication in the event of an accident or illness.

District staff shall appropriately report and document student accidents.

"Do Not Resuscitate" Orders

The Board believes that staff members should not be placed in the position of determining whether or not to follow any parental or medical "do not resuscitate" orders. Staff shall not accept or follow any such orders except under the specific written direction of the State Administrator/Superintendent or designee. The State Administrator/Superintendent or designee may only direct a staff member to follow a "do not resuscitate" order if he/she has received a written parent/guardian authorization, with an authorized health care provider statement, and an order of an appropriate court.

The State Administrator/Superintendent or designee shall ensure that parents/guardians who have submitted a "do not resuscitate" order are informed of this policy.

Automated External Defibrillators

The Board authorizes the State Administrator/Superintendent or designee to place automated external defibrillators (AEDs) at designated school sites for use by school employees in an

emergency.

The State Administrator/Superintendent or designee shall develop guidelines for employees regarding these devices and shall ensure that employees receive information that describes sudden cardiac arrest, the school's emergency response plan, and the proper use of an AED. The guidelines shall also specify the placement, security, and maintenance of the AED.

The authorization of AEDs in district schools shall not be deemed to create a guarantee that an AED will be present or will be used in the case of an emergency, or that a trained employee will be present and/or able to use an AED in an emergency, or that the AED will operate properly.

Legal Reference:

EDUCATION CODE

32040-32044 First aid equipment

49300-49307 School safety patrols

49407 Liability for treatment

49408 Emergency information

49409 Athletic events; physicians and surgeons; emergency medical care; immunity

49417 Automated external defibrillators

49470 Medical and hospital services for athletic program

49471 Medical and hospital services not provided or available

49472 Medical and hospital services for pupils

49474 Ambulance services

51202 Instruction in personal and public health and safety

CIVIL CODE

1714.21 Defibrillators; CPR; immunity from civil liability

FAMILY CODE

6550-6552 Caregivers

HEALTH AND SAFETY CODE

1797.196 Automated external defibrillators, immunity from civil liability

1797.200 Emergency medical services agency

1799.102 Personal liability immunity

CODE OF REGULATIONS, TITLE 8

5193 California Bloodborne Pathogens Standard

CODE OF REGULATIONS, TITLE 22

100031-100042 Automated external defibrillators

Management Resources:

WEB SITES

American Heart Association: <http://www.americanheart.org>

American Red Cross: <http://www.redcross.org>

California Department of Health Care Services: <http://www.dhcs.ca.gov>

(3/05 11/05) 12/15

Policy: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Adopted: February 24 2016

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. 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.

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

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 that the minor student is no longer living with the caregiver or if the State

Administrator/Superintendent or designee has actual knowledge of facts contrary to those stated on the affidavit. (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 notify an agent of the local emergency medical services agency of the existence, location, and type of AED acquired. (Health and Safety Code 1797.196, 1797.200)

The State Administrator/Superintendent or designee shall ensure that any AED placed at a district school is maintained and tested according to the operation and maintenance guidelines set forth by the manufacturer. (Health and Safety Code 1797.196)

The State Administrator/Superintendent or designee shall develop a written plan which describes the procedures to be followed in the event of a medical emergency, including an emergency that may involve the use of an AED. These procedures should include, but not be limited to, requirements for immediate notification of the 911 emergency telephone number in the event of an emergency that may involve the use of an AED.

(cf. 0450 - Comprehensive Safety Plan)

The principal of any district school with an AED shall annually provide information to school employees that describes: (Health and Safety Code 1797.196)

1. Sudden cardiac arrest
2. The school's emergency response plan
3. The proper use of an AED

Instructions on how to use the AED, in no less than 14-point type, 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)

Each AED shall be checked for readiness at least biannually and after each use. In addition, the State Administrator/Superintendent or designee shall ensure that an inspection is made of all AEDs at least every 90 days for potential issues related to operability of the device, including a blinking light or other obvious defect that may suggest tampering or that another problem has arisen with the functionality of the AED. The State Administrator/Superintendent or designee shall maintain records of these checks. (Health and Safety Code 1797.196)

(cf. 3580 - District Records)

(11/05 12/14) 12/15

Regulation: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Adopted: February 24, 2016

King City, California