

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

Wednesday, May 18, 2016

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

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

Ramon Fragoso - GHS ASB President

OPEN SESSION: 5:25 PM

A. CALL TO ORDER

B. PUBLIC COMMENT

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

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

CLOSED SESSION: 5:30 PM

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

OPEN SESSION: 6:30 PM

A. CALL TO ORDER

B. FLAG SALUTE

C. REPORT OF CLOSED SESSION ACTION

D. STUDENT BOARD MEMBER REPORT

E. DLAC COMMITTEE REPRESENTATIVES PRESENTATION

F. 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.*

G. REPORT FROM STATE ADMINISTRATOR

H. APPROVAL OF AGENDA

I. EMPLOYEE ORGANIZATIONS

J. CONSENT AGENDA

1. Approval of Minutes: April 19 and April 20, 2016 (Pages 1-10)
2. Approval of Personnel Report Dated May 18, 2016 (**Claudia Arellano, Sr. Director Human Resources**)
3. Approval of Accounts Payable Warrants – April 2016 (**Duane Wolgamott, CBO**) (Pages 11-20)
4. Approval of Purchase Orders – April 2016 (**Duane Wolgamott, CBO**) (Pages 21-24)
5. Approval of P-2 ADA Report (**Duane Wolgamott, CBO**) (Pages 25-32)
6. Approval of Designation for California Interscholastic Federation (CIF) League Representative for the 206-2017 School Year (**Daniel Moirao, Ed.D., State Administrator**) (Pages 33-35)
7. Approval for Four Students from GHS to Attend Conference at UCSC from July 12-14, 2016 (**Frank Lynch, Principal**) (Page 36)
8. Approval of King City High School Senior Class Trip to Magic Mountain (**Chris Houston, Class of 2016 Advisor**) (Page 37)
9. Approval of Greenfield High School Senior Class Trip to Disneyland (**Sandra Lazzaroni, Class of 2016 Advisor**) (Page 38)
10. Approval of Agreement Between the SMCJUHSD and Sara Gratiot, M.A. (**Steven James, Ed.D., Director of Alternative Placement for Student Success**) (Pages 39-42)
11. Approval of Agreement Between the SMCJUHSD and Dr. Jacqueline Cheong (**Steven James, Ed.D., Director of Alternative Placement for Student Success**) (Pages 43-47)
12. Approval of Agreement Between the SMCJUHSD and Ann Brownstone, Occupational Therapy (**Steven James, Ed.D., Director of Alternative Placement for Student Success**) (Pages 48-51)
13. Approval of Agreement Between the SMCJUHSD and Peggy Baker (**Steven James, Ed.D., Director of Alternative Placement for Student Success**) (Pages 52-55)
14. Approval of Agreement Between the SMCJUHSD and Sarah Ingraham, SLP (**Steven James, Ed.D., Director of Alternative Placement for Student Success**) (Pages 56-59)

16. Approval of MOU Between the SMCJUHSD and Kristi Vierra, M.A. (*Steven James, Ed.D., Director of Alternative Placement for Student Success*) (Pages 60-63)
17. Approval of MOU Between the SMCJUHSD and MCOE for Truancy Abatement Program (*Duane Wolgamott, CBO*) (Pages 64-69)

K. CONSENT ITEMS REMOVED FOR COMMENT/QUESTIONS

L. PUBLIC HEARING

1. 2016-2017 LCAP (Page 70)
2. 2016-2017 Budget (Page 71)
3. AB1200 Negotiated Contract Settlement with the KCJUHSDTA (Page 72)
4. AB1200 Negotiated Contract Settlement with CSEA Local #529 (Page 73)

M. INFORMATION ITEMS

1. School Enrollment, Attendance, and Referrals Statistics (*Duane Wolgamott, CBO*) (Page 74-91)
2. Revenue and Expense Report for 2015-16 (*Duane Wolgamott, CBO*) (Page 92-99)
3. Cash Flow Summary Report for 2015-16 (thru April 2016) (*Duane Wolgamott, CBO*) (Pages 100-132)
4. 2016-2017 LCAP (*Duane Wolgamott, CBO*) (Pages 133-238)
5. 2016-2017 Budget (*Duane Wolgamott, CBO*) (Pages 239-289)
6. Board Policies – First Reading (*Daniel Moirao, Ed.D., State Administrator*) (Pages 290-310)
 - BP 3515.2 – Disruptions (revised)
 - AR 3515.2 – Disruptions (revised)
 - BP 3515.7 – Firearms on School Grounds (new)
 - AR 4112.6, 4212.6, 4312.6 – Personnel Records (revised)
 - AR 6173.2 – Education of Children of Military Families (revised)
 - AR 7111 – Evaluating Existing Buildings (revised)

N. ACTION ITEMS

1. Approval of King City High School Site Plan (*Diana Jimenez, Director of Educational Services*) (Pages 311-369)
2. Approval of Portola-Butler Continuation High School Site Plan (*Diana Jimenez, Director of Educational Services*) (Pages 370-391)
3. Approval to Award Bid – KCHS Auditorium Reroofing Project (*Diane Miller, Director of MOTF*) (Page 392)
4. Approval to Award Bid – Relocatable Classroom Reroofing Project (*Diane Miller, Director of MOTF*) (Page 393)
5. Approval to Award Bid – GHS Relocatable Classroom Site Work and Utility Installation (*Diane Miller, Director of MOTF*) (Page 394)
6. Approval of AB1200 KCJUHSD Negotiated Contract (*Duane Wolgamott, CBO*) (Pages 395-418)
7. Approval of AB 1200 CSEA Local #529 Negotiated Contract (*Duane Wolgamott, CBO*) (Pages 419-454)
8. Approval of Negotiated Contract Settlement with the KCJUHSDTA (*Claudia Arellano, Sr. Director Human Resources*) (Pages 455-466)
9. Approval of Negotiated Contract Settlement with CSEA Local #529 (*Claudia Arellano, Sr. Director Human Resources*) (Pages 467-490)
10. Approval of Consultant Contract with Generation Ready (*Daniel Moirao, Ed.D., State Administrator*) (Pages 491-494)
11. Approval of Contracts with VOX Network Solutions, Inc. for a District-wide IP Phone System Replacement (*Duane Wolgamott, CBO*) (Pages 495-510)
12. Approval to Surplus Textbooks from Portola-Butler Continuation High School (*Diana Jimenez, Director of Educational Services*) (Pages 511-513)
13. Board Policies – Second Reading (*Daniel Moirao, Ed.D., State Administrator*) (Pages 514-590)
 - BP 1312.3 – Uniform Complaint Procedures (revised)

AR 1312.3 – Uniform Complaint Procedure (revised)
BP 3270 – Sale and Disposal of Books, Equipment, and Supplies (revised)
BP 3553 – Free and Reduced Price Meals
AR 3553 – Free and Reduced Price Meals
AR 4161.1, 4361.1 – Personal Illness Injury (revised)
AR 4161.2, 4261.2, 4361.2 – Personal Leave (revised)
AR 4261.1 – Personal Illness Injury Leave (revised)
BP 5146 – Married/Pregnant/Parenting Students (**pulled for a later meeting**)
BP 6142.7 – Physical Education and Activity (revised)
BP 6164.2 – Guidance Counseling Services (revised)
BP 6152 – Class Assignment (new)
AR 6162.51 – State Academic Achievement (new)

12. Swearing in of Appointed Board Member (*Daniel Moirao, Ed.D., State Administrator*)

O. PROMOTING DISTRICT

P. FUTURE AGENDA ITEMS/MEETING DATES

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 (if needed) – 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

Q. SIGNING OF PAPERS

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

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

Tuesday, April 19, 2016

Minutes

BOARD OF EDUCATION

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

STATE ADMINISTRATOR

Daniel Moirao, Ed.D.

OPEN SESSION:

Call to Order

Paulette Bumbalough called the meeting to order at 5:31 PM.

Flag Salute

Paulette Bumbalough led in the flag salute.

Public Comment

There were not any comments from the public.

INFORMATION

2016-2017 LCAP and Budget Review

Duane Wolgamott and Diana Jimenez reviewed the 2016-2017 LCAP and the budget with the Board of Education.

Adjournment

Paulette Bumbalough adjourned the meeting at 6:59 PM.

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

Date

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

Wednesday, April 20, 2016

Minutes

VISION

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MISSION

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BOARD OF EDUCATION

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

STATE ADMINISTRATOR

Daniel Moirao, Ed.D.

STUDENT BOARD MEMBER

Chelsea Garcia - KCHS ASB President

OPEN SESSION:

Call to Order

Paulette Bumbalough called the meeting to order at 5:25 PM.

Public Comment

There were not any comments from the public. The Board 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 the Personnel Report was reviewed as well negotiations with the employees bargaining units.

Student Board Member Report

Chelsea Garcia was not present to give a report.

Board Member Comment

Paul Dake said he attended the scholarship awards banquet at GHS last Friday. There was \$450,000 given out in scholarships. The Military Academy issued full coverage for a GHS student to attend the 4-year Naval Academy Preparatory school. The remainder of scholarships were given to students from local donors from the Greenfield community. There were approximately 50 students honored. Most of the students receiving scholarships were going to be attending colleges in California. Mr. Dake said Greenfield is a very giving community.

David Gaboni said he was in Sacramento on April 1 and 2 to promote Proposition 30. He is a state CSEA officer and represents CSEA in Sacramento periodically. He also attended his last Masters in Governance training in Visalia on

April 9. He has now completed all required 5 MIG sessions and was given a certificate of completion, they also had a graduation ceremony. He will also be involved in a CSEA meeting at Chalone Peaks on April 18 which will cover knowing your CSEA rights. He attended the MCSBA annual organizational meeting on April 14.

Mike LeBarre announced, starting from June 1 through August 31, students can travel on MST for \$38.00 to any destination the busses travel. He attended the Pinnacles celebration today. This was to mark 100 years for the national parks. He attended the Guitar Not Guns Program. He said there were a lot of students in the program. He is an advocate of the program and feels it is a great program for our youth.

Mr. LeBarre said he is very pleased about the progress students are making and the support from administration. FFA is outstanding and Girls Inc. is making a great contribution to the girls in our schools.

Joe Santibanez said he is involved in the Special Olympics next week in Salinas. The students are great, he encouraged anyone to watch and support the students.

Mr. Santibanez said he is pleased to see the programs which are being offered to students. He said his daughter participated in Girls Inc., it is a great program.

Paulette Bumbalough said she and Dr. Moirao met with Dr. Kotowski on Monday and presented a letter to her regarding local control returning to the district. The recommendation was local control would return on July 1. She also said the Board unanimously recommended Dr. Moirao to be the interim superintendent for the next school year. Today at Rotary it was announced Dr. Moirao would be returning next year, they were pleased about the announcement of both the return of local control and that Dr. Moirao will continue to lead the district.

Public Comment

Eva Holt-Rushmore introduced herself as the Program Coordinator for Girls' Health in Girls Hands (GHGH). The program serves girls from the ages of 11 to 18 years of age. The program started in 2009 and their goal is to provide socio-emotional health to young women in the county. They feel there is a need for more counselors in schools to provide support to the girls. She presented Dr. Moirao with letters from students in our district who support the program. Not all girls are aware of the services the program provides. They are making presentation to school Boards in the county asking for support to hire Crisis Counselors for high school students.

Jacqueline Guzman introduced herself as a youth leader in the program. She lives in Soledad and attended Hartnell College. She is involved because she wants to show the communities how adults perceive youth. She thanked the Board for the support they have given and would encourage them to support their program.

Ms. Guzman said some of the girls in the program have experienced the desire to commit suicide before they participated in the program. The program gives them the desire to achieve, it also increases students school attendance because they have more confidence and want to achieve themselves. She said she was bullied as a child herself, which dramatically affected her. She felt if she had not been involved in the program she would not be here today. She is very thankful for the after school programs; they have been very helpful for her. She asked if the Board would consider adding another counselor to the school sites to help provide support to the girls.

Stacy Campos said she is a junior at Greenfield High School. She joined the organization because she knew she could make a difference. She now has more strength, confidence and is now successful. She felt if the students have help they will be successful and the attendance would increase. She was depressed as a young child because her parents divorced. Her mother had to work to support the family, therefore she was not available to give her any guidance. Once she met her counselor it changed her life and opened her eyes to the world. She knew her counselor cared about her. She hoped the Board would consider hiring a Crisis Counselor in the schools.

Julissa Trujillo said she participates in Girls Inc. at King City High School. Both of the programs have helped her in her emotional health. When she attended summer camp her life changed. She signed up for the Girls Inc. leadership program. She is very thankful about the changes in her life. She said the program not only helps them as teenagers it will also help them in their adult life.

Breyanna Torres said she supports the counselors who are in the schools and encourages the increase of more Crisis Counselors. The program allows an avenue for girls to talk to counselors when they may not have anyone else to talk to. She felt it was very important to be able to have someone to reach out to. She too had issues in the past, but thanks to the program she has improved. She has been interviewed for a leadership position in the program.

Vanessa Barajas thanked the Board for hearing what they had to say, she is sophomore at King City High School. She was in need for more emotional support. Last year her grades were all "A's." This year she suffered from depression and her grades have fallen. She does not receive any support from home. She is encouraging the district hire more counselors. She added, it is hard for students to focus on the studies when they are dealing with emotional issues. She said the program has really helped her this year. She emphasized teenagers need more emotional support.

Paulette Bumbalough applauded the students for being brave to tell the public of issues they had. She is pleased to hear about the program and how it is helping the students.

Mike LeBarre thanked the students for sharing their challenges. He was pleased to hear they now have confidence and the ability to speak their minds, and know what they want. The program empowers them to be successful. He added, it was wonderful hearing what they are able to do with their peers.

David Gaboni said he knew it was difficult speaking in public and giving their testimony. They did a great job and were very brave.

Dr. Moirao said each site has 2 counselors and therapist available.

Report from State Administrator

Dr. Moirao said Diana Jimenez, the two principals and coaches are attending a workshop in San Jose today and tomorrow. He reminded the Board of the graduations coming up. He requested to be advised if any Board members would not be able to attend any of the ceremonies. Portola-Butler is on Thursday, June 2 at the Stanton Theatre at 6:00 PM, King City High School on Friday, June 4 at the stadium at 9:00 AM and Greenfield High School in their stadium on Saturday, June 4 at 9:00 AM.

The Smarter Balance testing is coming to an end; the AP testing will be next. The schools will be paying for the AP testing. It can be quite costly to families depending on the number of tests a student may take.

Negotiations have been completed with both bargaining units through 2019.

Our FFA continues to win honors. KCHS FFA received a donation for a shade structure to be installed over their farm animals. The district will make sure it is installed to code.

Dr. Moirao said he, Paulette Bumbalough, Diana Jimenez, and Claudia Arellano will be meeting with Jose Luis Alvarado the Dean of Education from CSUMB soon to discuss the 2+2+2 Program.

May 25 is the date set for the Volunteer Luncheon.

The King City Police Department was going to stage an active shooter on campus on Thursday evening, they were not able to obtain the proper insurance, therefore it was cancelled. In the meantime, parents had already been notified of the exercise.

Dr. Moirao said Mike LeBarre has submitted his resignation from the Board of Education effective June 2016. We have 60 days to select his replacement. The opening is being advertised in the South County Newspapers. Interested individuals will have until May 4 to apply. We do have a potential candidate now.

King City High School will have their Academic Luncheon on April 29. He encouraged Board members to attend.

Dr. Moirao said he attended the Greenfield High School Scholarship banquet and was pleased to see the number of students receiving scholarship. King City High School will have their scholarship banquet on May 19 at the Salinas Valley Fairgrounds.

Approval of Agenda

Dr. Moirao said he would like to add addendum action item #9, approval of dependent charter high school to the agenda.

Motion made by Paul Dake and seconded by Mike LeBarre to approve the agenda including the addendum item.

All Board members said aye. Dr. Moirao approved the recommendation.

Employee Organizations

There were not any members present from the employee organizations.

CONSENT AGENDA

1. Approval of Minutes: March 23, 2016
2. Approval of Personnel Report Dated April 20, 2016
3. Approval of Accounts Payable Warrants – March 2016
4. Approval of Purchase Orders – March 2016

Paul Dake and David Gaboni said they would like to remove consent item #3 for further discussion.

Motion made by Mike LeBarre and seconded by David Gaboni to approve consent items 1, 2, and 4.

All Board members said aye. Dr. Moirao approved the recommendation.

CONSENT ITEMS REMOVED FOR COMMENT/QUESTIONS

Paul Dake asked about the \$22,316 expense paid to Presence Learning listed on page 12. The response was it is an online speech therapy course. Rather than having a full time employee students use this program, which has been quite successful.

David Gaboni questioned the additional \$13,198 paid to Uretsky Security listed on page 16. Dr. Moirao said this is for the extra security at Portola-Butler with the change of combining both King City and Greenfield students for all day school. The City of Greenfield has also notified the district they will not be able to provide an SRO on campus due to their shortage of police officers, therefore we have had to hire more security at GHS.

Dr. Moirao added, the purchase order for the firm who would have done the superintendent search, was for the purchase order only, no payment will be made until such time they provide the service.

Motion made by Mike LeBarre and seconded by Joe Santibanez to approve consent action item 3.

All Board members said aye. Dr. Moirao approved the recommendation.

INFORMATION ITEMS

Curriculum and Instruction Update

Dr. Moirao said Diana Jimenez is not present because she is attending a workshop in San Jose. Portola-Butler will be testing their students next week.

School Enrollment, Attendance, and Referrals Statistics

Dr. Moirao said earlier today Mike LeBarre had asked how many of the 9th graders graduate. Dr. Moirao said that can be check into. The question was asked how many students come to us and how many we lose. Dr. Moirao said we do not have many students leaving the district.

Dr. Moirao said another question a Board member had was what is a 5th year senior. Dr. Moirao said the student is a senior but for some reason did not graduate. We can keep them on the books for one year. Our Adult School will now be able to fit their need.

Revenue and Expense Report for 2015-16

A Board member thanked Dr. Moirao for responding to their questions and then forwarding the questions and responses to all Board members.

David Gaboni asked what the \$151,914 was listed on page 50. The response was this is only for the cost of the purchase and setup of the two portable classrooms at GHS. No payment has been made, this is only for the purchase order.

Cash Flow Summary Report for 2015-16 (thru March 2016)

There were not any questions on the cash flow.

Roofing Bid Information

Dr. Moirao said we did receive several roofing bids, but they were far above the amount allocated for the project.

Mike LeBarre asked if the district had a local preference policy. Duane Wolgamott said since this is a bid item, we are required to accept the lowest bid.

Return of Local Control to South Monterey County Joint Union High School District

Dr. Moirao said this is a copy of the letter which was sent to Tom Torlakson, we are waiting for a response. Dr. Moirao added, if Tom Torlakson approves the recommendation it could be before or after July.

Paul Dake indicated, on page 89, the last two sentences in paragraph 3 indicated the contractual agreements with the associations are tied to the new LCAP. Dr. Moirao said that was correct, if there should be funding short fall, reductions in services can be made in the plan to keep the district fiscally solvent without long contractual negotiations.

Mr. Dake asked if the bargaining units were aware of the this. Dr. Moirao responded yes.

Mike LeBarre asked if we could share this information to both communities for a positive public relations story. Dr. Moirao said we can put something together.

Board Policies – First Reading

- BP 1312.3 – Uniform Complaint Procedures (revised)
- AR 1312.3 – Uniform Complaint Procedure (revised)
- BP 3270 – Sale and Disposal of Books, Equipment, and Supplies (revised)
- BP 3553 – Free and Reduced Price Meals
- AR 3553 – Free and Reduced Price Meals
- AR 4161.1, 4361.1 – Personal Illness Injury (revised)
- AR 4161.2, 4261.2, 4361.2 – Personal Leave (revised)
- AR 4261.1 – Personal Illness Injury Leave (revised)
- BP 5146 – Married Pregnant Parenting Student (revised)
- BP 6142.7 – Physical Education and Activity (revised)
- BP 6164.2 – Guidance Counseling Services (revised)
- BP 6152 – Class Assignment (new)
- AR 6162.51 – State Academic Achievement (new)

Dr. Moirao said the Board has a revision to AR 4161.1, 4361.1 page 138. The district wants option 1, not option 2 which was in the board packet. Option 1 is what the district is doing now, which is fiscally prudent.

Claudia Arellano said this policy has been incorporated from the new bill which was recently passed. This policy is for certificated staff only. Certificated staff would receive differential pay.

Paul Dake said in AR 4261.1, page 160, it indicates if the employee's previous employment was terminated for cause, the transfer of the accumulated leave shall be made only if approved by the Governing Board. Mr. Dake asked if this has happened. Claudia Arellano responded yes, but not very often.

Paul Dake said in AR5146, page 174, paragraph 4, there appears to be a typo in the last sentence or a word missing toward the end of the sentence. Dr. Moirao said he would make the correction.

Paul Dake said in BP 6142.7, page 185, at the top of the page it indicates grades 5, 7, and 9. Dr. Moirao said grades and 5 and 7 would be deleted.

ACTION ITEMS

Approval of Resolution #10:15/16 Proclaiming and Honoring California Day of the Teacher

Motion made by Mike LeBarre and seconded by Paul Dake to approve Resolution #10:15/16 Proclaiming and Honoring California Day of the Teacher.

Dr. Moirao said the Board of Education has signed a letter which will be going to all teachers along with a notebook from the district as a token of appreciation to all certificated staff for Day of the Teacher which is May 11, 2016.

All Board members said aye. Dr. Moirao approved the recommendation.

Approval of Resolution #11:15/16 Proclaiming and Honoring Classified School Employee Week

Motion made by David Gaboni and seconded by Mike LeBarre to approve Resolution #11:15/16 Proclaiming and Honoring Classified School Employee week.

Dr. Moirao said the classified staff is honored the week of May 15, 2016. The Board has signed a letter which will go to all classified employees along with a notebook as a token of appreciation from the district.

All Board members said aye. Dr. Moirao approved the recommendation.

Approval of MOU with MCOE for Math Professional Development

Dr. Moirao said this is an MOU for services we have already used. We use their services on an annual basis.

Motion made by Mike LeBarre and seconded by Joe Santibanez to approve the MOU with MCOE for Math Professional Development.

All Board members said aye. Dr. Moirao approved the recommendation.

Approval of MOU Between the SMCJUHSD and the County of Monterey Health Department Behavioral Health Bureau

Dr. Moirao said we use their services on an annual basis.

Paul Dake asked if this is a continuation for services from previous years. The response was yes.

Motion made by Joe Santibanez and seconded by Paul Dake to approve the MOU between SMCJUHSD and the County of Monterey Health Department Behavioral Health Bureau.

Mike LeBarre suggested the individual who addressed the Board this evening regarding more Crisis Counselors services be informed of the MOU the district has with the Monterey County Health Department.

All Board member said aye. Dr. Moirao approved the recommendation.

Agreement to Hire Interim Superintendent

Dr. Moirao said this is an agreement amongst the Board of Education. He will reclude himself from any discussion.

Motion made by Paul Dake and seconded by David Gaboni to approve the agreement to hire the interim superintendent.

All Board members said aye.

Dr. Moirao said he appreciated the vote of confidence from the Board of Education.

Paulette Bumbalough thanked the Board for suggesting Dr. Moirao return as the interim superintendent.

Approval of State of California Cal-Card Purchasing Card Program

Dr. Moirao said we are moving forward with the Cal Card. We will have a policy as well. Dr. Moirao said the California Cal-Card will minimize the reimbursements we are doing.

Dr. Moirao said Amazon offers a business credit, because of the loan, we still have a negative rating on our credit, therefore it was turned down.

The comment was made we are trying to shift the professional development for staff during the summer because of our sub pool.

Motion made by Joe Santibanez and seconded by Mike LeBarre to approve the State of California Cal-Card Purchasing Card Program.

All Board members said aye. Dr. Moirao approved the recommendation.

Approval of MOU with Girls Inc.

Dr. Moirao said this MOU will allow Girls Inc. to use our facilities, as long as the request for our facilities is between Monday through Friday, without a charge to the organization.

Motion made by Mike LeBarre and seconded by Joe Santibanez to approve the MOU with Girls Inc.

All Board members said aye. Dr. Moirao approved the recommendation.

Board Policies – Second Reading

E 1330 – Use of School Facilities

BP 3270 - Sale and Disposal of Books, Equipment and Supplies (revised)

AR 3270 - Sale and Disposal of Books, Equipment, and Supplies (revised)

BP 3300 – Expenditures and Purchases

AR 3311 - Bids (revised)

AR 3512 - Equipment (revised)

AR 4112.23 - Special Education Personnel (new)

BP 4154, 4254, 4354 - Health and Welfare Benefits (revised)

AR 4154, 4254, 4354 - Health and Welfare Benefits (revised)

AR 5112.2 - Exclusions from Attendance (revised)

AR 5125 - Student Records (revised)

BP 5141.31 - Immunizations (new)

AR 5141.31 - Immunizations (new)

BP 6177 - Summer Learning Programs (revised)

BP 6190 - Evaluation of the Instructional Program (new)

Motion made by Mike LeBarre and seconded by Joe Santibanez to approve the board policies second reading.

All Board members said aye. Dr. Moirao approved the recommendation.

Approval of Dependent Charter High School

Dr. Moirao said the district would like to have the charter high school in place at the beginning of the 2016-2017 school year. We just found out the program needed to be approved by the Board by the end of this month and the paper work submitted to the State Board of Education by next week in order for the program to be available by the beginning of the next school year. Dr. Moirao apologized to the Board for not getting the information to them earlier, we were not aware of the tight timeline.

This program would allow our students, who are under a stipulated expulsion agreement, to enroll in the charter school. The district would be able to keep the students in the district under the dependent charter school without them being referred to MCOE.

Dr. Moirao said there are two types of charter schools, one being independent and the second dependent. Our request is for the dependent charter; the district would still have control of the school.

Some years ago we did have a dependent independent study charter school, we saw some profit from it, but not to the level we expected. We were not diligent in keeping accurate attendance. The recommendation of the CBO, at that time, was to discontinue the program, which we did.

Dr. Moirao said our current independent study program only allows us to have 10% of the total student population in the district enroll in the program. We are currently at our maximum, which would mean, if there were any more requests for student to enroll in the program we would have to refer them to MCOE.

Joe Santibanez asked where the program would be located. Dr. Moirao said we would keep it where it is for the time being. There has been some discussion using the former Ventana, facility, we are still reviewing our options.

David Gaboni asked what the projected attendance would be. Dr. James said currently our independent study program has 50 students, which include the home to hospital students. Dr. Moirao added we are at our maximum limit, that is why the dependent charter school would be a benefit to us.

David Gaboni asked what the school mascot would be. Dr. James responded, the condors.

Mike LeBarre inquired if there would be a graduation ceremony for these students. Dr. Moirao said many of these students would be returning to their home school to graduate with their class.

The question was asked what APEX Learning was. Dr. Moirao said this is an online program being used at Portola-Butler for those students who need to make up credits. They can take classes on line which they have not been able to pass.

Motion made by Mike LeBarre and seconded by Joe Santibanez to approve the dependent charter high school.

All Board members said aye. Dr. Moirao approved the recommendation.

Promoting District

Mike LeBarre suggested informing the group, who spoke during the public comment portion of the meeting, of some of the MOU's which were approved this evening.

Mike LeBarre recommended promoting the district returning to local control as well as Dr. Moirao agreeing to be the interim superintendent for next year.

Future Agenda Items/Meeting Dates

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

Dr. Moirao reminded the Board if they are not able to attend any of the study session or board meeting to let him know.

Paul Dake advised Dr. Moirao he would not be able to attend the meeting on June 21.

Signing of Papers

Dr. Moirao signed the appropriate papers.

Adjournment

Paulette Bumbalough adjourned the meeting at 8:02 PM.

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

Date

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

SUBJECT: Approval of Accounts Payable Warrants (April 2016)

MEETING: May 18, 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 Accounts Payable warrants for the month of April 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 04/01/2016 through 04/30/2016

Board Meeting Date 5-18-16

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
12225576	04/07/2016	Monica Serrato	01-5200	Payroll Meeting @ MCOE		48.17
12225577	04/07/2016	Rebecca Lynne Mcfarlane	01-5200	Transition Portfolio-SELPA		48.38
12225578	04/07/2016	Megan L. Munoz	01-5200	CISC Conference		323.25
12225579	04/07/2016	Nathanael Thomas B. Zell	01-5200	CTEL Prep course		500.00
12225580	04/07/2016	Ericka A. Radcliff	01-5200	CISC Leadership Symposium		106.64
12225581	04/07/2016	Veronica Lopez	01-5200	VMWare Training		164.16
12225582	04/07/2016	#1 Academia de Servicio,dba	01-5800	Supplemental Educational Services 2015-16		100.00
12225583	04/07/2016	#1 Educando Con Tabletas, dba	01-5800	Supplemental Educational Services		200.00
12225584	04/07/2016	A & G PUMPING, INC	01-5630	Port-o-let Rental	407.14	
				Portable Restroom Rental	71.76	478.90
12225585	04/07/2016	ABBOTT PLUMBING	01-5800	Backflow Prevention Testing		285.00
12225586	04/07/2016	AMERICAN SUPPLY COMPANY	01-4300	Cleaning Supplies	33.50	
				Custodial Supplies	1,724.00	1,757.50
12225587	04/07/2016	ASAP Inc	01-5800	ROP Attendance Software		217.02
12225588	04/07/2016	AUS-WEST Lockbox	01-4300	Staff Uniforms		30.66
12225589	04/07/2016	B&B STEEL	01-4300	ROP Supplies		1,952.50
12225590	04/07/2016	BENSON PLUMBING INC	01-5620	Plumbing Repairs	274.00	
				Plumbing Repairs KCHS Kitchen Snack Bar	4,837.09	5,111.09
12225591	04/07/2016	Cannon Sports, Inc	01-4300	sports equipment		99.32
12225592	04/07/2016	CARMEL MARINA CORPORATION	01-5550	KCHS Water & Garbage		2,652.42
12225593	04/07/2016	CDW-G	01-4300	OPEN PO FOR TECHNOLOGY SUPPLIES		39.84
12225594	04/07/2016	CITY OF GREENFIELD	01-5530	Water, Garbage, Sewer	187.76	
			01-5540	Water, Garbage, Sewer	979.60	
			01-5550	Water, Garbage, Sewer	2,727.50	3,894.86
12225595	04/07/2016	CSM CONSULTING INC	01-5800	E-Rate Consulting		1,375.00
12225596	04/07/2016	Dariana Sanchez	01-5200	Reimbursements for CABE 2016		516.78
12225597	04/07/2016	Donna C. Oliver	01-5800	Contract for Donna C. Oliver		1,800.09
12225598	04/07/2016	EL Achieve	01-4300	CM Training Materials for District new Teachers	3,633.21	
			01-5200	Reg. Fee for Symposium	690.00	4,323.21
12225599	04/07/2016	Fastenal Company	01-4300	Maintenance Supplies		39.37
12225600	04/07/2016	First Alarm Security Svcs Inc	01-5800	Quarterly Monitoring & Servicing		948.48
12225601	04/07/2016	Foster Farms Dairy	13-4700	Dairy / Cafeteria		61.56
12225602	04/07/2016	GRAINGER INC,W W	01-4300	Maintenance Supplies		148.49
12225603	04/07/2016	GREENFIELD TRUE VALUE	01-4300	Maintenance Supplies		223.80

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Checks Dated 04/01/2016 through 04/30/2016

Board Meeting Date 5-18-16

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
12225604	04/07/2016	HOME DEPOT CREDIT SERVICES Dept. 32-2501271344	01-4300	ROP Supplies		2,327.43
12225605	04/07/2016	J. W. Pepper	01-4300	Music Supplies		293.65
12225606	04/07/2016	JOSTENS CORP	01-4300	diploma covers		558.58
12225607	04/07/2016	KEENAN AND ASSOCIATES	01-5400	Tank insurance renewal		729.62
12225608	04/07/2016	KING CITY TRUE VALUE HARDWARE	01-4300	Maintenance Supplies		61.94
12225609	04/07/2016	Live Wire Products Inc	01-4400	Livestock Scale		2,123.01
12225610	04/07/2016	Mission Trail Athletic/MTAL	01-5300	League dues.Milleage. Please specify GHS on check.		874.99
12225611	04/07/2016	Monterey Bay Systems, dba	01-4300	Staples for Copiers	181.51	
			01-5610	Copier Maint (usage)	1,399.12	
				Copier maintenance/usage	2,014.81	3,595.44
12225612	04/07/2016	O'Reilly Automotive Stores, Inc	01-4300	Parts for Fleet		31.90
12225613	04/07/2016	OFFICE DEPOT BUSINESS SERVICES	01-4300	DO office supplies	343.06	
				Open PO for Instructional Supplies	24.64	
				Open PO for Office Supplies	197.35	
				OPEN PO FOR SUPPLIES	30.26	
				open Po--office supplies	111.10	
1225614	04/07/2016	PACIFIC GAS AND ELECTRIC CO	01-4400	furnishings	705.71	1,412.12
			01-5510	PGE	1,875.42	
			01-5520	PGE	10,598.89	12,474.31
12225615	04/07/2016	PAQ Inc. DBA Food 4 Less/Rncho S Miguel	01-4300	supplies sped--T. Torres GHS		313.53
12225616	04/07/2016	PARTS & SERVICE CENTER-NAPA	01-4300	Parts for Fleet		7.02
12225617	04/07/2016	Radisson Rancho Bernardo	01-5200	Hotel Stay for M. Cisneros HP Prime		549.36
12225618	04/07/2016	Ralph Powers	01-5800	AP-CALC		700.00
12225619	04/07/2016	S Tech Consulting LLC	01-5800	KC Invitational		1,200.00
				Asbestos Sampling and Testing, KC		
				Auditorium Roof		
12225620	04/07/2016	SAFEWAY INC	01-4300	State Administrator supplies for meetings		32.18
12225621	04/07/2016	School Datebooks	01-4300	GHS Planners		1,456.03
12225622	04/07/2016	SHI International Corp	01-5850	Adobe Licensing		2,624.00
12225623	04/07/2016	Shred-It San Francisco	01-5800	Shredding Fees		119.18
12225624	04/07/2016	Sysco San Francisco	13-4300	Food Service	427.72	
			13-4700	Food Service	3,029.89	3,457.61
12225625	04/07/2016	The Bach Company	01-5200	HP Prime AP-CALC Registration for M. Cisneros		150.00
12225626	04/07/2016	Tiger Direct	01-4300	OPEN PO FOR TECHNOLOGY EQUIPMENT		118.32

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Checks Dated 04/01/2016 through 04/30/2016

Board Meeting Date 5-18-16

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
12225627	04/07/2016	TORO PETROLEUM CORP	01-4310	Diesel, Unleaded, & Vehicle Oils		1,475.94
12225628	04/07/2016	UNITED PARCEL SERVICE	01-5930	UPS Services		129.74
12225629	04/07/2016	Uretsky Security	01-5800	Security Contract		8,568.00
12225630	04/07/2016	Watsonville High School	01-5800	Softball Tournament Fees	275.00	
				wrestling tournament	120.00	395.00
12225631	04/07/2016	WestAir Gases & Equipment Inc	01-4300	Open PO for Gases & Supplies for Ag Mech		271.78
12226170	04/12/2016	Daniel R. Moirao	01-4200	Books	134.43	
			01-5200	ASCD Conference	1,672.06	
			11-4200	Adult Ed Books	1,030.96	
				Adult Ed Dictionaries	173.38	3,010.83
12226171	04/12/2016	A T & T	01-5920	fiber optic lines		324.32
12226172	04/12/2016	A T & T CALNET 2	01-5910	CALNET		12.61
12226173	04/12/2016	Ana Vega	01-5200	Reimbursements for CABA 2016		118.64
12226174	04/12/2016	AUS-WEST Lockbox	01-4300	Staff Uniforms	30.66	
			13-5800	Services	221.34	252.00
12226175	04/12/2016	CA Department of Justice	01-5860	Fingerprinting		192.00
12226176	04/12/2016	CASEY PRINTING, INC	01-4300	AP Envelopes		206.53
12226177	04/12/2016	CDW-G	01-4300	Laptop Chargers	287.98	
			01-4400	HP Color LaserJet Pro MFP Printer.	308.12	596.10
12226178	04/12/2016	CENTRAL COAST SYSTMS INC	01-5620	Alarm/Bell System Repairs		554.70
12226179	04/12/2016	CITY OF GREENFIELD	01-5800	Ag dumpster		868.20
12226180	04/12/2016	CONATSER WELDING INC, LEE	01-5800	Service for Fleet		15.71
12226181	04/12/2016	CSF BALFOUR	01-4300	Graduation Regalia for Class of 2016		559.05
12226182	04/12/2016	DFE & Associates, Inc	01-5800	IOR for GHS Fire Alarm Project		4,590.00
12226183	04/12/2016	Foster Farms Dairy	13-4700	Dairy / Cafeteria		791.91
12226184	04/12/2016	GRAINGER INC,W W	01-4300	Maintenance Supplies		29.69
12226185	04/12/2016	GREENFIELD TRUE VALUE	01-4300	Maintenance Supplies		38.64
12226186	04/12/2016	HOME DEPOT CREDIT SERVICES Dept. 32-2501271344	01-4300	ROP Supplies		79.31
12226187	04/12/2016	Jar Systems LLC	01-4400	Laptop Cart		3,229.60
12226188	04/12/2016	KING CITY TRUE VALUE HARDWARE	01-4300	Maintenance Supplies		73.37
12226189	04/12/2016	LA Hearne Company	01-5800	Haul one load Granite Rock Fines		662.43
12226190	04/12/2016	Lyle Design	01-5800	Design Services		1,832.00
12226191	04/12/2016	Microsoft Corporation	01-4400	Microsoft Srvc Pro3		2,672.03
12226192	04/12/2016	Mission Trail Athletic/MTAL	01-5800	PSI Officials Mileage Bill		1,005.82
12226193	04/12/2016	Monterey Bay Systems, dba	01-5610	Copier maintenance/usage		320.93
12226194	04/12/2016	Musician's Friend, Inc.	01-4300	Music Supplies		116.23
12226195	04/12/2016	OFFICE DEPOT BUSINESS SERVICES	01-4300	Open PO for Office Supplies		174.94

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Checks Dated 04/01/2016 through 04/30/2016

Board Meeting Date 5-18-16

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
12226196	04/12/2016	Parent Institute for Qlty Ed	01-5800	PIQE Contract		6,600.00
12226197	04/12/2016	PARTS & SERVICE CENTER-NAPA	01-4300	Parts and Supplies	37.98	
				Parts for Fleet	3.25	41.23
12226198	04/12/2016	PURE WATER	01-5800	Drinking Water		164.75
12226199	04/12/2016	RG Fabrication, Inc	01-4300	Open PO	129.52	
			01-5620	Metalwork Repairs	586.47	715.99
12226200	04/12/2016	Salinas Girls Fastpitch, Inc	01-4300	Softball Gear		625.00
12226201	04/12/2016	Sysco San Francisco	13-4300	Food Service	1,547.94	
			13-4700	Food Service	2,870.57	4,418.51
12226202	04/12/2016	TMT Enterprises, Inc.	01-4300	Pac Bell Mix Dirt for Ball Fields		4,463.79
12226203	04/12/2016	TORO PETROLEUM CORP	01-4310	Open PO for fuel and other vehicle fluids.		163.01
12226204	04/12/2016	turnitincom / iParadigms, LLC	01-5850	Software renewal		3,397.00
12226205	04/12/2016	Two Team Construction, Inc	01-5620	Sheetrock Repair Student Union Ceiling		2,500.00
				GHS		
12226206	04/12/2016	Uretsky Security	01-5800	Security Contract		2,856.00
12227702	04/19/2016	Kara R. King	01-5200	Independent Study S. Look	35.54	
				SPED FFF Legal Training	119.88	155.42
12227703	04/19/2016	4imprint	01-4300	Uniforms		204.19
12227704	04/19/2016	ACSA EdCal Job Board	01-5200	ACSA academy - Moirao		10,000.00
12227705	04/19/2016	Alyssa Marshall	01-5200	Crisis Intervention Training Reim. for A. Marshall		214.03
12227706	04/19/2016	AMERICAN SUPPLY COMPANY	01-4300	Custodial Supplies		1,425.10
12227707	04/19/2016	AT&T	01-5910	Phone line GHS Maintenance		37.96
12227708	04/19/2016	AUS-WEST Lockbox	01-4300	Staff Uniforms	30.66	
			13-5800	Services	110.67	141.33
12227709	04/19/2016	Aztec Software Associates, Inc	11-4200	adult ed materials	1,600.00	
			11-5800	adult ed materials	430.00	2,030.00
12227710	04/19/2016	B&B STEEL	01-4300	ROP Supplies		333.32
12227711	04/19/2016	CA Water Service Company	01-5530	Water Fees		350.21
12227712	04/19/2016	Cambridge University Press	11-4200	Adult ed Venture books		991.45
12227713	04/19/2016	CDW-G	01-4300	OPEN PO FOR TECHNOLOGY SUPPLIES	25.66	
			01-4400	Swivl Robotic Platform for Video Kit	389.12	
				2yr rpl printer scanner	14.83	
				color printer	236.75	666.36
12227714	04/19/2016	CNC Electric & Outdoor Equip	01-4300	Parts and Supplies for Grounds Equipment		148.07
12227715	04/19/2016	CSU-Fresno Creative Writing Program	01-5200	Young Writers' Conference (KCHS)		240.00
12227716	04/19/2016	Del Monte Glass, dba	01-4300	Door Hardware Repair Parts		662.00

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Checks Dated 04/01/2016 through 04/30/2016

Board Meeting Date 5-18-16

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
12227717	04/19/2016	EL Achieve	01-4300	Short pay, Credit applied twice, CM Training materials		1,345.51
12227718	04/19/2016	Foster Farms Dairy	13-4700	Dairy / Cafeteria		515.75
12227719	04/19/2016	GRAINGER INC,W W	01-4300	Maintenance Supplies		698.65
12227720	04/19/2016	HOBART	13-5600	Emergency repair to oven		264.00
12227721	04/19/2016	Holiday Inn Express Cardiff	01-5200	Hotel Reservation San Dieguito HSD Visit		594.25
12227722	04/19/2016	HOME DEPOT CREDIT SERVICES Dept. 32-2501271344	01-4300	ROP Supplies		537.64
12227723	04/19/2016	Indian Product com, dba	01-4300	Gold Tassels for Honor Students class of 2016		215.48
12227724	04/19/2016	INGRAHAM JEWELERS, INC	01-4300	Open PO for Athlete Awards for school year		210.35
12227725	04/19/2016	JIM Enterprises, Inc.	01-5800	Supplemental Educational Services 2015-16		2,569.56
12227726	04/19/2016	KING CITY GLASS	01-5620	Door and Window Repairs		237.44
12227727	04/19/2016	KING CITY INDUSTRIAL SUPPLY	01-4300	Supplies for Operations		35.89
12227728	04/19/2016	Mail Finance	01-5630	Postage Machine		550.47
12227729	04/19/2016	MCOE	01-5200	Annual Dinner & Organizational Meeting		180.00
12227730	04/19/2016	O'Reilly Automotive Stores, Inc	01-4300	Parts for Fleet		25.79
12227731	04/19/2016	OFFICE DEPOT BUSINESS SERVICES	01-4300	Blanket Open PO for Classroom Supplies	448.18	
				DO office supplies	280.78	
				Open PO for Office Supplies	123.33	
				OPEN PO FOR SUPPLIES	11.87	
				Paper Supplies	2,194.18	3,058.34
12227732	04/19/2016	PACIFIC GAS AND ELECTRIC CO	01-5510	PGE	393.10	
			01-5520	PGE	13,770.15	14,163.25
12227733	04/19/2016	PARTS & SERVICE CENTER-NAPA	01-4300	Parts for Fleet		418.95
12227734	04/19/2016	PENINSULA SPORTS, INC/PSI	01-5300	PSI Spring Sports Game Fees		3,903.16
12227735	04/19/2016	Pinnacle Educators	01-5800	Contracted Services w/ Pinnacle Educators		16,782.50
12227736	04/19/2016	Points West Argo, Inc	01-4400	Golf Cart for MOTF Department		3,523.15
12227737	04/19/2016	SAFEWAY INC	01-4300	supplies--C. Gillespie KCHS classroom		62.45
12227738	04/19/2016	Salinas Valley Ford Truck Cntr	01-5620	Vehicle Repairs		140.00
12227739	04/19/2016	Santa Cruz City Schools	01-5800	T & F Soquel Varsity Invitational		385.00
12227740	04/19/2016	Scofield Graphics	01-4300	Signs		759.50
12227741	04/19/2016	SOUTH COUNTY NEWSPAPERS INC	01-5800	Mustang newspaper		1,000.00
12227742	04/19/2016	Teter, LLP	01-5800	Emergency Repair Program Grant Project	4,070.54	
				GHS Relocatable Classrooms Project	11,371.08	
				Infrastructure Cabling Upgrades	21,600.00	37,041.62
12227743	04/19/2016	The Bank of New York Mellon	01-5800	Admin Fee		636.00
12227744	04/19/2016	TORO PETROLEUM CORP	01-4310	Diesel, Unleaded, & Vehicle Oils		813.33

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Checks Dated 04/01/2016 through 04/30/2016

Board Meeting Date 5-18-16

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
12227745	04/19/2016	UNITED PARCEL SERVICE	01-5930	UPS Services		84.96
12227746	04/19/2016	WILCO SUPPLY	01-4300	Replacement Door Hardware and Keys		294.13
12228573	04/21/2016	Cassandra L. Gillespie	01-4300	Art supplies for functional life skills		113.09
12228574	04/21/2016	Ericka A. Radcliff	01-5200	NCTM Annual Conference		538.27
12228575	04/21/2016	California's Valued Trust	01-9513	Benefits coverage may 16		81,317.22
12228576	04/21/2016	Dannis Woliver Kelley / DWK	01-5810	Legal services		2,633.00
12228577	04/21/2016	Fagen Friedman & Fulfrost	01-5810	Communication Services		817.00
12230794	04/28/2016	Leslie J. Chavez	01-5200	Mileage Reimb S. Look		171.51
12230795	04/28/2016	Kara R. King	01-5200	Mileage reimb for S. Look		35.54
12230796	04/28/2016	Ericka A. Radcliff	01-5200	EL Achieve Symposium		131.92
12230797	04/28/2016	Diana M. Jimenez	01-5200	EL Achieve Symposium		321.77
12230798	04/28/2016	Elizabeth Rodriguez	01-5200	MCOE Mileage Reimb		42.12
12230799	04/28/2016	#1 Academia de Servicio,dba	01-5800	Supplemental Educational Services 2015-16		350.00
12230800	04/28/2016	#1 Educando Con Tabletas, dba	01-5800	Supplemental Educational Services		800.00
12230801	04/28/2016	1 Online Tutoring LLC	01-5800	Supplemental Educational Services 2015-16		335.50
12230802	04/28/2016	A T & T CALNET 2	01-5910	CALNET		138.29
12230803	04/28/2016	Alisal High School	01-5800	T&F Alisal Invitational		356.00
12230804	04/28/2016	AMERICAN SUPPLY COMPANY	01-4300	Custodial Supplies		803.25
12230805	04/28/2016	AUS-WEST Lockbox	01-4300	Staff Uniforms	195.24	
			01-5800	Shop Towels and Mechanic's Coveralls Services	122.24	
			13-5800		221.34	538.82
12230806	04/28/2016	CA Water Service Company	01-5530	Water Fees		802.64
12230807	04/28/2016	CDW-G	01-4400	Swivl Robotic Platform for Video Kit		1,540.65
12230808	04/28/2016	Cleantech Env. Inc., DBA	01-5800	Haz Mat P/U		145.00
12230809	04/28/2016	CODESP	01-5800	CODESP Membership		1,950.00
12230810	04/28/2016	Corwin Press	01-5200	D. Jimenez Visible Learning Registration Visible Learning Conf. Reg. E. Radcliff	948.00	
12230811	04/28/2016	CSM CONSULTING INC	01-5800	E-Rate Consulting	948.00	1,896.00
12230812	04/28/2016	Culligan Water Conditioning	13-5800	Water Conditioning		85.23
12230813	04/28/2016	Elizabeth Lopez	01-5200	Reimbursements for E. Lopez Scoring Training CELDT		104.44
12230814	04/28/2016	Facility Inspection Services	01-5800	Williams Inspections		1,400.00
12230815	04/28/2016	Fastenal Company	01-4300	Maintenance Supplies		67.60
12230816	04/28/2016	Foster Farms Dairy	13-4700	Dairy / Cafeteria		1,560.18
12230817	04/28/2016	Francis M. Lynch	01-5200	F. Lynch Reimbursements for EL Achieve Symp.		176.41

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

ESCAPE ONLINE

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Checks Dated 04/01/2016 through 04/30/2016

Board Meeting Date 5-18-16

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
12230818	04/28/2016	Gavilan Pest Control	01-5800	Herbicide Application		175.00
12230819	04/28/2016	Gaylord National Resort, dba	01-5200	D. Jimenez Hotel Reservation at Gaylord Resort	478.00	
				Hotel Stay for E. Radcliff Visible Learning Conf	846.06	1,324.06
12230820	04/28/2016	GRAINGER INC,W W	01-4300	Maintenance Supplies		327.94
12230821	04/28/2016	GREENFIELD TRUE VALUE	01-4300	Maintenance Supplies		89.76
12230822	04/28/2016	Hilton Garden-Old Town SD	01-5200	Hotel Stay for J. & P. Schierer AP by the Sea		924.10
12230823	04/28/2016	HOME DEPOT CREDIT SERVICES Dept. 32-2501271344	01-4400	Operations Equip		214.98
12230824	04/28/2016	Honor's Program, The	01-4300	Billiterate lasos		111.60
12230825	04/28/2016	INGRAHAM JEWELERS, INC	01-4300	Open PO for Athlete Awards for school year		110.18
12230826	04/28/2016	iPad Gratis LLC	01-5800	Supplemental Educational Services 2015-16		3,583.35
12230827	04/28/2016	JB Tire	01-4311	Tires and Caps		719.36
12230828	04/28/2016	Jennifer Beach	01-5200	Reimbursements for J. Beach NCTM 2016		1,107.48
12230829	04/28/2016	KING CITY TRUE VALUE HARDWARE	01-4300	Maintenance Supplies		37.81
12230830	04/28/2016	La Plaza Bakery	01-4300	Scholarship Banquet supplies		1,200.00
12230831	04/28/2016	Learn with Ipads LLC	01-5800	Supplemental Educational Services 2015-16		5,680.29
12230832	04/28/2016	Learning Forward	01-5300	Membership Renewal and Book Club for Dr. Moirao		149.00
12230833	04/28/2016	LOZANO SMITH	01-5810	Lozano Smith Contract		29,218.74
12230834	04/28/2016	Mail Finance	01-5630	Postage Machine		159.02
12230835	04/28/2016	Norma A. Barron	01-5200	Reimbursements for N. Barron NCTM 2016		839.00
12230836	04/28/2016	O'Reilly Automotive Stores,Inc	01-4300	Parts for Fleet		109.13
12230837	04/28/2016	OFFICE DEPOT BUSINESS SERVICES	01-4300	DO office supplies	71.25	
				Office Supplies	49.38	
				Open PO for Instructional Supplies	32.30	
				OPEN PO FOR SUPPLIES	403.18	
				open PO supplies	55.83	
			01-4400	2 drawer cherry Bush lateral file	373.74	
			11-4300	copy paper for adult ed	294.01	
			11-4400	4-drawer steel files	778.46	2,058.15
12230838	04/28/2016	Oxford Suites Chico	01-5200	Hotel Stay for B. Barge to Attend PLTW Training		1,211.76
12230839	04/28/2016	PACIFIC GAS AND ELECTRIC CO	01-5520	PGE		440.33
12230840	04/28/2016	PARTS & SERVICE CENTER-NAPA	01-4300	Parts and Supplies	57.43	

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

ESCAPE	ONLINE
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Checks Dated 04/01/2016 through 04/30/2016

Board Meeting Date 5-18-16

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
12230840	04/28/2016	PARTS & SERVICE CENTER-NAPA	01-4300	Parts for Fleet	263.33	320.76
12230841	04/28/2016	Positive Promotions	01-4300	Employee Recognition Supplies		577.11
12230842	04/28/2016	Prabhu Corporation	01-5200	Hotel Stay D. Sanchez AP Sem. Silicon Val. -W. His		744.95
12230843	04/28/2016	Res Inn Nat'l Harbor, dba	01-5200	D.Jimenez Hotel Reservation for 1 Night		175.82
12230844	04/28/2016	RG Fabrication, Inc	01-4300	Open PO		31.93
12230845	04/28/2016	SAFEWAY INC	01-4300	Blanket Open PO For Safeway - Parent Workshops	169.54	
				Open PO for Scholarship Interview/Banquet Nights	188.57	
				Supplies for Aeries/Tech Meetings	28.99	
				supplies--C. Gillespie KCHS classroom	54.90	442.00
12230846	04/28/2016	So Mo Co Joint Union HSD	01-4300	Shirley Laws BOT Meals Reimb	106.91	
			01-5200	E. Rodriguez CASBO registration & Reimb	569.27	
				CASBO Northern Section Registration	55.00	
				Maria Cecilia Villafana CABA Reimb	35.53	
			01-5300	Education Week Subscription	79.00	
			01-5800	KCHS PTO-Catering	1,540.00	
				Los Gatos Athletic Association & Salinas HS Track	527.00	
				March bank fees	71.86	
				Mo Co elections dept	150.00	
				MPC Foundation Recruiting fair fee	60.00	
			25-5200	D. Miller Reimb T/Conf	585.68	3,636.53
12230847	04/28/2016	SOUTH COUNTY NEWSPAPERS INC	01-5800	Public Notice		128.00
12230848	04/28/2016	Susan Brooks	13-5800	Contract for Food Service Consulting		700.00
12230849	04/28/2016	Sysco San Francisco	13-4300	Food Service	1,264.38	
			13-4700	Food Service	21,019.64	22,284.02
12230850	04/28/2016	TORO PETROLEUM CORP	01-4310	Diesel, Unleaded, & Vehicle Oils	7,708.68	
				Open PO for fuel and other vehicle fluids.	25.27	7,733.95
12230851	04/28/2016	UNITED PARCEL SERVICE	01-5930	UPS Services		69.43
12230852	04/28/2016	Work Well	01-5800	Tb Test and Physicals		30.00
12230853	04/28/2016	David Gaboni	01-5200	Master in Governance Training		194.97
12230854	04/28/2016	Jocelyn Rodriguez	01-5800	2nd half of Scheid Writing Contest		500.00
12230855	04/28/2016	Jocelyn Rodriguez	01-5800	2nd Half of Scheid Writing Contest		250.00
Total Number of Checks					205	418,573.56

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

ESCAPE ONLINE
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Checks Dated 04/01/2016 through 04/30/2016

Board Meeting Date 5-18-16

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

Fund	Description	Check Count	Expensed Amount
01	General Fund	193	377,997.50
11	Adult Education Fund	4	5,298.26
13	Cafeteria Fund	13	34,692.12
25	Capital Facilities Fund	1	585.68
Total Number of Checks		205	418,573.56
Less Unpaid Sales Tax Liability			.00
Net (Check Amount)			<u>418,573.56</u>

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

ESCAPE ONLINE

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

SUBJECT: Approval of Purchase Orders – April 2016

MEETING: May 18, 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 April 2016.

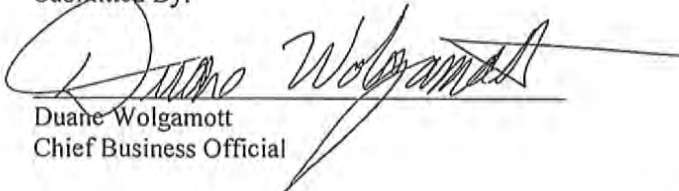
Recommendation:

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 04/01/2016 - 04/30/2016

Board Meeting Date 5/18/16

PO Number	Vendor Name	Requisition Information	Ord Loc	Req Fund	Resource Description	Req Fund Order Amt
B16-00323	Tiger Direct	OPEN PO FOR TECHNOLOGY EQUIPMENT	029	01	State Lottery	220.00
B16-00324	CENTRAL COAST SYSTM	Alarm/Bell System Repairs	009	01	Ongoing & Major	1,500.00
B16-00325	CARMEL MARINA CORPO	KCHS Water & Garbage	011	01	UNRESTRICTED R	7,000.00
B16-00326	DFE & Assocociates,	IOR for GHS Fire Alarm Project	029	01	Supplemental	5,000.00
B16-00327	PURE WATER	Drinking Water	011	01	State Lottery	500.00
B16-00328	Parent Institute fo	PIQE Contract	011	01	Supplemental	13,200.00
B16-00329	Foster Farms Dairy	Dairy / Cafeteria	011	13	Child Nutrition	9,000.00
B16-00330	Scofield Graphics	Signs	009	01	Ongoing & Major	750.00
B16-00331	CNC Electric & Outd	Parts and Supplies for Grounds Equipment	009	01	UNRESTRICTED R	150.00
B16-00332	Salinas Valley Ford	Vehicle Repairs	009	01	UNRESTRICTED R	1,000.00
B16-00333	KING CITY INDUSTRIA	Supplies for Operations	009	01	UNRESTRICTED R	200.00
B16-00334	Sysco San Francisco	Food Service	029	13	Child Nutrition	35,000.00
B16-00335	Johnson Electronics	Quarterly Monitoring & Servicing	011	01	UNRESTRICTED R	102.00
B16-00336	OFFICE DEPOT BUSINE	Student Registration packets	029	01	UNRESTRICTED R	5,550.00
B16-00337	CA Fire Protection	Fire Sprinkler System Repair	011	01	Ongoing & Major	1,000.00
B16-00338	LOZANO SMITH	Lozano Smith Contract	011	01	Special Educati	55,000.00
B16-00339	DFE & Assocociates,	Inspection of all work for GHS New Portables	011	01	Ongoing & Major	6,000.00
B16-00340	CSM CONSULTING INC	E-Rate Consulting	029	01	UNRESTRICTED R	810.00
B16-00341	HOME DEPOT/GEFCF	Operations Equip	009	01	UNRESTRICTED R	214.98
B16-00342	Gavilan Pest Contro	Herbicide Application	011	01	UNRESTRICTED R	1,000.00
B16-00343	JB Tire	Tires and Caps	011	01	UNRESTRICTED R	2,000.00
B16-00344	Kelly Moore Paint C	Paint and Sundries	009	01	Ongoing & Major	1,500.00
B17-00002	Johnson Electronics	Quarterly Monitoring & Servicing	011	01	UNRESTRICTED R	408.00
PO16-00579	LA Hearne Company	Haul one load Granite Rock Fines	021	01	UNRESTRICTED R	662.43
PO16-00652	turnitincom / iPara	Software renewal	021	01	State Lottery	3,397.00
PO16-00653	CDW-G	Swivl Robotic Platform for Video Kit	029	01	Educator Effect	2,108.25
PO16-00654	CSF BALFOUR	Graduation Regalia for Class of 2016	023	01	State Lottery	559.05
PO16-00658	Marisol Cisneros	HP Prime AP-CALC Reimbursements for M. Cisneros	029	01	Educator Effect	649.82
PO16-00659	The Bach Company	HP Prime AP-CALC Registration for M. Cisneros	029	01	Educator Effect	150.00
PO16-00660	PAQ Inc. DBA Food 4	supplies sped--T. Torres GHS	022	01	Special Educati	500.00
PO16-00661	PAQ Inc. DBA Food 4	classroom supplies-Byrd GHS	022	01	Special Educati	500.00
PO16-00662	Radisson Rancho Ber	Hotel Stay for M. Cisneros HP Prime AP-CALC	029	01	Educator Effect	549.36
PO16-00663	EL Achieve	CM Training Materials for District new Teachers	021	01	Economic Impact	876.24
PO16-00664	MCOE	Annual Dinner & Organizational Meeting	029	01	UNRESTRICTED R	180.00
PO16-00665	Salinas Girls Fastp	Softball Gear	011	01	UNRESTRICTED R	625.00
PO16-00666	CDW-G	glass screen protector for surface pro	022	01	State Lottery	94.23

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

Description

Includes Purchase Orders dated 04/01/2016 - 04/30/2016

Board Meeting Date 5/18/16

PO Number	Vendor Name	Requisition Information	Ordr Loc	Req Fund	Resource Description	Req Fund Order Amt
PO16-00667	Positive Promotions	Employee Recognition Supplies	029	01	UNRESTRICTED R	577.11
PO16-00668	La Plaza Bakery	Scholarship Banquet supplies	023	01	State Lottery	1,200.00
PO16-00669	CITY OF GREENFIELD	Ag dumpster	023	01	State Lottery	868.20
PO16-00670	Francis M. Lynch	SBAC Testing	011	01	State Lottery	500.00
PO16-00671	HOBART	GHS Cafeteria Conv Oven replacement	023	13	Child Nutrition	10,270.36
PO16-00672	Aeries Software Inc	Aeries Workshops	029	01	UNRESTRICTED R	770.00
PO16-00673	Honor's Program, Th	Biliterate lasos	029	01	UNRESTRICTED R	111.60
PO16-00674	SOUTH COUNTY NEWSP/	Newspaper Advertisement	009	01	Ongoing & Major	1,005.56
PO16-00675	SOUTH COUNTY NEWSP/	Public Notice	029	01	UNRESTRICTED R	128.00
PO16-00676	MCOE	Year-End Closing Workshop Reg. for E. Rodriguez	029	01	UNRESTRICTED R	100.00
PO16-00677	Teter, LLP	GHS Relocatable Classrooms Project	011	01	Ongoing & Major	33,642.00
PO16-00678	Holiday Inn Express	Hotel Reservation San Dieguito HSD Visit	029	01	Educator Effect	594.25
PO16-00679	SOUTH COUNTY NEWSP/	Bid Advertising	011	01	Ongoing & Major	930.00
PO16-00680	Novacoast Inc	License Renewal	029	01	UNRESTRICTED R	6,613.52
PO16-00681	Graduation Source	Graduation Materials	022	01	State Lottery	623.70
PO16-00682	CSF BALFOUR	CSF Awards Graduation Supplies	021	01	State Lottery	143.78
PO16-00683	Joseph R Renda Cons	Inspection of Relocable Buildings	011	01	Ongoing & Major	2,100.00
PO16-00684	JB Jordan & Associa	GHS Carpet-piggyback Carpeting	011	01	Ongoing & Major	16,744.75
PO16-00685	SOUTH COUNTY NEWSP/	Bid Advertising	009	01	Ongoing & Major	1,005.00
PO16-00686	PRESTWICK HOUSE INC	English Dept Books Attached Quote 9162	011	01	Supplemental	318.17
PO17-00002	Daniel Sanchez	D.Sanchez Reimb. AP Seminars Sil. Valley-World His	029	01	Educator Effect	1,125.59
PO17-00003	Patricia Schierer	P.Schierer Reimbursements for AP by the Sea-US His	029	01	Educator Effect	975.00
PO17-00004	James Schierer	J. Schierer Reimbursements for AP by the Sea-Calc.	029	01	Educator Effect	1,403.92
PO17-00005	Sandra Bruschi	AP by the Sea-ENG LIT Reimbursements for S. Bruschi	029	01	Educator Effect	2,493.42
PO17-00006	Hilton Garden-Old T	Hotel Stay for J. & P. Schierer AP by the Sea	029	01	Educator Effect	924.10
PO17-00007	Prabhu Corporation	Hotel Stay D. Sanchez AP Sem. Silicon Val.-W. His	029	01	Educator Effect	744.95
PO17-00008	Corwin Press	Visible Learning Conf. Reg. E. Radcliff	029	01	Educator Effect	948.00
PO17-00009	Ericka Radcliff	E. Radcliff Reimbursements Visible Learning Conf	029	01	Educator Effect	1,346.49
PO17-00010	Gaylord National Re	Hotel Stay for E. Radcliff Visible Learning Conf	029	01	Educator Effect	846.06
PO17-00011	CODESP	CODESP Membership	011	01	UNRESTRICTED R	1,950.00
PO17-00012	Learning Forward	Membership Renewal and Book Club for Dr. Moirao	029	01	UNRESTRICTED R	149.00
PO17-00013	Corwin Press	D. Jimenez Visible Learning Registration	029	01	Educator Effect	948.00

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

ESCAPE ONLINE

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Description

Includes Purchase Orders dated 04/01/2016 - 04/30/2016				Board Meeting Date 5/18/16			
PO Number	Vendor Name	Requisition Information	Ordr Loc	Req Fund	Resource Description	Req Fund Order Amt	
PO17-00014	Gaylord National Re	D. Jimenez Hotel Reservation at Gaylord Resort	029	01	Educator Effect	478.00	
PO17-00015	Res Inn Nat'l Harbo	D.Jimenez Hotel Reservation for 1 Night	029	01	Educator Effect	175.82	
PO17-00016	Bernerd Barge	Reimbursements for B. Barge PLTW Training	029	01	Educator Effect	969.68	
PO17-00017	Michael Carter	Reimbursements for M. Carter PLTW Training	029	01	Educator Effect	2,803.64	
PO17-00018	Rosalba Guzman	Reimbursements for R. Guzman PLTW Training	029	01	Educator Effect	985.88	
PO17-00019	Oxford Suites Chico	Hotel Stay for B. Barge to Attend PLTW Training	029	01	Educator Effect	1,211.76	
PO17-00020	CSU, Chico Research	PLTW Training Reg. for Barge and Carter	029	01	Educator Effect	5,000.00	
PO17-00021	CAL Poly Pomona Fou	PLTW Training Reg. and Hotel Reg. for R. Guzman	029	01	Educator Effect	4,255.00	
PO17-00022	Phantom Tech/iBoss	Internet Filter	029	01	UNRESTRICTED R	5,490.00	
					Total	271,426.67	

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

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

SUBJECT: Approval of P-2 ADA Report

MEETING: May 18, 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 certified the P-2 Attendance report on April 19, 2016. Our P-2 Average Daily Attendance report number was 2,036.22

The estimated ADA at adopted budget was 1,972 and at Second Interim it was estimated to be 2,01.1

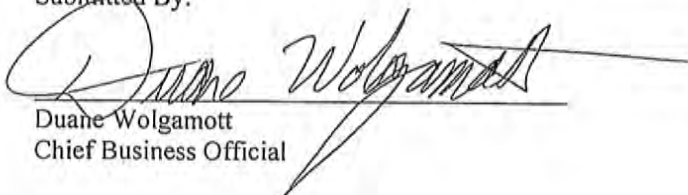
Recommendation:

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


Fiscal Impact:

Increased LCFF revenues due to attendance growth.

Submitted By:


Duane Wolgamott
Chief Business Official

Approved:


Daniel R. Moirao, Ed.D.
State Administrator

Certification

County: Monterey

Fiscal Year: FY 2015-16

District: South Monterey County Joint
Union High

P-2

CDS CODE 27 66068

DEDB8828

Attendance School District

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

School District Superintendent: *Daniel R. Moriso* Date: *April 19, 2016*

County Superintendent of Schools: _____ Date: _____

Any inquiries concerning this report should be directed to:

CONTACT NAME Duane Wolgamott
PHONE (831)385-0606 * 4338
FAX (831)385-0695
E-Mail dwolgamo@smcjuhsd.org

P-2 ADA

	Total	Reg	Home/Hosp	Ind Study	SpEd	SDC	ST IS	
KCHS	958.69	907.14	0.97	10.09		0	40.49	0
GHS	997.85	962.94	3.32	8.05		0	23.51	0.03
PBHS	79.68	74.46	0	5.23		0	0	0
	2,036.22	1944.536	4.29	23.368		0	64	0.03

pbhs P-2

Days	hrs	ADA	
20	2,762.93	46.05	
20	156.00	2.60	
20	352.30	5.87	
19	3,622.12	63.55	
19	102.00	1.79	
19	642.30	11.27	
19	3,966.56	69.59	
19	252.00	4.42	
19	674.83	11.84	
16	3,424.99	71.35	
16	221.40	4.61	
16	430.30	8.96	
15	2,965.53	65.90	
15	159.60	3.55	
15	336.40	7.48	
9	2,082.30	77.12	
9	183.60	6.80	
9	180.50	6.69	
19	4,265.97	74.84	
19	381.00	6.68	
19	430.33	7.55	
19	3,956.73	69.42	
19	495.00	8.68	
19	405.97	7.12	
14	2,818.80	67.11	
14	402.00	9.57	
14	186.13	4.43	
150	33,504.99	74.46	R
150	2,352.60	5.23	IS
150	35,857.59	79.68	total

Attendance School District

County: Monterey Fiscal Year: 2015-16
 District: South Monterey County Joint Union High P-2
 CDS CODE 27 66068 Certificate Number: DEDB8828

Regular ADA	TK/K-3	Grades 4-6	Grades 7-8	Grades 9-12	Total
Regular ADA (includes Opportunity Classes, Home and Hospital, Special Day Class, and Continuation Education)	A-1 0.00	0.00	0.00	2,036.22	2,036.22
Extended Year Special Education [EC 56345 (b)(3)] A-2 (Divisor 175)	0.00	0.00	0.00	0.00	0.00
Special Education - Nonpublic, Nonsectarian Schools [EC 56366 (a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children's Institutions	A-3 0.00	0.00	0.00	0.00	0.00
Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366 (a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children's Institutions (Divisor 175)	A-4 0.00	0.00	0.00	0.00	0.00
Community Day School [EC 48660] (Divisor 70/135/180)	A-5 0.00	0.00	0.00	0.00	0.00
ADA Totals (Sum of A-1 through A-5)	0.00	0.00	0.00	2,036.22	2,036.22
Other					
Full-Time Traditional Independent Study ADA, pursuant to EC 51747, included in Section A or in the Attendance Supplement School District, Attendance Basic Aid Choice/Court-Ordered Voluntary Pupil Transfer, and Attendance Basic Aid Open Enrollment entry screens	B-1 0.00	0.00	0.00	23.37	23.37
Full-Time Traditional Independent Study ADA not eligible for general funding, pursuant to EC 51745.6, and not included in Section A or in the Attendance Supplement School District, Attendance Basic Aid Choice/Court-Ordered Voluntary Pupil Transfer, and Attendance Basic Aid Open Enrollment entry screens	B-2 0.00	0.00	0.00	0.00	0.00

Attendance School District

County: Monterey

Fiscal Year: 2015-16

District: South Monterey County Joint Union High

P-2

CDS CODE 27 66068

Certificate Number: DEDB8828

Course Based Independent Study ADA, pursuant to EC 51749.5, included in Section A or in the Attendance Supplement School District, Attendance Basic Aid Choice/Court-Ordered Voluntary Pupil Transfer, and Attendance Basic Aid Open Enrollment entry screens	B-3	0.00	0.00	0.00	0.00	0.00
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Course Based Independent Study ADA not eligible for general funding, pursuant to EC 51745.6, and not included in Section A or in the Attendance Supplement School District, Attendance Basic Aid Choice/Court-Ordered Voluntary Pupil Transfer, and Attendance Basic Aid Open Enrollment entry screens	B-4	0.00	0.00	0.00	0.00	0.00
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-29- ADA for Students in Transitional Kindergarten pursuant to EC 46300 included in Section A (Lines A-1 through A-5, TK/K-3 Column, First Year ADA Only)	B-5	0.00				0.00
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ADA for Students in Continuation Education included in Section A (Line A-1, Grades 9-12 Column)	B-6				79.68	79.68
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ADA for Students in Opportunity Classes included in Section A (Line A-1, Total Column)	B-7					0.00
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Attendance School District

County: Monterey

Fiscal Year: 2015-16

District: South Monterey County Joint Union High

P-2

CDS CODE 27 66068

Certificate Number: DEDB8828

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

Attendance School District

County: Monterey

Fiscal Year: 2015-16

District: South Monterey County Joint Union High

P-2

CDS CODE 27 66068

Certificate Number: DEDB8828

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

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

-31-

LEA Programs Status - School Districts and Charter Schools

FY 2015-16

Monterey

P-2

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19				
South Monterey County Joint	1																						

-
- | | |
|---|--|
| 1 : Attendance School District | 12: Charter Status |
| 2 : Attendance Supplement School District | 13: Attendance Charter School |
| 3 : Attendance Basic Aid Choice/Court-Ordered Voluntary Pupil | 14: Attendance Charter School - All Charter District |
| 4 : Attendance Basic Aid Open Enrollment | 15: Attendance Charter Funded County Programs |
| 5 : Class Size Penalties (P-2 Only) | 16: Attendance COE Charter School |
| 6 : County Served District Funded ADA Transfer Selection (P-1 Only) | 17: Basic Aid Supplement Charter School |
| 7 : Necessary Small Elementary School | 18: Charter School Audit Adjustments to CALPADS Data (Annual Only) |
| 8 : Necessary Small High School | 19: Charter School Physical Location (P-1 Only) |
| 9 : Adults in Correctional Facilities | |
| 10: Annual Migrant ADA Increase (Annual Only) | |
| 11: School District Audit Adjustments to CALPADS Data (Annual Only) | |
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**SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
GOVERNING BOARD**

SUBJECT: Approval of the Designation for California Interscholastic Federation (CIF) League Representatives for the 2016-17 School Year

MEETING: May 18, 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:

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

Recommendation:

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

Fiscal Impact:

None

Submitted By:



Daniel R. Moirao, Ed.D.
State Administrator

Approved:



Daniel R. Moirao, Ed.D.
State Administrator



TO: SUPERINTENDENT OF PUBLIC SCHOOLS
PRINCIPAL OF PRIVATE SCHOOLS

FROM: ROGER L. BLAKE

RE: FORM TO RECORD DISTRICT AND/OR SCHOOL REPRESENTATIVES TO LEAGUES

DATE: APRIL 22, 2016

Enclosed is a form upon which to record your district and/or school representatives to leagues for **next year, 2016-2017**. It is a form sent every year to you in order to obtain the names of league representatives to every league in the state and to make sure that the league representatives are designated by school district or school governing boards. **It is a legal requirement that league representatives be so designated.**

The education code gives the authority for high school athletics to high school governing boards. The code also requires that the boards, after joining CIF, designate their representatives to CIF leagues. This is a necessity! (Ed. Code 33353 (a) (1))

We are asking that, after action by the governing board, you **send the names of league representatives to your CIF Section office**. Obviously, the presumption behind this code section is that the representatives of boards are the only people who will be voting on issues, at the league and section level, that impact athletics.

If a governing board does not take appropriate action to designate representatives or this information is not given to Section offices within the required time frame, CIF is required to suspend voting privileges (CIF Constitution, Article 2, Section 25, p.17) for the affected schools.

At the State Federated Council level we will be asking that Sections verify that their representatives are designated in compliance with this Ed. Code section.

I hope this gives you a bit of background. Thank you for all you do to help support high school athletics. It is a valuable program in all high schools and we appreciate the support you give to the program and to CIF.

Please return the enclosed form no later than June 29, 2016 directly to your CIF Section Office. Addresses of each section are listed on the back of the form. Please contact us if we can give you further information.

2016-2017 Designation of CIF Representatives to League

Please complete the form below for each school under your jurisdiction and **RETURN TO THE CIF SECTION OFFICE (ADDRESSES ON REVERSE SIDE) no later than June 29, 2016.**

South Monterey County Joint
Union High School District/Governing Board at its May 18, 2016 meeting,
(Name of school district/governing board) (Date)

appointed the following individual(s) to serve for the 2016-2017 school year as the school's league representative:

PHOTOCOPY THIS FORM TO LIST ADDITIONAL SCHOOL REPRESENTATIVES

NAME OF SCHOOL King City High School
NAME OF REPRESENTATIVE Janet Sanchez-Matos POSITION Principal
ADDRESS 720 Broadway CITY King City ZIP 93930
PHONE 831.385-5461 FAX 831.385-0901 E-MAIL jmatos@smcjuhsd.org

NAME OF SCHOOL King City High School
NAME OF REPRESENTATIVE Ralph Rianda POSITION Athletic Director
ADDRESS 720 Broadway CITY King City ZIP 93930
PHONE 831.385-5461 FAX 831.385-0901 E-MAIL rrianda@smcjuhsd.org

NAME OF SCHOOL Greenfield High School
NAME OF REPRESENTATIVE Frank Lynch POSITION Principal
ADDRESS 225 S. El Camino Real CITY Greenfield ZIP 93927
PHONE 831.674-2751 FAX 831.674-2646 E-MAIL flynch@smcjuhsd.org

NAME OF SCHOOL Greenfield High School
NAME OF REPRESENTATIVE John Radcliff POSITION Athletic Director
ADDRESS 225 S. El Camino Real CITY Greenfield ZIP 93927
PHONE 831.674-2751 FAX 831.674-2646 E-MAIL jradcliff@smcjuhsd.org

If the designated representative is not available for a given league meeting, an alternate designee of the district governing board may be sent in his/her place. **NOTE:** League representatives from public schools and private schools must be designated representatives of the school's governing boards in order to be eligible to serve on the section and state governance bodies.

Superintendent's or Principal's Name Daniel R. Moira Signature

Address 800 Broadway City King City Zip 93930

Phone 831.385-0606 Fax 831.385-0695

**PLEASE MAIL OR FAX THIS FORM DIRECTLY TO THE CIF SECTION OFFICE.
SEE REVERSE SIDE FOR CIF SECTION OFFICE ADDRESSES.**

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Approval of Four GHS Students to Attend Yearbook Training at UCSC **MEETING:** May 18, 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:

Four students from Greenfield High School will be attending UCSC to receive yearbook training which includes language and design. The training is from July 12 through July 14, 2016. This training will enhance their skills in creating GHS yearbook. There will be one adult to chaperone the students.

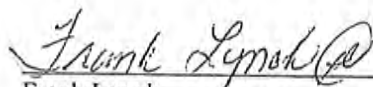
Recommendation:

The recommendation is being made for the State Administrator to approve the GHS students to attend the training at UCSC.

Fiscal Impact:

All expenses are covered by the Yearbook Club. The students will be staying at the dorms at UCSC.

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 King City High School Senior Class
Trip to Magic Mountain

MEETING: May 18, 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 King City High School Seniors are requesting approval of their senior trip to Magic Mountain from Friday, May 27, 2016 and returning on Saturday, May 28, 2016. The students will be leaving at 4:00 PM on Friday and returning by 9:30 AM on Saturday. There are 150 students who have signed up for the trip, there will be 16 chaperones.

Recommendation:

The recommendation is being made for the State Administrator to approve the King City High School Senior Trip to Magic Mountain.

Fiscal Impact:

All expenses are paid by the senior class.

Submitted By:



Chris Houston
Class of 2016 Advisor

Approved:



Daniel R. Moirao, Ed.D.
State Administrator

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

SUBJECT: Approval of Greenfield High School Senior Class
Trip to Disneyland

MEETING: May 18, 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 Greenfield High School Seniors are requesting approval of their senior trip to Disneyland from Wednesday, June 1, 2016 and returning on Thursday, June 2, 2016. The students will be leaving at 6:00 AM on Wednesday and returning by 9:00 AM on Thursday. There are 100 students who have signed up for the trip, there will be 5 chaperones.

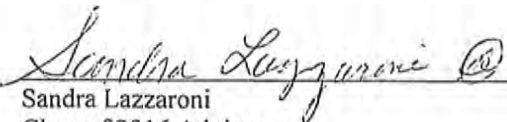
Recommendation:

The recommendation is being made for the State Administrator to approve the Greenfield High School Senior Trip to Disneyland.


Fiscal Impact:

All expenses are paid by the senior class.

Submitted By:


Sandra Lazzaroni
Class of 2016 Advisor

Approved:


Daniel R. Moirao, Ed.D.
State Administrator

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

SUBJECT: Approval of MOU Between the SMCJUHS and Sara Gratiot, M.A.

MEETING: May 18, 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 consultant will conduct an academic assessment for a special education student identified by the district. The consultant will produce a report to include informal/formal data and recommendations and share this information and collaborate with the contracted school psychologist completing the psycho-education report.

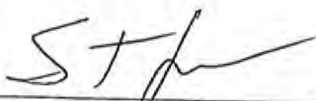
Recommendation:

The recommendation is being made for the State Administrator to approve the MOU between the SMCJUHS and consultant, Sara Gratiot, MA.

Fiscal Impact:


The maximum service for this student will not exceed \$1,000 from the Special Ed Fund.

Submitted By:



Steven James, Ed.D.
Director of Alternative Placement for Student Success

Approved:



Daniel R. Moirao, Ed.D.
State Administrator

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

AGREEMENT TO FURNISH CONSULTANT SERVICES

Pursuant to California Education Code 10400, South Monterey County Joint Union High School District, hereinafter called "District," has need of the specialized services of *Sara Gratiot, M.A.*, 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 April 20, 2016 and it terminates June 30, 2016 unless sooner terminate as provided herein.

II. PAYMENT LIMIT

- Consultant will be paid \$ 70.00 per hour to conduct an academic assessment for a special education student.
- Consultant will be paid her hourly rate for the round-trip mileage from Marina, CA to Greenfield High School.
- Total payment(s) to Consultant, under this contract shall not exceed \$1,000.00.

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 conduct an academic assessment for a special education student identified by the District. The Consultant will produce a report to include informal/formal data and recommendations and share this information and collaborate with the contracted school psychologist completing the psycho-educational report. The Consultant will participate in an IEP meeting to review the assessment report.

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 MOU Between the SMCJUHSD and
Dr. Jacqueline Cheong

MEETING: May 18, 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 consultant will complete a psychological assessment on an identified student. The areas of assessment will include social/emotional, post-secondary transition, self-help/adaptive skills, and autism. The consultant will produce a report to include informal/formal data and recommendations.

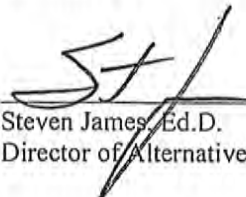
Recommendation:

The recommendation is being made for the State Administrator to approve the MOU between the SMCJUHSD and consultant, Dr. Jacqueline Cheong

Fiscal Impact:


The maximum service for this student will not exceed \$4,500 from the Special Ed Fund.

Submitted By:



Steven James, Ed.D.
Director of Alternative Placement for Student Success

Approved:



Daniel R. Moirao, Ed.D.
State Administrator

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

AGREEMENT TO FURNISH CONSULTANT SERVICES

Pursuant to California Education Code 10400, South Monterey County Joint Union High School District, hereinafter called "District," has need of the specialized services of **Dr. Jacqueline Cheong**, 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 May 1, 2016 and it terminates June 30, 2016 unless sooner terminate as provided herein.

II. PAYMENT LIMIT

- Consultant shall be compensated for conducting one SLP assessment for an identified student.
- Consultant shall be compensated at the rate of \$175.00 per hour.
- Consultant will be compensated for travel time from and to her office in Santa Cruz.
- Total payment(s) to Consultant, under this contract shall not exceed \$ 4,500.

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 speech assessment on one identified student to include observation, informal/formal testing, file review and staff interviews. The Consultant will complete an assessment report to include assessment data and recommendations. The Consultant will attend an IEP meeting to review assessment results.

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

**I Lopez District Assessment Costs as per Mediation Agreement
April – June 2016**

I Lopez – District Assessments	Consultant	Estimated Cost	Not Exceed Contracted Amount	Paid to Date
Psychological Assessment	Dr. Jacqueline Cheong	\$ 4,500.00 (\$175.00 per hr.)	\$ 4,500.00	
Academic Assessment	Sarah Gratiot	\$ 75.00 per hr.	\$ 1,000.00	
Estimated Total			\$ 5,500.00	

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

SUBJECT: Approval of MOU Between the SMCJUHSD and
Ann Brownstone

MEETING: May 18, 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 consultant will complete an occupational therapy assessment for a student. The assessment will include observation, informal/formal testing, chart review and staff interviews.

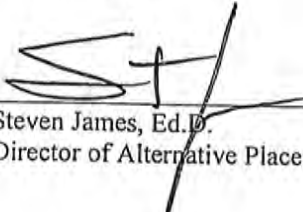
Recommendation:

The recommendation is being made for the State Administrator to approve the MOU between the SMCJUHSD and consultant, Ann Brownstone.

Fiscal Impact:


The maximum service for this student will not exceed \$1,500 from the Special Ed Fund.

Submitted By:



Steven James, Ed.D.
Director of Alternative Placement for Student Success

Approved:



Daniel R. Moirao, Ed.D.
State Administrator

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

AGREEMENT TO FURNISH CONSULTANT SERVICES

Pursuant to California Education Code 10400, South Monterey County Joint Union High School District, hereinafter called "District," has need of the specialized services of *Ann Brownstone, Occupational Therapist*, 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 April 20, 2016 and it terminates June 30, 2016 unless sooner terminate as provided herein.

II. PAYMENT LIMIT

- Consultant shall be compensated for conducting an Occupational Therapy assessment for an identified student
- Consultant shall be compensated at the rate of \$175.00 per hour.
- Total payment(s) to Consultant, under this contract shall not exceed \$1,500.

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 Occupational Therapy assessment for a specific District student. 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 Occupational Therapy for the specific SMCJUHSD student. The Consultant will participate in an IEP meeting to review the report and recommendations.

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 MOU Between the SMCJUHSD and
Peggy Barker, M.S.

MEETING: May 18, 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 consultant will conduct an assistive technology assessment on a specific student identified by the district. The consultant will produce a report to include informal/formal data and recommendations.

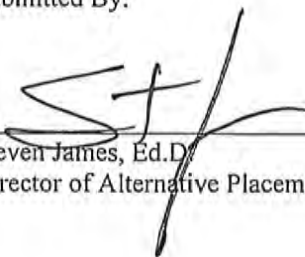
Recommendation:

The recommendation is being made for the State Administrator to approve the MOU between the SMCJUHSD and consultant, Peggy Barker, MS.

Fiscal Impact:

The maximum service for this student will not exceed \$2,500 from the Special Ed Fund.

Submitted By:



Steven James, Ed.D.
Director of Alternative Placement for Student Success

Approved:



Daniel R. Moirao, Ed.D.
State Administrator

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

AGREEMENT TO FURNISH CONSULTANT SERVICES

Pursuant to California Education Code 10400, South Monterey County Joint Union High School District, hereinafter called "District," has need of the specialized services of *Peggy Barker, M.S., ATP* 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 April 5, 2016 and it terminates June 30, 2016 unless sooner terminate as provided herein.

II. PAYMENT LIMIT

- Consultant will be paid \$135.00 per hour to include travel time (3 hrs. round-trip to SMCJUHSD).
- Total payment(s) to Consultant, under this contract shall not exceed \$2,500.

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 conduct an Assistive Technology assessment on a specific student identified by the District. The Consultant will produce a report to include informal/formal data and recommendations. The Consultant will attend an IEP meeting to review the assessment report.

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 MOU Between the SMCJUHSD and Sarah Ingraham

MEETING: May 18, 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 consultant will complete a speech assessment on three students. The consultant will complete an assessment report to include assessment data and recommendation.

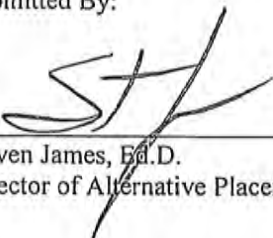
Recommendation:

The recommendation is being made for the State Administrator to approve the MOU between the SMCJUHSD and consultant, Sarah Ingraham.

Fiscal Impact:

The maximum service for the student will not exceed \$7,500 from the Special Ed Fund.

Submitted By:



Steven James, Ed.D.
Director of Alternative Placement for Student Success

Approved:



Daniel R. Moirao, Ed.D.
State Administrator

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

AGREEMENT TO FURNISH CONSULTANT SERVICES

Pursuant to California Education Code 10400, South Monterey County Joint Union High School District, hereinafter called "District," has need of the specialized services of *Sarah Ingraham, 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 May 1, 2016 and it terminates June 30, 2016 unless sooner terminate as provided herein.

II. PAYMENT LIMIT

- Consultant shall be compensated for conducting one SLP assessment for an identified student.
- Consultant shall be compensated at the rate of \$130.00 per hour.
- Consultant will be compensated for travel time from and to her office in Santa Cruz.
- Total payment(s) to Consultant, under this contract shall not exceed \$ 7,500.

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 speech assessment on three identified students to include observation, informal/formal testing, file review and staff interviews. The Consultant will complete an assessment report to include assessment data and recommendations. The Consultant will attend an IEP meeting to review assessment results.

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 MOU Between the SMCJUHSD and
Kristi Vierra, M.A.

MEETING: May 18, 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:

This new consultant will complete a psychological assessment on an identified student. The areas of assessment will include social/emotional, post-secondary transition, self-help/adaptive skills, and autism. The consultant will produce a report to include informal/formal data and recommendations.

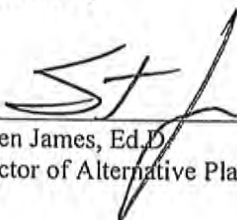
Recommendation:

The recommendation is being made for the State Administrator to approve the MOU between the SMCJUHSD and consultant, Kristi Vierra, M.A.

Fiscal Impact:

The maximum service for this student will not exceed \$2,800 from the Special Ed Fund.

Submitted By:



Steven James, Ed.D.
Director of Alternative Placement for Student Success

Approved:



Daniel R. Moirao, Ed.D.
State Administrator

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

AGREEMENT TO FURNISH CONSULTANT SERVICES

Pursuant to California Education Code 10400, South Monterey County Joint Union High School District, hereinafter called "District," has need of the specialized services of *Kristi Vierra, M.A.*, 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 May 1, 2016 and it terminates June 30, 2016 unless sooner terminate as provided herein.

II. PAYMENT LIMIT

- Consultant shall be compensated at the rate of \$ 2,800.00 for the completed psychological assessment and attending an IEP meeting to review the assessment for one identified student.
- The Contract fee includes:
 - Travel expenses.
 - Materials and supplies.
- Total payment(s) to Consultant, under this contract shall not exceed \$ 2,800.00.

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 a psychological assessment for an identified student. The areas of assessment will include social/emotional, post-secondary transition, self-help/adaptive skills, and autism. Consultant will complete an assessment report to include assessment data and recommendations. The Consultant will attend an IEP meeting to review assessment results.

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 Contract with the Office of the
County of Monterey District Attorney, Truancy
Abatement

MEETING: May 18, 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:

Since September 2006, the school districts in the county have had a contract with the County of Monterey District Attorney's Office to supply a truancy abatement program services.

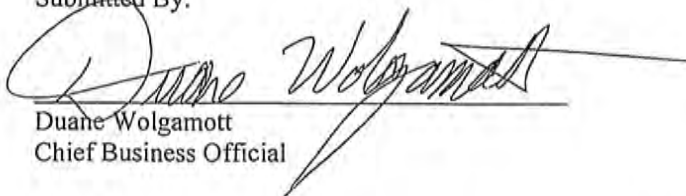
Recommendation:

The recommendation is being made for the State Administrator to approve the 3 year contract with Office of the County of Monterey District Attorney.


Fiscal Impact:

\$2,500 annually – LCAP Goal 3b (Increase Student Attendance)

Submitted By:


Duane Wolgamott
Chief Business Official

Approved:


Daniel R. Moirao, Ed.D.
State Administrator

**MEMORANDUM OF UNDERSTANDING
TRUANCY ABATEMENT PROGRAM**

Parties

This Memorandum of Understanding (MOU) is between the Office of the Monterey County District Attorney (DA), the Monterey County Office of Education, and the Monterey County School Districts (Districts) to address truancy abatement.

I. BACKGROUND

Truancy is well-recognized as the first indicator that a child is experiencing difficulty. If ignored, more serious anti-social behaviors resulting in delinquency is often the result. Moreover, with habitual truancy, students miss valuable instructional time causing them to fall behind the academic goals set by the state and the federal government. Additionally, schools lose revenue that is needed to support the salaries of teachers and support staff, as well as to purchase instructional supplies.

To serve the needs of county school districts, students, and the community as a whole, the District Attorney has supported a truancy abatement program for more than twenty (20) years. To date, the aggregate contribution of all school districts to support the program has been \$164,000 per year. The balance of costs to maintain the program has come from the District Attorney's budget and from state and federal grants.

At the September 6, 2006, Superintendents' Council meeting, it was unanimously (16-0) agreed that the school districts would share the cost of the District Attorney's Truancy Abatement Program.

II. PURPOSE OF THE TRUANCY ABATEMENT MOU

The intent of this MOU is to establish an agreement between the District Attorney and Districts to provide necessary funding to ensure the continued enforcement of California's compulsory school attendance laws through the Truancy Abatement Program.

III. RESPONSIBILITIES OF THE DISTRICTS

- 3.1 As each school year commences, notify parents through the annual notification letter of California's compulsory school attendance laws and the consequences for violation thereof. (*California Education Code section 48980.*)
- 3.2 Identify and formally refer truant students to the District Attorney as early as possible after the onset of truancy.
- 3.3 For purposes of formal referral to the District Attorney, follow the uniform procedures set forth by the District Attorney.

- 3.4 Utilize the series of three legally sound declarations of truancy created by the District Attorney. The letters are available in both English and Spanish online at the Monterey County Office of Education's website.
- 3.5 Designate a representative from each school site to attend and participate in truancy mediation hearings. The representative may be an administrator or the administrator's designee.
- 3.6 Maintain appropriate and complete records on truant students referred to the District Attorney.
- 3.7 Provide attendance updates to Truancy Abatement Program staff as requested.
- 3.8 Provide assessment and intervention services to truant students.

IV. RESPONSIBILITIES OF THE DISTRICT ATTORNEY

- 4.1 Maintain a uniform, legally sound system for schools to utilize for formal referral to the District Attorney's Truancy Abatement Program.
- 4.2 Provide Districts with access to two deputy district attorneys assigned to the District Attorney's Truancy Abatement Program.
- 4.3 Accept, review, and process truancy referrals in a timely manner.
- 4.4 Conduct truancy mediation hearings at the District Attorney's two office locations (Salinas and Monterey); and at designated South County school sites for the convenience of school representatives and families from South County.
- 4.5 Prosecute habitual truancy cases, as appropriate and at the discretion of the District Attorney.
- 4.6 Refer students/families to local Community-based organizations, as appropriate, to help overcome obstacles interfering with satisfactory school attendance.
- 4.7 Notify schools regarding case dispositions after each court hearing.
- 4.8 Conduct "Big Meetings" to inform parents/guardians and students of California's compulsory school attendance laws and the consequences for violations thereof at individual public schools, county-wide, as requested.

V. **TERM OF MOU**

This MOU agreement will be in effect for three (3) years commencing July 1, 2016 through June 30, 2019. Extension beyond this term will be facilitated upon the agreement of the parties.

VI. **COSTS**

The projected program costs for the 2016-17 fiscal year (July 1, 2016, through June 30, 2017) are \$589,628. The District Attorney will offset program costs by committing a total of \$425,628 from the District Attorney's general budget and received grant funding. The remaining \$164,000 shall be funded by the Districts as follows:

Each District will contribute \$200 plus \$1.00 per CBEDS enrollment, with any remaining balance allocated to each District based on the number of referrals made to the District Attorney during that school year.

Should the necessity arise, the District Attorney reserves the right to renegotiate the amount of funds contributed by the Districts. Renegotiation may occur on an annual basis with a 90-day notice to the Monterey County Office of Education of the intent to renegotiate. Renegotiation of District contributions may be necessitated by the loss or reduction of grant funding to the Truancy Abatement Program or to presently unanticipated demands on the District Attorney's budget.

VII. **TERMINATION**

Districts may terminate this agreement with a written notice to the District Attorney by February 1 for the following fiscal year.

The District Attorney may terminate the contract with a 90-day notice to the Monterey County Office of Education, as agent for the Districts.

VIII. **TRUANCY ABATEMENT PROGRAM MODIFICATION**

It is the intent of the District Attorney to maintain the Truancy Abatement Program as presently staffed with two full-time deputy district attorneys and support staff. The District Attorney reserves the right to reduce Truancy Abatement Program staff to the level which may be supported entirely through the application of secured grant funds and the funding agreed upon herein by the parties.

IX. **INVOICE BY THE DA AND PAYMENT BY DISTRICTS**

The District Attorney shall continue to present an invoice for program costs to the Monterey County Office of Education in the manner and time previously established for the invoicing of the \$164,000 annual contribution received prior to this MOU.

The Monterey County Office of Education will transfer funds from Districts' budgets in the amounts agreed upon herein for payment of the District Attorney's invoice.

Agreed by all parties:

For the Monterey County Office of Education: Nancy Katsuraki
Date: _____

For the District Attorney: Dean J. Flippo
Date: 3/21/16

For the Districts:

Alisal Union School District: _____
Date: _____

Big Sur Unified School District: _____
Date: _____

Bradley Union School District: _____
Date: _____

Carmel Unified School District: _____
Date: _____

Chualar Union School District: _____
Date: _____

Gonzales Unified School District: _____
Date: _____

Graves School District: _____
Date: _____

Greenfield Union School District: _____
Date: _____

King City Union School District: _____
Date: _____

Lagunita School District: _____
Date: _____

Mission Union School District: _____
Date: _____

Monterey Peninsula Unified School District: _____
Date: _____

No. Monterey Co. Unified School District: _____
Date: _____

Pacific Grove Unified School District: _____
Date: _____

Salinas City Elementary School District: _____
Date: _____

Salinas Union High School District: _____
Date: _____

San Antonio Union School District: _____
Date: _____

San Ardo Union School District: _____
Date: _____

San Lucas Union School District: _____
Date: _____

Santa Rita Union School District: _____
Date: _____

Soledad Unified School District: _____
Date: _____

South Monterey County Joint Union H.S. District: _____
Date: _____

Spreckels Union School District: _____
Date: _____

Washington Union School District: _____
Date: _____

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

SUBJECT: 2016/17 LCAP Public Hearing

MEETING: May 18, 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:

The new funding formula for California schools is the Local Control Funding Formula. This public hearing is on the draft Local Control Accountability Plan (LCAP) for the 2016/17 fiscal year including expenditures that in compliance with the LCFF and LCAP requirements.

This public hearing is required prior to the board adoption of the LCAP and the 2016-17 District budget at the June 15, 2016 Board Meeting.

Recommendation:

It is recommended that the State Administrator considers any public responses at the public hearing in response to the draft Local Control Accountability Plan.

Fiscal Impact:

Input and suggestions will determine the district's spending plan for the next fiscal year.

Submitted By:



Duane Wolgamott
Business Manager

Approved:



Daniel R. Moirao Ed.D.
State Administrator

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

SUBJECT: 2016/17 Budget Public Hearing

MEETING: May 18, 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:

The new funding formula for California schools is the Local Control Funding Formula. This public hearing is on the draft Fiscal Year 2016-17 Budget which includes expenditures that in compliance with the LCFF and LCAP requirements.

This public hearing is required prior to the board adoption of the LCAP and the 2016-17 District budget at the June 5th 2016 Board Meeting.

Recommendation:

It is recommended that the State Administrator consider any public responses at the public hearing in response to the draft Fiscal Year 2016-17 Budget.

Fiscal Impact:


Input and suggestions will determine the district's spending plan for the next fiscal year.

Submitted By:



Duane Wolgamott
Business Manager

Approved:



Daniel R. Moirao Ed.D.
State Administrator

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

SUBJECT: AB1200 Public Hearing – Proposed Settlement with the King City Joint Union High School District Teachers Association (CTA) **MEETING:** May 18, 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:

The District has negotiated an agreement with the Certificated Employees (CTA) for 2016/17 through 2018/19. AB1200 disclosure requires a public hearing of the AB1200 disclose document which clearly states the impact of the proposed agreement for the current fiscal year and for the subsequent two years.

Recommendation:

It is recommended that the State Administrator conduct the required AB1200 public hearing on the negotiated agreement with the King City Joint Union High School District Teachers Association (CTA).

Fiscal Impact:


Total potential cost to General Fund of \$993,685 over the 2015/16, 2016/17 & 2017/18 fiscal years.

Submitted By:



Duane Wolgamott
Business Manager

Approved:



Daniel R. Moirao Ed.D.
State Administrator

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

SUBJECT: AB1200 Public Hearing – Proposed Settlement with CSEA Local #529 **MEETING:** May 18, 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:

The District has negotiated an agreement with the California School Employees Association (CSEA) for 2016/17 through 2018/19. AB1200 disclosure requires a public hearing of the AB1200 disclose document which clearly states the impact of the proposed agreement for the current fiscal year and for the subsequent two years.

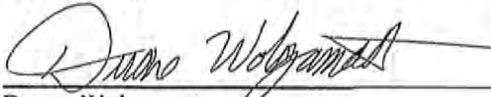
Recommendation:

It is recommended that the State Administrator conduct the required AB1200 public hearing on the negotiated agreement with the California School Employees Association (CSEA) for 2016/17 through 2018/19.

Fiscal Impact:


Total potential cost to General Fund of \$211,807 over the 2015/16, 2016/17 & 2017/18 fiscal years.

Submitted By:



Duane Wolgamott
Business Manager

Approved:



Daniel R. Moirao Ed.D.
State Administrator

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

SUBJECT: Site Enrollment, Attendance and Referral Statistics

MEETING: May 18, 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 reports for each site indicating enrollment, attendance and discipline for April 2016.

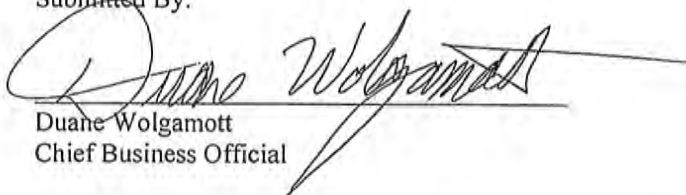
Recommendation:

This is an information item only.


Fiscal Impact:

None

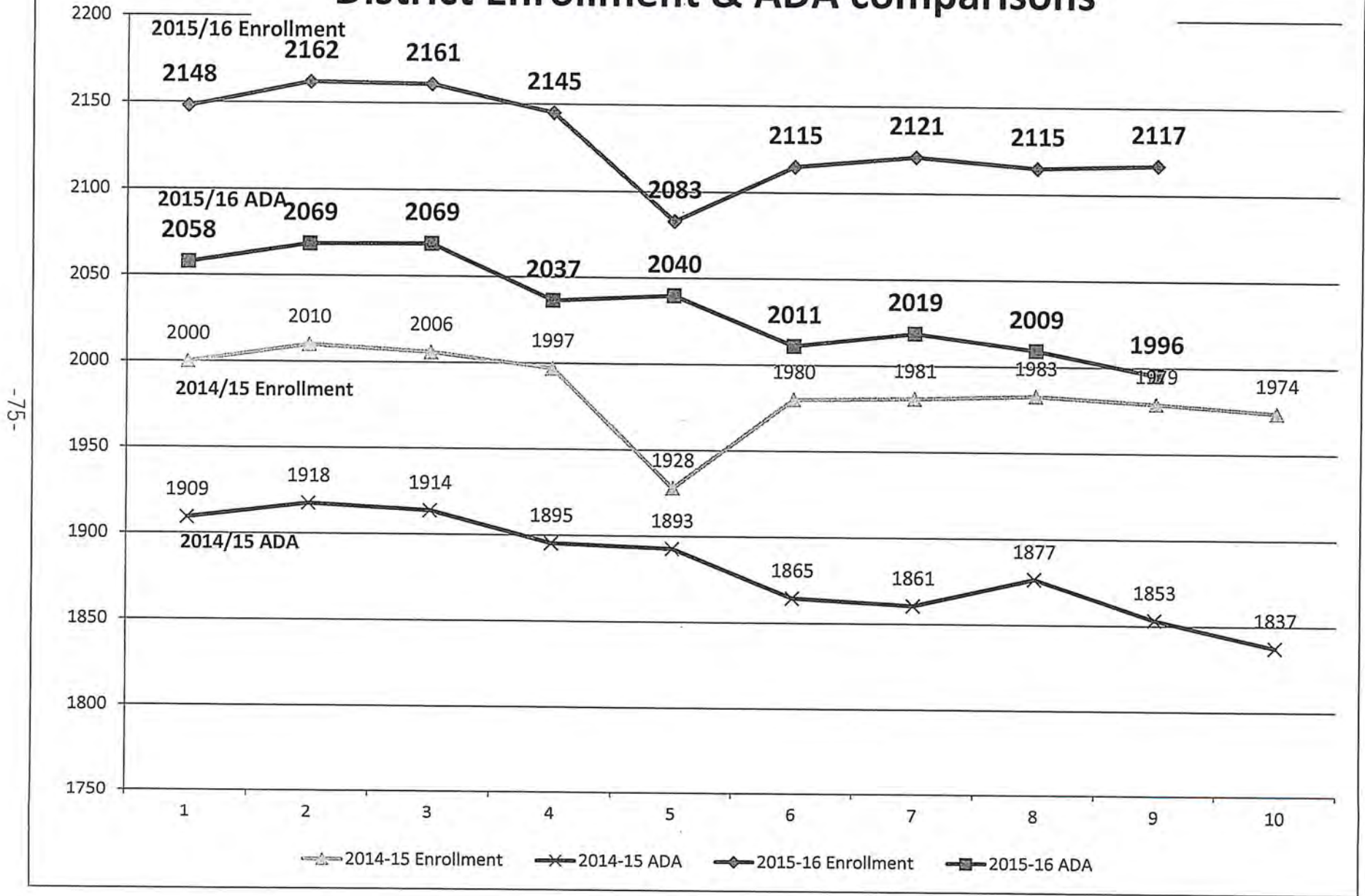
Submitted By:


Duane Wolgamott
Chief Business Official

Approved:


Daniel R. Moirao, Ed.D.
State Administrator

District Enrollment & ADA comparisons



Totals											
KCHS 2014-15	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11
Ending Enrollment	938.00	946.00	941.00	937.00	913.00	928.00	929.00	928.00	927.00	922.00	0.00
Total ADA	897.42	906.70	907.84	903.87	893.87	878.67	886.52	884.05	879.00	867.31	0.00
Percentage Attendance	95.67%	95.85%	96.48%	96.46%	97.90%	94.68%	95.43%	95.26%	94.82%	94.07%	

Totals											
KCHS 2015-16	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11
Ending Enrollment	1018.00	1019.00	1012.00	998.00	974.00	985.00	988.00	988.00	988.00	0.00	0.00
Total ADA	982.95	982.00	975.73	950.64	958.13	934.33	936.79	945.53	945.50	0.00	0.00
Percentage Attendance	96.56%	96.37%	96.42%	95.25%	98.37%	94.86%	94.82%	95.70%	95.70%		

Totals											
GHS 2014-15	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11
Ending Enrollment	983.00	983.00	978.00	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%	

Totals											
GHS 2015-16	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11
Ending Enrollment	1057.00	1056.00	1056.00	1059.00	1034.00	1042.00	1042.00	1041.00	1041.00	0.00	0.00
Total ADA	1020.35	1009.89	1007.26	1000.95	1004.79	986.21	992.99	978.68	968.93	0.00	0.00
Percentage Attendance	96.53%	95.63%	95.38%	94.52%	97.18%	94.65%	95.30%	94.01%	93.08%		

Totals											
PBHS 2014-15	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11
Ending Enrollment	79.00	81.00	87.00	86.00	64.00	80.00	82.00	81.00	78.00	79.00	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%

Totals											
PBHS 2015-16	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11
Ending Enrollment	73.00	87.00	93.00	88.00	75.00	88.00	91.00	86.00	88.00	0.00	0.00
Total ADA	54.52	76.61	85.85	84.94	76.93	90.61	89.07	85.22	81.11	0.00	0.00
Percentage Attendance	74.68%	88.06%	92.31%	96.52%	102.57%	102.97%	97.88%	99.09%	92.17%		

District

2013-14	1940	1954	1951	1933	1858	1901	1897	1897	1885	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	2148	2162	2161	2145	2083	2115	2121	2115	2117		
ADA	2058	2069	2069	2037	2040	2011	2019	2009	1996		
Enroll Diff 14-15 to 15-16	148.00	152.00	155.00	148.00	155.00	135.00	140.00	132.00	138.00		
ADA Diff	148.59	150.86	155.03	141.13	147.01	146.59	158.22	132.82	142.23		

Greenfield High School

5/9/2016

2015-2016

Discipline Distribution Report from 4/1/2016 to 4/30/2016

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	-	-	-	-	-	-	-
07 *Drugs, Paraphernalia (E)	1	-	-	1	-	-	1	1	-	-	-	-	-	-	-
08 *Drugs, Possession of (E)	2	-	-	1	1	1	1	2	-	-	-	-	-	-	-
16 *Loitering/Trespassing	4	-	2	2	-	3	1	4	-	-	-	-	-	-	-
26 *Weapon, Use of (E) 4890	1	-	1	-	-	-	1	1	-	-	-	-	-	-	-
36 Behavior, Defiance (E) 489	4	-	3	-	1	1	3	4	-	-	-	-	-	-	-
38 Behavior, Disruptive (E) 48	6	5	-	-	1	-	6	6	-	-	-	-	-	-	-
39 Behavior, Inappropriate (E)	1	1	-	-	-	-	1	1	-	-	-	-	-	-	-
40 Campus, Closed	2	-	1	1	-	2	-	2	-	-	-	-	-	-	-
47 Disruption of School Activiti	9	2	7	-	-	1	8	9	-	-	-	-	-	-	-
-77- Fighting (E) 48900 (a)(1)	7	4	-	2	1	1	6	7	-	-	-	-	-	-	-
60 Hate Statement (E) 48900.	1	1	-	-	-	-	1	1	-	-	-	-	-	-	-
65 Language, Profanity (E) 48	2	-	2	-	-	-	2	2	-	-	-	-	-	-	-
67 Materials, Inappropriate	1	-	1	-	-	-	1	1	-	-	-	-	-	-	-
71 Off Limits	2	-	1	1	-	2	-	2	-	-	-	-	-	-	-
74 Profanity (E) 48900 (i)	1	1	-	-	-	-	1	1	-	-	-	-	-	-	-
85 Threats to Students (E) 48	1	1	-	-	-	-	1	1	-	-	-	-	-	-	-
Totals:	46	15	18	9	4	11	35	46	-	-	-	-	-	-	-

Greenfield High School

05/09/2016

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2015-2016

MONTHLY ATTENDANCE SUMMARY

Page 1

Month 9 - From 03/21/2016 Through 04/15/2016

Regular Program

Grade Level	A Tchg Days	B Enroll-ment Carried Fwd	C Gains	D Total Enroll-ment (B+C)	E Losses	F Ending Enroll-ment (D-E)	G Days Not Enroll	H Days Non-Apport Attend	I Actual Days (A*D)	J Total Apport Attend (A*D)-G-H	K Total A.D.A. (J/A)	L Percent Attend J/(A*D)-G	M Loss at End of Last School Day	YEAR TO DATE		
														N Total Apport Attend	O Days Taught	P Total ADA (N/O)
9 TOTAL	14	303	2	305	1	304	17	280	4270	3973	283.79	93.42%	0	43074	150	287.16
10 TOTAL	14	261	3	264	2	262	32	232	3696	3432	245.14	93.67%	1	37112	150	247.41
11 TOTAL	14	236	2	238	3	235	33	210	3332	3089	220.64	93.63%	0	34615	150	230.77
12 TOTAL	14	204	0	204	1	203	12	250	2856	2594	185.29	91.21%	0	29686	150	197.91
TOTAL 9-12	14	1004	7	1011	7	1004	94	972	14154	13088	934.86	93.09%	1	144487	150	963.25
PROGRAM	14	1004	7	1011	7	1004	94	972	14154	13088	934.86	93.09%	1	144487	150	963.25

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Principal Signature _____

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

Greenfield High School

05/09/2016

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2015-2016

MONTHLY ATTENDANCE SUMMARY

Page 2

Month 9 - From 03/21/2016 Through 04/15/2016

Program H Home-Hospital

Grade Level	A Tchg Days	B Enroll-ment Carried Fwd	C Gains	D Total Enrollment (B+C)	E Losses	F Ending Enrollment (D-E)	G Days Not Enroll	H Days Non-Apport Attend	I Actual Days (A*D)	J Total Apport Attend (A*D)-G-H	K Total A.D.A. (J/A)	L Percent Attend J/(A*D)-G	M Loss at End of Last School Day	YEAR TO DATE		
														N Total Apport Attend	O Days Taught	P Total ADA (N/O)
														9 TOTAL	14	2
11 TOTAL	14	1	0	1	0	1	0	0	14	14	1.00	100.00%	0	192	150	1.28
12 TOTAL	14	1	1	2	0	2	2	9	28	17	1.21	65.38%	0	138	150	0.92
TOTAL 9-12	14	4	1	5	0	5	2	9	70	59	4.21	86.76%	0	498	150	3.32
PROGRAM	14	4	1	5	0	5	2	9	70	59	4.21	86.76%	0	498	150	3.32

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Principal Signature

Date

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

Greenfield High School

05/09/2016
05:00:05 AM

2015-2016

MONTHLY ATTENDANCE SUMMARY

Page 3

Month 9 - From 03/21/2016 Through 04/15/2016

Program I Independent Study

Grade Level	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
	Tchg Days	Enroll-ment Carried Fwd	Gains	Total Enrollment (B+C)	Losses	Ending Enrollment (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	14	3	0	3	0	3	0	0	42	42	3.00	100.00%	0	235	150	1.57
11 TOTAL	14	4	1	5	0	5	7	10	70	53	3.79	84.13%	0	603	150	4.02
12 TOTAL	14	1	0	1	0	1	0	0	14	14	1.00	100.00%	0	369	150	2.46
TOTAL 9-12	14	8	1	9	0	9	7	10	126	109	7.79	91.60%	0	1207	150	8.05
PROGRAM	14	8	1	9	0	9	7	10	126	109	7.79	91.60%	0	1207	150	8.05

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Principal Signature

Date

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

Greenfield High School

05/09/2016

05:00:05 AM

2015-2016

MONTHLY ATTENDANCE SUMMARY

Page 4

Month 9 - From 03/21/2016 Through 04/15/2016

Program T SDC Transitional Program

Grade Level	A	B	C	D	E	F	G	H	I	J	K	L	M	YEAR TO DATE		
	Tchg Days	Enroll-ment Carried Fwd	Gains	Total Enrollment (B+C)	Losses	Ending Enrollment (D-E)	Days Not Enroll	Days Non-Apport Attend	Actual Days (A*D)	Total Apport Attend (A*D)-G-H	Total A.D.A. (J/A)	Percent Attend J/(A*D)-G	Loss at End of Last School Day	Total Apport Attend	Days Taught	Total ADA (N/O)
	9 TOTAL	14	3	0	3	0	3	0	0	42	42	3.00	100.00%	0	400	150
10 TOTAL	14	8	0	8	0	8	0	11	112	101	7.21	90.18%	0	1121	150	7.47
11 TOTAL	14	1	0	1	0	1	0	0	14	14	1.00	100.00%	0	133	150	0.89
12 TOTAL	14	6	0	6	1	5	8	22	84	54	3.86	71.05%	0	742	150	4.95
TOTAL 9-12	14	18	0	18	1	17	8	33	252	211	15.07	86.48%	0	2396	150	15.97
PROGRAM	14	18	0	18	1	17	8	33	252	211	15.07	86.48%	0	2396	150	15.97

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Principal Signature

Date

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

Ventana ATP

05/09/2016

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2015-2016

MONTHLY ATTENDANCE SUMMARY

Page 1

Month 9 - From 03/21/2016 Through 04/15/2016

Program T SDC Transitional Program

Grade Level	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
	Tchg Days	Enrollment Carried Fwd	Gains	Total Enrollment (B+C)	Losses	Ending Enrollment (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	14	7	0	7	1	6	0	0	98	98	7.00	100.00%	1	1130	150	7.53
TOTAL 9-12	14	7	0	7	1	6	0	0	98	98	7.00	100.00%	1	1130	150	7.53
PROGRAM	14	7	0	7	1	6	0	0	98	98	7.00	100.00%	1	1130	150	7.53

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Principal Signature

Date

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

King City High School

5/9/2016

2015-2016

Discipline Distribution Report from 4/1/2016 to 4/30/2016

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	
36 Behavior, Defiance (E) 489	2	-	-	2	-	-	2	1	-	-	-	-	-	-	1
37 Behavior, Disobedience (E)	1	-	-	1	-	-	1	1	-	-	-	-	-	-	-
47 Disruption of School Activiti	1	-	-	1	-	-	1	-	-	-	-	-	-	-	1
52 Fighting (E) 48900 (a)(1)	3	-	3	-	-	1	2	3	-	-	-	-	-	-	-
Totals:	7	-	3	4	-	1	6	5	-	-	-	-	-	-	2

King City High School

05/09/2016

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2015-2016

MONTHLY ATTENDANCE SUMMARY

Page 1

Month 9 - From 03/21/2016 Through 04/15/2016

Regular Program

Grade Level	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
	Tchg Days	Enrollment Carried Fwd	Gains	Total Enrollment (B+C)	Losses	Ending Enrollment (D-E)	Days Not Enroll	Days Non-Apport Attend	Actual Days (A*D)	Total Apport Attend (A*D)-G-H	Total A.D.A. (J/A)	Percent Attend J/(A*D)-G	Loss at End of Last School Day	YEAR TO DATE		
														Total Apport Attend	Days Taught	Total ADA (N/O)
9 TOTAL	14	248	2	250	0	250	3	146	3500	3351	239.36	95.82%	0	35937	150	239.58
10 TOTAL	14	257	2	259	2	257	19	153	3626	3454	246.71	95.76%	0	37904	150	252.69
11 TOTAL	14	218	1	219	4	215	36	87	3066	2943	210.21	97.13%	0	32879	150	219.19
12 TOTAL	14	198	1	199	1	198	5	109	2786	2672	190.86	96.08%	0	28836	150	192.24
TOTAL 9-12	14	921	6	927	7	920	63	495	12978	12420	887.14	96.17%	0	135556	150	903.71
PROGRAM	14	921	6	927	7	920	63	495	12978	12420	887.14	96.17%	0	135556	150	903.71

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Principal Signature

Date

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

King City High School

05/09/2016

04:56:28 AM

2015-2016

MONTHLY ATTENDANCE SUMMARY

Page 2

Month 9 - From 03/21/2016 Through 04/15/2016

Program C Concurrent

Grade Level	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
	Tchg Days	Enroll-ment Carried Fwd	Gains	Total Enrollment (B+C)	Losses	Ending Enrollment (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	14	1	0	1	0	1	0	1	14	13	0.93	92.86%	0	135	150	0.90
TOTAL 9-12	14	1	0	1	0	1	0	1	14	13	0.93	92.86%	0	135	150	0.90
PROGRAM	14	1	0	1	0	1	0	1	14	13	0.93	92.86%	0	135	150	0.90

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Principal Signature

Date

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

King City High School

05/09/2016

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2015-2016

MONTHLY ATTENDANCE SUMMARY

Page 3

Month 9 - From 03/21/2016 Through 04/15/2016

Program H Home-Hospital

Grade Level	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
	Tchg Days	Enrollment Carried Fwd	Gains	Total Enrollment (B+C)	Losses	Ending Enrollment (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	14	3	0	3	0	3	0	13	42	29	2.07	69.05%	0	83	150	0.55
12 TOTAL	14	0	0	0	0	0	0	0	0	0	0.00	0.00%	0	63	150	0.42
TOTAL 9-12	14	3	0	3	0	3	0	13	42	29	2.07	69.05%	0	146	150	0.97
PROGRAM	14	3	0	3	0	3	0	13	42	29	2.07	69.05%	0	146	150	0.97

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Principal Signature

Date

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King City High School

05/09/2016

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2015-2016

MONTHLY ATTENDANCE SUMMARY

Page 4

Month 9 - From 03/21/2016 Through 04/15/2016

Program I Independent Study

Grade Level	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	14	4	0	4	0	4	0	27	56	29	2.07	51.79%	0	323	150	2.15
11 TOTAL	14	3	0	3	0	3	0	5	42	37	2.64	88.10%	0	273	150	1.82
12 TOTAL	14	11	0	11	0	11	0	46	154	108	7.71	70.13%	0	917	150	6.11
TOTAL 9-12	14	18	0	18	0	18	0	78	252	174	12.43	69.05%	0	1513	150	10.09
PROGRAM	14	18	0	18	0	18	0	78	252	174	12.43	69.05%	0	1513	150	10.09

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Principal Signature

Date

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

King City High School

05/09/2016

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2015-2016

MONTHLY ATTENDANCE SUMMARY

Page 5

Month 9 - From 03/21/2016 Through 04/15/2016

Program T SDC Transitional Program

Grade Level	A Tchg Days	B Enroll-ment Carried Fwd	C Gains	D Total Enroll-ment (B+C)	E Losses	F Ending Enroll-ment (D-E)	G Days Not Enroll	H Days Non-Apport Attend	I Actual Days (A*D)	J Total Apport Attend (A*D)-G-H	K Total A.D.A. (J/A)	L Percent Attend J/(A*D)-G	M Loss at End of Last School Day	YEAR TO DATE		
														N Total Apport Attend	O Days Taught	P Total ADA (N/O)
10 TOTAL	14	6	0	6	0	6	0	9	84	75	5.36	89.29%	0	831	150	5.54
11 TOTAL	14	2	0	2	0	2	0	0	28	28	2.00	100.00%	0	292	150	1.95
12 TOTAL	14	8	1	9	0	9	9	7	126	110	7.86	94.02%	0	1144	150	7.63
TOTAL 9-12	14	42	1	43	0	43	9	32	602	561	40.07	94.60%	0	6078	150	40.52
PROGRAM	14	42	1	43	0	43	9	32	602	561	40.07	94.60%	0	6078	150	40.52

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Principal Signature

Date

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King City High School

05/09/2016

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2015-2016

MONTHLY ATTENDANCE SUMMARY

Page 6

Month 9 - From 03/21/2016 Through 04/15/2016

Program X Fifth year senior

Grade Level	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	14	3	0	3	0	3	0	2	42	40	2.86	95.24%	0	420	150	2.80
TOTAL 9-12	14	3	0	3	0	3	0	2	42	40	2.86	95.24%	0	420	150	2.80
PROGRAM	14	3	0	3	0	3	0	2	42	40	2.86	95.24%	0	420	150	2.80

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Principal Signature

Date

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

Portola-Butler Contin. High School

5/9/2016

2015-2016

Discipline Distribution Report from 4/1/2016 to 4/30/2016

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	
36 Behavior, Defiance (E) 489	3	-	-	2	1	-	3	2	-	-	-	-	-	-	1
37 Behavior, Disobedience (E)	1	-	-	1	-	-	1	1	-	-	-	-	-	-	-
38 Behavior, Disruptive (E) 48	1	-	-	-	1	-	1	1	-	-	-	-	-	-	-
47 Disruption of School Activiti	1	-	-	1	-	-	1	-	-	-	-	-	-	-	1
Totals:	6	-	-	4	2	-	6	4	-	-	-	-	-	-	2

Portola-Butler Contin. High School

5/9/2016
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015-2016

MONTHLY ATTENDANCE SUMMARY/CONTINUATION

Month 9 - From 03/21/2016 Through 04/15/2016

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	14	1	0	1	0	1	0	42.00	42.00	0.00	42.00	1.00
11 TOTAL	14	31	3	34	1	33	14	1386.00	1268.50	18.60	1287.10	30.65
12 TOTAL	14	39	2	41	2	39	29	1635.00	1459.26	30.43	1489.70	35.47
PROGRAM TOTAL	14	71	5	76	3	73	43	3063.00	2769.76	49.04	2818.80	67.11

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	14	1	0	1	0	1	0	42.00	42.00	0.00	42.00	1.00
10 TOTAL	14	5	0	5	0	5	0	210.00	210.00	15.00	225.00	5.36
11 TOTAL	14	3	0	3	0	3	0	126.00	126.00	0.00	126.00	3.00
12 TOTAL	14	0	1	1	0	1	11	9.00	9.00	0.00	9.00	0.21
PROGRAM TOTAL	14	9	1	10	0	10	11	387.00	387.00	15.00	402.00	9.57

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	14	6	0	6	1	5	10	222.00	174.13	12.00	186.13	4.43
PROGRAM TOTAL	14	6	0	6	1	5	10	222.00	174.13	12.00	186.13	4.43

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

SUBJECT: Revenue and Expenditures Report for 2015-16

MEETING: May18, 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 (April 30, 2016) Revenues and Expenditures Report for each fund.

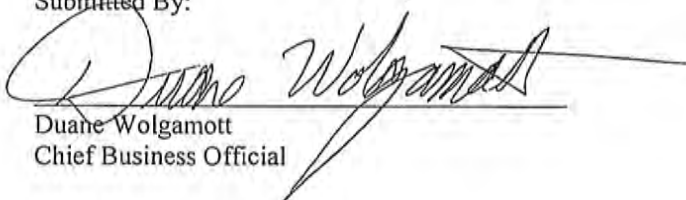
Recommendation:

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 04/30/2016				
		Budget	Actual	Encumbrance	Balance	Avail
REVENUES						
LCFF Revenue Sources	(8010-8099)	20,852,634.00	18,926,674.97		1,925,959.03	9%
Federal Revenue	(8100-8299)	1,187,748.00	380,856.58		806,891.42	68%
Other State Revenue	(8300-8599)	3,659,190.00	3,311,936.27		347,253.73	9%
Other Local Revenue	(8600-8799)	1,657,870.00	1,333,925.64		323,944.36	20%
Total Revenues		27,357,442.00	23,953,393.46		3,404,048.54	12%
EXPENDITURES						
Certificated Salaries	(1000-1999)	8,742,257.00	6,810,464.39	.00	1,931,792.61	22%
Classified Salaries	(2000-2999)	2,782,198.00	2,209,019.08	.00	573,178.92	21%
Employee Benefits	(3000-3999)	3,906,782.00	2,938,912.28	.00	967,869.72	25%
Books and Supplies	(4000-4999)	2,313,726.70	1,548,616.56	205,649.64	559,460.50	24%
Services & Operating Expenses	(5000-5999)	6,998,242.30	2,855,236.60	1,040,021.63	3,102,984.07	44%
Capital Outlay	(6000-6999)	138,793.00	52,658.94	58,451.83	27,682.23	20%
Other Outgo	(7100-7299, 7400-7499)	1,624,529.00	1,598,406.79	.00	26,122.21	2%
Transfer of Indirect Costs	(7300-7399)	(4.00)	.00	.00	(4.00)	100%
Total Expenditures		26,506,524.00	18,013,314.64	1,304,123.10	7,189,086.26	27%
Operating Surplus/(Deficit)		850,918.00	5,940,078.82	4,635,955.72		
Beginning Fund Balance		5,941,082.00	5,776,778.20	5,776,778.20		
Net Ending Fund Balance		6,792,000.00	11,716,857.02	10,412,733.92		
<i>*** calculated ***</i>						
Components of Ending Fund Balance						
Undesignated/Unappropriated - 9790		6,792,000.00	.00			
Ending Fund Balance		6,792,000.00	.00			

Fund 11 - Adult Education Fund		Fiscal Year 2016 through 04/30/2016				
		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)	21,276.00	8,834.40	.00	12,441.60	58%
Classified Salaries	(2000-2999)	4,884.00	2,538.78	.00	2,345.22	48%
Employee Benefits	(3000-3999)	8,790.00	1,367.93	.00	7,422.07	84%
Books and Supplies	(4000-4999)	17,192.00	13,092.23	3,013.44	1,086.33	6%
Services & Operating Expenses	(5000-5999)	26,558.00	6,392.50	20,000.00	165.50	1%
Total Expenditures		78,700.00	32,225.84	23,013.44	23,460.72	30%
Operating Surplus/(Deficit)		(200.00)	(32,225.84)	(55,239.28)		
Net Ending Fund Balance		(200.00)	(32,225.84)	(55,239.28)		
<i>*** calculated ***</i>						
Components of Ending Fund Balance						
Undesignated/Unappropriated - 9790		(200.00)	.00			
Ending Fund Balance		(200.00)	.00			

Fund 13 - Cafeteria Fund		Fiscal Year 2016 through 04/30/2016				
		Budget	Actual	Encumbrance	Balance	Avail
REVENUES						
Federal Revenue	(8100-8299)	455,000.00	252,850.46		202,149.54	44%
Other State Revenue	(8300-8599)	36,500.00	19,122.58		17,377.42	48%
Other Local Revenue	(8600-8799)	164,971.00	124,672.49		40,298.51	24%
Total Revenues		656,471.00	396,645.53		259,825.47	40%
EXPENDITURES						
Classified Salaries	(2000-2999)	126,183.00	104,926.87	.00	21,256.13	17%
Employee Benefits	(3000-3999)	79,752.00	52,696.48	.00	27,055.52	34%
Books and Supplies	(4000-4999)	429,754.00	332,271.52	24,211.97	73,270.51	17%
Services & Operating Expenses	(5000-5999)	17,341.00	12,760.95	10,134.46	(5,554.41)	(32)%
Capital Outlay	(6000-6999)	.00	.00	10,270.36	(10,270.36)	0%
Total Expenditures		653,030.00	502,655.82	44,616.79	105,757.39	16%
Operating Surplus/(Deficit)		3,441.00	(106,010.29)	(150,627.08)		
Beginning Fund Balance		150,936.00	150,935.39	150,935.39		
Net Ending Fund Balance		154,377.00	44,925.10	308.31		
	<i>*** calculated ***</i>					
Components of Ending Fund Balance						
	Undesignated/Unappropriated - 9790	154,377.00	.00			
	Ending Fund Balance	154,377.00	.00			

Fund 17 - Special Reserve Fund for Other		Fiscal Year 2016 through 04/30/2016				
		Budget	Actual	Encumbrance	Balance	Avail
REVENUES						
Other Local Revenue	(8600-8799)	16,266.00	16,264.43		1.57	0%
Total Revenues		16,266.00	16,264.43		1.57	0%
Operating Surplus/(Deficit)		16,266.00	16,264.43	16,264.43		
Beginning Fund Balance		2,997,390.00	2,997,389.10	2,997,389.10		
Net Ending Fund Balance		3,013,656.00	3,013,653.53	3,013,653.53		
	<i>*** calculated ***</i>					
Components of Ending Fund Balance						
Undesignated/Unappropriated - 9790		3,013,656.00	.00			
Ending Fund Balance		3,013,656.00	.00			

Fund 25 - Capital Facilities Fund		Fiscal Year 2016 through 04/30/2016				
		Budget	Actual	Encumbrance	Balance	Avail
REVENUES						
Other Local Revenue	(8600-8799)	174,685.00	178,182.90		(3,497.90)	(2)%
Total Revenues		174,685.00	178,182.90		(3,497.90)	(2)%
EXPENDITURES						
Books and Supplies	(4000-4999)	10,000.00	9,709.56	.00	290.44	3%
Services & Operating Expenses	(5000-5999)	100,000.00	71,615.41	7,818.25	20,566.34	21%
Capital Outlay	(6000-6999)	152,000.00	.00	151,914.48	85.52	0%
Other Outgo	(7100-7299, 7400-7499)	105,224.00	105,223.78	.00	0.22	0%
Total Expenditures		367,224.00	186,548.75	159,732.73	20,942.52	6%
Operating Surplus/(Deficit)		(192,539.00)	(8,365.85)	(168,098.58)		
Beginning Fund Balance		293,696.00	293,695.01	293,695.01		
Net Ending Fund Balance		101,157.00	285,329.16	125,596.43		
		<i>*** calculated ***</i>				
Components of Ending Fund Balance						
Undesignated/Unappropriated - 9790		101,157.00	.00			
Ending Fund Balance		101,157.00	.00			

Fund 35 - School Facility Program (Regul)		Fiscal Year 2016 through 04/30/2016				
		Budget	Actual	Encumbrance	Balance	Avail
REVENUES						
Other Local Revenue	(8600-8799)	18.00	(17.70)		35.70	198%
Total Revenues		18.00	(17.70)		35.70	198%
EXPENDITURES						
Services & Operating Expenses	(5000-5999)	18.00	.00	.00	18.00	100%
Total Expenditures		18.00	.00	.00	18.00	100%
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 04/30/2016			
	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 April 2016)

MEETING: May 18, 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 April 30, 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

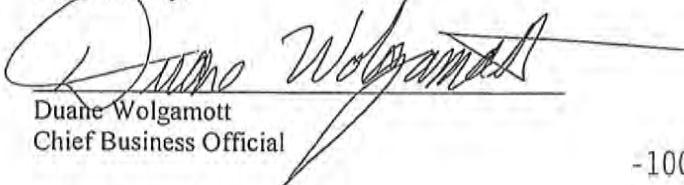
Recommendation:

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 April

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	
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 = 10, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

ESCAPE ONLINE

Fund 01 - Actuals through April		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)									
			5,737,542.47	5,748,226.65	6,532,560.31	8,647,808.15	7,267,990.46	9,857,517.26	
G. Ending Cash, Plus Cash Accruals and Adjustments									

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Fund 01 - Actuals through April **Fiscal Year 2015/16**

	Object	January	February	March	April	May	June	Total	Budget
A. BEGINNING CASH	9110	9,857,517.26	9,683,379.62	9,372,337.90	9,473,186.08				
B. RECEIPTS									
LCFF Revenue Sources									
Principal Apportionment	8010-8019	724,130.00	1,391,485.50	1,751,884.00	773,264.00			13,337,027.50	15,313,309.00
Property Taxes	8020-8079	223,836.36	138,062.34	119,775.84	1,938,357.22			5,589,647.47	5,539,325.00
Miscellaneous Funds	8080-8099								
Federal Revenues	8100-8299	16,348.00	154,728.00	36,424.79				380,856.58	1,187,748.00
Other State Revenues	8300-8599	619,009.74	113,678.10	57,664.00	213,627.94			3,311,936.27	3,659,190.00
Other Local Revenues	8600-8799	403,977.39	250,376.79	90,375.01	144,926.06			1,333,925.64	1,657,870.00
Interfund Transfers In	8910-8929								
All Other Financing Sources	8930-8979								
Undefined Objects									
TOTAL RECEIPTS		1,987,301.49	1,820,974.53	2,056,123.64	3,070,175.22	.00	.00	23,953,393.46	27,357,442.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	739,927.11	727,262.51	751,053.51	745,838.43			6,810,464.39	8,742,257.00
Classified Salaries	2000-2999	221,561.49	216,745.31	284,270.72	239,068.47			2,209,019.08	2,782,198.00
Employee Benefits	3000-3999	316,591.23	317,321.56	328,254.35	321,433.48			2,938,912.28	3,906,782.00
Books and Supplies	4000-4999	164,181.08	66,697.27	106,965.44	63,059.91			1,548,616.56	2,313,726.70
Services	5000-5999	320,422.25	340,713.02	389,223.83	225,702.34			2,855,236.60	6,998,242.30
Capital Outlay	6000-6599		52,658.94					52,658.94	138,793.00
Other Outgo	7000-7499	1,367,942.10	48,440.73	48,902.60	43,450.22			1,598,406.79	1,624,525.00
Interfund Transfers Out	7600-7629								
All Other Financing Uses	7630-7699								
Undefined Objects									
TOTAL DISBURSEMENTS		3,130,625.26	1,769,839.34	1,908,670.45	1,638,552.85	.00	.00	18,013,314.64	26,506,524.00
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	212,802.31					996,868.48	
Due From Other Funds	9310								
Stores	9320								
Prepaid Expenditures	9330				8,375.69			8,375.69	
Other Current Assets	9340								
Deferred Outflows of Resrcs	9490								
Undefined Objects									
SUBTOTAL ASSETS		1,186,505.83	212,802.31	.00	8,375.69	.00	.00	1,052,788.79	
(continued)									

Selection Grouped by Org, Fund, Filtered by (Org = 28, Actuals Thru Period = 10, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

ESCAPE ONLINE

Fund 01 - Actuals through April		Fiscal Year 2015/16							
	Object	January	February	March	April	May	June	Total	Budget
Liabilities and Deferred Inflows									
Accounts Payable	9500-9599	53,013.80-	574,941.22-	46,770.29-	34,238.73			1,531,979.82-	
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-	574,979.22-	46,605.01-	34,238.73	.00	.00	1,767,370.30-	
Nonoperating									
Suspense Clearing	9910	9.90-	38.00-	165.28				165.28	
TOTAL BALANCE SHEET ITEMS		969,186.13	362,176.91-	46,605.01-	25,863.04	.00	.00	714,581.51-	
E. NET INCREASE/DECREASE									
B - C + D		174,137.64-	311,041.72-	100,848.18	1,457,485.41	.00	.00	5,225,497.31	850,918.00
F. ENDING CASH (A + E)		9,683,379.62	9,372,337.90	9,473,186.08	10,930,671.49				
G. Ending Cash, Plus Cash Accruals and Adjustments									

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Fund 09 - Actuals through April		Fiscal Year 2015/16							
	Object	Beginning Balance	July	August	September	October	November	December	
A. BEGINNING CASH		9110	.00	.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							
Goods 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 = 10, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

ESCAPE **ONLINE**

Fund 09 - Actuals through April		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									

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Fund 09 - Actuals through April

Fiscal Year 2015/16

	Object	January	February	March	April	May	June	Total	Budget
A. BEGINNING CASH	9110	.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								
Supplies and Services	4000-4999								
Capital Outlay	5000-5999								
Other Outgo	6000-6599								
Interfund Transfers Out	7000-7499								
All Other Financing Uses	7600-7629								
Undefined Objects	7630-7699								
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								
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 = 10, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

ESCAPE ONLINE

Fund 09 - Actuals through April		Fiscal Year 2015/16							
	Object	January	February	March	April	May	June	Total	Budget
<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	.00	.00
F. ENDING CASH (A + E)		.00	.00	.00	.00				
G. Ending Cash, Plus Cash Accruals and Adjustments									

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Fund 11 - Actuals through April

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								
Supplies and Services	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 = 10, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

ESCAPE ONLINE

Fund 11 - Actuals through April		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			.00	.00	.00	.00	.00	.00	
F. ENDING CASH (A + E)			.00	.00	.00	.00	.00	.00	
G. Ending Cash, Plus Cash Accruals and Adjustments									

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Fund 11 - Actuals through April

Fiscal Year 2015/16

	Object	January	February	March	April	May	June	Total	Budget
A. BEGINNING CASH	9110	.00	.00	2,049.48-	16,765.69-				
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			2,073.60	6,760.80			8,834.40	21,276.00
Classified Salaries	2000-2999			216.97	2,321.81			2,538.78	4,884.00
Employee Benefits	3000-3999			288.65	1,079.28			1,367.93	8,790.00
Supplies	4000-4999		1,689.48	6,534.49	4,868.26			13,092.23	17,192.00
Services	5000-5999		360.00	5,602.50	430.00			6,392.50	26,558.00
Capital Outlay	6000-6599								
Other Outgo	7000-7499								
Interfund Transfers Out	7600-7629								
All Other Financing Uses	7630-7699								
Undefined Objects									
TOTAL DISBURSEMENTS		.00	2,049.48	14,716.21	15,460.15	.00	.00	32,225.84	78,700.00
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 = 10, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

ESCAPE ONLINE

Fund 11 - Actuals through April		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	2,049.48-	14,716.21-	15,460.15-	.00	.00	32,225.84-	200.00-
F. ENDING CASH (A + E)		.00	2,049.48-	16,765.69-	32,225.84-				
G. Ending Cash, Plus Cash Accruals and Adjustments									

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Fund 13 - Actuals through April

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
Materials 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 = 10, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

ESCAPE ONLINE

Fund 13 - Actuals through April		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									

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Fund 13 - Actuals through April **Fiscal Year 2015/16**

Object	January	February	March	April	May	June	Total	Budget
A. BEGINNING CASH	9110	93,282.54-	134,818.90-	32,587.67	98,355.98			
B. RECEIPTS								
LCFF Revenue Sources								
Principal Apportionment	8010-8019							
Property Taxes	8020-8079							
Miscellaneous Funds	8080-8099							
Federal Revenues	8100-8299		200,342.60	34,527.83			252,850.46	455,000.00
Other State Revenues	8300-8599		15,499.12	2,665.92			19,122.58	36,500.00
Other Local Revenues	8600-8799		1,484.92-	96,479.74			124,672.49	164,971.00
Interfund Transfers In	8910-8929							
All Other Financing Sources	8930-8979							
Undefined Objects								
TOTAL RECEIPTS		.00	214,356.80	133,673.49	.00	.00	396,645.53	656,471.00
C. DISBURSEMENTS								
Certificated Salaries	1000-1999							
Classified Salaries	2000-2999	9,975.27	9,193.30	12,305.33	12,332.21		104,926.87	126,183.00
Employee Benefits	3000-3999	5,381.23	5,298.52	6,573.84	6,458.04		52,696.48	79,752.00
Supplies and Supplies	4000-4999	24,500.09	33,458.24	46,584.41	33,089.54		332,271.52	429,754.00
Services	5000-5999	1,679.77	479.91	2,441.60	1,602.58		12,760.95	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	48,429.97	67,905.18	53,482.37	.00	502,655.82	653,030.00
D. BALANCE SHEET ITEMS								
<u>Assets and Deferred Outflows</u>								
Cash Not In Treasury	9111-9199							
Accounts Receivable	9200-9299		1,479.74				1,479.74	
Due From Other Funds	9310							
Stores	9320							
Prepaid Expenditures	9330							
Other Current Assets	9340							
Deferred Outflows of Resrcs	9490							
Undefined Objects								
SUBTOTAL ASSETS		.00	1,479.74	.00	.00	.00	1,479.74	
(continued)								

Selection Grouped by Org, Fund, Filtered by (Org = 28, Actuals Thru Period = 10, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

ESCAPE **ONLINE**

Fund 13 - Actuals through April		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	1,479.74	.00	.00	.00	.00	1,272.35-	
E. NET INCREASE/DECREASE									
B - C + D		41,536.36-	167,406.57	65,768.31	53,482.37-	.00	.00	107,282.64-	3,441.00
F. ENDING CASH (A + E)		134,818.90-	32,587.67	98,355.98	44,873.61				
G. Ending Cash, Plus Cash Accruals and Adjustments									

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Fund 17 - Actuals through April

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 = 10, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

ESCAPE ONLINE

Fund 17 - Actuals through April

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	5,298.01	5,298.01-	.00	.00	
E. NET INCREASE/DECREASE			.00	.00	5,298.01	.00	.00	5,386.59	
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									

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Fund 17 - Actuals through April

Fiscal Year 2015/16

Object	January	February	March	April	May	June	Total	Budget
A. BEGINNING CASH	9110	3,008,073.70	3,008,073.70	3,013,653.53	3,013,653.53			
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		5,579.83				16,264.43	16,266.00
Interfund Transfers In	8910-8929							
All Other Financing Sources	8930-8979							
Undefined Objects								
TOTAL RECEIPTS		.00	5,579.83	.00	.00	.00	16,264.43	16,266.00
C. DISBURSEMENTS								
Certificated Salaries	1000-1999							
Classified Salaries	2000-2999							
Employee Benefits	3000-3999							
Supplies and Services	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 = 10, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

ESCAPE ONLINE

Fund 17 - Actuals through April		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	5,579.83	.00	.00	.00	.00	16,264.43	16,266.00
F. ENDING CASH (A + E)									
		3,008,073.70	3,013,653.53	3,013,653.53	3,013,653.53				
G. Ending Cash, Plus Cash Accruals and Adjustments									

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Fund 25 - Actuals through April

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 = 10, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

ESCAPE **ONLINE**

Fund 25 - Actuals through April		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									

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Fund 25 - Actuals through April		Fiscal Year 2015/16							
	Object	January	February	March	April	May	June	Total	Budget
A. BEGINNING CASH		170,606.99	161,923.21	282,429.28	285,914.84				
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		122,091.86	3,726.00				178,182.90	174,685.00
Interfund Transfers In	8910-8929								
All Other Financing Sources	8930-8979								
Undefined Objects									
TOTAL RECEIPTS		.00	122,091.86	3,726.00	.00	.00	.00	178,182.90	174,685.00
C. DISBURSEMENTS									
Certificated Salaries									
Classified Salaries	1000-1999								
Employee Benefits	2000-2999								
Books and Supplies	3000-3999								
Services	4000-4999	6,219.48	1,585.79					9,709.56	10,000.00
Capital Outlay	5000-5999	2,464.30		240.44	585.68			71,615.41	100,000.00
Other Outgo	6000-6599								152,000.00
Interfund Transfers Out	7000-7499							105,223.78	105,224.00
All Other Financing Uses	7600-7629								
Undefined Objects	7630-7699								
TOTAL DISBURSEMENTS		8,683.78	1,585.79	240.44	585.68	.00	.00	186,548.75	367,224.00
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 = 10, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

ESCAPE ONLINE

Fund 25 - Actuals through April		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-	120,506.07	3,485.56	585.68-	.00	.00	99,927.13-	192,539.00-
F. ENDING CASH (A + E)									
		161,923.21	282,429.28	285,914.84	285,329.16				
G. Ending Cash, Plus Cash Accruals and Adjustments									

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Fund 35 - Actuals through April **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								
125 - Books and Supplies	4000-4999								
125 - 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 = 10, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

ESCAPE **ONLINE**

Fund 35 - Actuals through April		Fiscal Year 2015/16							
	Object	Beginning Balance	July	August	September	October	November	December	
Liabilities and Deferred Inflows									
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	
Nonoperating									
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									

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Fund 35 - Actuals through April

Fiscal Year 2015/16

Object	January	February	March	April	May	June	Total	Budget
A. BEGINNING CASH	9110	8.85-	17.70-	17.70-	17.70-			
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	8.85-					17.70-	18.00
Interfund Transfers In	8910-8929							
All Other Financing Sources	8930-8979							
Undefined Objects								
TOTAL RECEIPTS		8.85-	.00	.00	.00	.00	17.70-	18.00
C. DISBURSEMENTS								
Certificated Salaries	1000-1999							
Classified Salaries	2000-2999							
Employee Benefits	3000-3999							
Supplies	4000-4999							
Services	5000-5999							18.00
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	18.00
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	
Stores	9320							
Prepaid Expenditures	9330							
Other Current Assets	9340							
Deferred Outflows of Resrcs	9490							
Undefined Objects								
SUBTOTAL ASSETS		.00	.00	.00	.00	.00	4,927.57	
(continued)								

Selection Grouped by Org, Fund, Filtered by (Org = 28, Actuals Thru Period = 10, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

ESCAPE ONLINE

Fund 35 - Actuals through April		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-	17.70-	17.70-	17.70-				
G. Ending Cash, Plus Cash Accruals and Adjustments									

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Fund 56 - Actuals through April

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 = 10, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

ESCAPE ONLINE

Fund 56 - Actuals through April

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)									
G. Ending Cash, Plus Cash Accruals and Adjustments			.00	.00	.00	.00	.00	.00	

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Fund 56 - Actuals through April

Fiscal Year 2015/16

	Object	January	February	March	April	May	June	Total	Budget
A. BEGINNING CASH	9110	.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									
Assets and Deferred Outflows									
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 = 10, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

ESCAPE **ONLINE**

Fund 56 - Actuals through April		Fiscal Year 2015/16							
	Object	January	February	March	April	May	June	Total	Budget
<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	.00	.00
F. ENDING CASH (A + E)		.00	.00	.00	.00				
G. Ending Cash, Plus Cash Accruals and Adjustments									

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

SUBJECT: 2016/17 LCAP

MEETING: May 18, 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:

The new funding formula for California schools is the Local Control Funding Formula. The draft LCAP is presented here for review and discussion. The 2016-17 LCAP will be on the June 15th Board Agenda for approval.

Recommendation:

Information item only.

Fiscal Impact:


Within our LCFF levels of funding and reflected in our proposed budget.

Submitted By:



Duane Wolgamott
Chief Business Official

Approved:



Daniel R. Moirao Ed.D.
State Administrator

§ 15497.5. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA?: South Monterey County Joint Union High Contact: Daniel Moirao, State Administrator, dmoirao@smcjuhsd.org, (831) 385-0606 LCAP Year: 2016-17

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each school site, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52055(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA’s goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01, community members, local bargaining units, LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
<p>The District met with each stakeholder group and advised them of the current year's plan (14-15) and engaged in an exchange of ideas for the following year's LCAP plan. • District/Community Advisory Meetings 4/7/15 & 4/29/15 • CTA and CSEA 4/7/15 & 4/29/15 • KCHS Parent Meeting 4/15/15 • DeLAC Parent meeting 4/16/15 PIQE meeting 4/16/15 GHS SSC 4/20/15 • Board of Trustees Study session on Budget and LCAP 5/4/15 and 6/1/15 • Survey responses from students/parents/community</p>	<p>Through the LCAP process – the following items were identified as needed to support the District's and State's priorities with Supplemental and Concentration LCAP funding.</p> <ul style="list-style-type: none"> • Adding two counselors • Adding seven teachers • New fire alarm system for GHS • Increased campus security at both campuses
<p>Annual Update:</p> <p>Beginning in November 2015, SMCJUHSD has engaged and involved parents, community members, local bargaining units and other stakeholders in reviewing and evaluating the effectiveness of the first year of the implementation of the District LCAP.</p> <p>ACTIVE COMMUNITY ENGAGEMENT From the onset of our planning, South Monterey County Union High School District State Administrator and staff were greatly interested in acquiring meaningful input from all stakeholders. This was at the nucleus of our initial planning. We met with various stakeholder groups with one agenda item always as the focus. This item was: How can we obtain informed input on how stakeholders believe we should improve or increase services in order to better meet the academic and social needs of our students and prepare students for college and career. An LCAP Executive Summary was created and disseminated via LCAP Community Advisory meetings, and all site advisory meetings in an effort to summarize and present LCAP information into one, seven-page colorful document.</p> <p>SITE LEVEL LCAP STAKEHOLDER MEETINGS During the months of January 2016-March 2016, the District team met with the following stakeholder groups at EACH of the three (3) school sites to review LCAP goals and expenditures and to solicit their advice in this year's LCAP. This was a total of 15 meetings. - Site level meetings were calendared by the site principal, who for the most part, is a member of each of these committees. Meetings were calendared by November, 2015. Stakeholders were notified of the meeting via school calendar, school newsletters, site posting, website posting, and autodialer calls. The District team met with:</p>	<p>Annual Update:</p> <p>The 2015-16 involvement process assisted SMCJUHSD in showcasing the work done to bring the goals and actions set last year to our students and community. Through the various meetings we were able to inform the participants of the District's progress and tie it back to the work done last year. By using of a consistent format to gather input, we were more readily able to categorize community input.</p> <p>Based on feedback from staff, parents, students and community, the following items were identified as need to support the District's and State's priorities with Supplemental and Concentration LCAP Funding</p> <p>Conditions for Learning:</p> <ul style="list-style-type: none"> - increase support for students who are struggling academically (math support) - expand after-school tutoring programs - extend library hours so students have access to resources and technology after school hours <p>Student Outcomes</p> <ul style="list-style-type: none"> - expand college/career pathways - expand college and financial aide application support <p>Engagement</p> <ul style="list-style-type: none"> - find more ways to communicate with parents and keep them inform of school events

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- School Site Council (members: parents, students, teachers, classified personnel, administrator, counselor)
- English Learner Advisory Committee (members: parents, teachers, students, classified personnel, parent liaisons, ELD liaisons, administration, counselor)
- Teachers/classified personnel
- Students
- Parent/Teacher Organization

During Site Level LCAP stakeholder meetings the District team presented information to stakeholders on:

- summary of the new funding systems due to LCFF
- reviewed an infographic which describes the District demographics and annual revenue (including revenue by category)
- reviewed a description of the Eight state priorities
- review previous year's goals and subgoals
- explained local metrics (including: SBAC results, A-G completion rates, Suspension/expulsion rates, graduation rates)
- reviewed LCAP expenditures by goal
- solicited input/feedback via discussion and through the LCAP Survey

A complete handout of the presentation was available to all stakeholders in English and in Spanish.

STUDENT INPUT

Student group meetings were part of the site LCAP engagement meetings. Each of the three school sites selected representative students to meet with district team and have a candid and open-ended conversation regarding what students felt would be most helpful to them to succeed academically. Student groups were comprised of a cross-section of the school's student body. Principals were instrumental in working with their teachers to create gender and ethnically balanced student groups representing all levels of learners; including students in Special Education and English Learners.

In their groups, students were presented with the Site Level LCAP presentation and the district team asked and answered questions very similar to the ones that had been used with other stakeholder groups. Among other questions, we wanted to hear what they had to say about how to help them be more successful in their academics, including learning English. We also wanted to know what ideas they had to make graduation a reality for more students and make school more engaging and safe. Students were also

- increase parent education programs

encouraged to complete the LCAP Survey.

DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE (DELAC)

Two DELAC meetings (November and January) were dedicated to understand and soliciting feedback on the LCAP. The content of the meeting was very similar in nature to the site stakeholder meetings.

Members of DELAC were notified of the LCAP meetings during the October DELAC meeting. Meeting agendas were posted at all sites 72 hours before the meeting.

Members were also reminded by phone before each meeting.

COMMUNITY ROTARY MEETING- February, 2016.

During this meeting the State Administrator, Dr. Daniel Moirao, gave Rotary membership a presentation on the LCAP. Dr. Moirao spoke about LCFF, LCAP purpose, our LCAP goals and solicited input for the LCAP by all who attended the meeting. Rotary members were also encouraged to complete the LCAP survey.

LCAP Survey

The LCAP Survey was available at every school site and the district office in paper-pencil form in English and Spanish. The online LCAP Survey was available in English and Spanish on the district website.

COMMUNITY LCAP ADVISORY GROUP

In addition to the site meetings, we created a parent/community LCAP advisory group. This advisory group represented the needs of all stakeholders. The group included parents, teachers, classified staff, students, collective bargaining representatives, community members and the South Monterey County Joint Union High School District State Administrator Dr. Daniel Moirao; Chief Business Official, Duane Wolgamott; Director of Educational Services, Diana Jimenez. The Community LCAP Advisory group members were sent personal letters explaining the purpose of the meetings and the need for their participation and input. This group had two meetings: February 23 and April 6.

The first advisory group meeting focused on district staff presenting the baseline information needed to make informed contributions to what would eventually become the South Monterey County Joint Union High School District LCAP. The group reviewed a summary of funding systems due to LCFF funding, infographic presentation on District

demographics, eight state priorities, local metrics, LCAP goals/subgoals and a summary of expenditures by goal. The group was challenged to think about the community we serve and providing input for priorities and improvement. There was an active discussion on college and career readiness (emphasis on career pathways) and improving the academic achievement of English Learners. The group was also given the district's LCAP survey.

During the second advisory group meeting district staff highlighted to the group the recurring themes parents, staff, community and students shared on the LCAP survey. The LCAP survey consisted of five open-ended questions.

Survey feedback includes:

- More counselor time: provide info to parents and students
- More career/tech classes wanted
- Increase College/career exploration
- Increase access to library
- Increase access to technology outside of the classroom (laptops/tablets)
- More tutoring/after school support/services
- Offer college classes on campus
- More AP courses
- Provide info to students on why school is important
- Rallies, school spirit, awards
- Shore up discipline
- Hands-on classes (electives, PLTW)
- Provide information to parents on: importance of school (components), how to talk to your teen, assertive parenting, accessing grades, (awareness)
- Increase personal communication with parents

The second part of this meeting consisted in sharing the 16-17 proposed LCAP budget which reflected community input. The members of the group had the opportunity to ask questions and advice on the 16-17 LCAP. Their input included:

- improving the messaging of after-school tutoring opportunities
- provide a 4-year plan for each student that gets revisited every year
- provide information on how to apply to college and apply for financial aid
- explore the possibility of having a work-experience program at the sites
- the importance of communication with parents regarding school programs and student academic progress

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Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA’s goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal.

When completing the goal tables, include goals for all pupils and specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site.

Related State and/or Local Priorities: Identify the state and /or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data, used to identify the need(s).

Schools: Identify the schools sites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and at the school site level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Action/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the school sites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL:	#1a: The conditions for learning will be improved for students	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local: Specify _____	
Identified Need:	#1a - Reduce class size Class size reduction improves student achievement in several ways. Smaller classes allow teachers to individualize instruction and provide effective interventions for students who are struggling academically. Consequently, smaller class sizes provide opportunities for high-quality teaching and learning, leading to higher student test scores. Class load analysis data from Aeries student information system was used to identify this goal.		
Goal Applies to:	Schools: All Applicable Pupil Subgroups: Students with Disability, Low Income, Fluent-English Proficient and English Only, Redesignated fluent English proficient (R-FEP), English Learner (EL), English Only, Black or African American, American Indian or Alaska Native, Asian, Filipino, Hispanic or Latino, Native Hawaiian or Pacific Islander, White, Foster Youth		
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	Priority 4- Pupil Achievement Smaller class sizes: <ul style="list-style-type: none"> • Will improve the use of targeted interventions which will increase student achievement in State assessments. Custom Metrics: Reduced Class Sizes <ul style="list-style-type: none"> • And Class size in the core content will be reduced from 33:1 to 32:1 Custom Metrics: Reduced Class Sizes		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Class size in the core content will be reduced from 33:1 to 32:1 in order to give improved learning opportunities for students through the hiring and appropriate placement of Highly Qualified Teachers.	All for this Goal	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$1,115,951 Supplemental and Concentration LCAP funding - Value(\$1115951.00) Funding Sources: LCFF Basic (0000) - \$1115951.00
LCAP Year 2: 2017-18			
Expected Annual			

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Measurable Outcomes: Priority 4- Pupil Achievement
 Smaller class sizes:
 • Will improve the use of targeted interventions which will increase student achievement in State assessments.
 Custom Metrics: Reduced Class Sizes
 • And Class size in the core content will be reduced from 33:1 to 32:1
 Custom Metrics: Reduced Class Sizes

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Class size in the core content will be reduced from 32:1 to 31:1 in order to give improved learning opportunities for students through the hiring and appropriate placement of Highly Qualified Teachers.	All for this Goal	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Hire teachers and add facilities to reduce class sizes - \$1,679,456 - Value(\$1679456.00) Funding Sources: LCFF Supplemental (0000) - \$1679456.00

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes: Priority 4- Pupil Achievement
 Smaller class sizes:
 • Will improve the use of targeted interventions which will increase student achievement in State assessments.
 Custom Metrics: Reduced Class Sizes
 • And Class size in the core content will be reduced from 33:1 to 32:1
 Custom Metrics: Reduced Class Sizes

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Class size in the core content will be maintained at 31:1 in order to give improved learning opportunities for students through the hiring and appropriate placement of Highly Qualified Teachers.	All for this Goal	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	hire teachers and add facilities to reduce class size - \$1,972,285 - Value(\$1972285.00) Funding Sources: LCFF Supplemental

			(0000) - \$1972285.00
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL:	#1b - The conditions for learning will be improved for students	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local: Specify _____	
Identified Need:	#1b - Students will be taught by Highly Qualified Teachers • Student learning is maximized when teachers are highly qualified, sufficient instructional materials are available, the learning environment is comfortable and well-maintained, and when students feel safe and secure at school.		
Goal Applies to:	Schools: All Applicable Pupil Subgroups: Students with Disability, Low Income, Fluent-English Proficient and English Only, Redesignated fluent English proficient (R-FEP), English Learner (EL), English Only, Black or African American, American Indian or Alaska Native, Asian, Filipino, Hispanic or Latino, Native Hawaiian or Pacific Islander, White, Foster Youth		
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	Priority 1 • The District will actively recruit, hire and retain highly qualified staff to support student success. State Metrics: Base of teachers appropriately assigned and fully credentialed 100% of SMCJUHS teacher are appropriately assigned and are fully credentialed State Metrics: Base of teachers appropriately assigned and fully credentialed		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
District and site staff will attend recruitment fairs. Incentives for teachers to obtain HQT status will be implemented. Hiring and moving incentives will be paid for positions where the District has had difficulty in finding HQT staff.	All for this Goal	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	District and site staff will attend recruitment fairs \$5,000 Hiring and moving incentives as well as competitive salaries will be paid \$236,473 - Value(\$241473.00) Funding Sources: LCFF Supplemental (0000) - \$241473.00

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes: <ul style="list-style-type: none"> Priority 1 <ul style="list-style-type: none"> The District will actively recruit, hire and retain highly qualified staff to support student success. State Metrics: Base of teachers appropriately assigned and fully credentialed 100% of SMCJUHSD teacher are appropriately assigned and are fully credentialed State Metrics: Base of teachers appropriately assigned and fully credentialed 			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
District and site staff will attend recruitment fairs. Incentives for teachers to obtain HQT status will be implemented. Hiring and moving incentives will be paid for positions where the District has had difficulty in finding HQT staff.	All for this Goal	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	District and site staff will attend recruitment fairs \$10,000 Hiring and moving incentives as well as competitive salaries will be paid \$347,374 - Value(\$357374.00) Funding Sources: LCFF Supplemental (0000) - \$357374.00

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes: <ul style="list-style-type: none"> Priority 1 <ul style="list-style-type: none"> The District will actively recruit, hire and retain highly qualified staff to support student success. State Metrics: Base of teachers appropriately assigned and fully credentialed 100% of SMCJUHSD teacher are appropriately assigned and are fully credentialed State Metrics: Base of teachers appropriately assigned and fully credentialed 			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
District and site staff will attend recruitment fairs. Incentives for teachers to obtain HQT status will be implemented. Hiring and moving incentives will be paid for positions where the	All for this Goal	<input checked="" type="checkbox"/> ALL OR:	District and site staff will attend recruitment fairs

<p>District has had difficulty in finding HQT staff.</p>		<p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$15,000 Hiring and moving incentives as well as competitive salaries will be paid \$442,041 - Value(\$457041.00) Funding Sources: LCFF Supplemental (0000) - \$457041.00</p>
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL:	#1c - The conditions for learning will be improved for students	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8__ COE only: 9__ 10__ Local: Specify _____	
Identified Need:	#1c - Add Programs to motivate more students to go to Universities District aims to support all students to have equal access to high quality instructional programs so they may reach high academic standards that will ensure college and career readiness by the end of 12th grade. Need to increase support incoming 9th grade students whose GPA is below a 2.0 and need instruction in study skills, organization strategies, goal setting and time management techniques in order to be successful in high school. Students will work on high school planning, and explore post-secondary career options. All students complete a 4-year plan which outlines the courses students must take not only for graduation but to complete A-G requirements for college admission. The District wants to ensure that these 4 year plans are revisited at least twice a year at every grade level.		
Goal Applies to:	Schools: All	Applicable Pupil Subgroups:	Students with Disability, Low Income, Fluent-English Proficient and English Only, Redesignated fluent English proficient (R-FEP), English Learner (EL), English Only, Black or African American, American Indian or Alaska Native, Asian, Filipino, Hispanic or Latino, Native Hawaiian or Pacific Islander, White, Foster Youth
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	Priority 7 - Master schedules will include the addition of Freshmen Seminar and Link Crew courses Custom Metrics: Support for Incoming Freshmen - Counselors to review 4-year plans at least twice a year at every grade level Custom Metrics: 4 year plans - Professional development training for teachers in student-support programs. State Metrics: Other indicators of pupil performance required areas of study Custom Metrics: Support for Incoming Freshmen		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Master schedules will include one or more sections of Freshmen Seminar and Link Crew.	Portola-Butler Continuation High,	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Staff hired for Link Crew and Freshmen Seminar classes
Second counselor ensures students are placed in the correct			

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<p>classes and receive extra support. With a second counselor reviewing the 4-year plan will be maintained.</p>	<p>Greenfield High, King City High, All High Schools</p>	<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>as well as 2nd counselor for each comprehensive school site \$198,972 - Value(\$198972.00) Funding Sources: LCFF Supplemental (0000) - \$198972.00</p>
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LCAP Year 2: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>Priority 7 - Master schedules will include the addition of Freshmen Seminar and Link Crew courses Custom Metrics: Support for Incoming Freshmen - Counselors to review 4-year plans at least twice a year at every grade level Custom Metrics: 4 year plans Professional development training for teachers in student-support programs. State Metrics: Other indicators of pupil performance required areas of study Custom Metrics: Support for Incoming Freshmen</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Master schedules will include one or more sections of Freshmen Seminar and Link Crew.</p> <p>Second counselor ensures students are placed in the correct classes and receive extra support. With a second counselor reviewing the 4-year plan will be maintained.</p>	<p>9th grade, 10th grade, 11th grade, 12th grade</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Staff hired for Link Crew and Freshmen Seminar classes as well as 2nd counselor for each comprehensive school site \$215,591 - Value(\$215591.00) Funding Sources:</p>

			LCFF Supplemental (0000) - \$215591.00
LCAP Year 3: 2018-19			
<p>Expected Annual Measurable Outcomes:</p>	<p>Priority 7 Master schedules will include the addition of Freshmen Seminar and Link Crew courses Custom Metrics: Support for Incoming Freshmen - Counselors to review 4-year plans at least twice a year at every grade level Custom Metrics: 4 year plans - Professional development training for teachers in student-support programs. State Metrics: Pupil access to standards aligned instructional materials Custom Metrics: Support for Incoming Freshmen</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Master schedules will include one or more sections of Freshmen Seminar and Link Crew.</p> <p>Second counselor ensures students are placed in the correct classes and receive extra support. With a second counselor reviewing the 4-year plan will be maintained.</p>	<p>9th grade, 10th grade, 11th grade, 12th grade</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Hire staff for Freshmen seminar and Link Crew classes as well as a second counselor for each comprehensive school site. \$232,094 - Value(\$232094.00) Funding Sources: LCFF Supplemental (0000) - \$232094.00</p>

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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL:	#1d - The conditions for learning will be improved for students	Related State and/or Local Priorities: 1 __ 2 <input checked="" type="checkbox"/> 3 __ 4 <input checked="" type="checkbox"/> 5 __ 6 __ 7 __ 8 <input checked="" type="checkbox"/> COE only: 9 __ 10 __ Local: Specify _____
Identified Need:	#1d - More professional development with accountability <ul style="list-style-type: none"> • Full implementation of CCSS means needed professional development for: ELA, math, ELD, and science; particularly given the high number of new teachers. • Staff needs professional development and collaboration time to review student achievement data (benchmarks) and develop rigorous units/lessons aligned to CCSS • Full implementation of Constructing Meaning will require teacher and administrator professional development. • Full implementation of Professional Learning Communities will require teacher and administrator professional development. 	
Goal Applies to:	Schools: All High Schools, 9th grade, 10th grade, 11th grade, 12th grade Applicable Pupil Subgroups: Students with Disability, Low Income, Fluent-English Proficient and English Only, Redesignated fluent English proficient (R-FEP), English Learner (EL), English Only, Black or African American, American Indian or Alaska Native, Asian, Filipino, Hispanic or Latino, Native Hawaiian or Pacific Islander, White, Foster Youth	
LCAP Year 1: 2016-17		
Expected Annual Measurable Outcomes:	Priority 2 -100% of teachers receive initial Constructing Meaning professional development -Provide professional development to new teachers on CCSS standards and/or CCRs -100% of new staff will receive initial Illuminate professional development Custom Metrics: Constructing Meaning Implementation, PLC Implementation, PD for Illuminate Priority 4 Full implementation of Common Core standards and Professional Learning Communities will directly improve: <ul style="list-style-type: none"> • 5% increase in achievement (meets or exceeds standards) on SBAC summative assessments (ELA and math) • 5% increase in "Readiness for College" in as indicated by the SBAC results in ELA and math • 5% increase in A-G completion rates • 5% increase in Reclassification rates State Metrics: Statewide Assessments Priority 8 - A minimum of 17 Wednesday collaboration meetings will be dedicated to PLC inquiry cycle. This cycle includes analysis of student performance data, formative assessment creation and instruction planning which will improve instruction and student achievement in all areas. - 9 PLC Lead meetings a year to build program capacity. State Metrics: Other indicators of pupil performance required areas of study	

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Custom Metrics: PLC Implementation

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Year IV of the Professional Development plan will be modified as needed and implemented.</p> <ul style="list-style-type: none"> -Instructional practices will be evaluated from data collected which will inform and support instruction. -Student data will be used to evaluate student progress -Leadership capacity will be built through the PLC Lead meetings and professional development -Support structures will be implemented to sustain collaboration and follow through with professional development. -Instructional Coaches will continue to support teachers 	<p>All for this Goal</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ 	<p>District will employ two instructional coaches as well as District staff to support collaboration, analysis of student data and Site Leadership capacity \$305,910</p> <p>-</p> <p>Value(\$305910.00)</p> <p>Funding Sources: LCFF Supplemental (0000) - \$305910.00</p>

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:

Priority 2

- 100% of teachers receive initial Constructing Meaning professional development
- Provide professional development to new teachers on CCSS standards and/or CCRs
- 100% of new staff will receive initial Illuminate professional development

Custom Metrics: Constructing Meaning Implementation, PLC Implementation, PD for Illuminate

Priority 4

Full implementation of Common Core standards and Professional Learning Communities will directly improve:

- 5% increase in achievement (meets or exceeds standards) on SBAC summative assessments (ELA and math)
- 5% increase in "Readiness for College" in as indicated by the SBAC results in ELA and math
- 5% increase in A-G completion rates
- 5% increase in Reclassification rates

State Metrics: Statewide Assessments

Priority 8
 - A minimum of 17 Wednesday collaboration meetings will be dedicated to PLC inquiry cycle. This cycle includes analysis of student performance data, formative assessment creation and instruction planning which will improve instruction and student achievement in all areas.
 - 9 PLC Lead meetings a year to build program capacity.
 State Metrics: Other indicators of pupil performance required areas of study
 Custom Metrics: PLC Implementation

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Year IV of the Professional Development plan will be modified as needed and implemented. -Instructional practices will be evaluated from data collected which will inform and support instruction. -Student data will be used to evaluate student progress -Leadership capacity will be built through the PLC Lead meetings and professional development -Support structures will be implemented to sustain collaboration and follow through with professional development. -Instructional Coaches will continue to support teachers	All High Schools, 9th grade, 10th grade, 11th grade, 12th grade	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	District will employ two instructional coaches as well as District staff to support collaboration, analysis of student data and Site Leadership capacity \$305,910 - Value(\$305910.00) Funding Sources: LCFF Supplemental (0000) - \$305910.00

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

Priority 2
 -100% of teachers receive initial Constructing Meaning professional development
 -Provide professional development to new teachers on CCSS standards and/or CCRs
 -100% of new staff will receive initial Illuminate professional development

Custom Metrics: Constructing Meaning Implementation, PLC Implementation, PD for Illuminate

Priority 4

Full implementation of Common Core standards and Professional Learning Communities will directly improve:

- 5% increase in achievement (meets or exceeds standards) on SBAC summative assessments (ELA and math)
- 5% increase in "Readiness for College" in as indicated by the SBAC results in ELA and math
- 5% increase in A-G completion rates
- 5% increase in Reclassification rates

State Metrics: Statewide Assessments

Priority 8

- A minimum of 17 Wednesday collaboration meetings will be dedicated to PLC inquiry cycle. This cycle includes analysis of student performance data, formative assessment creation and instruction planning which will improve instruction and student achievement in all areas.

- 9 PLC Lead meetings a year to build program capacity.

State Metrics: Other indicators of pupil performance required areas of study

Custom Metrics: PLC Implementation

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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Year IV of the Professional Development plan will be modified as needed and implemented.</p> <p>-Instructional practices will be evaluated from data collected which will inform and support instruction.</p> <p>-Student data will be used to evaluate student progress</p> <p>-Leadership capacity will be built through the PLC Lead meetings and professional development</p> <p>-Support structures will be implemented to sustain collaboration and follow through with professional development.</p> <p>-Instructional Coaches will continue to support teachers</p>	<p>All High Schools, 9th grade, 10th grade, 11th grade, 12th grade</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>District will employ two instructional coaches as well as District staff to support collaboration, analysis of student data and Site Leadership capacity \$305,910</p> <p>-</p> <p>Value(\$305910.00)</p> <p>Funding Sources: LCFF Supplemental (0000) - \$305910.00</p>

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL:	#1f - The conditions for learning will be improved for students	Related State and/or Local Priorities: 1__ 2__ 3__ 4 <input checked="" type="checkbox"/> 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____	
Identified Need:	#1f - Increase and maintain core content courses and Advanced Placement course offerings. Through AP courses, each culminating in a rigorous exam, students learn to think critically, construct solid arguments and see many sides of an issue; skills that prepare them for college and beyond. Research shows that students who succeed in rigorous course work such as Advanced Placement develop college-level knowledge and skills and are more likely than their peers to earn college degrees on time.		
Goal Applies to:	Schools:	All High Schools, 9th grade, 10th grade, 11th grade, 12th grade	
	Applicable Pupil Subgroups:	Students with Disability, Low Income, Fluent-English Proficient and English Only, Redesignated fluent English proficient (R-FEP), English Learner (EL), English Only, Black or African American, American Indian or Alaska Native, Asian, Filipino, Hispanic or Latino, Native Hawaiian or Pacific Islander, White, Foster Youth	
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	Priority 1 Increase in Advanced Placement courses State Metrics: Pupil access to standards aligned instructional materials Priority 4 5% Increase in AP Exam Passing Rates State Metrics: AP Passage % Maintain AP Professional Development for teachers 100% of new AP teachers will receive AP training State Metrics: AP Passage %		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
An increase in course sections will be offered and filled based on class size reduction and student ability to perform.	All for this Goal	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	An increase of two core content course sections will be offered and filled based on class size reduction and student ability to perform \$189,870 -

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Value(\$189870.00)
 Funding Sources:
 LCFF
 Supplemental
 (0000) -
 \$189870.00

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:

Priority 1
 Increase in Advanced Placement courses
 State Metrics: Pupil access to standards aligned instructional materials

Priority 4
 5% Increase in AP Exam Passing Rates
 State Metrics: AP Passage %
 Maintain AP Professional Development for teachers

100% of new AP teachers will receive AP training
 State Metrics: AP Passage %

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
An increase in course sections will be offered and filled based on class size reduction and student ability to perform.	9th grade, 10th grade, 11th grade, 12th grade	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Add one additional core content course section and maintain existing sections \$378,246 - Value(\$378246.00) Funding Sources: LCFF Supplemental (0000) - \$378246.00

LCAP Year 3: 2018-19

Expected Annual

Measurable Outcomes: Priority 1
 Increase in Advanced Placement courses
 State Metrics: Pupil access to standards aligned instructional materials
 Priority 4
 5% Increase in AP Exam Passing Rates
 State Metrics: AP Passage %
 Maintain AP Professional Development for teachers

 100% of new AP teachers will receive AP training
 State Metrics: AP Passage %

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
An increase in course sections will be offered and filled based on class size reduction and student ability to perform.	9th grade, 10th grade, 11th grade, 12th grade	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Employ staff necessary to maintain existing core content sections offered \$409,827 - Value(\$409827.00) Funding Sources: LCFF Supplemental (0000) - \$409827.00

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL:	#1g - The conditions for learning will be improved for students		Related State and/or Local Priorities: 1 __ 2 __ 3 __ 4 <input checked="" type="checkbox"/> 5 __ 6 __ 7 __ 8 __ COE only: 9 __ 10 __ Local: Specify _____
Identified Need:	#1g - Offer college and career pathway courses to prepare students for college and career. Continue adding sequence of courses to the PLTW Engineering pathway. For 16-17 add Principles of Engineering to master schedule. Begin the PLTW Computer Science pathway. For 16-17 add Computer Science Principles to master schedule. Provide mandatory summer core professional development for Engineering and Computer Science teachers. Provide mandatory technology for use in these two pathways.		
Goal Applies to:	Schools:	Greenfield High, King City High, All High Schools, 9th grade, 10th grade, 11th grade, 12th grade	
	Applicable Pupil Subgroups:	Students with Disability, Low Income, Fluent-English Proficient and English Only, Redesignated fluent English proficient (R-FEP), English Learner (EL), English Only, Black or African American, American Indian or Alaska Native, Asian, Filipino, Hispanic or Latino, Native Hawaiian or Pacific Islander, White, Foster Youth	
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	Priority 4 Continue adding sequence of courses to the PLTW Engineering pathway. For 16-17 add Principles of Engineering to the master schedule. State Metrics: A-G Or CTE completion, Pupil access to standards aligned instructional materials Begin the PLTW Computer Science pathway. For 16-17 add Computer Science Principles to the master schedule. State Metrics: A-G Or CTE completion, Pupil access to standards aligned instructional materials Provide mandatory summer core professional development for Engineering and Computer Science teachers. State Metrics: A-G Or CTE completion, High School Graduation Rates Provide mandatory classroom technology for use in Engineering and Computer Science as needed. State Metrics: Pupil access to standards aligned instructional materials		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Students will have the opportunity to be enrolled in a STEM pathway of choice (Computer Science or Engineering)	All for this Goal	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	District will purchase hardware and employ staff for students to have access to a career

			pathway of choice \$114,122 - Value(\$114122.00) Funding Sources: LCFF Supplemental (0000) - \$114122.00
Continue adding sequence of courses to the PLTW Engineering pathway and Computer Science pathway.	All for this Goal	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
Provide mandatory classroom technology for use in Engineering and Computer Science as needed.	Greenfield High, King City High, 9th grade, 10th grade, 11th grade, 12th grade	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
Provide mandatory teacher summer core training in Engineering and Computer Science.	Greenfield High, King City High, 9th grade, 10th grade, 11th grade, 12th grade	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:

Priority 4

Continue adding sequence of courses to the PLTW Engineering pathway. For 16-17 add Principles of Engineering to the master schedule.

State Metrics: A-G Or CTE completion, Pupil access to standards aligned instructional materials
 Begin the PLTW Computer Science pathway. For 16-17 add Computer Science Principles to the master schedule.
 State Metrics: A-G Or CTE completion, Pupil access to standards aligned instructional materials
 Provide mandatory summer core professional development for Engineering and Computer Science teachers.
 State Metrics: A-G Or CTE completion, High School Graduation Rates
 Provide mandatory classroom technology for use in Engineering and Computer Science as needed.
 State Metrics: Pupil access to standards aligned instructional materials

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Students will have the opportunity to be enrolled in a STEM pathway of choice (Computer Science or Engineering)	All High Schools, 9th grade, 10th grade, 11th grade, 12th grade	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
Continue adding sequence of courses to the PLTW Engineering pathway and Computer Science pathway.	All High Schools, 9th grade, 10th grade, 11th grade, 12th grade	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
Provide mandatory classroom technology for use in Engineering and Computer Science as needed.	9th grade, 10th grade, 11th grade, 12th grade	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
Provide mandatory teacher summer core training in Engineering and Computer Science.	9th grade, 10th grade, 11th grade, 12th grade	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	

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LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	<p>Priority 4</p> <p>Continue adding sequence of courses to the PLTW Engineering pathway. For 16-17 add Principles of Engineering to the master schedule.</p> <p>State Metrics: A-G Or CTE completion, Pupil access to standards aligned instructional materials</p> <p>Begin the PLTW Computer Science pathway. For 16-17 add Computer Science Principles to the master schedule.</p> <p>State Metrics: A-G Or CTE completion, Pupil access to standards aligned instructional materials</p> <p>Provide mandatory summer core professional development for Engineering and Computer Science teachers.</p> <p>State Metrics: A-G Or CTE completion, High School Graduation Rates</p> <p>Provide mandatory classroom technology for use in Engineering and Computer Science as needed.</p> <p>State Metrics: Pupil access to standards aligned instructional materials</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Students will have the opportunity to be enrolled in a STEM pathway of choice (Computer Science or Engineering)	All High Schools, 9th grade, 10th grade, 11th grade, 12th grade	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
Continue adding sequence of courses to the PLTW Engineering pathway and Computer Science pathway.	All High Schools, 9th grade, 10th grade, 11th grade, 12th grade	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
Provide mandatory classroom technology for use in Engineering and Computer Science as needed.	9th grade, 10th grade, 11th grade, 12th grade	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
Provide mandatory teacher summer core training in Engineering and Computer Science.	9th grade, 10th grade,	<input checked="" type="checkbox"/> ALL OR:	

	11th grade, 12th grade	___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL:	#1h - The conditions for learning will be improved for students	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local: Specify _____	
Identified Need:	#1h - Improve the school site conditions for the improvement of the learning environment.		
Goal Applies to:	Schools: All		
	Applicable Pupil Subgroups:	Students with Disability, Low Income, Fluent-English Proficient and English Only, Redesignated fluent English proficient (R-FEP), English Learner (EL), English Only, Black or African American, American Indian or Alaska Native, Asian, Filipino, Hispanic or Latino, Native Hawaiian or Pacific Islander, White, Foster Youth	
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	Installation of Lunch Shelters at KCHS and PBHS as well as phase one of installation of a working Energy Management system for classroom comfort. State Metrics: Facilities maintained in good repair Custom Metrics: Student Safety		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Installation of Lunch Shelters at KCHS and PBHS as well as phase one of installation of a working Energy Management system for classroom comfort.	Portola-Butler Continuation High, Greenfield High, King City High, 9th grade, 10th grade, 11th grade, 12th grade	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Installation of Lunch Shelters at KCHS and PBHS as well as phase one of installation of a working Energy Management system for classroom comfort \$393,248 from LCAP - Value(\$393248.00) Funding Sources: LCFF Supplemental (0000) - \$393248.00
LCAP Year 2: 2017-18			

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Expected Annual Measurable Outcomes: Phase two of installation of a working Energy Management system for classroom comfort. State Metrics: Facilities maintained in good repair Custom Metrics: Student Safety			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Phase two of installation of a working Energy Management system for classroom comfort.	9th grade, 10th grade, 11th grade, 12th grade	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Phase two of installation of a working Energy Management system for classroom comfort \$44,361 - Value(\$44361.00) Funding Sources: LCFF Supplemental (0000) - \$44361.00
LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes: Phase three of installation of a working Energy Management system for classroom comfort. State Metrics: Facilities maintained in good repair			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Phase three of installation of a working Energy Management system for classroom comfort.	9th grade, 10th grade, 11th grade, 12th grade	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Phase three of installation of a working Energy Management system for classroom comfort \$20,587 - Value(\$20587.00) Funding Sources: LCFF Supplemental (0000) - \$20587.00

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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL:	#1i - The conditions for learning will be improved for students	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ <input checked="" type="checkbox"/> 7__ 8__ COE only: 9__ 10__ Local: Specify _____	
Identified Need:	#1i - Security on High School Campuses		
Goal Applies to:	Schools: All		
	Applicable Pupil Subgroups:	Students with Disability, Low Income, Fluent-English Proficient and English Only, Redesignated fluent English proficient (R-FEP), English Learner (EL), English Only, Black or African American, American Indian or Alaska Native, Asian, Filipino, Hispanic or Latino, Native Hawaiian or Pacific Islander, White, Foster Youth	
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	Priority 6: All campuses shall have adequate security measures to ensure students feel safe and focused on the educational program resulting in less behavioral issues and increased attendance and less disciplinary issues. Custom Metrics: Student Safety		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
The District will contract out for campus security services with the local police department and security vendors. Security Camera Systems will be expanded at School Campuses District will start installation of keyless door security system on campuses to increase security	All for this Goal	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	The District will contract out for campus security services with the local police department and security vendors \$241,093 Security Camera Systems will be expanded at School Campuses \$15,000 District will start installation of keyless door security system on campuses to increase security

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			\$250,000 - Value(\$506093.00) Funding Sources: LCFF Supplemental (0000) - \$506093.00
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LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	Priority 6: All campuses shall have adequate security measures to ensure students feel safe and focused on the educational program resulting in less behavioral issues and increased attendance and less disciplinary issues. Custom Metrics: Student Safety
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
The District will contract out for campus security services with the local police department and security vendors. Security Camera Systems will be expanded at School Campuses Additional areas will be added to the keyless security system	9th grade, 10th grade, 11th grade, 12th grade	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	The District will contract out for campus security services with the local police department and security vendors \$274,952 Security Camera Systems will be expanded at School Campuses \$15,000 District will start installation of keyless door security system on campuses to increase security \$250,000 - Value(\$539952.00)

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Funding Sources:
LCFF
Supplemental
(0000) -
\$539952.00

LCAP Year 3: 2018-19

Expected Annual
Measurable
Outcomes:

Priority 6:

All campuses shall have adequate security measures to ensure students feel safe and focused on the educational program resulting in less behavioral issues and increased attendance and less disciplinary issues.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
The District will contract out for campus security services with the local police department and security vendors. Security Camera Systems will be expanded at School Campuses Additional areas will be added to the keyless security system	9th grade, 10th grade, 11th grade, 12th grade	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	The District will contract out for campus security services with the local police department and security vendors \$284,023 Security Camera Systems will be expanded at School Campuses \$15,000 District will start installation of keyless door security system on campuses to increase security \$74,000 - Value(\$373023.00) Funding Sources: LCFF Supplemental

			(0000) - \$373023.00
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

<p>GOAL:</p>	<p>#2a - Pupil outcomes on standardized tests and in core content areas will increase. Eliminate the achievement gap among students.</p>	<p>Related State and/or Local Priorities: 1__ 2__ 3__ 4 <u>x</u> 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____</p>
<p>Identified Need:</p>	<p>#2a - Increase student achievement</p> <ul style="list-style-type: none"> -Increase student achievement by developing and implementing a district-wide benchmark system in ELA and math aligned to the Common Core State Standards to effectively analyze student performance data within frequent intervals in order to improve instruction. -Increase student achievement by developing and implementing common formative assessments in all content areas aligned to the Common Core State Standards or CCRs to effectively analyze student performance data within frequent intervals in order to improve instruction. -Close the achievement gap, and ensure that all students meet or exceed performance standards. -Decrease the number of students earning Ds and Fs at the quarter through early identification and targeted interventions. -Increase the percent of students determined "College Ready" by the Early Assessment Program (EAP) in both English and Math. 	
<p>Goal Applies to:</p>	<p>Schools: All</p>	<p>Applicable Pupil Subgroups: Students with Disability, Low Income, Fluent-English Proficient and English Only, Redesignated fluent English proficient (R-FEP), English Learner (EL), English Only, Black or African American, American Indian or Alaska Native, Asian, Filipino, Hispanic or Latino, Native Hawaiian or Pacific Islander, White, Foster Youth</p>
<p>LCAP Year 1: 2016-17</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>Priority 4</p> <ul style="list-style-type: none"> • Summer Boot Camps will be maintained to assist students in credit recovery and remediation in order to get students on track for graduation. <p>State Metrics: High School Graduation Rates, Other indicators of pupil performance required areas of study</p> <ul style="list-style-type: none"> • 5% increase in the number of students who pass Summer Boot Camp credit recovery courses with a C or better <p>State Metrics: Other indicators of pupil performance required areas of study</p> <ul style="list-style-type: none"> • 3 release days for ELA and math teachers to analyze data, set goals, revise pacing guides, create units and lessons aligned to CCSS standards. <p>State Metrics: Other indicators of pupil performance required areas of study, Implementation of state board of education adopted academic content and performance standards for all students including EL students</p> <ul style="list-style-type: none"> • 3 times a year SRI will be given to students to assess and monitor reading comprehension and provide target interventions. <p>State Metrics: Other indicators of pupil performance required areas of study</p>	

- Establish baseline growth for student performance by subgroup on the districtwide ELA and Math benchmarks.
- State Metrics: Other indicators of pupil performance required areas of study
- 5% increase in achievement (meets or exceeds standards) on SBAC summative assessments (ELA and math)
- State Metrics: Statewide Assessments
- 100% of all Professional Learning Communities will create common formative assessments that will administered and analyzed via the Illuminate data assessment system.
- State Metrics: Other indicators of pupil performance required areas of study, Implementation of state board of education adopted academic content and performance standards for all students including EL students
- Collect detailed student after-school attendance data during the first semester to create a baseline in order to set a tutoring attendance goal for second semester.
- State Metrics: Other Local Measures Including Surveys, Other indicators of pupil performance required areas of study

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>There will be a 30% increase in the number of SDAIE (Specially Designed Academic Instruction in English) courses offered.</p> <p>Intervention/credit recovery classes will be included in the master schedule for students who need targeted intervention or who are falling short of graduation requirements.</p> <p>Summer boot camps for low performing or second language learners will be offered.</p> <p>After and/or before school support groups (tutoring) will be offered.</p> <p>Academic counselors will track student progress.</p> <p>ELA and math teachers will have 3 release days each to analyze district-wide benchmarks.</p> <p>PLC Leads will be implemented at each site.</p>	<p>All for this Goal</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Staff will be employed to staff remediation classes, and summer boot camps \$358,157 - Value(\$358157.00)</p> <p>Funding Sources: LCFF Supplemental (0000) - \$358157.00</p> <p>Staff will be employed to staff remediation classes, and summer boot camps \$358,157 - Value(\$358157.00)</p> <p>Funding Sources: LCFF Supplemental (0000) - \$358157.00</p>

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:

Priority 4

- Summer Boot Camps will be maintained to assist students in credit recovery and remediation in order to get students on track for graduation.

State Metrics: High School Graduation Rates, Other indicators of pupil performance required areas of study

- 5% increase in the number of students who pass Summer Boot Camp credit recovery courses with a C or better

State Metrics: Other indicators of pupil performance required areas of study

- 3 release days for ELA and math teachers to analyze data, set goals, revise pacing guides, create units and lessons aligned to CCSS standards.

State Metrics: Other indicators of pupil performance required areas of study, Implementation of state board of education adopted academic content and performance standards for all students including EL students

- 3 times a year SRI will be given to students to assess and monitor reading comprehension and provide targeted interventions.

State Metrics: Other indicators of pupil performance required areas of study

- 5% growth for student performance by subgroup on the districtwide ELA and math benchmarks.

State Metrics: Other indicators of pupil performance required areas of study

- 5% increase in achievement (meets or exceeds standards) on SBAC summative assessments (ELA and math)

State Metrics: Statewide Assessments

- 100% of all Professional Learning Communities will create common formative assessments that will administered and analyzed via the Illuminate data assessment system

State Metrics: Other indicators of pupil performance required areas of study, Implementation of state board of education adopted academic content and performance standards for all students including EL students

- 5% increase in after-school tutoring as evidence by attendance logs.

State Metrics: Other Local Measures Including Surveys, Other indicators of pupil performance required areas of study

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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Maintain SDAIE (Specially Designed Academic Instruction in English) courses offered. Possible increase depending on CELDT results.</p> <p>Intervention/credit recovery classes will be included in the master schedule for students who need targeted intervention or who are falling short of graduation requirements.</p> <p>Summer boot camps for low performing or second language learners will be offered. After and/or before school support groups (tutoring) will be offered.</p> <p>Academic counselors will track student progress.</p>	<p>All High Schools, 9th grade, 10th grade, 11th grade, 12th grade</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Staff will be employed to staff remediation classes, and summer boot camps \$358,157 - Value(\$358157.00)</p> <p>Funding Sources: LCFF Supplemental (0000) -</p>

ELA and math teachers will have 3 release days each to analyze district-wide benchmarks. PLC Leads will be implemented at each site.		\$358157.00
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LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<p>Priority 4</p> <ul style="list-style-type: none"> • Summer Boot Camps will be maintained to assist students in credit recovery and remediation in order to get students on track for graduation. <p>State Metrics: High School Graduation Rates</p> <ul style="list-style-type: none"> • 5% increase in the number of students who pass Summer Boot Camp credit recovery courses with a C or better <p>State Metrics: High School Graduation Rates, Other indicators of pupil performance required areas of study</p> <ul style="list-style-type: none"> • 3 release days for ELA and math teachers to analyze data, set goals, revise pacing guides, create units and lessons aligned to CCSS standards. <p>State Metrics: Other indicators of pupil performance required areas of study, Implementation of state board of education adopted academic content and performance standards for all students including EL students</p> <ul style="list-style-type: none"> • 3 times a year SRI will be given to students to assess and monitor reading comprehension and provide targeted interventions. <p>State Metrics: Other indicators of pupil performance required areas of study</p> <ul style="list-style-type: none"> • 5% growth for student performance by subgroup on the districtwide ELA and math benchmarks. <p>State Metrics: Other indicators of pupil performance required areas of study</p> <ul style="list-style-type: none"> • 5% increase in achievement (meets or exceeds standards) on SBAC summative assessments (ELA and math) <p>State Metrics: Statewide Assessments</p> <ul style="list-style-type: none"> • 100% of all Professional Learning Communities will create common formative assessments that will administered and analyzed via the Illuminate data assessment system <p>State Metrics: Other indicators of pupil performance required areas of study, Implementation of state board of education adopted academic content and performance standards for all students including EL students</p> <ul style="list-style-type: none"> • 5% increase in after-school tutoring as evidence by attendance logs. <p>State Metrics: Other Local Measures Including Surveys, Other indicators of pupil performance required areas of study</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Maintain SDAIE (Specially Designed Academic Instruction in English) courses offered. Possible increase depending on CELDT results.</p> <p>Intervention/credit recovery classes will be included in the master schedule for students who need targeted intervention or who are falling short of graduation requirements.</p> <p>Summer boot camps for low performing or second language</p>	<p>All High Schools, 9th grade, 10th grade, 11th grade, 12th grade</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Staff will be employed to staff remediation classes, and summer boot camps \$358,157 - Value(\$358157.00)</p> <p>Funding Sources:</p>

learners will be offered. After and/or before school support groups (tutoring) will be offered. Academic counselors will track student progress. ELA and math teachers will have 3 release days each to analyze district-wide benchmarks. PLC Leads will be implemented at each site.			LCFF Supplemental (0000) - \$358157.00
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

<p>GOAL:</p>	<p>#2b - Pupil Outcomes on standardized test and in core content areas will increase. Eliminate the achievement gap among students.</p>	<p>Related State and/or Local Priorities: 1 __ 2 <u>x</u> 3 __ 4 <u>x</u> 5 <u>x</u> 6 __ 7 __ 8 __ COE only: 9 __ 10 __ Local: Specify _____</p>
<p>Identified Need:</p>	<p>#2b - Improve achievement, services and increase reclassification of EL students. As per CDE, 2015-16 AMAO data will be released in July, 2016. Our own local CELDT calculations demonstrate that 34% of students went up 1 or more levels on the CELDT. 51% of students stayed at the same CELDT level. Preliminary reports suggest that we did not meet our AMAO targets.</p> <p>We need to:</p> <ul style="list-style-type: none"> - make adequate yearly progress on the CELDT/ELPAC (AMAO 1 & 2) - increase reclassification rate - increase the number of EL graduates - decrease the number of EL dropouts 	
<p>Goal Applies to:</p>	<p>Schools: All Applicable Pupil Subgroups: Redesignated fluent English proficient (R-FEP), English Learner (EL), American Indian or Alaska Native</p>	
<p>LCAP Year 1: 2016-17</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>Priority 2 • ALL English Learners will have access to the standards-aligned ELD curriculum via their ELD classes. All ELD classes use pacing guides and curriculum are aligned with the Next Generation of ELD Standards. State Metrics: Progress For English Fluency, EL Reclassification Rate, Implementation of state board of education adopted academic content and performance standards for all students including EL students</p> <p>Priority 4 100% of English Learners will complete the EL Student Goal Sheet which explains the importance of CELDT, their CELDT score, the steps needed for Reclassification (CELDT, Reading test score and writing component) 65% of English Learners will increase their English language proficiency by one level as measured by the CELDT (AMAO 1 target) 55% of all Long-Term English Learners will increase their English language proficiency by one level as measured by the CELDT (AMAO 2: 5 Years or More Cohort target) 3 times a year ALL English Learners will take the SRI (Scholastic Reading Inventory) to monitor reading ability and comprehension and goal setting for reclassification 100% of all Long-Term English Learners will be placed in targeted Designated ELD support classes by grade level as indicated by master schedule and class rosters. State Metrics: Progress For English Fluency, EL Reclassification Rate, Other indicators of pupil performance required areas of study</p>	

Priority 5
 Engagement and support for English Learners will lead to increase in EL achievement.

Reclassification rate will increase to 25%
 EL A-G completion rate will increase to 5%
 EL graduation rate will increase to 75%
 EL dropout rate will decrease to 25%
 State Metrics: A-G Or CTE completion, EL Reclassification Rate, High School Dropout Rates, High School Graduation Rates

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Offerings of English Language Development classes will be included on the master schedule based on need. Class sizes for English Language Learners in level 1 and 2 will not exceed 25:1. English Language Learner classes for ELD 1 and 2 will be separated. Incentives for students are reclassified will be implemented. A certificated ELD teacher will be assigned to oversee CELDT (ELPAC) testing, reclassification and student progress monitoring. An increase in the offerings of English Language Support classes (SDAIE) will be evident in the master schedule.</p>	<p>All for this Goal</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Staff will be employed to staff remediation classes, summer boot camps and maintain two English Language Liaison positions \$298,645 - Value(\$298645.00) Funding Sources: LCFF Supplemental (0000) - \$298645.00</p>

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:

Priority 2
 • ALL English Learners will have access to the standards-aligned ELD curriculum via their ELD classes. All ELD classes use pacing guides and curriculum are aligned with the Next Generation of ELD Standards.
 State Metrics: Progress For English Fluency, EL Reclassification Rate, Implementation of state board of education adopted academic content and performance standards for all students including EL students

Priority 4
 100% of English Learners will complete the EL Student Goal Sheet which explains the importance of CELDT, their CELDT score, the steps needed for Reclassification (CELDT, Reading test score and writing component)
 65% of English Learners will increase their English language proficiency by one level as measured by the CELDT (AMA0 1 target)

55% of all Long-Term English Learners will increase their English language proficiency by one level as measured by the CELDT (AMAO 2: 5 Years or More Cohort target)
 3 times a year ALL English Learners will take the SRI (Scholastic Reading Inventory) to monitor reading ability and comprehension and goal setting for reclassification
 100% of all Long-Term English Learners will be placed in targeted Designated ELD support classes by grade level as indicated by master schedule and class rosters.
 State Metrics: Progress For English Fluency, EL Reclassification Rate, Other indicators of pupil performance required areas of study
 Priority 5
 Engagement and support for English Learners will lead to increase in EL achievement.

Reclassification rate will increase to 30%
 EL A-G completion rate will increase to 8%
 EL graduation rate will increase to 80%
 EL dropout rate will decrease to 20%
 State Metrics: A-G Or CTE completion, EL Reclassification Rate, High School Dropout Rates, High School Graduation Rates

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Offerings of English Language Development classes will be included on the master schedule based on need. Class sizes for English Language Learners in level 1 and 2 will not exceed 25:1. English Language Learner classes for ELD 1 and 2 will be separated. Incentives for students are reclassified will be implemented. A certificated ELD teacher will be assigned to oversee CELDT (ELPAC) testing, reclassification and student progress monitoring. An increase in the offerings of English Language Support classes (SDAIE) will be evident in the master schedule.</p>	<p>9th grade, 10th grade, 11th grade, 12th grade</p>	<p><u> </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____</p>	<p>Staff will be employed to staff remediation classes, summer boot camps and maintain two English Language Liaison positions \$327,185 - Value(\$327185.00) Funding Sources: LCFF Supplemental (0000) - \$327185.00</p>

LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<p>Priority 2 • ALL English Learners will have access to the standards-aligned ELD curriculum via their ELD classes. All ELD classes use pacing guides and curriculum are aligned with the Next Generation of ELD Standards.</p>
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State Metrics: Progress For English Fluency, EL Reclassification Rate, Implementation of state board of education adopted academic content and performance standards for all students including EL students

Priority 4

100% of English Learners will complete the EL Student Goal Sheet which explains the importance of CELDT, their CELDT score, the steps needed for Reclassification (CELDT, Reading test score and writing component)

65% of English Learners will increase their English language proficiency by one level as measured by the CELDT (AMAO 1 target)

55% of all Long-Term English Learners will increase their English language proficiency by one level as measured by the CELDT (AMAO 2: 5 Years or More Cohort target)

3 times a year ALL English Learners will take the SRI (Scholastic Reading Inventory) to monitor reading ability and comprehension and goal setting for reclassification

100% of all Long-Term English Learners will be placed in targeted Designated ELD support classes by grade level as indicated by master schedule and class rosters.

State Metrics: Progress For English Fluency, EL Reclassification Rate, Other indicators of pupil performance required areas of study

Priority 5

Engagement and support for English Learners will lead to increase in EL achievement.

Reclassification rate will increase to 35%

EL A-G completion rate will increase to 11%

EL graduation rate will increase to 85%

EL dropout rate will decrease to 15%

State Metrics: A-G Or CTE completion, EL Reclassification Rate, High School Dropout Rates, High School Graduation Rates

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Offerings of English Language Development classes will be included on the master schedule based on need.</p> <p>Class sizes for English Language Learners in level 1 and 2 will not exceed 25:1.</p> <p>English Language Learner classes for ELD 1 and 2 will be separated.</p> <p>Incentives for students are reclassified will be implemented.</p> <p>A certificated ELD teacher will be assigned to oversee CELDT (ELPAC) testing, reclassification and student progress monitoring.</p> <p>Offerings of English Language Support classes (SDAIE) will be evident in the master schedule based on need.</p>	<p>All High Schools, 9th grade, 10th grade, 11th grade, 12th grade</p>	<p><u>ALL</u></p> <p>OR:</p> <p><u>Low Income pupils</u> x <u>English Learners</u></p> <p><u>Foster Youth</u> x <u>Redesignated fluent English proficient</u></p> <p><u>Other Subgroups:(Specify) _____</u></p>	<p>Staff will be employed to staff remediation classes, summer boot camps and maintain two English Language Liaison positions</p> <p>\$355,894 - Value(\$355894.00)</p> <p>Funding Sources: LCFF Supplemental (0000) -</p>

			\$355894.00
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL:	#3a - School faculty and staff, parents and students will increase engagement in learning.		Related State and/or Local Priorities: 1__ 2__ 3 <input checked="" type="checkbox"/> 4__ 5 <input checked="" type="checkbox"/> 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____
Identified Need:	#3a - Increase parent engagement in student learning process Research over the last forty years provides educators and parents with a substantial body of evidence that parent involvement and engagement is associated with student's academic performance and social competence. We need to ensure that more of our parents are participating in school-wide parent informational meetings and workshops.		
Goal Applies to:	Schools:	All	
	Applicable Pupil Subgroups:	Students with Disability, Low Income, Fluent-English Proficient and English Only, Redesignated fluent English proficient (R-FEP), English Learner (EL), English Only, Black or African American, American Indian or Alaska Native, Asian, Filipino, Hispanic or Latino, Native Hawaiian or Pacific Islander, White, Foster Youth	
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	Priority 3 Goals for parent participation: 5% increase in PIQE Level 1 program 5% increase in parent participation in sites' English Learner Advisory Committee, Back-to-School Night, and other parent information meetings. Research and implement another Parent Education Program such as Project 2 Inspire 10% increase in parent participation in the CELDT Parent Informational meeting Continue DELAC parents walk-throughs at each site. State Metrics: Other Local Measures Including Surveys, Efforts to seek parent input, Promotion of parental participation		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
PIQE and other parent education programs will be offered to parents. Research will be conducted to implement another parent education program (such as Project 2 Inspire). A parent liaison will continue to coordinate parent involvement in schools. There will be an increase of parent attendance at events such as Back to School Night, Incoming Freshmen Orientation, ELAC, etc. Parents will attend CABE conference with teachers and	All for this Goal	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Operation of PIQE program \$10,000 Addition of Marquees at school sites for community involvement \$51,160 Parent Involvement Coordinators

administrators.		\$78,820 - Value(\$139980.00) Funding Sources: LCFF Supplemental (0000) - \$139980.00
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LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	Priority 3 Goals for parent participation: PIQE Level 2 parent participation (parents need to have completed Level 1 the previous year) 5% increase in parent participation in sites' English Learner Advisory Committee, Back-to-School Night, and other parent information meetings. Research and implement another Parent Education Program such as Project 2 Inspire 10% increase in parent participation in the CELDT Parent Informational meeting Continue DELAC parents walk-throughs at each site. State Metrics: Other Local Measures Including Surveys, Efforts to seek parent input, Promotion of parental participation
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
PIQE and other parent education programs will be offered to parents. Research will be conducted to implement another parent education program (such as Project 2 Inspire). A parent liaison will continue to coordinate parent involvement in schools. There will be an increase of parent attendance at events such as Back to School Night, Incoming Freshmen Orientation, ELAC, etc. Parents will attend CAFE conference with teachers and administrators.	All High Schools, 9th grade, 10th grade, 11th grade, 12th grade	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	Priority 3 Goals for parent participation:
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5% increase in PIQE Level 1 program (from 16-17)
 5% increase in parent participation in sites' English Learner Advisory Committee, Back-to-School Night, and other parent information meetings.
 Research and implement another Parent Education Program such as Project 2 Inspire
 10% increase in parent participation in the CELDT Parent Informational meeting
 Continue DELAC parents walk-throughs at each site.

State Metrics: Other Local Measures Including Surveys, Efforts to seek parent input, Promotion of parental participation

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
PIQE and other parent education programs will be offered to parents. Research will be conducted to implement another parent education program (such as Project 2 Inspire). A parent liaison will continue to coordinate parent involvement in schools. There will be an increase of parent attendance at events such as Back to School Night, Incoming Freshmen Orientation, ELAC, etc. Parents will attend CAFE conference with teachers and administrators.	All High Schools, 9th grade, 10th grade, 11th grade, 12th grade	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL:	#3b - School faculty and staff, parents and students will increase engagement in learning.		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <u>x</u> 6 <u>x</u> 7 _ 8 _ COE only: 9 _ 10 _ Local: Specify _____
Identified Need:	#3b - Increase student attendance and reduce suspension and truancy rates Attendance 2015-16 Average attendance rate was 96.3% Suspension (Local Data) 2015-16; Number of Students Enrolled: 2131, Number of Suspension Incidents: 367, Suspension Rate: 17.2% By our unofficial calculation the rate of suspension has gone up from 14-15 to 15-16 by approximately 8%. 15-16 Truancy Letters: 1st Truancy letter: 1224 students 2nd Truancy letter: 415 students 3rd Truancy letter: 223 students We need to reduce the number of students who are truant.		
Goal Applies to:	Schools:	All High Schools, 9th grade, 10th grade, 11th grade, 12th grade Applicable Pupil Subgroups:	Students with Disability, Low Income, Fluent-English Proficient and English Only, Redesignated fluent English proficient (R-FEP), English Learner (EL), English Only, Black or African American, American Indian or Alaska Native, Asian, Filipino, Hispanic or Latino, Native Hawaiian or Pacific Islander, White, Foster Youth
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	Priority 5 <ul style="list-style-type: none"> • 1% increase in monthly attendance as documented by attendance records • 10% decrease truancy (first letter) • Programs for promoting attendance will be maintained (Principal's Honor Roll, Perfect Attendance, etc.) • Parent contacts logs will demonstrate outreach to improve student attendance • Meeting logs will demonstrate site parent meetings to address issues of attendance and truancy State Metrics: Chronic Absenteeism Rates, Efforts to seek parent input		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Intervention programs will be continued to reduce suspensions and truancy. In-School Suspension program will continue in order to	All for this Goal	<input checked="" type="checkbox"/> ALL OR:	District staff will support goal \$243,924 -

provide constructive and positive learning experiences for students.
 Parent Liaison will conduct home visits to truant students.
 Saturday School will be provided to improve attendance and support academic performance

__ Low Income pupils __ English Learners
 __ Foster Youth __ Redesignated fluent English proficient
 __ Other Subgroups:(Specify) _____

Value(\$243924.00)
 Funding Sources:
 LCFF
 Supplemental
 (0000) -
 \$243924.00
 District staff will
 support goal
 \$243,924 -
 Value(\$243924.00)
 Funding Sources:
 LCFF
 Supplemental
 (0000) -
 \$243924.00
 District staff will
 support goal
 \$243,924 -
 Value(\$243924.00)
 Funding Sources:
 LCFF
 Supplemental
 (0000) -
 \$243924.00
 District staff will
 support goal
 \$243,924 -
 Value(\$243924.00)
 Funding Sources:

LCFF
Supplemental
(0000) -
\$243924.00

LCAP Year 2: 2017-18

Expected Annual
Measurable
Outcomes:

- Priority 5
- Maintain monthly attendance at 97% or higher as documented by attendance records
 - 10% decrease truancy (first letter)
 - Programs for promoting attendance will be maintained (Principal's Honor Roll, Perfect Attendance, etc.)
 - Parent contacts logs will demonstrate outreach to improve student attendance
 - Meeting logs will demonstrate site parent meetings to address issues of attendance and truancy
- State Metrics: Chronic Absenteeism Rates, Efforts to seek parent input

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Intervention programs will be continued to reduce suspensions and truancy. In-School Suspension program will continue in order to provide constructive and positive learning experiences for students. Parent Liaison will conduct home visits to truant students. Saturday School will be provided to improve attendance and support academic performance	All High Schools, 9th grade, 10th grade, 11th grade, 12th grade	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	

LCAP Year 3: 2018-19

Expected Annual
Measurable
Outcomes:

- Priority 5
- Maintain monthly attendance at 97% or higher as documented by attendance records
 - 10% decrease truancy (first letter)
 - Programs for promoting attendance will be maintained (Principal's Honor Roll, Perfect Attendance, etc.)
 - Parent contacts logs will demonstrate outreach to improve student attendance
 - Meeting logs will demonstrate site parent meetings to address issues of attendance and truancy
- State Metrics: Chronic Absenteeism Rates, Efforts to seek parent input

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Intervention programs will be continued to reduce	All High	<input checked="" type="checkbox"/> ALL	

<p>suspensions and truancy. In-School Suspension program will continue in order to provide constructive and positive learning experiences for students. Parent Liaison will conduct home visits to truant students. Saturday School will be provided to improve attendance and support academic performance</p>	<p>Schools, 9th grade, 10th grade, 11th grade, 12th grade</p>	<p>OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____</p>	
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL:	#3c - Increase Student Access to Technology / Library Resources	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local: Specify _____	
Identified Need:	We need to extend our library hours before and after school to provide students a safe place to do homework, access technology, receive tutoring, and use the library and its resources. The need for the extended library hours and access to technology is a product of the LCAP Survey results. The access to library and technology resources was one on of the top five recommendations for three of the five LCAP Survey questions.		
Goal Applies to:	Schools: All Applicable Pupil Subgroups: Students with Disability, Low Income, Fluent-English Proficient and English Only, Redesignated fluent English proficient (R-FEP), English Learner (EL), English Only, Black or African American, American Indian or Alaska Native, Asian, Filipino, Hispanic or Latino, Native Hawaiian or Pacific Islander, White, Foster Youth		
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	Increase student access to library and technology resources. Collect library attendance data and technology check-out data to set goals for 17-18. State Metrics: Other Local Measures Including Surveys Collect detailed student after-school attendance data during the first semester to create a baseline in order to set a tutoring attendance goal for second semester. State Metrics: Other Local Measures Including Surveys		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
The library hours will be increased by 4 hours per day to allow for student access to research materials and technology. We will be purchasing technology (laptops or tablets) for students to check-out.	Greenfield High, King City High, 9th grade, 10th grade, 11th grade, 12th grade	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	The library hours will be increased by 4 hours per day to allow for student access to research materials and technology \$72,984 - Value(\$72984.00) Funding Sources: LCFF Supplemental (0000) -

			\$72984.00 The library hours will be increased by 4 hours per day to allow for student access to research materials and technology \$72,984 - Value(\$72984.00) Funding Sources: LCFF Supplemental (0000) - \$72984.00
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LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes: 5% increase in the number of students who use the library and its resources. State Metrics: Other Local Measures Including Surveys 5% increase the number of students who receive after school tutoring. State Metrics: Other Local Measures Including Surveys

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
The library hours will be open by 4 hours per day outside of the instructional day to allow for student access to research materials and technology. We will be purchasing technology (laptops or tablets) for students to check-out.	All High Schools, 9th grade, 10th grade, 11th grade, 12th grade	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	The library hours will be open by 4 hours per day outside of the instructional day to allow for student access to research materials and technology. \$78,562 - Value(\$78562.00)

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		Funding Sources: LCFF Supplemental (0000) - \$78562.00 The library hours will be open by 4 hours per day outside of the instructional day to allow for student access to research materials and technology. \$78,562 - Value(\$78562.00) Funding Sources: LCFF Supplemental (0000) - \$78562.00
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LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	5% increase the number of students who use the library and its resources. State Metrics: Other Local Measures Including Surveys 5% increase the number of students who receive after school tutoring. State Metrics: Other Local Measures Including Surveys
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
The library hours will be open by 4 hours per day outside of the instructional day to allow for student access to research materials and technology. We will maintain technology (laptops or tablets) for students to check-out.	9th grade, 10th grade, 11th grade, 12th grade	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	The library hours will be open by 4 hours per day outside of the instructional day to allow for

			student access to research materials and technology. \$84,048 - Value(\$84048.00) Funding Sources: LCFF Supplemental (0000) - \$84048.00
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL from prior year LCAP:	#1a: The conditions for learning will be improved for students		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <u>X</u> 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local: Specify _____
Goal Applies to:	Schools: All	Applicable Pupil Subgroups:	Students with Disability, Low Income, Fluent-English Proficient and English Only, Redesignated fluent English proficient (R-FEP), English Learner (EL), English Only, Black or African American, American Indian or Alaska Native, Asian, Filipino, Hispanic or Latino, Native Hawaiian or Pacific Islander, White, Foster Youth
Expected Annual Measurable Outcomes:	Priority 4- Pupil Achievement Smaller class sizes: • Will improve the use of targeted interventions which will increase student achievement in subject competency and State assessments. State Metrics: Statewide Assessments Custom Metrics: Reduced Class Sizes • Will improve the use of academic discourse strategies which will improve English proficiency will help promote individualized instruction for subgroups such as Special Education and English Learners State Metrics: Progress For English Fluency, EL Reclassification Rate Custom Metrics: Reduced Class Sizes And Class size in the core content will be reduced from 34:1 to 33:1 Custom Metrics: Reduced Class Sizes		Actual Annual Measurable Outcomes: Priority 4- Pupil Achievement Smaller class sizes will improve the use of targeted interventions which will increase student achievement in subject competency and State assessments. This year we offered Read 180 intensive reading comprehension intervention classes on both of the comprehensive sites. This program is limited to 20 students per class. State Metrics: Statewide Assessments Custom Metrics: Reduced Class Sizes ELD courses for Level 1 and Level 2 students were separated. Both of these ELD classes were capped at 25 students per class. We offer a Study Skills class to most Special Education students. State Metrics: Progress For English Fluency Custom Metrics: Reduced Class Sizes Our average class size is 30. However there are English, math, social science and science classes that have over 33 students. We are working to reducing class size in core content areas. Custom Metrics: Reduced Class Sizes
LCAP YEAR: 2015-16			

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures
Class size in the core content will be reduced from 34:1 to 33:1 in order to give improved learning opportunities for students through the hiring and appropriate placement of Highly Qualified Teachers.		\$500,000 Supplemental & Concentration LCAP funding - Value(\$0.00)	6.7 FTE teachers were hired to reduce class size		New teachers were hired to reduce class size and other teachers were paid additional pay for teaching during their preparation period. Expenses exceed the budget estimate at LCAP adoption due to additional earned period costs related to reducing class sizes. - Value(\$644652.00)
Scope of service:	All for this Goal		Scope of service:		
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		We will continue to implement class size reduction, particularly in core content classes, as method to increase student achievement and giving teachers more opportunities to provide targeted individualized and small-group instruction.			

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL from prior year LCAP:	#1b - The conditions for learning will be improved for students		Related State and/or Local Priorities: 1 <u>x</u> 2 <u> </u> 3 <u> </u> 4 <u> </u> 5 <u> </u> 6 <u> </u> 7 <u> </u> 8 <u> </u> COE only: 9 <u> </u> 10 <u> </u> Local: Specify _____	
Goal Applies to:	Schools: All	Applicable Pupil Subgroups:	Students with Disability, Low Income, Fluent-English Proficient and English Only, Redesignated fluent English proficient (R-FEP), English Learner (EL), English Only, Black or African American, American Indian or Alaska Native, Asian, Filipino, Hispanic or Latino, Native Hawaiian or Pacific Islander, White, Foster Youth	
Expected Annual Measurable Outcomes:	<p>Priority 1</p> <ul style="list-style-type: none"> The District will actively recruit, hire and retain highly qualified staff to support student success. <p>State Metrics: Base of teachers appropriately assigned and fully credentialed Custom Metrics: PD for Illuminate 100% of SMCJUHSD teacher are appropriately assigned and are fully credentialed</p> <p>State Metrics: Base of teachers appropriately assigned and fully credentialed Custom Metrics: PD for Illuminate</p>		Actual Annual Measurable Outcomes:	<p>During the 15-16 school year 26 new teachers were hired. 21 teachers were paid during their preparation period to add sections to the master schedule.</p> <p>State Metrics: Base of teachers appropriately assigned and fully credentialed Ninety-six (96) percent of our teachers are fully credentialed.</p> <p>State Metrics: Base of teachers appropriately assigned and fully credentialed</p>
LCAP YEAR: 2015-16				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
District and site staff will attend recruitment fairs. Appropriate materials promoting the district will be developed. Hiring and moving incentives will be paid for positions where the District has had difficulty in finding HQT staff.	\$50,000 Supplemental & Concentration LCAP funding - Value(\$0.00)	Staff salaries charged at 2% to LCAP from the 2014-15 negotiated CTA increase. Additional PD time available due to those negotiations. District staff participated in a number of recruiting fairs across the State.	Salary costs for retaining qualified teachers \$115,670 Supplies for teacher recruiting \$3,800 Budget estimate	

				was exceeded due to the ongoing costs of the 2% salary for certificated teachers for the entire year. - Value(\$119470.00)
Scope of service:	All for this Goal		Scope of service:	
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Additional teachers will be hired to continue to reduce class size. We will continue to support teachers to be fully credentialed.		

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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

<p>Original GOAL from prior year LCAP:</p>	<p>#1c - The conditions for learning will be improved for students</p>	<p>Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 <u>x</u> 8 _ COE only: 9 _ 10 _ Local: Specify _____</p>
<p>Goal Applies to: Schools: All Applicable Pupil Subgroups: Low Income, English Only</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>Priority 7 • Master schedules will include the addition of Freshmen Seminar and Link Crew courses Custom Metrics: Support for Incoming Freshmen • Develop and implement plan for counselors to review 4-year plans at least twice a year at every grade level Custom Metrics: 4 year plans Incorporate additional sections of Link Crew or Freshmen Seminar as indicated by student enrollment and need professional development training for teachers in student-support programs Custom Metrics: Support for Incoming Freshmen, PD for Illuminate Incorporate additional courses. State Metrics: Pupil access and enrollment in required courses of study Custom Metrics: 4 year plans • 100% of all Link Crew teachers will attend program training Custom Metrics: PD for Illuminate</p>	<p>Actual Annual Measurable Outcomes:</p> <p>Master Schedules include 12 Freshmen Seminar sections, as well as 2 Link Crew classes. Three Link Crew teachers participated in 2015 summer training.</p> <p>Custom Metrics: Support for Incoming Freshmen</p> <p>Counselors reviewed the 4-year plan with every student.</p> <p>All students in 9th grade had additional 4-year plan reviews through the CSUMB GearUp program.</p> <p>Custom Metrics: 4 year plans</p> <p>In order to reach every freshmen on campus, this year GHS embedded the Freshmen Seminar Curriculum into the Intro to Computer Applications class, which every freshmen must take. In this way we increased the Freshmen Seminar content from 3 sections (14-15) to 11 sections for the 15-16 school year.</p> <p>At KCHS we increased Freshmen Seminar sections from 1</p>

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(14-15) to 2 for the 15-16 school year.

Custom Metrics: Support for Incoming Freshmen

Both Link Crew teachers attended the 2015 Summer Link Crew training.

LCAP YEAR: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Master schedules will include one section of AVID type of class per site. The second counselor ensures students are placed in the correct classes to receive extra support. With a second counselor reviewing the 4-year with all students will be maintained.	\$260,000 Supplemental & Concentration LCAP funding - Value(\$0.00)	Master schedules included Freshmen Seminar classes as well as Link Crew Addition of a second counselors ensured students are placed in the correct classes to receive extra support. The counselors reviewed the 4-year with all students. In addition CSU MB (9th grade cohort) and UC SC (10-12 grade cohorts) GEAR Up program counselors also reviewed 4 year plan with students.	Staff costs \$146,549 The estimated amount was not needed as the counselor costs were lower than projected as well as the number of sections for Freshmen Seminars and lower Link Crew costs. - Value(\$146549.00)
Scope of service:	All for this Goal	Scope of service:	
<input checked="" type="checkbox"/> ALL		<input type="checkbox"/> ALL	

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OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>English Only</u>	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	No changes. We will continue to implement Freshmen Seminar and Link Crew.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

<p>Original GOAL from prior year LCAP:</p>	<p>#1d - The conditions for learning will be improved for students</p>	<p>Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local: Specify _____</p>		
<p>Goal Applies to:</p>	<p>Schools: All</p>	<p>Applicable Pupil Subgroups:</p>	<p>Students with Disability, Low Income, Fluent-English Proficient and English Only, Redesignated fluent English proficient (R-FEP), English Learner (EL), English Only, Black or African American, American Indian or Alaska Native, Asian, Filipino, Hispanic or Latino, Native Hawaiian or Pacific Islander, White, Foster Youth</p>	
<p>Expected Annual Measurable Outcomes:</p>	<p>Priority 2 Implementation of content and performance standards for all students, including ELs, as evidenced by: (See Appendix A):</p> <ul style="list-style-type: none"> • Summer Professional Development Calendar- professional development on CCSS ELA, math, Illuminate, Constructing Meaning, etc. • Wednesday Collaboration Calendar • PLC Lead Calendar • PLC Protocol Note-taking sheets • Constructing Meaning Quarterly Implementation Report <p>Custom Metrics: Constructing Meaning Implementation, PLC Implementation, PD for Illuminate, APEX Online PD</p> <p>Priority 4 Full implementation of Common Core standards and Professional Learning Communities will directly improve:</p> <ul style="list-style-type: none"> • 20% increase in achievement (meets or exceeds standards) on SBAC summative assessments (ELA and math) • 20% increase in "Readiness for College" in Early Assessment Program (ELA and math) • 20% increase in A-G completion rates • 35% increase in Reclassification rates • 20% increase in the Implementation of Literacy standards and College and Career Readiness Standards across CTE courses <p>State Metrics: Statewide Assessments, A-G Or CTE</p>		<p>Actual Annual Measurable Outcomes:</p>	<p>During Summer 2015 teachers participated in the following professional development:</p> <ul style="list-style-type: none"> - 7 teachers attended weeklong AP Institute training - 8 teachers attended ELD Standards and Goal setting workshop - 9 teachers attended ELA CCSS workshop - 9 teachers attended 2-day CM training -12 teacher attended a full day ELA curriculum alignment workshop -26 teachers attended a full day Illuminate initial training -11 teachers attended a full day APEX training workshop - 5 teachers attended MVP two-day training on Math III - 5 teachers attended MVP two-day training on statistics <p>During the 2015-16 school year:</p>

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completion, EL Reclassification Rate
 Priority 8
 17 Wednesday collaboration meetings (total hours: 35.5 for the year) will be dedicated to PLC inquiry cycle- including analysis of student performance data will improve student achievement in all areas including face-to-face instruction, credit recovery, after school tutoring; thereby increasing student GPA
 State Metrics: Statewide Assessments
 Custom Metrics: PLC Implementation

- PLC Lead teachers received twelve hours of training and support.

- Constructing Meaning

-100% of new teachers received Constructing Meaning initial training -100% of all administrators have receive initial Constructing Meaning training Over 49% of teachers have been certified in CM

Illuminate

100% of teachers have received initial Illuminate training
 80% of ELA and Math teacher received 2 days of additional Illuminate professional development (report creation and assessment creation)

Custom Metrics: Constructing Meaning Implementation, PLC Implementation, PD for Illuminate
 Last year (14-15) was the first year of SBAC assessments.

2014-15 SBAC Results ELA

Standard Exceeded: 11

Standard Met: 29

Standard Nearly Met: 33

Standard Not Met: 0

2014-15 SBAC Results

Math Standard Exceeded: 0

Standard Met: 8

Standard Nearly Met: 20

Standard Not Met: 72

EAP- College Readiness is measured by the number of students who met or exceeded the standards in the SBAC assessment.

14-15 College Readiness in ELA: 40%, Math: 8% 2015-16

OFFICIAL SBAC RESULTS WILL BE AVAILABLE IN JUNE, 2016.

The 2014-15 A-G completion rate from CDE is still pending. Our local A-G calculation indicates 17.6% met A-G requirements. This is an increase of 3.4% from the previous year.

The 2015-16 CDE A-G completion rates will be available no earlier than August, 2016.

State Metrics: Statewide Assessments, A-G Or CTE completion

During the 15-16 school year there were 17 Wednesday collaboration days dedicated to Professional Learning Communities.

This time is dedicated to the PLC inquiry cycle which included analysis of student achievement, planning formative assessments, addressing CCR standards and instructional strategies.

Custom Metrics: PLC Implementation

LCAP YEAR: 2015-16

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Annual Expenditures

Year III of the Professional Development plan will be modified as needed and implemented.
 -Instructional practice will be evaluated from data collected which will inform and support instruction.
 -Student data will be used to evaluate student progress
 -Leadership capacity will be built with skilled teacher from staff
 -Support structures will be implemented to sustain collaboration and follow through with professional development.
 Instructional Coaches will continue to support teachers.

\$52,887 Title 2 funds - Value(\$0.00)

Teachers received professional development in the areas of CCSS, ELD standards, MVP math, Constructing Meaning, Illuminate and Apex.

Professional development supplies and sub costs \$26,070

Professional Development supplies - \$1,000
 Substitute costs for Professional Development - \$25,070

Professional Development costs lower due to other one time funding sources used in addition to LCAP. -

				Value(\$26070.00)	
Scope of service:	All for this Goal		Scope of service:		
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		We will continue to provide professional development and training for teachers and staff in order to fully implement CCSS, Next Generation of Science Standards and the Next Generation of ELD Standards as needed.			

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL from prior year LCAP:	#1f - The conditions for learning will be improved for students	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <u>x</u> 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local: Specify _____
Goal Applies to:	Schools: All Applicable Pupil Subgroups: Students with Disability, Low Income, English Learner (EL), Foster Youth	
Expected Annual Measurable Outcomes:	<p>Priority 4 Through AP courses, each culminating in a rigorous exam, students learn to think critically, construct solid arguments and see many sides of an issue - skills that prepare them for college and beyond. Research shows that students who succeed in rigorous course work such as Advanced Placement are developing college-level knowledge and skills and are more likely than their peers to earn college degrees on time. We need to increase the number of AP courses.</p> <p>State Metrics: Statewide Assessments, AP Passage % • Increase in Advanced Placement courses State Metrics: AP Passage % • 15% Increase in AP Exam Passing Rates State Metrics: AP Passage % • Maintain AP Professional Development for teachers State Metrics: AP Passage %, Other indicators of pupil performance required areas of study Custom Metrics: PD for Illuminate • 100% of new AP teachers will received AP training State Metrics: AP Passage % Custom Metrics: PD for Illuminate</p>	<p>Actual Annual Measurable Outcomes:</p> <p>During the 15-16 school we increased AP course sections to 30.</p> <p>This is 7 more sections than in 14-15.</p> <p>Between 13-14 and 14-15 AP exam passing rates increased 1.7%.</p> <p>In August, 2015 site principals met with each AP teacher to review the previous year's AP data and set goals for the 2016 test administration. Administrators reported their goal-setting conversations in Administrative Council.</p> <p>15-16 AP exam data will be available in July, 2016.</p> <p>State Metrics: AP Passage % During Summer 2015 seven teachers attended week-long AP teacher preparation institutes. Four of those seven teachers were new teachers.</p> <p>100% of new AP teachers received AP Training (4 new AP teachers)</p>

LCAP YEAR: 2015-16					
Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures
An increase of two core content course sections will be offered and filled based on class size reduction and student ability to perform. The need for remediation courses will drop by 1/3		\$275,000 Supplemental & Concentration LCAP funding - Value(\$0.00)	During the 15-16 school we increased AP course sections to 30. This is 7 more sections than in 14-15.		Staff costs for AP courses as well as supplies to support them \$237,883 Actual costs lower due to master schedule capacity somewhat limited to growth in AP sections. - Value(\$237883.00)
Scope of service:	All for this Goal		Scope of service:	All for this Goal	
<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with Disability</u>			<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with Disability</u>		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		We will continue to support teacher AP summer institute training for all new AP teachers and for teachers who need a refresher. We will continue to monitor AP passing rates and goal-setting with each AP teacher. As a result of the goal-setting conversations in August, after-school AP tutoring has increased this year.			

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

<p>Original GOAL from prior year LCAP:</p>	<p>#1g - The conditions for learning will be improved for students</p>	<p>Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <u>x</u> 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local: Specify _____</p>		
<p>Goal Applies to:</p>	<p>Schools: All</p>	<p>Applicable Pupil Subgroups:</p>	<p>Students with Disability, Low Income, Fluent-English Proficient and English Only, Redesignated fluent English proficient (R-FEP), English Learner (EL), English Only, Black or African American, American Indian or Alaska Native, Asian, Filipino, Hispanic or Latino, Native Hawaiian or Pacific Islander, White, Foster Youth</p>	
<p>Expected Annual Measurable Outcomes:</p>	<p>Priority 4</p> <ul style="list-style-type: none"> • Creating college and career pathways will allow students to successfully complete CTE sequences and programs. <p>State Metrics: A-G Or CTE completion Custom Metrics: PD for Illuminate</p> <ul style="list-style-type: none"> • College and career pathways are A-G approved courses that will allow students to earn college admission. <p>State Metrics: A-G Or CTE completion</p> <ul style="list-style-type: none"> • College and career pathways are open to all students, including English Learners and students with disabilities. <p>State Metrics: Progress For English Fluency, EL Reclassification Rate</p> <ul style="list-style-type: none"> • Board adoption of participation in the County consortium for the Career pathways grant. <p>Custom Metrics: Support for Incoming Freshmen</p> <ul style="list-style-type: none"> • Budget allocations from the grant will reflect implementation strategies. <p>State Metrics: Pupil access and enrollment in required courses of study Custom Metrics: 4 year plans</p> <ul style="list-style-type: none"> • Both IED teachers will receive 2015 summer Core training 		<p>Actual Annual Measurable Outcomes:</p>	<p>During the 15-16 we implemented the first course of an Engineering pathway: Introduction to Engineering. Five (5) sections of Intro to Engineering were offered.</p> <p>Introduction to Engineering is A-G approved and has been updated as such on the UC A-G Portal.</p> <p>All CTE courses are open to all students: including English Learners and students with disabilities.</p> <p>This county consortium grant did not materialize.</p> <p>Both IED teachers received two-week Summer Core Training.</p>

for the Introduction to Engineering (IED) course
 State Metrics: Pupil access and enrollment in required courses of study
 • Professional Development agendas will reflect preparation and implementation of a career readiness program
 Custom Metrics: PD for Illuminate
 October, 2015- applying to Hartnell science consortium for a STEM Computer Science grant
 State Metrics: Pupil access and enrollment in required courses of study

LCAP YEAR: 2015-16

Planned Actions/Services

Actual Actions/Services

		Budgeted Expenditures			Estimated Actual Annual Expenditures
District staff will work with the consortium to develop courses and recruit students into career pathways.		\$45,000-Chevron Grant for IED October, 2015- Will be applying to Hartnell for a STEM grant for Computer Science - Value(\$0.00)	The District established a partnership with Project Lead the Way to help us provide a comprehensive approach to STEM education. Project Lead the Way STEM provides activity-project and problem-based curriculum that allows high school students the opportunity to apply what they know, identify problems, find unique solutions and leadd their own learning. Teachers received mandatory summer core training. Teachnology was purchased for the Engineering classes.		Computer labs were needed and purchased to support the STEM and Project Lead the Way programs that were not in the initial LCAP \$170,350 - Value(\$170350.00)
Scope of service:	All for this Goal		Scope of service:		
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners		

__ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____		__ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Introduction to Engineering has been well-received by students. For 16-17 we will be offering the next course in the Engineering pathway: Principles of Engineering. In addition in 16-17 we will be offering the first course of computer science pathway. We will have to pay for the laptops and tablets associate with the additional engineering course and the new computer science course. This expenditure will be approximately \$150,000.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL from prior year LCAP:	#1h - The conditions for learning will be improved for students		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local: Specify _____	
Goal Applies to:	Schools:	Greenfield High		
	Applicable Pupil Subgroups:	Students with Disability, Low Income, Fluent-English Proficient and English Only, Redesignated fluent English proficient (R-FEP), English Learner (EL), English Only, Black or African American, American Indian or Alaska Native, Asian, Filipino, Hispanic or Latino, Native Hawaiian or Pacific Islander, White, Foster Youth		
Expected Annual Measurable Outcomes:	Priority 1: Replace the Greenfield High School Fire Alarm which is malfunctioning and not repairable. State Metrics: Facilities maintained in good repair Custom Metrics: Student Safety	Actual Annual Measurable Outcomes:	Fire Alarm System was replaced and is in operation. State Metrics: Facilities maintained in good repair Custom Metrics: Student Safety	
LCAP YEAR: 2015-16				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
The replacement of the fire alarm system will have a design approved by the State Architect's Office, Bid Documents created, public contact bid process completed and lowest responsible bidder approved by the Board of Trustees and contract work to replace the fire alarm system completed during the 2015/16 school year.	\$700,000 estimated cost (project out to bid) Supplemental & Concentration LCAP funding - Value(\$0.00)	Greenfield High School Fire Alarm has been replaced with a stand alone system with all new wiring.	Greenfield High School Fire Alarm replaced - \$600,000 Architect and Inspector of Record costs - \$97,491 - Value(\$697491.00)	
Scope of service:	All for this Goal	Scope of service:	All for this Goal	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL		
OR:		OR:		
<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners		

___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____		___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We will continue to provide student with a safe and secure learning environment.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL from prior year LCAP:	#1i - The conditions for learning will be improved for students		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local: Specify _____	
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: Students with Disability, Low Income, Fluent-English Proficient and English Only, Redesignated fluent English proficient (R-FEP), English Learner (EL), English Only, Black or African American, American Indian or Alaska Native, Asian, Filipino, Hispanic or Latino, Native Hawaiian or Pacific Islander, White, Foster Youth		
Expected Annual Measurable Outcomes:	Priority 6: All campuses shall have adequate security measures to ensure students feel safe and focused on the educational program resulting in less behavioral issues and increased attendance and less disciplinary issues. Custom Metrics: Student Safety		Actual Annual Measurable Outcomes:	All campuses had adequate security measures to ensure students feel safe and focused on the educational program resulting in less behavioral issues and increased attendance and less disciplinary issues Custom Metrics: Student Safety
LCAP YEAR: 2015-16				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
The District will contract out for campus security services with the local police department and security vendors. Security Camera Systems will be expanded at School Campuses	\$250,000 Supplemental & Concentration LCAP funding - Value(\$0.00)	Security Cameras were added at all sites Greenfield High School SRO and additional private security hired King City High School - 2 private security guards hired Portola Butler High School - 1 private security guard hired	GHS - School Resource Officer \$60,000 GHS - Private Security \$50,000 GHS - District Personnel \$28,250 KCHS - Private Security \$80,000 KCHS - District Personnel \$28,250 PBHS - Private Security \$20,000 Security Cameras	

				Added at school sites \$18,500 Security Supplies and Training costs - \$11,306 Additional security was added for the continuation school when they went to full day at the Spring Semester. - Value(\$296306.00)
Scope of service:	All for this Goal		Scope of service:	All for this Goal
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?				

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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

<p>Original GOAL from prior year LCAP:</p>	<p>#2a - Pupil outcomes on standardized tests and in core content areas will increase. Eliminate the achievement gap among students.</p>	<p>Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <u>x</u> 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local: Specify _____</p>
<p>Goal Applies to:</p>		<p>Schools: All</p>
		<p>Applicable Pupil Subgroups: Low Income, Redesignated fluent English proficient (R-FEP), English Learner (EL)</p>
<p>Expected Annual Measurable Outcomes:</p>	<p>Priority 4</p> <ul style="list-style-type: none"> • Summer Boot Camps will be maintained to assist students in credit recovery and remediation in order to get students on track for graduation. <p>State Metrics: A-G Or CTE completion</p> <ul style="list-style-type: none"> • 20% increase in the number of students who pass Summer Boot Camp credit recovery courses with a C or better <p>State Metrics: A-G Or CTE completion, Other indicators of pupil performance required areas of study</p> <ul style="list-style-type: none"> • 3 ELA and math benchmarks will be given to effectively analyze student performance data in order to improve instruction, close the achievement gap, and ensure that all students meet or exceed performance standards. <p>State Metrics: Other indicators of pupil performance required areas of study</p> <ul style="list-style-type: none"> • 3 release days for ELA and math teachers to analyze data, set goals, revise pacing guides, create units and lessons aligned to CCSS standards. <p>State Metrics: Statewide Assessments, Other indicators of pupil performance required areas of study</p> <ul style="list-style-type: none"> • 3 times a year SRI will be given to students to assess and monitor reading comprehension <p>State Metrics: Other indicators of pupil performance required areas of study</p> <ul style="list-style-type: none"> • Establish baseline growth for student performance by subgroup on the SBAC ELA and Math CAASPP assessments (when data becomes available) <p>State Metrics: Statewide Assessments</p> <ul style="list-style-type: none"> • 20% increase in achievement (meets or exceeds 	<p>Actual Annual Measurable Outcomes:</p> <p>During the summer of 2015, summer credit recovery programs were offered at both comprehensive sites. 339 students attended the summer credit recovery programs.</p> <p>During the summer of 2015, 339 students attended the summer credit recovery programs.</p> <ul style="list-style-type: none"> - 491 courses were taken (each student may take multiple classes) - 445 courses taken earned course credit - 259 courses earned a C or better (53%) <p>Summer 2016 credit recovery data will be available in July, 2016.</p> <p>During the 15-16 school year there were three (3) ELA benchmarks were given in grades 9-12. There were three (3) math benchmarks given for Math 1 and Math 2.</p> <p>During the 2015-16 school year, ELA and math departments had 3 full days for benchmark analysis and instructional support.</p> <p>During the 2015-16 school year the Scholastic Reading Inventory was given to student three time during the school year.</p>

standards) on SBAC summative assessments (ELA and math)
 State Metrics: Statewide Assessments
 • 20% increase in A-G complete rate
 State Metrics: A-G Or CTE completion
 • 100% of all Professional Learning Communities will create common formative assessments that will administered and analyzed via the Illuminate data assessment system
 State Metrics: Statewide Assessments, Other indicators of pupil performance required areas of study
 • Maintain instructional efficacy by continuing collaboration time (PLC) for staff as measured by formative assessment data, collaboration calendar, sign-in sheets and PLC meeting notes (See Appendix A)
 State Metrics: Statewide Assessments
 • 20% increase in after-school tutoring as evidence by attendance logs
 State Metrics: Attendance Rates

Last year (14-15) was the first year of SBAC assessments.

2014-15 SBAC Results ELA

Standard Exceeded: 11
 Standard Met: 29
 Standard Nearly Met: 33
 Standard Not Met: 0

2014-15 SBAC Results Math

Standard Exceeded: 0
 Standard Met: 8
 Standardly Nearly Met: 20
 Standardly Not Met: 72

EAP- College Readiness is measured by the number of students who met or exceeded the standards in the SBAC assessment.

14-15 College Readiness in ELA: 40%, Math: 8% 2015-16

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SBAC RESULTS WILL BE AVAILABLE IN JULY, 2016.

State Metrics: Statewide Assessments

Last year (14-15) was the first year of SBAC assessments.

2014-15 SBAC Results ELA

Standard Exceeded: 11

Standard Met: 29

Standard Nearly Met: 33

Standard Not Met: 0

2014-15 SBAC Results Math

Standard Exceeded: 0

Standard Met: 8

Standardly Nearly Met: 20

Standardly Not Met: 72

EAP- College Readiness is measured by the number of

students who met or exceeded the standards in the SBAC assessment.

14-15 College Readiness in ELA: 40%, Math: 8%

2015-16 SBAC RESULTS WILL BE AVAILABLE IN JULY, 2016

2015-16 SBAC data will be available at the end of June. No comparison can be made at this time.

The 2014-15 A-G completion rate from CDE is still pending. Our local A-G calculation indicates 17.6% met A-G requirements. This is an increase of 3.4% from the previous year.

The 2015-16 CDE A-G completion rates will be available no earlier than August, 2016.

State Metrics: A-G Or CTE completion

All Professional Learning Communities (PLCs) have developed common formative assessments. 80% of PLCs have analyzed data via Illuminate data assessment system.

During the 15-16 school year 17 Wednesday collaboration days were allotted solely for the use of PLC collaboration. Administrator provided feedback to every PLC group after each meeting.

A total of nine (9) stipened teachers tutored students after school at least twice a week.

More thorough after-school turing data will be collected during the 16-17 school year.

LCAP YEAR: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>There will be a 35% increase in the number of SDAIE (Specially Designed Academic Instruction in English) courses offered.</p> <p>Remediation classes will be included in the master schedule for students falling short of their A-G requirements (off track for graduation). Summer boot camps for low performing or second language learners will be offered. After and/or before school support groups (tutoring) will be offered. Academic advisors and/or advisory periods will be implemented to track student progress.</p>	<p>\$450,000 Supplemental & Concentration LCAP funding - Value(\$0.00)</p>	<p>This school year we continued to offer SDAIE classes in core content courses (math, science, and social sciences). We offered nine sections of SDAIE courses. While want to be very supportive of our English Learners, the number of course can vary slightly from year to year based on new CELDT data and reclassification numbers.</p> <p>Online Credit Recovery classes are during the regular school day and after school.</p> <p>During the summer of 2015:</p> <p>339 students attended our Summer Credit Recovery program. Students took multiple courses and some students attend both sessions of the Summer Credit Recovery program.</p> <p>A total of 491 courses were taken and of those, 445 courses received credit.</p> <p>This coming summer (2016) we will continue to offer Summer Credit Recovery courses that include face-to-face instruction and online credit recovery.</p>	<p>District staff \$87,200 Supplies and Services \$50,496</p> <p>District Instructional Coaches were paid for out of another resource for 15-16. - Value(\$137696.00)</p>

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				<p>During this school year after-school tutoring has occurred on a regular basis.</p> <p>Across the district tutoring is provided by individual teachers and by our two GearUp program. Nine stipened teachers tutored after school on a regular basis (a least twice a week). Many more of our teachers tutor students after school free of charge. This coming school year we will endeavour to keep more accurate student tutoring numbers.</p> <p>On the average 130 students a week received tutoring via our CSUMB and UCSC GearUp programs.</p>		
Scope of service:	All for this Goal		Scope of service:			
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL			
OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		We will continue to place emphasis on student achievement as indicated by SBAC and district-wide benchmarks in ELA and math. We will continue to provide staff allocated time for collaboration via Professional Learning Communities. We will continue to provide instructional and support and feedback for Professional Learning Communities. We will continue to provide Summer credit recovery courses for student who are deficient in credits toward graduation. We will continue to monitor A-G completion and work toward raising our A-G completion rate.				

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

<p>Original GOAL from prior year LCAP:</p>	<p>#2b - Pupil Outcomes on standardized test and in core content areas will increase. Eliminate the achievement gap among students.</p>	<p>Related State and/or Local Priorities: 1 __ 2 <u>x</u> 3 __ 4 <u>x</u> 5 <u>x</u> 6 __ 7 __ 8 __ COE only: 9 __ 10 __ Local: Specify _____</p>	
<p>Goal Applies to:</p>		<p>Schools: All</p>	
		<p>Applicable Pupil Subgroups: Redesignated fluent English proficient (R-FEP), English Learner (EL)</p>	
<p>Expected Annual Measurable Outcomes:</p>	<p>Priority 2</p> <ul style="list-style-type: none"> • ALL English Learners will have access to the standards-aligned ELD curriculum via their ELD classes. All ELD classes use pacing guides and curriculum are aligned with the Next Generation of ELD Standards. Instruction in ELD is Designated ELD. <p>State Metrics: Progress For English Fluency, EL Reclassification Rate</p> <p>Priority 4</p> <ul style="list-style-type: none"> • 100% of English Learners will complete the EL Student Goal Sheet which explains the importance of CELDT, their CELDT score, the steps needed for Reclassification (CELDT, Reading test score and writing component) • 80% of English Learners will increase their English language proficiency by one level as measured by the CELDT (AMAO 1) • 70% of all Long-Term English Learners will increase their English language proficiency by one level as measured by the CELDT (AMAO 2) • 100% of District benchmarks (ELA and math) will be housed in Illuminate and benchmark data will be disaggregated by subgroups (including English Learners) for analysis and monitoring • 3 times a year ALL English Learners will take the SRI (Scholastic Reading Inventory) to monitor reading ability and comprehension and goal setting for reclassification • 100% of all Long-Term English Learners will be placed in targeted Designated ELD support classes by grade level as indicated by master schedule and class rosters. 	<p>Actual Annual Measurable Outcomes:</p>	<p>All English Learners are receiving ELD services in a standards-aligned ELD course. ELD courses are aligned to ELD standards.</p> <p>100% of English Learners completed the EL Student Goal Sheet before the annual CELDT testing.</p> <p>As per CDE, 2015-16 AMAO data will be released in July, 2016. Our own local CELDT calculations demonstrate that 34% of students went up 1 or more levels on the CELDT. 51% of students stayed at the same CELDT level.</p> <p>100% of ELA and math district-wide benchmark data is housed in Illuminate.</p> <p>All students, including all English Learners, take the SRI assessment to evaluate reading comprehension three times a year.</p> <p>All Long-Term English Learners (LTELs) have ELD designated courses that are grade-level specific in order to provide grade level core content collaboration and support.</p> <p>State Metrics: Progress For English Fluency, EL Reclassification Rate Reclassification rate for 14-15: 18.5%. 15-16 Reclassification rate will not be complete until June,</p>

State Metrics: Progress For English Fluency, EL Reclassification Rate, Other indicators of pupil performance required areas of study
 Priority 5
 Engagement and support for English Learners in ELD classes will lead

- 35% increase Reclassification rates
- 20% increase EL A-G completion
- 20% increase in EL graduation rate
- 10% decrease EL drop-out rate

State Metrics: A-G Or CTE completion, Progress For English Fluency, EL Reclassification Rate, High School Dropout Rates

2016. 15-16 first semester only data shows 9% of EL students reclassified.

CDE has not released the 14-15 English Learner cohort graduation rate, cohort dropout rate, A-G completion rate.

Our local EL data calculations for 14-15:

-EL A-G completion rate: 1%

-EL graduation rate: 71%

-EL drop out rate: 29%

State Metrics: A-G Or CTE completion, EL Reclassification Rate, High School Dropout Rates

LCAP YEAR: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Offerings of English Language Support classes will be reduced by 15% in the master schedule based on need. Class sizes for English Language Learners will be not exceed 25:1. English Language Learner classes for ELD 1 and 2 will be separated. Incentives for students are reclassified will be implemented. A certified ELD (ELPAC) teacher will be assigned to oversee CELDT (ELPAC) testing, reclassification and student progress monitoring. An increase in the offerings of English Language Support classes will be evident in the master schedule.	\$250,000 Supplemental & Concentration LCAP funding - Value(\$0.00)	ELD classes for Level 1 and 2 students do not exceed 25:1 across the district. Level 1 and 2 classes have been separated to provide targeted leveled instruction. At the beginning of the school year, before the CELDT assessment, every student completed the EL Goal Setting form. The EL Goal Setting form gave every students their own CELDT data, provided the reclassification criteria and asked student to set goals for both the CELDT and reclassification.	District Staff costs \$188,607 Software program Licensing \$72,200 - Value(\$260807.00)

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		<p>During the first semester this school year we have reclassified 53 students.</p> <p>In addition to ELD Liaisons who work directly with English Learners, we have SDAIE classes in core content areas for English Learners. We offer SDAIE classes in math, science, and social sciences. During the 15-16 school year we offered 9 SDAIE core content courses designed for strategic instruction for our short-term English Learners.</p> <p>English Learners also participate in after-school tutoring and in both of our GearUp Programs.</p>	
Scope of service:	All for this Goal	Scope of service:	
<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>		<p>We will continue to closely monitor the progress and achievement of our English Learners via AMAOs, CELDT data, Reclassification rates, and local achievement data; including EL graduation and dropout rates. We will continue to offer SDAIE core content course to our English Learners so that they can access the core content while developing English proficiency. Like many school districts in California most of our English Learners are Long-Terms English Learners (LTELs). We will continue to implement our grade-level LTEL ELD classes in an effort to give these students the specific strategies and tools that they need in order to exit from the EL program. We will continue to our goal-setting CELDT campaign at the beginning of every year to explain to students the importance of the CELDT and reclassification. We will work diligently to increase the number of students who go up one level or more on the CELDT.</p> <p>We will continue to provide funding to support ELD Professional Learning Communities and other professional development necessary for our ELD teachers and staff who directly support the EL program.</p>	

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

<p>Original GOAL from prior year LCAP:</p>	<p>#3a - School faculty and staff, parents and students will increase engagement in learning.</p>	<p>Related State and/or Local Priorities: 1 _ 2 _ 3 x 4 _ 5 x 6 x 7 _ 8 _ COE only: 9 _ 10 _ Local: Specify _____</p>	
<p>Goal Applies to:</p>	<p>Schools: All</p>	<p>Applicable Pupil Subgroups: Students with Disability, Low Income, Fluent-English Proficient and English Only, Redesignated fluent English proficient (R-FEP), English Learner (EL), English Only, Black or African American, American Indian or Alaska Native, Asian, Filipino, Hispanic or Latino, Native Hawaiian or Pacific Islander, White, Foster Youth</p>	
<p>Expected Annual Measurable Outcomes:</p>	<p>Priority 3 Parent participation and input is encouraged at all school sites. Parents are invited and encouraged to participate in a variety of councils, committee and programs. These include:</p> <ul style="list-style-type: none"> • School Site Council • English Learner Advisory Committee • District English Learner Advisory Committee • Site Parent/Teacher organizations (PTO) • Migrant Education- Parent Advisory Committee • PIQE- Parent Institute for Quality Education program • LCAP Stakeholder meetings • Incoming 9th grade orientation • Back to School Night • Aeries Parent Portal Training • Gear Up Parent meetings and trainings • ETS Parent meetings and trainings <p>State Metrics: Progress For English Fluency, Promotion of parental participation The District has seen an increase in parent engagement and involvement in school committees and programs. There was a dramatic increase in parent attendance in Back to School Night and site ELACs. All of the current DELAC parent member representatives completed the Parent Institute for Quality Education programs at their school sites. Several of the members also join School Site Councils.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>During the 15-16 school year only 36% (29) parents completed the PIQE Level 2 eight-week coursework. In order to attend level 2 meetings parents must have completed all level 1 classes.</p> <p>Unfortunately due to our location we were not able to bring the PIQE Financial Literacy course.</p> <p>During the 15-16 school year there were eight DELAC meetings.</p> <p>During 15-16 school year: 120 parents attended site ELACs Approximately 500 parents attended back-to-school night Approximately 100 parents attended CELDT informational night Approximately 588 parents attended other parent</p>

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Goals for parent participation:

- 90% of all parent who attended PIQE Level 1 course will attend Level 2 program
- Increase to 8 the number of DELAC meetings for the school year
- 30% increase in parent participation in sites' English Learner Advisory Committee, Back-to-School Night, and other parent information meetings
- Add PIQE Financial Literacy Course as part of our Parent Education Program
- 30% increase in the number of parents involved in PTOs
- Each site to have a CELDT Parent Informational meeting
- Continue Aeries parent portal trainings
- Create a Districtwide Parent Education/Information Calendar (English/Spanish)
- DELAC parents will conduct 2 site walk-throughs (one each semester)

State Metrics: Progress For English Fluency, Promotion of parental participation

Priority 5

Parent involvement in school has a direct positive relationship to attendance rates, student achievement, participation in school events and lower chronic absenteeism

State Metrics: Attendance Rates, Chronic Absenteeism Rates, Promotion of parental participation

Priority 6 Goal for increase attendance:

Parent involvement in school has a direct positive relationship to lower incidents of suspension and expulsion.

- 25% decrease in suspensions
- Goal for minimizing expulsions by creating connections between the schools and the families
- Goal for decreasing truancy by 15%

State Metrics: Pupil Suspension Rates, Pupil Expulsion Rates, Promotion of parental participation

workshops (Incoming Freshmen Orientation)

Parent Liaisons conducted 344 one-on-one parent meetings; some of these were home visits.

According to both of our GearUp programs 369 have attended GearUp sponsored workshops and trainings.

Each site has created a parent information calendar.

DELAC parents have conducted two school walk-throughs.

State Metrics: Promotion of parental participation

District suspension rate in 14-15 was 7.9%. Official suspension rate numbers from CDE will be available after July, 2016. Our local estimates that our 15-16 suspension rate increased.

State Metrics: Pupil Suspension Rates

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>PIQE 1 & 2 will be offered to parents. A parent liaison will be employed to coordinate parent involvement in schools. Schools will operate parent teacher student associations. There will be an increase of parent attendance at events by 30% at back to school nights, CCSS information nights, ELAC participation, Spring Showcase. Parents will be sent to CAFE conference with teachers and administrators.</p>	<p>\$175,000 Supplemental & Concentration LCAP funding - Value(\$0.00)</p>	<p>Each comprehensive has a parent liaison who coordinates parent involvement activities at each site.</p> <p>Both comprehensive sites have functioning ELACs.</p> <p>In March 2016, two staff members and a parent attended the statewide CAFE conference in San Francisco.</p>	<p>PIQE meeting supplies - \$500 PIQE program contract - \$15,000 CAFE conference costs - \$12,835</p> <p>The number of parents who signed up for PIQE was lower than projected and the unused funds were spent on other LCAP goals - Value(\$28335.00)</p>
<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>We will continue to implement parent programs as needed as identified by site and the LCAP survey. Because of where we are situated PIQE will only do one program for us a year and we are looking into bringing Project 2 Inspire for the 16-17 school year. Project 2 Inspire works with to parents to increase their knowledge about schooling to ensure that parents have vital information about high quality educational options for their children (especially those traditionally underserved and/or attending Program Improvement schools). This program has a trainer-of-trainers model included which will help us build capacity and sustain our parent programs. The cost of the program is \$190 per participant with a minimum of 20 parents.</p>		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL from prior year LCAP:	#3b - School faculty and staff, parents and students will increase engagement in learning.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <u>x</u> 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local: Specify _____	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: Students with Disability, Low Income, Fluent-English Proficient and English Only, Redesignated fluent English proficient (R-FEP), English Learner (EL), English Only, Black or African American, American Indian or Alaska Native, Asian, Filipino, Hispanic or Latino, Native Hawaiian or Pacific Islander, White, Foster Youth		
Expected Annual Measurable Outcomes:	Priority 5 <ul style="list-style-type: none"> • 10% increase in monthly attendance (ADA to enrollment %) as documented by attendance records • 15% decrease truancy • Programs for promoting attendance will be maintained (Principal's Honor Roll, Perfect Attendance, etc.) • Parent contacts logs will demonstrate outreach to improve student attendance • Meeting logs will demonstrate site parent meetings to address issues of attendance and truancy State Metrics: Attendance Rates, Chronic Absenteeism Rates, Efforts to seek parent input	Actual Annual Measurable Outcomes:	Attendance 2015-16 Average attendance rate was 96.3% Suspension (Local Data) 2015-16; Number of Students Enrolled: 2131, Number of Suspension Incidents: 367, Suspension Rate: 17.2%. Our unofficial calculation of rate of suspension has gone up from 14-15 to 15-17 approximately 8%. Sites had truancy meetings with parents and students at least twice a month. Parent Liaisons conducted approximately 344 one-on-on meetings with parents. Many of these meeting related to informing the parents about their student's truancy and the importance of school attendance.

State Metrics: Attendance Rates, Chronic Absenteeism Rates

LCAP YEAR: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Intervention programs will be continued as a pre-cursor to expulsion. (in school suspension). Parent Liaison will conduct home visits to truant students. Saturday School will be provided to improve attendance and support academic performance.	\$360,000 Supplemental & Concentration LCAP funding - Value(\$0.00)	<p>Intervention programs continued to decrease the rate of suspension and truancy.</p> <p>We provided In-School Suspension as a way to create a safer learning environment and provide direct supervision of students.</p> <p>Parent Liaison conducted home visits to truant students.</p> <p>Saturday School was provided to improve attendance and support academic performance.</p>	<p>District Staff and related costs \$117,404</p> <p>The expenditures were lower than expected due to staff related to this goal paid out of other resources. - Value(\$117404.00)</p>
Scope of service:	All for this Goal	Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We will continue to improve and add intervention programs to reduce the rate of suspension and truancy. During the 16-17 school year we will begin the planning for district-wide PBIS.
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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

- A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$4,250,000.00
PLACEHOLDER STATEMENT PLACEHOLDER STATEMENT	

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

21.20	%
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Services provided in SMCJUHSD LCAP will strengthen academic and behavior supports for low income, foster youth, English learners, and students with disabilities. Given our district demographics and our Districtwide Program Improvement status we offer Districtwide programs that benefit all students we serve.

Services and supports:

- resources that target academic needs related to the new ELD standards, A-G completion, CAHSEE support and remediation, after school/Saturday school tutoring, programs for behavior interventions
- student access to supplemental programs, services, and opportunities in order to promote well-rounded students who are college and career ready. Additionally, resources will continue to support the STEM program which includes, but is not limited to, Project Lead the Way, at both comprehensive high schools.

This District has a high unduplicated student percentage for which LCAP funds are received and those funds are expended District wide in most areas and additionally they are used to target services to EL and AP students.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

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

SUBJECT: 2016/17 Budget

MEETING: May 18, 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:

The new funding formula for California schools is the Local Control Funding Formula. The draft Budget is presented here for review and discussion. The 2016-17 Budget will be on the June 15th Board Agenda for approval.

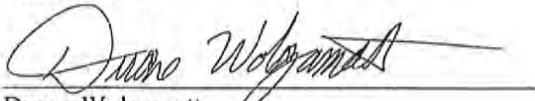
Recommendation:

Information item only.

Fiscal Impact:


Within our LCFF levels of funding and reflected in our proposed budget.

Submitted By:



Duane Wolgamott
Business Manager

Approved:



Daniel R. Moirao, Ed.D.
State Administrator

Description	Object Codes	2016-17 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2017-18 Projection (C)	% Change (Cols. E-C/C) (D)	2018-19 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	22,145,522.00	8.17%	23,955,360.00	2.63%	24,585,657.00
2. Federal Revenues	8100-8299	1,252,621.00	-15.85%	1,054,099.00	0.00%	1,054,099.00
3. Other State Revenues	8300-8599	722,939.00	-22.91%	557,323.00	0.00%	557,323.00
4. Other Local Revenues	8600-8799	1,565,850.00	-3.02%	1,518,494.00	0.00%	1,518,494.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	0.00	0.00%	0.00	0.00%	0.00
6. Total (Sum lines A1 thru A5c)		25,686,932.00	5.44%	27,085,276.00	2.33%	27,715,573.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				10,162,890.00		11,025,301.00
b. Step & Column Adjustment				203,257.00		212,506.00
c. Cost-of-Living Adjustment				259,154.00		0.00
d. Other Adjustments				400,000.00		400,000.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	10,162,890.00	8.49%	11,025,301.00	5.56%	11,637,807.00
2. Classified Salaries						
a. Base Salaries				3,002,932.00		3,327,975.00
b. Step & Column Adjustment				60,059.00		62,561.00
c. Cost-of-Living Adjustment				64,984.00		0.00
d. Other Adjustments				200,000.00		200,000.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	3,002,932.00	10.82%	3,327,975.00	7.89%	3,590,536.00
3. Employee Benefits	3000-3999	4,527,594.00	8.00%	4,889,802.00	5.00%	5,134,292.00
4. Books and Supplies	4000-4999	1,564,546.00	4.62%	1,636,820.00	3.41%	1,692,555.00
5. Services and Other Operating Expenditures	5000-5999	3,943,287.00	3.23%	4,070,680.00	-4.91%	3,870,680.00
6. Capital Outlay	6000-6999	336,122.00	-70.25%	100,000.00	0.00%	100,000.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	1,624,529.00	0.00%	1,624,529.00	0.00%	1,624,529.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	0.00	0.00%	(25,800.00)	0.00%	(25,800.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments				0.00		0.00
11. Total (Sum lines B1 thru B10)		25,161,900.00	5.91%	26,649,307.00	3.66%	27,624,599.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)						
		525,032.00		435,969.00		90,974.00
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		6,792,000.00		7,317,032.00		7,753,001.00
2. Ending Fund Balance (Sum lines C and D1)		7,317,032.00		7,753,001.00		7,843,975.00
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00		0.00		0.00
b. Restricted	9740	252,614.00		0.00		0.00
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	0.00		0.00		0.00
d. Assigned	9780	0.00		0.00		0.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
2. Unassigned/Unappropriated	9790	7,064,418.00		7,753,001.00		7,843,975.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		7,317,032.00		7,753,001.00		7,843,975.00

Description	Object Codes	2016-17 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2017-18 Projection (C)	% Change (Cols. E-C/C) (D)	2018-19 Projection (E)
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	7,074,621.00		7,510,590.00		7,601,564.00
d. Negative Restricted Ending Balances (Negative resources 2000-9999)	979Z	(10,203.00)		0.00		0.00
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	3,029,922.00		0.00		0.00
3. Total Available Reserves - by Amount (Sum lines E1a thru E2c)		10,094,340.00		7,510,590.00		7,601,564.00
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		40.12%		28.18%		27.52%
F. RECOMMENDED RESERVES						
1. Special Education Pass-through Exclusions						
For districts that serve as the administrative unit (AU) of a special education local plan area (SELPA):						
a. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?	Yes					
b. If you are the SELPA AU and are excluding special education pass-through funds:						
1. Enter the name(s) of the SELPA(s):						
2. Special education pass-through funds						
(Column A: Fund 10, resources 3300-3499 and 6500-6540, objects 7211-7213 and 7221-7223; enter projections for subsequent years 1 and 2 in Columns C and E)						
		0.00				
2. District ADA						
Used to determine the reserve standard percentage level on line F3d (Col. A: Form A, Estimated P-2 ADA column, Line A4; enter projections)						
		2,086.00		2,216.00		2,266.00
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)		25,161,900.00		26,649,307.00		27,624,599.00
b. Plus: Special Education Pass-through Funds (Line F1b2, if Line F1a is No)		0.00		0.00		0.00
c. Total Expenditures and Other Financing Uses (Line F3a plus line F3b)		25,161,900.00		26,649,307.00		27,624,599.00
d. Reserve Standard Percentage Level (Refer to Form 01CS, Criterion 10 for calculation details)		3%		3%		3%
e. Reserve Standard - By Percent (Line F3c times F3d)		754,857.00		799,479.21		828,737.97
f. Reserve Standard - By Amount (Refer to Form 01CS, Criterion 10 for calculation details)		0.00		0.00		0.00
g. Reserve Standard (Greater of Line F3e or F3f)		754,857.00		799,479.21		828,737.97
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)		YES		YES		YES

Description	Object Codes	2016-17 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2017-18 Projection (C)	% Change (Cols. E-C/C) (D)	2018-19 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	22,145,522.00	8.17%	23,955,360.00	2.63%	24,585,657.00
2. Federal Revenues	8100-8299	13,940.00	-100.00%	0.00	0.00%	0.00
3. Other State Revenues	8300-8599	393,383.00	-27.15%	286,593.00	0.00%	286,593.00
4. Other Local Revenues	8600-8799	761,276.00	-6.22%	713,920.00	0.00%	713,920.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	(3,310,209.00)	13.75%	(3,765,348.00)	3.15%	(3,883,883.00)
6. Total (Sum lines A1 thru A5e)		20,003,912.00	5.93%	21,190,525.00	2.42%	21,702,287.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				8,173,122.00		8,944,999.00
b. Step & Column Adjustment				163,462.00		170,900.00
c. Cost-of-Living Adjustment				208,415.00		0.00
d. Other Adjustments				400,000.00		400,000.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	8,173,122.00	9.44%	8,944,999.00	6.38%	9,515,899.00
2. Classified Salaries						
a. Base Salaries				2,272,740.00		2,564,559.00
b. Step & Column Adjustment				45,455.00		47,291.00
c. Cost-of-Living Adjustment				46,364.00		0.00
d. Other Adjustments				200,000.00		200,000.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	2,272,740.00	12.84%	2,564,559.00	9.64%	2,811,850.00
3. Employee Benefits	3000-3999	3,491,962.00	8.00%	3,771,319.00	5.00%	3,959,885.00
4. Books and Supplies	4000-4999	1,283,351.00	5.19%	1,350,000.00	3.70%	1,400,000.00
5. Services and Other Operating Expenditures	5000-5999	2,572,607.00	4.95%	2,700,000.00	-7.41%	2,500,000.00
6. Capital Outlay	6000-6999	335,619.00	-70.20%	100,000.00	0.00%	100,000.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	1,389,929.00	0.00%	1,389,929.00	0.00%	1,389,929.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(40,450.00)	63.78%	(66,250.00)	0.00%	(66,250.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		19,478,880.00	6.55%	20,754,556.00	4.13%	21,611,313.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)						
		525,032.00		435,969.00		90,974.00
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		6,549,589.00		7,074,621.00		7,510,590.00
2. Ending Fund Balance (Sum lines C and D1)		7,074,621.00		7,510,590.00		7,601,564.00
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00				
b. Restricted	9740					
c. Committed						
1. Stabilization Arrangements	9750	0.00				
2. Other Commitments	9760	0.00				
d. Assigned	9780	0.00				
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	0.00				
2. Unassigned/Unappropriated	9790	7,074,621.00		7,510,590.00		7,601,564.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		7,074,621.00		7,510,590.00		7,601,564.00

Description	Object Codes	2016-17 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2017-18 Projection (C)	% Change (Cols. E-C/C) (D)	2018-19 Projection (E)
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	7,074,621.00		7,510,590.00		7,601,564.00
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790	3,029,922.00				
3. Total Available Reserves (Sum lines E1a thru E2c)		10,104,543.00		7,510,590.00		7,601,564.00

F. ASSUMPTIONS
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.
Explanation required for expenditure adjustments projected on lines B1d, B2d, and B10.

Description	Object Codes	2016-17 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2017-18 Projection (C)	% Change (Cols. E-C/C) (D)	2018-19 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	0.00	0.00%	0.00	0.00%	
2. Federal Revenues	8100-8299	1,238,681.00	-14.90%	1,054,099.00	0.00%	1,054,099.00
3. Other State Revenues	8300-8599	329,556.00	-17.85%	270,730.00	0.00%	270,730.00
4. Other Local Revenues	8600-8799	804,574.00	0.00%	804,574.00	0.00%	804,574.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	3,310,209.00	13.75%	3,765,348.00	3.15%	3,883,883.00
6. Total (Sum lines A1 thru A5c)		5,683,020.00	3.73%	5,894,751.00	2.01%	6,013,286.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				1,989,768.00		2,080,302.00
b. Step & Column Adjustment				39,795.00		41,606.00
c. Cost-of-Living Adjustment				50,739.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	1,989,768.00	4.55%	2,080,302.00	2.00%	2,121,908.00
2. Classified Salaries						
a. Base Salaries				730,192.00		763,416.00
b. Step & Column Adjustment				14,604.00		15,270.00
c. Cost-of-Living Adjustment				18,620.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	730,192.00	4.55%	763,416.00	2.00%	778,686.00
3. Employee Benefits	3000-3999	1,035,632.00	8.00%	1,118,483.00	5.00%	1,174,407.00
4. Books and Supplies	4000-4999	281,195.00	2.00%	286,820.00	2.00%	292,555.00
5. Services and Other Operating Expenditures	5000-5999	1,370,680.00	0.00%	1,370,680.00	0.00%	1,370,680.00
6. Capital Outlay	6000-6999	503.00	-100.00%	0.00	0.00%	0.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	234,600.00	0.00%	234,600.00	0.00%	234,600.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	40,450.00	0.00%	40,450.00	0.00%	40,450.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		5,683,020.00	3.73%	5,894,751.00	2.01%	6,013,286.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)						
		0.00		0.00		0.00
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		242,411.00		242,411.00		242,411.00
2. Ending Fund Balance (Sum lines C and D1)		242,411.00		242,411.00		242,411.00
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00				
b. Restricted	9740	252,614.00				
c. Committed						
1. Stabilization Arrangements	9750					
2. Other Commitments	9760					
d. Assigned	9780					
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789					
2. Unassigned/Unappropriated	9790	(10,203.00)	Positive; revise components	242,411.00	Positive; revise components	242,411.00
F. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		242,411.00		242,411.00		242,411.00

Description	Object Codes	2016-17 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2017-18 Projection (C)	% Change (Cols. E-C/C) (D)	2018-19 Projection (E)
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)						

F. ASSUMPTIONS
 Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals			2016-17 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
A. REVENUES									
1) LCFF Sources		8010-8099	20,852,634.00	0.00	20,852,634.00	22,145,522.00	0.00	22,145,522.00	6.2%
2) Federal Revenue		8100-8299	13,940.00	1,173,808.00	1,187,748.00	13,940.00	1,238,681.00	1,252,621.00	5.5%
3) Other State Revenue		8300-8599	1,292,854.00	2,379,515.00	3,672,369.00	393,383.00	329,556.00	722,939.00	-80.3%
4) Other Local Revenue		8600-8799	761,276.00	896,594.00	1,657,870.00	761,276.00	804,574.00	1,565,850.00	-5.6%
5) TOTAL, REVENUES			22,920,704.00	4,449,917.00	27,370,621.00	23,314,121.00	2,372,811.00	25,686,932.00	-6.2%
3. EXPENDITURES									
1) Certificated Salaries		1000-1999	7,107,712.00	1,634,545.00	8,742,257.00	8,173,122.00	1,989,768.00	10,162,890.00	16.3%
2) Classified Salaries		2000-2999	2,129,283.00	652,915.00	2,782,198.00	2,272,740.00	730,192.00	3,002,932.00	7.9%
3) Employee Benefits		3000-3999	3,089,795.00	816,987.00	3,906,782.00	3,491,962.00	1,035,632.00	4,527,594.00	15.9%
4) Books and Supplies		4000-4999	1,666,848.79	666,994.15	2,333,842.94	1,283,351.00	281,195.00	1,564,546.00	-33.0%
5) Utilities and Other Operating Expenditures		5000-5999	2,906,605.21	4,084,699.85	6,991,305.06	2,572,607.00	1,370,680.00	3,943,287.00	-43.6%
6) Capital Outlay		6000-6999	135,634.00	3,159.00	138,793.00	335,619.00	503.00	336,122.00	142.2%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	1,389,929.00	234,600.00	1,624,529.00	1,389,929.00	234,600.00	1,624,529.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(160,633.00)	160,629.00	(4.00)	(40,450.00)	40,450.00	0.00	-100.0%
9) TOTAL, EXPENDITURES			18,265,174.00	8,254,529.00	26,519,703.00	19,478,880.00	5,683,020.00	25,161,900.00	-5.1%
2. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			4,655,530.00	(3,804,612.00)	850,918.00	3,835,241.00	(3,310,209.00)	525,032.00	-38.3%
2. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(2,627,308.00)	2,627,308.00	0.00	(3,310,209.00)	3,310,209.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(2,627,308.00)	2,627,308.00	0.00	(3,310,209.00)	3,310,209.00	0.00	0.0%

July 1 Budget
General Fund
Unrestricted and Restricted
Expenditures by Object

South Monterey County Joint Union High
Monterey County

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals			2016-17 Budget			% Diff Column C & F				
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)					
			E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)							2,028,222.00	(1,177,304.00)	850,918.00	525,032.00
F. FUND BALANCE, RESERVES													
1) Beginning Fund Balance													
a) As of July 1 - Unaudited		9791	4,521,367.00	1,419,715.00	5,941,082.00	6,549,589.00	242,411.00	6,792,000.00			6,792,000.00	14.3%	
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.0%	
c) As of July 1 - Audited (F1a + F1b)			4,521,367.00	1,419,715.00	5,941,082.00	6,549,589.00	242,411.00	6,792,000.00			6,792,000.00	14.3%	
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.0%	
e) Adjusted Beginning Balance (F1c + F1d)			4,521,367.00	1,419,715.00	5,941,082.00	6,549,589.00	242,411.00	6,792,000.00			6,792,000.00	14.3%	
2) Ending Balance, June 30 (E + F1e)			6,549,589.00	242,411.00	6,792,000.00	7,074,621.00	242,411.00	7,317,032.00			7,317,032.00	7.7%	
Components of Ending Fund Balance													
a) Nonspendable													
Revolving Cash		9711	6,000.00	0.00	6,000.00	0.00	0.00	0.00			0.00	-100.0%	
Reserves		9712	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.0%	
Unpaid Expenditures		9713	9,042.00	6,276.69	15,318.69	0.00	0.00	0.00			0.00	-100.0%	
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.0%	
b) Restricted		9740	0.00	252,614.00	252,614.00	0.00	252,614.00	252,614.00			252,614.00	0.0%	
c) Committed													
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.0%	
Other Commitments		9760	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.0%	
d) Assigned													
Other Assignments		9780	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.0%	
e) Unassigned/unappropriated													
Reserve for Economic Uncertainties		9789	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.0%	
Unassigned/Unappropriated Amount		9790	6,534,547.00	(16,479.69)	6,518,067.31	7,074,621.00	(10,203.00)	7,064,418.00			7,064,418.00	8.4%	

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals			2016-17 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
G. ASSETS									
1) Cash									
a) in County Treasury		9110	10,206,662.26	546,727.75	10,753,390.01				
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00	0.00	0.00				
b) in Banks		9120	0.00	0.00	0.00				
c) in Revolving Fund		9130	6,000.00	0.00	6,000.00				
d) with Fiscal Agent		9135	934,669.44	0.00	934,669.44				
e) collections awaiting deposit		9140	0.00	0.00	0.00				
2) Investments		9150	0.00	0.00	0.00				
3) Accounts Receivable		9200	0.00	(21,524.00)	(21,524.00)				
4) Due from Grantor Government		9290	0.00	0.00	0.00				
5) Due from Other Funds		9310	0.00	0.00	0.00				
6) Stores		9320	0.00	0.00	0.00				
7) Paid Expenditures	248-	9330	9,042.00	6,276.69	15,318.69				
8) Other Current Assets		9340	0.00	0.00	0.00				
9) TOTAL, ASSETS			11,156,373.70	531,480.44	11,687,854.14				
H. DEFERRED OUTFLOWS OF RESOURCES									
1) Deferred Outflows of Resources		9490	0.00	0.00	0.00				
2) TOTAL, DEFERRED OUTFLOWS			0.00	0.00	0.00				
I. LIABILITIES									
1) Accounts Payable		9500	141,810.12	43.81	141,853.93				
2) Due to Grantor Governments		9590	0.00	0.00	0.00				
3) Due to Other Funds		9610	0.00	0.00	0.00				
4) Current Loans		9640	0.00	0.00	0.00				
5) Unearned Revenue		9650	0.00	0.00	0.00				
6) TOTAL, LIABILITIES			141,810.12	43.81	141,853.93				
J. DEFERRED INFLOWS OF RESOURCES									
1) Deferred Inflows of Resources		9690	0.00	0.00	0.00				
2) TOTAL, DEFERRED INFLOWS			0.00	0.00	0.00				
K. FUND EQUITY									
Ending Fund Balance, June 30									

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals			2016-17 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
(G9 + H2) - (I6 + J2)			11,014,563.58	531,436.63	11,546,000.21				

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Description	Resource Codes	Object Codes	2015-16 Estimated Actuals			2016-17 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
LCFF SOURCES									
Principal Apportionment State Aid - Current Year		8011	12,245,992.00	0.00	12,245,992.00	13,408,626.00	0.00	13,408,626.00	9.5%
Education Protection Account State Aid - Current Year		8012	3,067,317.00	0.00	3,067,317.00	3,172,175.00	0.00	3,172,175.00	3.4%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tax Relief Subventions Homeowners' Exemptions		8021	29,157.00	0.00	29,157.00	29,157.00	0.00	29,157.00	0.0%
Timber Yield Tax		8022	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
County & District Taxes Secured Roll Taxes		8041	5,009,492.00	0.00	5,009,492.00	5,034,888.00	0.00	5,034,888.00	0.5%
Unsecured Roll Taxes		8042	207,631.00	0.00	207,631.00	207,631.00	0.00	207,631.00	0.0%
Prior Years' Taxes		8043	51,487.00	0.00	51,487.00	51,487.00	0.00	51,487.00	0.0%
Supplemental Taxes		8044	64,676.00	0.00	64,676.00	64,676.00	0.00	64,676.00	0.0%
Education Revenue Augmentation (50% ERAF)		8045	138,603.00	0.00	138,603.00	138,603.00	0.00	138,603.00	0.0%
Community Redevelopment Funds (SB 617/699/1992)		8047	36,164.00	0.00	36,164.00	36,164.00	0.00	36,164.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	2,115.00	0.00	2,115.00	2,115.00	0.00	2,115.00	0.0%
Miscellaneous Funds (EC 41604) Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, LCFF Sources			20,852,634.00	0.00	20,852,634.00	22,145,522.00	0.00	22,145,522.00	6.2%
LCFF Transfers									
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00		0.00	0.00		0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals			2016-17 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			20,852,634.00	0.00	20,852,634.00	22,145,522.00	0.00	22,145,522.00	6.2%
FEDERAL REVENUE									
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	388,231.00	388,231.00	0.00	388,231.00	388,231.00	0.0%
Special Education Discretionary Grants		8182	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Intercity Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	3010	8290		527,382.00	527,382.00		662,796.00	662,796.00	25.7%
NCLB: Title I, Part D, Local Delinquent Programs	3025	8290		0.00	0.00		0.00	0.00	0.0%
NCLB: Title II, Part A, Teacher Quality	4035	8290		96,252.00	96,252.00		53,075.00	53,075.00	-44.9%
NCLB: Title III, Immigrant Education Program	4201	8290		8,483.00	8,483.00		4,825.00	4,825.00	-43.1%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals			2016-17 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
NCLB: Title III, Limited English Proficient (LEP) Student Program	4203	8290		70,499.00	70,499.00		54,537.00	54,537.00	-22.6%
NCLB: Title V, Part B, Public Charter Schools Grant Program (PCSGP)	4610	8290		0.00	0.00		0.00	0.00	0.0%
	3012-3020, 3030-3199, 4036-4126, 5510	8290							
Other No Child Left Behind	5510	8290		2,363.00	2,363.00		0.00	0.00	-100.0%
Vocational and Applied Technology Education	3500-3699	8290		80,598.00	80,598.00		75,217.00	75,217.00	-6.7%
Safe and Drug Free Schools	3700-3799	8290		0.00	0.00		0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	13,940.00	0.00	13,940.00	13,940.00	0.00	13,940.00	0.0%
TOTAL, FEDERAL REVENUE			13,940.00	1,173,808.00	1,187,748.00	13,940.00	1,238,681.00	1,252,621.00	5.5%
OTHER STATE REVENUE									
Other State Apportionments									
ROC/P Entitlement									
252 - 1 Education Master Plan	6360	8319		0.00	0.00		0.00	0.00	0.0%
Current Year	6500	8311		0.00	0.00		0.00	0.00	0.0%
Prior Years	6500	8319		0.00	0.00		0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	1,005,901.00	0.00	1,005,901.00	106,430.00	0.00	106,430.00	-89.4%
Lottery - Unrestricted and Instructional Materials		8560	286,953.00	90,700.00	377,653.00	286,953.00	90,700.00	377,653.00	0.0%
Tax Relief Subventions									
Restricted Levies - Other									
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
School Based Coordination Program	7250	8590		0.00	0.00		0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590		0.00	0.00		0.00	0.00	0.0%
Charter School Facility Grant	6030	8590		0.00	0.00		0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690	8590		0.00	0.00		0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals			2016-17 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
California Clean Energy Jobs Act	6230	8590		121,145.00	121,145.00		121,145.00	121,145.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590		23,179.00	23,179.00		0.00	0.00	-100.0%
American Indian Early Childhood Education	7210	8590		0.00	0.00		0.00	0.00	0.0%
Specialized Secondary	7370	8590		0.00	0.00		0.00	0.00	0.0%
Quality Education Investment Act	7400	8590		0.00	0.00		0.00	0.00	0.0%
Common Core State Standards Implementation	7405	8590		0.00	0.00		0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	2,144,491.00	2,144,491.00	0.00	117,711.00	117,711.00	-94.5%
TOTAL, OTHER STATE REVENUE			1,292,854.00	2,379,515.00	3,672,369.00	393,383.00	329,556.00	722,939.00	-80.3%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals			2016-17 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
OTHER LOCAL REVENUE									
Other Local Revenue									
County and District Taxes									
Other Restricted Levies									
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes									
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds									
Not Subject to LCFF Deduction		8625	219,633.00	0.00	219,633.00	219,633.00	0.00	219,633.00	0.0%
Properties and Interest from									
Subsequent Non-LCFF		8629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sales									
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	16,000.00	0.00	16,000.00	16,000.00	0.00	16,000.00	0.0%
Interest		8660	43,352.00	36.00	43,388.00	43,352.00	36.00	43,388.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	2,423.00	0.00	2,423.00	2,423.00	0.00	2,423.00	0.0%
Fees and Contracts									
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue									
Plus: Misc Funds Non-LCFF									

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals			2016-17 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
(50%) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	479,868.00	109,720.00	589,588.00	479,868.00	17,700.00	497,568.00	-15.6%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments									
Special Education SELPA Transfers									
From Districts or Charter Schools	6500	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6500	8792		786,838.00	786,838.00		786,838.00	786,838.00	0.0%
From JPAs	6500	8793		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers									
From Districts or Charter Schools	6360	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6360	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6360	8793		0.00	0.00		0.00	0.00	0.0%
Transfers of Apportionments									
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			761,276.00	896,594.00	1,657,870.00	761,276.00	804,574.00	1,565,850.00	-5.6%
TOTAL, REVENUES			22,920,704.00	4,449,917.00	27,370,621.00	23,314,121.00	2,372,811.00	25,686,932.00	-6.2%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals			2016-17 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
CERTIFICATED SALARIES									
Certificated Teachers' Salaries		1100	5,862,462.00	1,370,169.00	7,232,631.00	6,888,988.00	1,481,061.00	8,370,049.00	15.7%
Certificated Pupil Support Salaries		1200	299,867.00	28,006.00	327,873.00	329,054.00	285,880.00	614,934.00	87.6%
Certificated Supervisors' and Administrators' Salaries		1300	845,381.00	236,370.00	1,081,751.00	855,078.00	222,827.00	1,077,905.00	-0.4%
Other Certificated Salaries		1900	100,002.00	0.00	100,002.00	100,002.00	0.00	100,002.00	0.0%
TOTAL, CERTIFICATED SALARIES			7,107,712.00	1,634,545.00	8,742,257.00	8,173,122.00	1,989,768.00	10,162,890.00	16.3%
CLASSIFIED SALARIES									
Classified Instructional Salaries		2100	0.00	497,649.00	497,649.00	0.00	527,544.00	527,544.00	6.0%
Classified Support Salaries		2200	1,073,085.00	94,322.00	1,167,407.00	1,152,082.00	136,395.00	1,288,477.00	10.4%
Classified Supervisors' and Administrators' Salaries		2300	412,484.00	38,384.00	450,868.00	420,517.00	40,303.00	460,820.00	2.2%
Clerical, Technical and Office Salaries		2400	539,297.00	22,560.00	561,857.00	600,139.00	25,950.00	626,089.00	11.4%
Other Classified Salaries		2900	104,417.00	0.00	104,417.00	100,002.00	0.00	100,002.00	-4.2%
TOTAL CLASSIFIED SALARIES			2,129,283.00	652,915.00	2,782,198.00	2,272,740.00	730,192.00	3,002,932.00	7.9%
EMPLOYEE BENEFITS									
STRS		3101-3102	793,102.00	172,939.00	966,041.00	998,680.00	250,172.00	1,248,852.00	29.3%
PERS		3201-3202	255,419.00	85,773.00	341,192.00	320,931.00	101,417.00	422,348.00	23.8%
OASDI/Medicare/Alternative		3301-3302	310,801.00	80,767.00	391,568.00	314,409.00	106,513.00	420,922.00	7.5%
Health and Welfare Benefits		3401-3402	1,306,444.00	423,276.00	1,729,720.00	1,473,268.00	514,407.00	1,987,675.00	14.9%
Unemployment Insurance		3501-3502	5,013.00	1,214.00	6,227.00	5,266.00	1,381.00	6,647.00	6.7%
Workers' Compensation		3601-3602	224,034.00	53,018.00	277,052.00	236,884.00	61,742.00	298,626.00	7.8%
OPEB, Allocated		3701-3702	194,982.00	0.00	194,982.00	142,524.00	0.00	142,524.00	-26.9%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			3,089,795.00	816,987.00	3,906,782.00	3,491,962.00	1,035,632.00	4,527,594.00	15.9%
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials		4100	100,000.00	145,102.00	245,102.00	100,000.00	90,736.00	190,736.00	-22.2%
Books and Other Reference Materials		4200	85,498.00	37,076.00	122,574.00	58,088.00	20,469.00	78,557.00	-35.9%
Materials and Supplies		4300	774,537.64	192,510.59	967,048.23	577,065.00	101,767.00	678,832.00	-29.8%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals			2016-17 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Noncapitalized Equipment		4400	706,813.15	292,305.56	999,118.71	548,198.00	68,223.00	616,421.00	-38.3%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			1,666,848.79	666,994.15	2,333,842.94	1,283,351.00	281,195.00	1,564,546.00	-33.0%
SERVICES AND OTHER OPERATING EXPENDITURES									
Subagreements for Services		5100	0.00	20,000.00	20,000.00	0.00	20,000.00	20,000.00	0.0%
Travel and Conferences		5200	133,288.00	179,759.04	313,047.04	100,500.00	76,560.00	177,060.00	-43.4%
Dues and Memberships		5300	72,083.06	8,270.00	80,353.06	72,043.00	2,270.00	74,313.00	-7.5%
Insurance		5400 - 5450	166,890.00	0.00	166,890.00	166,890.00	0.00	166,890.00	0.0%
Operations and Housekeeping Services		5500	570,220.00	0.00	570,220.00	563,220.00	0.00	563,220.00	-1.2%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	721,398.39	2,009,354.91	2,730,753.30	206,562.00	330,661.00	537,223.00	-80.3%
Transfers of Direct Costs		5710	(4,000.00)	4,000.00	0.00	(4,000.00)	4,000.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	1,151,768.76	1,854,915.90	3,006,684.66	1,360,378.00	930,189.00	2,290,567.00	-23.8%
Communications		5900	94,957.00	8,400.00	103,357.00	107,014.00	7,000.00	114,014.00	10.3%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			2,906,605.21	4,084,699.85	6,991,305.06	2,572,607.00	1,370,680.00	3,943,287.00	-43.6%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals			2016-17 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
CAPITAL OUTLAY									
Land		6100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	199,985.00	0.00	199,985.00	New
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	135,634.00	3,159.00	138,793.00	135,634.00	503.00	136,137.00	-1.9%
TOTAL, CAPITAL OUTLAY			135,634.00	3,159.00	138,793.00	335,619.00	503.00	336,122.00	142.2%
OTHER OUTGO (excluding Transfers of Indirect Costs)									
Tuition									
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Schools		7130	6,943.00	0.00	6,943.00	6,943.00	0.00	6,943.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments									
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	58,002.00	234,600.00	292,602.00	58,002.00	234,600.00	292,602.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues									
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments									
To Districts or Charter Schools	6500	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6500	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6500	7223		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers of Apportionments									
To Districts or Charter Schools	6360	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6360	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6360	7223		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	32,370.00	0.00	32,370.00	32,370.00	0.00	32,370.00	0.0%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals			2016-17 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service									
Debt Service - Interest		7438	712,614.00	0.00	712,614.00	712,614.00	0.00	712,614.00	0.0%
Other Debt Service - Principal		7439	580,000.00	0.00	580,000.00	580,000.00	0.00	580,000.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			1,389,929.00	234,600.00	1,624,529.00	1,389,929.00	234,600.00	1,624,529.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS									
Transfers of Indirect Costs		7310	(160,633.00)	160,629.00	(4.00)	(40,450.00)	40,450.00	0.00	-100.0%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(160,633.00)	160,629.00	(4.00)	(40,450.00)	40,450.00	0.00	-100.0%
TOTAL, EXPENDITURES			18,265,174.00	8,254,529.00	26,519,703.00	19,478,880.00	5,683,020.00	25,161,900.00	-5.1%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals			2016-17 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
INTERFUND TRANSFERS									
INTERFUND TRANSFERS IN									
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT									
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Steria Fund		7616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES									
SOURCES									
State Apportionments Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds Proceeds from Sale/Lease- Purchase of Land/Buildings		8953	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals			2016-17 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
USES									
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS									
Contributions from Unrestricted Revenues		8980	(2,627,308.00)	2,627,308.00	0.00	(3,310,209.00)	3,310,209.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(2,627,308.00)	2,627,308.00	0.00	(3,310,209.00)	3,310,209.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES									
(a - b + c - d + e)			(2,627,308.00)	2,627,308.00	0.00	(3,310,209.00)	3,310,209.00	0.00	0.0%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	78,500.00	78,500.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			78,500.00	78,500.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	21,276.00	0.00	-100.0%
2) Classified Salaries		2000-2999	4,884.00	0.00	-100.0%
3) Employee Benefits		3000-3999	8,790.00	0.00	-100.0%
4) Books and Supplies		4000-4999	17,192.00	17,193.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	26,558.00	61,307.00	130.8%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			78,700.00	78,500.00	-0.3%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)					
			(200.00)	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(200.00)	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited					
		9791	0.00	(200.00)	New
b) Audit Adjustments					
		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)					
			0.00	(200.00)	New
d) Other Restatements					
		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)					
			0.00	(200.00)	New
2) Ending Balance, June 30 (E + F1e)			(200.00)	(200.00)	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash					
		9711	0.00	0.00	0.0%
Stores					
		9712	0.00	0.00	0.0%
Prepaid Expenditures					
		9713	0.00	0.00	0.0%
All Others					
		9719	0.00	0.00	0.0%
b) Restricted					
		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements					
		9750	0.00	0.00	0.0%
Other Commitments					
		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments					
		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties					
		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount					
		9790	(200.00)	(200.00)	0.0%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	(40,217.46)		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Fund		9130	0.00		
d) with Fiscal Agent		9135	0.00		
e) collections awaiting deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			(40,217.46)		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			(40,217.46)		

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
LCFF SOURCES					
LCFF Transfers					
LCFF Transfers - Current Year		8091	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			0.00	0.00	0.0%
FEDERAL REVENUE					
Interagency Contracts Between LEAs					
		8285	0.00	0.00	0.0%
No Child Left Behind	3105, 4045	8290	0.00	0.00	0.0%
Vocational and Applied Technology Education	3500-3699	8290	0.00	0.00	0.0%
Safe and Drug Free Schools	3700-3799	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Other State Apportionments					
All Other State Apportionments - Current Year		8311	0.00	0.00	0.0%
All Other State Apportionments - Prior Years		8319	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
Adult Education Block Grant Program	6391	8590	78,500.00	78,500.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			78,500.00	78,500.00	0.0%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Adult Education Fees		8671	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
Tuition		8710	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			0.00	0.00	0.0%
TOTAL, REVENUES			78,500.00	78,500.00	0.0%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	21,276.00	0.00	-100.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			21,276.00	0.00	-100.0%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	0.00	0.00	0.0%
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	4,884.00	0.00	-100.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			4,884.00	0.00	-100.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	5,718.00	0.00	-100.0%
PERS		3201-3202	580.00	0.00	-100.0%
OASDI/Medicare/Alternative		3301-3302	1,146.00	0.00	-100.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	28.00	0.00	-100.0%
Workers' Compensation		3601-3602	1,318.00	0.00	-100.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			8,790.00	0.00	-100.0%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	14,493.00	14,493.00	0.0%
Materials and Supplies		4300	1,943.04	1,944.00	0.0%
Noncapitalized Equipment		4400	755.96	756.00	0.0%
TOTAL, BOOKS AND SUPPLIES			17,192.00	17,193.00	0.0%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	26,558.00	61,307.00	130.8%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			26,558.00	61,307.00	130.8%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Tuition					
Tuition, Excess Costs, and/or Deficit Payments Payments to Districts or Charter Schools		7141	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.0%
Other Transfers Out					
Transfers of Pass-Through Revenues To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.0%
TOTAL, EXPENDITURES			78,700.00	78,500.00	-0.3%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	455,000.00	455,000.00	0.0%
3) Other State Revenue		8300-8599	36,500.00	36,500.00	0.0%
4) Other Local Revenue		8600-8799	164,971.00	164,971.00	0.0%
5) TOTAL, REVENUES			656,471.00	656,471.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	126,183.00	140,223.00	11.1%
3) Employee Benefits		3000-3999	79,752.00	96,948.00	21.6%
4) Books and Supplies		4000-4999	429,754.00	401,959.00	-6.5%
5) Services and Other Operating Expenditures		5000-5999	17,341.00	17,341.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			653,030.00	656,471.00	0.5%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)					
			3,441.00	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			3,441.00	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited					
		9791	150,936.00	154,377.00	2.3%
b) Audit Adjustments					
		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)					
			150,936.00	154,377.00	2.3%
d) Other Restatements					
		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)					
			150,936.00	154,377.00	2.3%
2) Ending Balance, June 30 (E + F1e)					
			154,377.00	154,377.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash					
		9711	0.00	0.00	0.0%
Stores					
		9712	0.00	0.00	0.0%
Prepaid Expenditures					
		9713	0.00	0.00	0.0%
All Others					
		9719	0.00	0.00	0.0%
b) Restricted					
		9740	154,377.00	154,377.00	0.0%
c) Committed					
Stabilization Arrangements					
		9750	0.00	0.00	0.0%
Other Commitments					
		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments					
		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties					
		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount					
		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	34,570.93		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	51.49		
c) in Revolving Fund		9130	0.00		
d) with Fiscal Agent		9135	0.00		
e) collections awaiting deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			34,622.42		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			34,622.42		

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
FEDERAL REVENUE					
Child Nutrition Programs		8220	455,000.00	455,000.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			455,000.00	455,000.00	0.0%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	36,500.00	36,500.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			36,500.00	36,500.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	164,500.00	164,500.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	471.00	471.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Interagency Services		8677	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			164,971.00	164,971.00	0.0%
TOTAL, REVENUES			656,471.00	656,471.00	0.0%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
CERTIFICATED SALARIES					
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	126,183.00	140,223.00	11.1%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			126,183.00	140,223.00	11.1%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	12,903.00	17,766.00	37.7%
OASDI/Medicare/Alternative		3301-3302	9,533.00	10,518.00	10.3%
Health and Welfare Benefits		3401-3402	54,338.00	65,410.00	20.4%
Unemployment Insurance		3501-3502	68.00	72.00	5.9%
Workers' Compensation		3601-3602	2,910.00	3,182.00	9.3%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			79,752.00	96,948.00	21.6%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	53,500.00	53,500.00	0.0%
Noncapitalized Equipment		4400	10,000.00	10,000.00	0.0%
Food		4700	366,254.00	338,459.00	-7.6%
TOTAL, BOOKS AND SUPPLIES			429,754.00	401,959.00	-6.5%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	2,000.00	2,000.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	4,000.00	4,000.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	11,341.00	11,341.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			17,341.00	17,341.00	0.0%
CAPITAL OUTLAY					
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.0%
TOTAL, EXPENDITURES			653,030.00	656,471.00	0.5%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8916	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Capital Leases		8972	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	174,685.00	174,685.00	0.0%
5) TOTAL, REVENUES			174,685.00	174,685.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	10,000.00	10,000.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	100,000.00	59,461.00	-40.5%
6) Capital Outlay		6000-6999	152,000.00	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	105,224.00	105,224.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			367,224.00	174,685.00	-52.4%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(192,539.00)	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(192,539.00)	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited					
		9791	293,696.00	101,157.00	-65.6%
b) Audit Adjustments					
		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)					
			293,696.00	101,157.00	-65.6%
d) Other Restatements					
		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)					
			293,696.00	101,157.00	-65.6%
2) Ending Balance, June 30 (E + F1e)					
			101,157.00	101,157.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash					
		9711	0.00	0.00	0.0%
Stores					
		9712	0.00	0.00	0.0%
Prepaid Expenditures					
		9713	0.00	0.00	0.0%
All Others					
		9719	0.00	0.00	0.0%
b) Restricted					
		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements					
		9750	0.00	0.00	0.0%
Other Commitments					
		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments					
		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties					
		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount					
		9790	101,157.00	101,157.00	0.0%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	285,329.16		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Fund		9130	0.00		
d) with Fiscal Agent		9135	0.00		
e) collections awaiting deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			285,329.16		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			285,329.16		

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
OTHER STATE REVENUE					
Tax Relief Subventions Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue County and District Taxes					
Other Restricted Levies Secured Roll					
		8615	0.00	0.00	0.0%
Unsecured Roll					
		8616	0.00	0.00	0.0%
Prior Years' Taxes					
		8617	0.00	0.00	0.0%
Supplemental Taxes					
		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes Parcel Taxes					
		8621	0.00	0.00	0.0%
Other					
		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction					
		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes					
		8629	0.00	0.00	0.0%
Sales Sale of Equipment/Supplies					
		8631	0.00	0.00	0.0%
Interest					
		8660	1,685.00	1,685.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments					
		8662	0.00	0.00	0.0%
Fees and Contracts					
Mitigation/Developer Fees					
		8681	173,000.00	173,000.00	0.0%
Other Local Revenue					
All Other Local Revenue					
		8699	0.00	0.00	0.0%
All Other Transfers In from All Others					
		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			174,685.00	174,685.00	0.0%
TOTAL, REVENUES			174,685.00	174,685.00	0.0%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
CERTIFICATED SALARIES					
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	10,000.00	10,000.00	0.0%
TOTAL, BOOKS AND SUPPLIES			10,000.00	10,000.00	0.0%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	5,000.00	5,000.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	95,000.00	54,461.00	-42.7%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			100,000.00	59,461.00	-40.5%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	152,000.00	0.00	-100.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			152,000.00	0.00	-100.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	12,845.00	12,845.00	0.0%
Other Debt Service - Principal		7439	92,379.00	92,379.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			105,224.00	105,224.00	0.0%
TOTAL, EXPENDITURES			367,224.00	174,685.00	-52.4%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Sale/Lease- Purchase of Land/Buildings		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited					
		9791	1,248,728.00	1,248,728.00	0.0%
b) Audit Adjustments					
		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)					
			1,248,728.00	1,248,728.00	0.0%
d) Other Restatements					
		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)					
			1,248,728.00	1,248,728.00	0.0%
2) Ending Balance, June 30 (E + F1e)					
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash					
		9711	0.00	0.00	0.0%
Stores					
		9712	0.00	0.00	0.0%
Prepaid Expenditures					
		9713	0.00	0.00	0.0%
All Others					
		9719	0.00	0.00	0.0%
b) Restricted					
		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements					
		9750	0.00	0.00	0.0%
Other Commitments					
		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments					
		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties					
		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount					
		9790	1,248,728.00	1,248,728.00	0.0%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Fund		9130	0.00		
d) with Fiscal Agent		9135	1,248,727.02		
e) collections awaiting deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			1,248,727.02		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			1,248,727.02		

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
FEDERAL REVENUE					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			0.00	0.00	0.0%
TOTAL, REVENUES			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

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

SUBJECT: Board Policies - First Reading

MEETING: May 18, 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 as a first reading/revision for the Governing's Board Consideration:

BP 3515.2 – Disruptions (revised)

AR 3515.2 – Disruptions (revised)

BP 3515.7 Firearms on School Grounds (new)

AR 4112.6, 4212.6, 4312.6 – Personnel Records (revised)

AR 6173.2 – Education of Children of Military Families (revised)

AR 7111 – Evaluating Existing Buildings (revised)

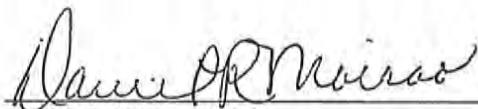
Recommendation:

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:

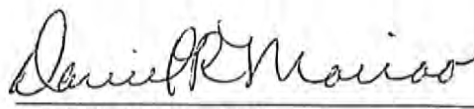
No fiscal impact

Submitted By:



Daniel R. Moirao, Ed. D.
State Administrator

Approved:



Daniel R. Moirao, Ed.D.
State Administrator

Business and Noninstructional Operations

Disruptions

The Governing Board is committed to providing a safe environment for district students, staff, and others while they are on district property or engaged in school activities.

The Superintendent or designee shall remove any individual who, by his/her presence or action, disrupts or threatens to disrupt normal district or school operations, threatens the health or safety of anyone on district property, or causes or threatens to cause damage to district property or to any property on school grounds.

(cf. 1250 - Visitors/Outsiders)

(cf. 3515 - Campus Security)

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4158/4258/4358 - Employee Security)

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

(cf. 5131.4 - Student Disturbances)

~~The Superintendent or designee shall establish a plan describing staff responsibilities and actions to be taken when an individual is causing a disruption. In developing such a plan, the Superintendent or designee shall consult with law enforcement to create guidelines for law enforcement support and intervention in the event of a disruption.~~

~~*(cf. 0450—Comprehensive Safety Plan)*~~

~~*(cf. 3515.3—District Police/Security Department)*~~

~~*(cf. 3516—Emergencies and Disaster Preparedness Plan)*~~

~~***Note: Specific strategies for responding to disruptions may be developed as part of the district's comprehensive school safety plan (see BP/AR 0450—Comprehensive Safety Plan) and/or may be included in the district's emergency and disaster preparedness plan (see BP/AR 3516—Emergencies and Disaster Preparedness Plan). The U.S. Department of Education's Guide for Developing High-Quality School Emergency Operations Plans recommends that a school emergency plan describe specific courses of action for addressing threats and hazards, including, but not limited to, criminal threats and actions and active shooter situations.***~~

The Superintendent or designee shall establish a plan describing staff responsibilities and actions to be taken when an individual is causing or threatening to cause a disruption. The plan shall address, as appropriate, visitor registration procedures; campus security measures; evacuation procedures; lock-down procedures; possible responses to an active shooter situation; communications within the school and with parents/guardians, law enforcement, and the media in the event of an emergency; and crisis counseling or other assistance for students and staff after a disruption. In developing such a plan, the Superintendent or designee shall consult with law enforcement to create guidelines for law enforcement support and intervention when necessary.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3515.3 - District Police/Security Department)

**(cf. 3515.7 - Firearms on School Grounds)
(cf. 3516 - Emergencies and Disaster Preparedness Plan)**

The Superintendent or designee shall provide training to school staff on how to identify and respond to actions or situations that may constitute a disruption.

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

Any employee who believes that a disruption may occur shall immediately contact the principal. The principal or designee shall notify law enforcement in accordance with Education Code 48902 and 20 USC 7151 and in other situations, as appropriate.

~~Safe School Zone Now in BP 3515.7~~

~~Possession of a firearm within 1000 feet of any district school is prohibited except when authorized by law. (Penal Code 626.9)~~

~~Possession of any other unauthorized weapons or dangerous instruments is prohibited on school grounds or buses and at school related or school sponsored activities without the written permission of school authorities.~~

~~*(cf. 5131.7 - Weapons and Dangerous Instruments)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))*~~

Legal Reference:

~~EDUCATION CODE~~

~~32210 Willful disturbance of public school or meeting; misdemeanor
32211 Threatened disruption or interference with classes; misdemeanor
35160 Authority of governing boards
44810 Willful interference with classroom conduct
44811 Disruption of classwork or extracurricular activities
48902 Notification of law enforcement authorities
51512 Prohibited use of electronic listening or recording device~~

~~PENAL CODE~~

~~243.5 Assault or battery on school property
415.5 Disturbance of peace of school
626-626.11 Schools, crimes, especially:
626.7 Failure to leave campus or facility; wrongful return; penalties; notice; exceptions
626.8 Disruptive presence at schools
626.81 Misdemeanor for registered sex offender to come onto school grounds
626.85 Misdemeanor for specified drug offender presence on school grounds
626.9 Gun Free School Zone Act
627-627.10 Access to school premises
653b Loitering about schools or public places~~

12556 Imitation firearms

UNITED STATES CODE, TITLE 20

7151 Gun Free Schools Act

COURT DECISIONS

Reeves v. Roeklin Unified School District, (2003) 109 Cal.App.4th 652

In Re Joseph F., (2000) 85 Cal.App.4th 975

In Re Jimi A., (1989) 209 Cal.App.3d 482

In Re Oscar R., (1984) 161 Cal.App.3d 770

ATTORNEY GENERAL OPINIONS

79 Ops. Cal. Atty. Gen. 58 (1996)

Management Resources:

CSBA PUBLICATIONS

911! A Manual for Schools and the Media During a Campus Crisis, 2001

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Practical Information on Crisis Planning: A Guide for Schools and Communities, May 2003

WEB SITES

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

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

U.S. Department of Education, Emergency Planning:

<http://www.ed.gov/admins/lead/safety/emergencyplan>

(6/96-11/06) 3/10

Legal Reference:

EDUCATION CODE

32210 Willful disturbance of public school or meeting, misdemeanor

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626.85 Misdemeanor for specified drug offender presence on school grounds

626.9 Gun Free School Zone Act

627-627.10 Access to school premises

653b Loitering about schools or public places

12556 Imitation firearms

30310 Prohibition against ammunition on school grounds

UNITED STATES CODE, TITLE 20

7151 Gun-Free Schools Act

COURT DECISIONS

Reeves v. Rocklin Unified School District, (2003) 109 Cal.App.4th 652

In Re Joseph F., (2000) 85 Cal.App.4th 975

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ATTORNEY GENERAL OPINIONS

79 Ops.Cal.Atty.Gen. 58 (1996)

Management Resources:

CSBA PUBLICATIONS

911! A Manual for Schools and the Media During a Campus Crisis, 2001

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Guide for Developing High-Quality School Emergency Operations Plans, 2013

WEB SITES

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

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

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

(11/06 3/10) 4/16

Policy: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

First Reading: May 18, 2016

Adopted:

King City, California

Business and Noninstructional Operations

Disruptions

The principal or designee may direct any person, except a student, school employee, or other person required by his/her employment to be on school grounds, to leave school grounds or school activity if:

1. The principal or designee has reasonable basis for concluding that the person is committing or has entered the campus with the purpose of committing an act which is likely to interfere with the peaceful conduct, discipline, good order, or administration of the school or a school activity, or with the intent of inflicting damage to any person or property. (Education Code 44810, 44811; Penal Code 626.7,)
2. The person fights or challenges another person to a fight, willfully disturbs another person by loud and unreasonable noise, or uses offensive language which could provoke a violent reaction. (Penal Code 415.5)
3. **The person, without lawful business for being present, loiters around a school or reenters a school within 72 hours after he/she was asked to leave. (Penal Code 653b)**
- ~~3. The person loiters around a school without lawful business for being present or reenters a school within 72 hours after he/she was asked to leave. (Penal Code 653b)~~
4. The person is required to register as a sex offender pursuant to Penal Code 290 and does not have a lawful purpose and written permission from the principal or designee to be on school grounds. (Penal Code 626.81)

(cf. 1250 - Visitors/Outsiders)

(cf. 3515.5 - Sex Offender Notification)

5. The person is a specified drug offender as defined in Penal Code 626.85 and does not have written permission from the principal or designee to be on school grounds. However, such specified drug offender may be on school grounds during any school activity if he/she is a student or the parent/guardian of a student attending the school. (Penal Code 626.85)

~~Note: The following optional item should be deleted by high school districts. Pursuant to Penal Code 626.8, as amended by AB 123 (Ch. 161, Statutes of 2011), it is a misdemeanor to threaten the physical safety of any student in grades K-8 as provided below.~~

~~***Note: Item #6 below authorizes the principal or designee to remove from school or a school activity any person who threatens the physical safety of a student at any grade level. Pursuant to Penal Code 626.8, it is a misdemeanor to threaten the physical safety of any student in grades K-8.***~~

6. **The person willfully or knowingly creates a disruption with the intent to threaten the immediate physical safety of students, staff, or others while attending, arriving at, or leaving school. (Penal Code 626.8)**

7. **The person has otherwise established a continued pattern of unauthorized entry on school grounds. (Penal Code 626.8)**

(cf. 1240 - Volunteer Assistance)

(cf. 3515.3 - District Police/Security Department)

(cf. 4158/4258/4358 - Employee Security)

(cf. 6145.2 - Athletic Competition)

8. The person has otherwise established a continued pattern of unauthorized entry on school grounds. (Penal Code 626.8)

(cf. 1240 - Volunteer Assistance)

(cf. 3515.3 - District Police/Security Department)

(cf. 4158/4258/4358 - Employee Security)

(cf. 6145.2 - Athletic Competition)

The principal or designee shall allow a parent/guardian who was previously directed to leave school grounds to reenter for the purpose of retrieving his/her child for disciplinary reasons, medical attention, or family emergencies, or with the principal or designee's prior written permission. (Penal Code 626.7, 626.85)

When directing any person to leave school premises, the principal or designee shall inform the person that he/she may be guilty of a crime if he/she:

1. Fails to leave or remains after being directed to leave (Penal Code 626.7, 626.8, 626.85)
2. Returns to the campus without following the school's posted registration requirements (Penal Code 626.7)
3. Returns within seven days after being directed to leave (Penal Code 626.8, 626.85)

(cf. 0450 - Comprehensive Safety Plan)

Whenever an individual is causing or threatening to cause a disruption at any district facility other than a school campus, the Superintendent or designee may direct that individual to leave the facility consistent with this regulation and the accompanying Board policy.

Appeal Procedure

Any person who is asked to leave a school building or grounds may appeal to the Superintendent or designee. This appeal shall be made no later than the second school day after the person has departed from the school building or grounds. After reviewing the matter with the principal or designee and the person making the appeal, the Superintendent or designee shall render his/her decision within 24 hours after the appeal is made, and this decision shall be binding. (Education Code 32211)

The decision of the Superintendent or designee may be appealed to the Governing Board. Such an appeal shall be made no later than the second school day after the Superintendent or designee has

rendered his/her decision. The Board shall consider and decide the appeal at its next scheduled regular or adjourned regular public meeting. The Board's decision shall be final. (Education Code 32211)

~~(11/06-3/10)~~ 3/12

In any circumstance where a person has been directed to leave a school building or ground where the Superintendent's or Board's office is situated, he/she may nevertheless enter the school building or ground solely for the purpose of making the appeal. (Education Code 32211)

(3/10 3/12) 4/16

Regulation: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
First Reading: May 18, 2016
Adopted: King City, California

Business and Noninstructional Operations

Firearms On School Grounds

~~Cautionary Notice:—SB 707 (Ch. 766, Statutes of 2015) amended Penal Code 626.9 and 30310 to provide that a person with a concealed weapons license must obtain written permission of the Superintendent or designee in order to possess a firearm and/or ammunition on school grounds. In view of the public interest and safety issues involved, CSBA strongly recommends that the Governing Board adopt a policy either prohibiting or permitting such possession and, if such possession is allowed, establishing conditions and criteria for granting permission to individuals. Because the law now requires an affirmative action on the part of the district to allow or disallow concealed weapons permit holders to possess a firearm and/or ammunition on school grounds, it is possible that district liability could be increased. Thus, in adopting a policy, CSBA recommends that the Board consult with the district's legal counsel and insurance provider and with local law enforcement in order to carefully tailor the following sample policy to reflect the district's local circumstances.~~

~~***Note: The following optional Board policy should be revised to reflect district practice.***~~

The Governing Board is committed to providing a safe environment for students, staff, and visitors on campus. The Superintendent or designee shall consult with local law enforcement, insurance carriers, and other appropriate individuals and agencies to address the security of school campuses.

(cf. 3515 - Campus Security)
 (cf. 3515.2 - Disruptions)
 (cf. 3515.3 - District Police/Security Department)
 (cf. 4158/4258/4358 - Employee Security)
 (cf. 5131.4 - Student Disturbances)
 (cf. 5131.7 - Weapons and Dangerous Instruments)

District policy regarding the possession of firearms and/or ammunition on school grounds shall be included in the district's comprehensive safety plan and shall be communicated to district staff, parents/guardians, and the community.

(cf. 0450 - Comprehensive Safety Plan)
 (cf. 1112 - Media Relations)
 (cf. 1113 - District and School Web Sites)
 (cf. 1114 - District-Sponsored Social Media)

~~***Note: Pursuant to Penal Code 626.9 (the Gun Free School Zone Act), the possession of a firearm on school grounds or within 1,000 feet of a school is prohibited, unless the person obtains the written permission of the Superintendent or designee or meets one of the exceptions specified in law (e.g., is a law enforcement or honorably retired peace officer, a member of the~~

military forces engaged in the performance of his/her duties, a security guard, or participating at an existing shooting range at a school). SB 707 (Ch. 766, Statutes of 2015) amended Penal Code 626.9 and 30310 to provide that the exception for a holder of a valid Carry Concealed Weapon (CCW) license applies only to the area within 1,000 feet of a school, not on school grounds. Thus, a holder of a valid CCW license may possess a firearm and/or ammunition on school grounds only if he/she obtains the written permission of the Superintendent or designee.***

Note: Pursuant to Education Code 35160 and 35161, the Board is authorized to make rules for the governance of the district. Option 1 below reflects the Board's authority to prohibit the Superintendent or designee from permitting any person who is not specifically listed in Penal Code 626.9 or 30310 from carrying a firearm and/or ammunition onto school grounds. Option 2 reflects the Board's authority to allow the Superintendent or designee to grant permission, on a case-by-case basis, to holders of valid CCWs within the parameters set forth in law.

Any person specified in Penal Code 626.9(1)-(o) and 30310 is authorized to possess a firearm and/or ammunition on school grounds. School grounds include, but are not limited to, school buildings, fields, storage areas, and parking lots.

OPTION 1:

The Superintendent or designee shall not grant permission to any other individual to carry a firearm or ammunition on school grounds.

Note: The remainder of this policy is for use by districts selecting Option 2, which allows the Superintendent or designee to exercise the authority to grant written permission to carry a firearm and/or ammunition on school grounds. Prior to adopting Option 2, the district should consult with legal counsel, the chief of police or county sheriff, insurance carriers, and other appropriate persons or agencies to assess the district's potential liability and the potential impact on the district's tactical response and comprehensive safety plans.

OPTION 2:

Note: The following paragraph may be revised to reflect district criteria, if any, for establishing eligibility for granting written permission to other persons to carry a firearm and/or ammunition on school grounds. To comply with both state and federal law, individuals need a CCW license without any restrictions regarding carrying a firearm on school grounds. CCW licenses are issued only by a California county sheriff to residents of the county or by the chief of police to residents of the city. Pursuant to Penal Code 26150 and 26155, minimum requirements for the CCW license include proof of "good moral character," good cause for issuance of the license, fulfillment of residency requirements, and completion of a course of training. Some counties also require a psychological evaluation. According to Frequently Asked Questions on the web site of the Office of the Attorney General, California law does not honor or recognize CCW licenses issued outside the state.

~~***Note: In addition, the district may revise the following paragraph to specify the person(s) authorized to grant permission. Pursuant to Penal Code 626.9, the Board could grant such authority to the Superintendent, his/her designee, or "equivalent school authority," which CSBA interprets to mean anyone who is responsible for running a school or program, such as the director of a regional occupational center/program, the principal of a charter school, etc. The paragraph also may be revised to indicate whether the Board will be involved in the review of grants or denials of permission.***~~

~~In addition, the Board authorizes the Superintendent or designee to grant written permission to a person who holds a valid Carry Concealed Weapon (CCW) license issued in California and who is at least 21 years of age to possess lawful firearms and/or ammunition on school grounds in accordance with law and Board policy.~~

~~***Note: The following paragraph provides an example of criteria that the district may use in granting permission to its employees, and may be revised to reflect district practice.***~~

~~Any employee granted permission shall be an employee with no disciplinary record in the previous four years.~~

~~(cf. 4116—Probationary/Permanent Status)
(cf. 4118—Dismissal/Suspension/Disciplinary Action)
(cf. 4218—Dismissal/Suspension/Disciplinary Action)~~

~~No staff member shall be required to carry a firearm and/or ammunition while on school grounds.~~

~~***Note: It is recommended that the district require any person requesting to carry a firearm and/or ammunition on school grounds to complete an application. See Exhibit (1) for a sample application form.***~~

~~Any person requesting to carry a firearm on school grounds shall annually submit an application to the Superintendent or designee. He/she shall also provide a copy of a valid CCW license and meet any other requirement of the insurance provider, such as additional training or insurance coverage.~~

~~(cf. 3580—District Records)~~

~~***Note: It is recommended that any person granted permission to carry a firearm and/or ammunition on school grounds be required to read and sign a firearm and ammunition possession agreement. The agreement should specify all responsibilities and restrictions placed upon the possession of a firearm or ammunition on school grounds. See Exhibit (2) for a sample agreement.***~~

~~Any person who is granted permission shall be required to sign the district's firearm and~~

~~ammunition possession agreement. The signed agreement shall be maintained in the district's records. The principal and other appropriate staff shall be notified regarding persons who have been granted permission.~~

~~Permission shall be granted only if the Superintendent or designee is satisfied that the possession on school grounds shall be for a peaceful and lawful purpose or activity and that the possessor will at all times comply with all terms included in the district's firearm and ammunition possession agreement.~~

~~Permission to carry a firearm and/or ammunition on school grounds may be revoked by the Board or the Superintendent or designee at any time. In addition, when any person granted permission to possess a firearm on campus is directed to leave school grounds for reasons of disruption or other violation of law or district policy, the permission is automatically revoked.~~

Legal Reference:

EDUCATION CODE

32281 Comprehensive safety plan

35160 Powers and duties of the board

35161 Powers and duties of the board; authority to delegate

38001.5 District security officers; requirements if carry firearm

PENAL CODE

626.9 Gun Free School Zone Act

830.32 District police department; district decision to authorize carrying of firearm

16150 Definition of ammunition

16520 Definition of firearm

26150-26225 Concealed weapons permit

30310 Prohibition against ammunition on school grounds

UNITED STATES CODE, TITLE 18

921 Definitions, firearms and ammunition

922 Firearms, unlawful acts

923 Firearm licensing

UNITED STATES CODE, TITLE 20

7151 Gun-Free Schools Act; student expulsions for possession of firearm

Management Resources:

WEB SITES

Office of the Attorney General: <https://oag.ca.gov/firearms>

4/16

Policy: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

First Reading: May 18, 2016

Adopted:

King City, California

AR 4112.6, 4212.6, 4312.6 Personnel

Personnel Records

The Superintendent or designee shall maintain personnel files for all current employees. All personnel files are confidential and shall be available only to the employee, persons authorized by the employee and those authorized by the Superintendent or designee. Official employee files shall be maintained at the district's central office. The Superintendent or designee shall determine the types of information to be included and shall process all material to be placed in a personnel file.

(cf. 4141/4241 - Collective Bargaining Agreement)

The contents of all personnel files shall be kept in strict confidence by any authorized reviewer.

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

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

(cf. 9321 - Closed Session Purposes and Agendas)

(cf. 9321.1 - Closed Session Actions and Reports)

Personnel files shall be reviewed and replaced within the shortest time possible. In no case shall a personnel file be left unattended or left unfiled overnight.

Placement of Material in Personnel Files

Any person who places written material or drafts written material for placement in an employee's file shall sign the material and signify the date of placement.

When an employee is asked to sign any material that is to be placed in his/her file, it is with the understanding that his/her signature signifies only that he/she has read the material and does not necessarily indicate agreement with its contents.

Any request by an employee to include materials in his/her personnel file must be approved by the Superintendent or designee.

A certificated employee may initiate a written reaction or response to his/her performance evaluation and that response shall become a permanent attachment to the employee's personnel file. (Education Code 44663)

(cf. 4115 - Evaluation/Supervision)

Derogatory Information

Information of a derogatory nature shall not be entered into an employee's personnel file unless and until the employee is given notice and an opportunity to review and comment on that information. Such a review shall take place during normal business hours. The employee shall be released from duty for this purpose without a salary reduction. The employee may enter his/her own comments and have them attached to the derogatory statement. (Education Code 44031)

(cf. 1312.1 - Complaints Concerning District Employees)
(cf. 4117.4 - Dismissal)
(cf. 4118 - Suspension/Disciplinary Action)
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)
(cf. 5141.4 - Child Abuse Prevention and Reporting)

File Review by Employee

The contents of personnel records relating to the employee's performance or to any grievance concerning the employee shall be made available to the employee at reasonable intervals and at reasonable times. The Superintendent or designee shall not be required to make such records available at a time when the employee is required to render services to the district, unless the employee is required to view the file where it is stored. (Labor Code 1198.5; Education Code 44031)

The Superintendent or designee shall do one of the following: (Labor Code 1198.5)

1. Keep a copy of each employee's personnel records at the place where the employee reports to work
2. Make the employee's personnel records available at the place where the employee reports to work within a reasonable period of time following an employee's request
3. Permit the employee to inspect the personnel records at the location where the district stores the personnel records, with no loss of compensation to the employee

Any employee wishing to inspect his/her personnel record shall contact the Superintendent or designee.

With the exceptions noted below, all personnel records related to the employee's performance or to any grievance concerning the employee shall be made available for inspection by the employee. Non-credentialed employees shall have access to any numerical scores obtained as result of written examinations. (Education Code 44031)

The Superintendent or designee shall not be required to make available to the employee: (Labor Code 1198.5, Education Code 44031)

1. Records relating to the investigation of a possible criminal offense
2. Letters of reference
3. Ratings, reports or records that were obtained prior to the employee's employment, prepared by identifiable examination committee members, or obtained in connection with a promotional examination

(cf. 4112.41/4212.41/4312.41 - Employee Drug Testing)

(cf. 4112.62/4212.62/4312.62 - Maintenance of Criminal Offender Records)

The employee may be accompanied by a representative of the employee's choice while reviewing the record.

Inspection shall take place in the presence of the Superintendent or designee. All reviews of personnel records shall be recorded, including the date and time the file was reviewed and the name and title of the person(s) present during the review.

In no instance shall any material be removed from the records. Requests for copies of material in a personnel record must be made in writing.

File Review by Management and Board

Management personnel or district legal counsel with a valid "right to know" or "need to know" may, with the Superintendent or designee's authorization, review an employee's personnel file.

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

Board members are not individually allowed to request and access personnel files but the Board may request pertinent information from an employee's file in cases of personnel action.

Records Retention

Personnel records for current and former employees shall be retained in accordance with 5 CCR 16023.

The Superintendent or designee shall not expunge from an employee's personnel file, nor enter into an agreement that would authorize expunging from an employee's personnel file, any documentation of a credible complaint, substantiated investigation, or discipline regarding egregious misconduct as defined in Education Code 44932. However, such

AR 4112.6 (d)
4212.6
4312.6

documentation may be removed if, during a hearing before the board, an arbiter, personnel commission, commission on professional competence, or administrative law judge, the employee prevailed, the allegations were determined to be false, not credible, or unsubstantiated, or a determination was made that the discipline was not warranted (Education Code 4439.5)

Legal Reference:

EDUCATION CODE

35253 Regulations to destroy records
44031 Personnel file contents and inspection
44663 Performance appraisals and related materials

GOVERNMENT CODE

3305-3306 District police officers; personnel files
6254.3 Disclosure of home address and phone number

LABOR CODE

1198.5 Inspection of personnel files

PENAL CODE

11165.14 Report of investigation of child abuse complaint

CODE OF REGULATIONS, TITLE 5

16020-16022 Records, general provisions
16023-16027 Retention of records

ATTORNEY GENERAL OPINIONS

Cal. Atty. Gen., Indexed Letter, no. IL 75-73 (June 6, 1975)
(9/87 2/98) 3/01

Regulation SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
First Reading: May 18, 2016
Adopted: King City, California

Instruction

Education Of Children Of Military Families

Children of military families are school-aged children in the household of: (Education Code 49701)

1. Members who are in full-time duty status in the active uniformed service of the United States, including any member of the National Guard and Reserve on active duty order pursuant to 10 USC 1209 or 1211
2. Members or veterans of the uniformed services who are severely injured and medically discharged or retired, for one year after their medical discharge or retirement
3. Members of the uniformed services who have died while on active duty or as a result of injuries sustained on active duty, for one year after their death

Enrollment

The Superintendent or designee shall facilitate the enrollment of children of military families and ensure that they are not placed at a disadvantage due to difficulty in the transfer of their records from previous school districts and/or variations in entrance or age requirements. (Education Code 49701)

When a child of a military family is transferring into the district, the Superintendent or designee may enroll the child based on the child's placement in the previous district, pending receipt of the child's records. Upon enrollment, the Superintendent or designee shall immediately request the student's records from the student's previous district. The Superintendent or designee shall allow the student 30 days from the date of enrollment to obtain all required immunizations. (Education Code 49701)

(cf. 5111 - Admission)
(cf. 5125 - Student Records)
(cf. 5141- Health Care and Emergencies)
(cf. 5141.31- Immunizations)

When a child of a military family is transferring out of the district, the Superintendent or designee shall provide the student's parents/guardians with a complete set of the student's records or, if the official student record cannot be released, an unofficial or "hand-carried" record. Upon request from the new district, the Superintendent or designee shall provide a copy of the student's record to the new district within 10 days. (Education Code 49701)

(cf. 5117 - Interdistrict Attendance)

A child of an active military duty parent/guardian shall not be prohibited from transferring out of the district to any district that has declared itself to be a “school district of choice” pursuant to Education Code 48300-48316, if the other school district approves the application for transfer. Education Code 48301)

Placement and Attendance

The Superintendent or designee shall initially honor the placement of any child of a military family in educational courses and programs based on the child's enrollment and/or assessment in his/her previous school. The Superintendent or designee may, to the extent permitted by Board policy, waive course or program prerequisites, preconditions, and/or application deadlines when making decisions regarding placement of children of military families and their eligibility for extracurricular academic, athletic, and social activities. (Education Code 49701)

(cf. 6141.5 - Advanced Placement)
(cf. 6145 - Extracurricular and Cocurricular Activities)
(cf. 6145.2 - Athletic Competition)
(cf. 6146.3 - Reciprocity of Academic Credit)
(cf. 6172 - Gifted and Talented Student Program)
(cf. 6174 - Education for English Language Learners)

When a child of a military family transferring into the district has been identified as an individual with a disability pursuant to 20 USC 1400-1482, the Superintendent or designee shall provide comparable services to the student based on his/her current individualized education program. In addition, when the child of a military family transferring into the district is eligible for services under Section 504 of the federal Rehabilitation Act, the Superintendent or designee shall make reasonable accommodations and modifications to address the needs of the student subject to the student's existing Section 504 plan. The district may authorize subsequent evaluations of the student to ensure appropriate placement. (Education Code 49701)

(cf. 6159 - Individualized Education Program)
(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)
(cf. 6164.6 - Identification and Education Under Section 504)

When a student's parent/guardian is an active duty member and is called to duty, is on leave from, or is immediately returned from deployment to a combat zone or to combat support posting, the Superintendent or designee may grant additional excused absences to the student to visit with his/her parent/guardian. (Education Code 49701)

(cf. 5113 - Absences and Excuses)

Graduation

The Superintendent or designee shall facilitate the on-time graduation of children of military families by providing supplemental instruction to incoming students as necessary to enable them to meet the district's graduation requirements. (Education Code 49701)

The Superintendent or designee may also waive specific district course requirements for graduation if similar coursework has been satisfactorily completed by the student in his/her previous school. (Education Code 49701)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6162.52 - High School Exit Examination)

(cf. 6179 - Supplemental Instruction)

If after considering all alternatives, the Superintendent or designee believes that a student who has transferred into the district in grade 12 will not be able to satisfy the district's graduation requirements in time to graduate with his/her class, the Superintendent or designee shall work with the sending district to have the sending district issue the student its diploma, provided the student satisfies that sending district's graduation requirements. (Education Code 49701)

11/09

Regulation SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

First Reading: May 18, 2016

Adopted:

King City, California

Facilities

Evaluating Existing Buildings

The Superintendent or designee shall periodically evaluate the adequacy, design, and conditions of existing district facilities to determine whether they meet the needs of the instructional program and provide a healthful and pleasing environment for students and staff. He/she also shall determine whether district facilities fulfill legal requirements for safety and structural soundness, access for the disabled, and energy conservation.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 3511 - Energy and Water Management)
(cf. 3514 - Environmental Safety)
(cf. 3515 - Campus Security)
(cf. 3516 - Emergencies and Disaster Preparedness Plan)
(cf. 3517 - Facilities Inspection)

In addition, the Superintendent or designee shall regularly calculate the capacity of existing school buildings to adequately house the district's current students and projected enrollments.

Any identified needs for repair, modernization, or construction shall be incorporated into the district's facilities planning process.

(cf. 7110 - Facilities Master Plan)

Structural Safety

In the event that the Department of General Services or any licensed structural engineer or licensed architect finds and reports to the Governing Board that a district building is unsafe for use, the Superintendent or designee shall immediately obtain an estimate of the cost of repairs or reconstruction necessary to bring the building up to legal standards for structural safety. The Board shall establish a system of priorities for the repair, reconstruction, or replacement of unsafe school buildings. (Education Code 17367)

~~A relocatable school building or structure shall meet the requirements of Education Code 17280-17317 and 17365-17374 pertaining to structural safety. However, a relocatable building that does not meet the requirements of Education Code 17280 may be used as a school building until September 30, 2015, if all the conditions specified in Education Code 17292 are met and the Board so certifies to the Department of General Services. (Education Code 17291, 17292)~~

A relocatable school building or structure shall meet the requirements of Education Code 17280-17317 and 17365-17374 pertaining to structural safety. (However, a relocatable building that does not meet the requirements of Education Code 172880 may be used as a school building until September 30, 2016, if all the conditions specified in Education Code

**17392 are met and the Board so certifies to the Department of General Services.)
(Education Code 17291, 17292)**

Energy Efficiency

To the extent that services are available, the Superintendent or designee shall arrange for the energy audit of school buildings to identify the type and amount of work necessary to retrofit buildings and obtain an estimate of projected energy savings. The district may contract with qualified businesses capable of retrofitting these buildings and may borrow funds which do not exceed the amount of energy savings to be accumulated from the improvement of the buildings.
(Education Code 17651-17653)

Legal Reference:

EDUCATION CODE

17070.10-17077.10 Leroy F. Greene School Facilities Act of 1998, especially:

17071.10-17071.40 Existing school building capacity

17280-17316 Building approvals

17365-17374 Fitness for occupancy

17650-17653 Retrofitting school facilities for energy conservation

GOVERNMENT CODE

53097 Compliance with city or county ordinances

53097.5 Inspection of schools by city or county

CODE OF REGULATIONS, TITLE 2

1859-1859.106 Regulations relating to the Leroy F. Greene School Facilities Act of 1998

Management Resources:

CSBA PUBLICATIONS

Maximizing School Board Governance: School Facilities Management

WEB SITES

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

California Department of Education, School Facilities Division:

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

California Energy Commission, Bright Schools Program:

<http://www.energy.ca.gov/efficiency/brightschoools>

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

Department of General Services, Office of Public School Construction:

<http://www.opsc.dgs.ca.gov>

(2/96 2/99) 3/07

Regulation SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

First Reading: May 18, 2016

Adopted:

King City, California

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

SUBJECT: Approval of King City High School Site Plan For Student Achievement

MEETING: May 18, 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:

The Single Plan for Student Achievement is a requirement that each school develop goals, objectives and a plan to use categorical funds for student improvement. This plan is based on achievement data and written with input from staff and the School Site Council.

Recommendation:

The recommendation is being made for the State Administrator to approve the King City High School Single Plan for Student Achievement.


Fiscal Impact:

This is required to approve expenditures of State and Federal program funds.

Submitted By:


Diana Jiménez
Director of Educational Services

Approved:


Daniel R. Moirao, Ed.D.
State Administrator

2016-17 Single Plan for Student Achievement

King City High School



Part II: The Single Plan for Student Achievement Template

School: King City High School

District: South Monterey County Joint Union High School District

County-District School (CDS) Code: 27-66068

Principal: Janet Sanchez-Matos

Date of this revision: **May 5, 2016**

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. *California Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Janet Sanchez-Matos

Position: Principal

Telephone Number: 831-385-0606

Address: 720 Broadway St
King City CA 93930

E-mail Address: jmatos@kingcity.k12.ca.us

The District Governing Board approved this revision of the SPSA on TBA____.



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Planned Improvements in Student Performance

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Form C: Programs Included in This Plan

Form D: School Site Council Membership

Form E: Recommendations and Assurances

Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

All LCAP 2014-17 goals and performance measures are in italics:

English Language Arts (ELA)

LEA GOAL: Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in ELA by 2016-17 as measured by SBAC Interim Assessment results and local benchmarks.

LCAP Priority #1d: More professional development with accountability

LCAP Priority #1f: Increase core content courses and decrease remedial classes to increase AP course offerings

LCAP Priority #2a: Increase student achievement

WASC VC Report March 2014: The school needs to insure that all students, including English learners and students with disabilities, are able to successfully demonstrate mastery of critical academic skills on state mandated assessments.

SCHOOL GOAL ELA1A: By May 2017 57% (an increase of 2%, from 55% in 2015) of the 11th graders will achieve exceeds or meets standards as measured by the ELA SBAC exam.

SCHOOL GOAL ELA1A.2: By May 2017 18% (an increase from 16% on the 2015 EAP) of the 11th graders will receive a "ready for college" designation on the EAP on SBAC exams (TBD upon release of SBAC score reports in May of 2017).

What data did you use to form this goal?

2015 EAP Data
 Student performance on local performance task benchmarks
 Illuminate data
 CFAs and benchmarks in all ELA Classes
 SARC January 2016
 Analysis of 2015-16 SPSA
 WASC Three-Year-Term Report March 2014
 ELA local benchmarks scores

What were the findings from the analysis of this data?

As measured by the ELA SBAC from 2015 the percent of students scoring exceeds or meets standards was 55%, a percentage point above the state.

- 50% of the Latino students
- 52% of the low SES
- 11% of the ELs
- 4% of the students with disabilities

How will the school evaluate the progress of this goal?

*LCAP: Performance on standardized tests**

- 57 % of 11th graders who exceed or meet standards on the SBAC ELA exam in April of 2016

STRATEGY 1A.1: During the 2016-17 school year, KCHS will continue to modify pacing guides, benchmarks and common formative assessments to meet the needs of students. The pacing guides and results of the benchmark and common formative assessments will be the focus of PLC work.

STRATEGY 1A.1.b: During 2016-17 KCHS will utilize the interim assessment blocks from SBAC to build common formative assessments that will be the focus of PLC work.

STRATEGY 1A.1.c: During 2016-17 KCHS will continue to utilize the interim assessment blocks from SBAC to build common formative assessments that will be the focus of PLC work, and continue to modify pacing guides as necessary to focus on increasing the effectiveness of the curriculum.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>1A.1. By June of 2016 pacing guides and PBA-type writing benchmarks will be modified as required to align with the ELA CCSS for ELA grades 9 and 12.</p> <p>By September of 2016 1st quarter PBA writing benchmarks will be delivered and assessed for all grade levels with the ELA CCSS for ELA grade 11.</p> <p>By August 2016, all ELA teachers will be trained in the Interim assessment blocks and use them for common formative assessments with their students.</p> <p>Ongoing for 2016-17 school year, teachers will analyze the results of the interim</p>	<p>Site Administration Department Chair Instructional Coach PLC members ELA teachers</p>	<ol style="list-style-type: none"> 1. ELA teachers will revisit the established pacing guides and benchmarks to make modifications to for the 2016-17 school year. <ul style="list-style-type: none"> • Continue to review results of 2015-2016 local assessments, CELDT, and SBAC interim assessments to revise pacing guides as necessary • Continue to hold ELA Department in the development and analysis of PBA-type writing benchmarks. • Create and follow an annual-ELA Dept. release day calendar for calibrating and scoring benchmarks. • Before August, 2016, teachers will participate in CCSS review professional learning. • Before August, 2016, train any new ELA teachers in the pacing guides and delivery of the benchmarks. 2. ELA teachers will be trained in accessing the interim assessment blocks and formative assessments housed in SBAC. 3. ELA teachers will be trained in the use of the SBAC Digital Library and how to read and use the interim assessment student data reports for focus in the PLC. 4. ELA teachers within their PLCs will utilize the IABs for formative assessment and instructional decisions. 	<p>Title I Release Days / Subs \$4,000 Allocated</p> <p>PD Summer days at teacher's hourly (8 teachers @ 246 each x 4 days) = \$7,872</p> <p>Title I Release Days / Subs \$1,000 Allocated</p> <p>8 release days/allocation for subs for calibration and revising pacing</p>

assessments within the PLC.	ELA teachers	5. ELA teachers will provide feedback to their students about their individual benchmark scores after each benchmark.	
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STRATEGY 1A.2: During 2016-17 all 9th grade students scoring below 800 on the SRI Lexile reading inventory will be placed in READ 180, the ELA intervention program, as the intensive intervention with the goal to improve by a minimum of 100 Lexile points.

-317- Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1A.2.a By May, 2016, identify potential ELA intensive intervention students for placement in summer intervention program, READ 180 (select and train teachers for summer school).	Site Administration Department Chair Instructional Coach Trained Read 180 Instructor(s).	<ol style="list-style-type: none"> 1. Use SRI Reading results to create a list of students who are potential candidates for ELA intervention program, enroll them in summer intervention READ 180. 2. Order any additional Intervention program instructional materials. 3. Provide teacher training for summer school instructors and 2016-17 academic year. 4. Assist the READ 180 teacher in creating weekly reports which will summarize the results of the summer program and present results to SSC by September 30, 2016. 	\$13,000 (see Scholastic READ 180 quote)
1A.3.2 Implement a summer program for entering 9 th grade (Read 180).	Principal GEAR Up	<ol style="list-style-type: none"> 1. By May 30, 2016, create a written document all the summer programs which: <ul style="list-style-type: none"> • clarifies the purpose, goals, placement procedures, • identifies the needed professional development, other instructional support, 	\$40,878 Title 1 (10 teachers at hourly 45.50 x 4.5: 204.39)

		<ul style="list-style-type: none"> and materials, • describes how the success of each summer program will be evaluated quantitatively and qualitatively. If possible, use the same evaluation template that all other extended learning day programs are using. <p>2. Schedule the summer program staff to present its report on the summer school program to SSC by September 30, 2016.</p>	hours per 20 days: 4087.80 per teacher)
1A.2.b Schedule READ 180 into the master planning, retest students to determine roster Select teacher and determine room placement.	Administration Counselor	<p>1. Schedule READ 180 classes on the 2016-17 master schedule.</p> <p>2. Prepare a classroom/lab with updated materials and technology.</p>	4 periods of FTE (staff placement 10,000-70,000)
1A.2.c. On a quarterly basis analyze the progress of incoming 9th grade students enrolled in Saturday ELA READ 180 2017-18 assessment program.	READ 180 teacher GEAR UP Parent liaison ELD liaison Librarian tech	<p>1. Establish a calendar for end of the quarter reports to the SSC on the progress of students enrolled in the Saturday READ 180 classes.</p> <p>2. Work with GEAR UP to provide individual score reports to students and their guardians after Saturday testing.</p>	3 days @ 4 hours 2 classified OT=1,000

STRATEGY 1A.3: During 2016-17, all grade level students who have not passed or in danger of passing the ELA SBAC, and/or are in need of tutoring will be attending an extended learning day opportunity.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>1.A.3.a By the end of quarter one enroll target students in extended learning opportunities:</p> <ul style="list-style-type: none"> • Tutoring before/after school, on Saturdays, and during summer • Monitor attendance of SES • SBAC prep. <p>1. ⁻³¹⁹⁻ b Saturday session offered during the school year.</p> <p>1.A.3.c Embed an SBAC English support block into a 10th grade ELD ¾ course to target EL students proactively.</p>	<p>Administration Student Support Services</p>	<ol style="list-style-type: none"> 1. The SBAC tutoring is an extended learning opportunity (beyond the school day). Coordinate the SBAC tutoring with all extended learning day services through the creation of documents which identify the purpose, the eligible students, delivery system, schedule, and delineate the plan for program monitoring. 2. Use the same system for monthly monitoring of student attendance as in other extended learning day opportunities. 3. Use the same evaluation template used by every extended learning day teacher/provider which includes attendance and data-based results to evaluate program effectiveness. 4. Before the tutorial starts, SBAC prep teachers will analyze subgroup performance on the ELA SBAC by target and claim and create a pacing guide to insure that students are receive remediation in the highest areas of need. 5. Purchase necessary materials and technology. 6. Contact the parents of the target students, making sure they understand the purpose, schedule, and contact information. 7. Establish a calendar for end of the semester reports to the SSC on the progress of students enrolled in all extended learning opportunities including SBAC tutoring and SES. 	<p>Title I ELA SBAC teacher (1-2 periods) \$5,000</p> <p>Title I ELA tutorial teachers \$5,000</p> <p>Title I Hourly Salaries and Benefits \$22,473</p>

STRATEGY 1A.4: During 2016-17, all pre-Advanced Placement and Advanced Placement instructors will collaborate on a monthly basis (after school) in a specific PLC dedicated to vertical alignment of curriculum.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1A.4 By August 2016 pre-AP/AP PLCs will be implemented	Pre-AP and AP instructors	1. Between August 2016 and May 2017 instructors will meet on a monthly basis after school to collaborate and improve pre-AP and AP courses to create more vertically aligned program..	4 teachers 2 hours per month at hourly 3,400

STRATEGY 1A.5: During 2016-17, the English department will utilize NEWSela and turnitin.com services as a supplement to reading and writing instruction in all ELA classrooms.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1A.5 By August 2016, ELA teachers will be trained in NEWSela reports and programs and implement the program in all ELA classes.	ELA teachers Instructional Coach	<ol style="list-style-type: none"> 2. Before August 2016 all ELA teachers will participate in a summer workday to receive professional development in the program 3. Between August 2016 and May 2017 ELA instructors will measure student growth as determined by NEWSela test scores. 	\$5,000 (NEWSela) \$2,500 (Turnitin.com)

Mathematics

LEA GOAL: Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in Mathematics by 2016-17 as measured by SBAC Assessment results and local benchmarks.

LCAP Priority #1d: More professional development with accountability

LCAP Priority #1f: Increase core content courses and decrease remedial classes to increase AP course offerings

LCAP Priority #2a: Increase student achievement

WASC VC Report March 2014: The school needs to insure that all students, including English learners and students with disabilities, are able to successfully demonstrate mastery of critical academic skills on state mandated assessments.

SCHOOL GOAL MATH 1B: By May 2016 17% (an increase from 4%) of the 11th graders will earn exceeds or meets standards as measured on the 2016 SBAC.

SCHOOL GOAL MATH 1B: By May 2016 10% (an increase of 10%) of the 11th graders will receive a “ready for college” designation on the EAP

What data did you use to form this goal?

2015 SBAC data by claim and overall
2015 EAP Math data
2015 math benchmarks and module assessments

What were the findings from the analysis of this data?

As measured by the Math SBAC from 2015 the percent of students scoring exceeds or meets standards was 12%, a percentage point above the state.

- 10% of the Latino students
- 12% of the low SES
- 0% of the ELs
- 0% of the students with disabilities

How will the school evaluate the progress of this goal?

2016 SBAC data by claim and overall
2016 EAP Math data
2016 math benchmarks and module assessments

STRATEGY 1B.1: Develop and implement a plan for the continued implementation of Math I.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>1B.1.1 By August 2016 continue the improvement and revision of Math 1</p>	<p>Site Administration Math Department Chair</p>	<p>1. The plan for Math I will include:</p> <ul style="list-style-type: none"> · Continue the revision of the 8 common modules' assessments and benchmarks to be more aligned with the SBAC. · Math 1 will administer one Interim assessment by December 2016 · Continue to create an annual calendar for the administration and scoring of the common benchmark tasks. · Data from the common module assessments will be uploaded 3 days after administration of the exam. · Student results will be analyzed and reported within a week · Teachers will review the most frequently missed questions with students · Will complete Illuminate training for using reports or item bank by September 2016 · Continue to provide needed professional development and other support. (must apply to Math 1 content or modules) · A description of how and when the Math Visions Project modules will be duplicated and distributed. · Address the failure rate of Math 1 students by requiring the students' use of a notebook in conjunction with the instructor that will be kept organized and with a table of contents. The plan is to develop better organization and study habits with the students'. 	<p>Title I Release time / Subs \$1,000</p> <p>Notebooks for all students in Math 1 \$1500</p> <p>PD for Local and Statewide conferences and trainings (MCOE, CMC and others) \$5000</p>

STRATEGY 1B.2 Develop and implement a plan for the implementation of Math II.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1B.2 By June 2016 continue the improvement and revision of Math 2 -923-	Math Department Chair Counselor	<ul style="list-style-type: none"> · The plan for Math II will include: · Continue the revision of the 8 common modules' assessments. · Math 2 will administer one Interim assessment by December 2016 · Continue to create an annual calendar for the administration and scoring of the common benchmark tasks. · Data from the common module assessments will be uploaded 3 days after administration of the exam. · Student results will be analyzed and reported within a week · Teachers will review the most frequently missed questions with students · Will complete Illuminate training for using reports or item bank by September 2016 · Continue to provide needed professional development and other support. (must apply to Math 2 content or modules). <p>A placement chart will be created by December 2016 to identify which students will continue to Math III and which will be enrolled in Common Core Review.</p>	Title I Release time / Subs \$1,000 Notebooks for all students in Math II \$1500 PD for Local and Statewide conferences and trainings (MCOE, CMC and others) \$5000

STRATEGY 1B.3 Develop and implement a plan for the implementation of Math I A and B.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding
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			Source (Itemize for Each Source)
1B.2 By June 2016 continue the improvement and revision of Math 2	Administration Math Department Chair	<ul style="list-style-type: none"> • The plan for Math II will include: • Continue the revision of the 8 common modules' assessments. • Math 2 will administer one Interim assessment by December 2016 • Continue to create an annual calendar for the administration and scoring of the common benchmark tasks. • Data from the common module assessments will be uploaded 3 days after administration of the exam. • Student results will be analyzed and reported within a week • Teachers will review the most frequently missed questions with students • Will complete Illuminate training for using reports or item bank by September 2016 • Continue to provide needed professional development and other support. (must apply to Math 2 content or modules). • A placement chart will be created by December 2016 to identify which students will continue to Math III and which will be enrolled in Common Core Review. 	<p>Title I Release Days / subs \$1,000</p> <p>Notebooks for all students in Math 2 \$1500</p> <p>PD for Local and Statewide conferences and trainings (MCOE, CMC and others) \$5000</p>

STRATEGY 1B.4 Develop and implement a plan for the implementation of Math III AND Common Core Review.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1B.4 By June 2016 continue the improvement and revision of Math 3 and Common Core Math.	Administration Math Department Chair	<ul style="list-style-type: none"> · The plan for Math III and Common Core Review will include: · The pacing guide and module assessments with their administration and scoring dates · By August of 2016 Pacing guides will be implemented · Math 3 will administer one Interim assessment by December 2016 · Continue to create an annual calendar for the administration and scoring of the common benchmark tasks. · Data from the common module assessments will be uploaded 3 days after administration of the exam. · Student results will be analyzed and reported within a week · Teachers will review the most frequently missed questions with students · Continue to provide needed professional development and other support. (must apply to Math 3 content or modules). 	<p>Title I MCOE Trainings /Subs \$1,000</p> <p>Notebooks for all students in Math 3 \$1500</p> <p>PD for Local and Statewide conferences and trainings (MCOE, CMC and others) \$5000</p>

Science

LCAP Priority #1d: More professional development with accountability

LCAP Priority #1f: Increase core content courses and decrease remedial classes to increase AP course offerings

LCAP Priority #1g: Offer college and career pathway courses to prepare students for college and career

LCAP Priority #2a: Increase student achievement

WASC VC Report March 2014 Critical Area of Need # 3: The administration and all teachers need to prioritize the implementation of curriculum and instructional strategies based on the CCSS and the NGSS in English, math, and science, and the implementation in every class of the College and Career Readiness Anchor Standards for reading, writing, listening-speaking, and language.

SCHOOL GOAL Science:

SCHOOL GOAL SCIENCE 1B: By May 2017 50% (a 15% growth from 2016) of the Science students will score proficient on the NGSS scientific method department common assessments.

SCHOOL GOAL SCIENCE 1B.1 By May 2017 45% (an increase from 40.4% from 2016) 10th graders will score proficient or advanced on the life science CST.

SCHOOL GOAL SCIENCE 1.B.2 By May 2017 35% of PLTW students will score proficient on the End of Course exam.

SCHOOL GOAL SCIENCE 1.B.2 By May 2017 will decrease the number of 1s (1) and increase the passage rate from 60% on the AP Environmental Science end of Course exam.

What data did you use to form this goal?

CST Life Science data 2014
Illuminate benchmark data Common lab rubric
PLTW EOC data
AP exam data 14-15

What were the findings from the analysis of this data?

- 45% of 10th grade students scored proficient or advanced on the CST
- 35% scored proficient on the common science lab rubric
- 60% of AP Environmental science students passed the EOC

How will the school evaluate the progress of this goal?

2015-16 CST data
2015-16 AP Chemistry EOC exam results
2015-16 Common lab rubric results in Illuminate

Action/Date	Person(s) Responsible	Task/Date	(Itemize for Each Source)
<p>1.C.1 By August 2016 begin the development of a comprehensive plan for the implementation of the Next Generation Science Standards by 2017-2018.</p> <p>1.C.2 By August of 2016 offer the second year engineering PLTW</p>	<p>Administration</p> <p>Science teachers</p> <p>Department Chair</p>	<ol style="list-style-type: none"> 1. Continue to develop common pacing guides in order to improve first time instruction 2. Develop common benchmarks in all science courses to include NGSS practices. 3. Develop a calendar for administering and scoring the common assessments. 4. Scores will be uploaded into Illuminate within 1 week of administering the lab 5. Teachers will review the results with students sharing the results within 1 week of administration 6. Utilize Illuminate and receive support training 7. Receive professional development: <ul style="list-style-type: none"> • On the Vernier equipment and other technology needed to support for new engineering teacher. • For AP science teachers (Environmental Science). • Implement the use of Illuminate data disaggregation program for <u>all courses</u> 8. Visitation to engineering programs and high schools that are implementing NGSS. 9. Attendance at the Project Lead the Way training Principles of Engineering for Professional Development 10. PLTW will have one release day per quarter or meeting after school as a PLC 	<p>AP Conference(En vironmental and Research) \$4500</p> <p>STEM, NSTA conference \$6000</p> <p>Notebooks \$4,000</p> <p>Sub Release days to update pacing guide \$800</p>

Social Science

LCAP Priority #1d: More professional development with accountability

LCAP Priority #1f: Increase core content courses and decrease remedial classes to increase AP course offerings

LCAP Priority #2a: Increase student achievement

WASC VC Report March 2014 Critical Area of Need # 3: The administration and all teachers need to prioritize the implementation of curriculum and instructional strategies based on the CCSS and the NGSS in English, math, and science, and the implementation in every class of the College and Career Readiness Anchor Standards for reading, writing, listening-speaking, and language.

SCHOOL GOAL Social Science: By June of 2017, all students enrolled in AP courses within the Social Science Department will earn a score of a 2 or above. By May 2017, 57% (Based upon ELA SBAC Data) of students will score at meets or exceeds on the historical thinking writing rubric administered in all social science courses.

<p>What data did you use to form this goal? ELA SBAC Data AP Student Results</p> <p align="center">- 328 -</p>	<p>What were the findings from the analysis of this data? The SBAC data shows that 54% of students have earned a meets or exceeds standards. 2015 Social Science AP Results with a total number of 15 scores of 1 out of 167 Social Science Tests taken.</p>	<p>How will the school evaluate the progress of this goal?</p> <p>2016 Social Science AP scores and distribution of 1-5. Quarterly the Social Science PLC will look at data from the historical thinking writing rubric.</p>	
<p align="center">Action/Date</p>	<p align="center">Person(s) Responsible</p>	<p align="center">Task/Date</p>	<p align="center">Cost and Funding Source (Itemize for Each Source)</p>

<p>1.D. Continue the transition to the College and Career Readiness Standards.</p> <p>1.D.2. Continue to develop shared benchmarks for use in Illuminate to analyze and disaggregate student data</p> <p>1.D.3 Utilize Learnerator (Albert.io) for all AP courses.</p> <p>1.D.4. Continue to offer Great Documents Writing Course</p> <p>1.D.5. Continue to use data to make adjustments to lessons and pacing guides.</p>	<p>Administration Social Science Department Chair Social Science Teachers</p>	<ol style="list-style-type: none"> 1. Continue to attend AP professional development <ul style="list-style-type: none"> ● AP Professional Development (AP US, AP European, AP HG) ● Review all AP Social Science course offerings for changes that need to be made based upon data 2. Receive copies of the Social Science framework draft to begin study <ul style="list-style-type: none"> ● Develop pacing guide of historical thinking skills for 10th grade World History ● Continue development of Course Outlines, Pacing Guides, and align lessons to the CCSS for all new/existing AP Courses (Time outside of school at our hourly rate) ● Develop a calendar for development of pacing guides etc. 3. Continue to offer support class for AP US History/AP Language students (Historical Documents). 4. Review benchmark data from Social Science Rubric Quarterly 5. Upload data from benchmarks to Illuminate 6. Review with students their benchmark results 7. Work with PLC during the summer (Both Social Science and the APHG, APECON, & APGOV PLC). 	<p>Funding for AP conference \$3000</p> <p>Funding to pay hourly between 3-7 days during the summer and school year.</p> <p>Historical Documents may need the buying of a prep period</p> <p>Learnerator (Albert.io) \$4000</p>
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Business

LCAP Priority #1d: More professional development with accountability

LCAP Priority #1f: Increase core content courses and decrease remedial classes to increase AP course offerings

LCAP Priority #1g: Offer college and career pathway courses to prepare students for college and career

LCAP Priority #2a: Increase student achievement

WASC VC Report March 2014 Critical Area of Need # 3: The administration and all teachers need to prioritize the implementation of curriculum and instructional strategies based on the CCSS and the NGSS in English, math, and science, and the implementation in every class of the College and Career Readiness Anchor Standards for reading, writing, listening-speaking, and language.

SCHOOL GOAL Business: By Fall 2017, 30% of the KCHS Student Body will be enrolled and 90% of the enrolled students will pass a Computer Applications course to prepare them with the skills necessary to be successful on the SBAC.

By Spring of 2018, 5% of KCHS student body will complete Computer Applications 1 or 2, and 2% of the enrolled students will complete Microsoft Certification.

By Fall 2018, 33% of the KCHS Student Body will be enrolled and 90% of the enrolled students will pass a Computer Applications course to prepare them with the skills necessary to be successful on the SBAC.

By Spring of 2019, 6% of KCHS student body will complete Computer Applications 1 or 2, and 3% of the enrolled students will complete Microsoft Certification.

By Fall 2019, 36% of the KCHS Student Body will be enrolled and 90% of the enrolled students will pass a Computer Applications course to prepare them with the skills necessary to be successful on the SBAC.

By Spring of 2020, 7% of KCHS student body will complete Computer Applications 1 or 2, and 4% of the enrolled students will complete Microsoft Certification.

By Fall 2016, Implement first stage of Computer Science pathway, by offering Intro to Computer Science course.

By Fall 2017 Implement second stage of Computer Science pathway, by offering Java Programming course.

By Fall 2018 Implement Third stage of Computer Science pathway, by offering AP Computer Science.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1.E Students will be enrolled in computer classes that prepare them with college and career	Administration Counseling Department Chair	<ol style="list-style-type: none"> 1. Continue to develop and improve/update marketing tools to increase student interest and enrollment. 2. Develop a pacing guide of technology skills needed to succeed on SBAC. 3. Need release time in order to complete pacing guides. 	Minimum district resources. Sub or hourly

<p>skills</p> <p>2.2% of the enrolled CA ½ Students will complete Microsoft certification</p> <p>3.Implementation of Computer Science pathway Intro to Computer Science, Java Programming and AP Computer Science</p>	<p>Teaching Staff</p> <p>CA ½ Teacher</p> <p>Computer Science Teacher</p>	<p>4. Using Gmetrix Training Program test students first semester Word, second semester Excel. Test at progress report/quarters/ semester final take certification Test.</p> <p>5. Teacher training Summer 2016, with four quarterly 8 hour trainings with summer 2017 professional development</p>	<p>rate 2,000</p> <p>District Microsoft grant</p> <p>CSPD Grant</p>
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Agriculture

LCAP Priority #1d: More professional development with accountability

LCAP Priority #1g: Offer college and career pathway courses to prepare students for college and career

LCAP Priority #2a: Increase student achievement

WASC VC Report March 2014 Critical Area of Need # 3: The administration and all teachers need to prioritize the implementation of curriculum and instructional strategies based on the CCSS and the NGSS in English, math, and science, and the implementation in every class of the College and Career Readiness Anchor Standards for reading, writing, listening-speaking, and language.

By May 2017 54%(based on the ELA SBAC performance) of agriculture students will receive a passing rate on the agriculture common assessment focusing on CCRA standard writing.

By May 2017 55% of the agriculture program completer students will receive an agriculture industry career readiness certification in one agriculture career sector.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
332 By August of 2016 implement new agriculture courses with a focus on the CCRs and certificate completion program.	Administration Department Chair	1. Continue to develop and implement new pacing guides that incorporates the certifications and CCSS. (ongoing) 2. Continue to develop and implement common assessments focusing on CCRA Standards, by the end of each quarter, during the 2016-17 academic year. 3. Teachers will review progress towards meets or exceeds on the Science rubric quarterly with students 4. Continue to develop certifications in our individual courses to be assessed by our local agriculture advisory committee. (Fall of 2016) <ul style="list-style-type: none"> • Attend CATA Conference in June 2017 • Meet with Local Advisory Board June 2017 • Attend various Externships to stay up to date with the 	CATA Conference- paid by Perkins: \$2400 Printing supplies for student portfolio & certifications \$200 Cost of Industry Certification tests (ICEV student licenses) \$4000 paid by Pathway grant Composition books for all classes \$3,000

local industry trends

4. Develop and implement new agriculture courses

- UCOP Courses
- Agriculture and Soil Chemistry
- Agriscience System Management
- Sustainable Agriculture Biology

Educating for
Careers Conference
Perkins: \$2,000

NAAE Conference
National Ass. Ag.
Educators Perkins:
\$3000

Substitutes for
Externship days (4
teachers x 3 days)
\$1,800

South Coast Region
Roadshow
AIG: \$1600

Physical Education

LCAP Priority #1d: More professional development with accountability

LCAP Priority #2a: Increase student achievement

WASC VC Report March 2014 Critical Area of Need # 3: The administration and all teachers need to prioritize the implementation of curriculum and instructional strategies based on the CCSS and the NGSS in English, math, and science, and the implementation in every class of the College and Career Readiness Anchor Standards for reading, writing, listening-speaking, and language.

SCHOOL GOAL Physical Education: By end of 3rd quarter 62.7% of the 9th grade students will achieve the HFZ in the mile run. This will increase by 2% each subsequent academic year.

What data did you use to form this goal? California Physical Fitness Test Results		What were the findings from the analysis of this data? The PFT showed 60.7of 9th graders achieved the HFZ in the mile run.	How will the school evaluate the progress of this goal? Performance on the California Physical Fitness Test	
-334-	Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
	1.g. By the end of the 3rd quarter students will increase their HFZ performance in the mile run.	Administration Physical Education teachers	1. Students will run daily 2. Students will run ½ mile three times per week 3. Students will be tested each quarter in the mile run which will be their benchmark. Times will be recorded. 4. 9th graders will complete the PFT mile run and results sent to the state (Window for PFT is February-June. Testing to be completed by April 20th)	none

Fine Arts

LEA GOAL: Performance Goal 1: *All students will reach high standards, at a minimum, attaining proficiency or better in ELA by 2015-16.*

LCAP Priority #1d: More professional development with accountability

LCAP Priority #1f: Increase core content courses and decrease remedial classes to increase AP course offerings

LCAP Priority #1g: Offer college and career pathway courses to prepare students for college and career

LCAP Priority #2a: Increase student achievement

WASC VC Report March 2014 Critical Area of Need # 3: The administration and all teachers need to prioritize the implementation of curriculum and instructional strategies based on the CCSS and the NGSS in English, math, and science, and the implementation in every class of the College and Career Readiness Anchor Standards for reading, writing, listening-speaking, and language.

By June 2016, 70% of students enrolled in fine arts course will increase their proficiency on CCR local assessments emphasizing Use of Technology and Listening & Speaking CCR Anchor Standards.

By June 2017, 72% of students enrolled in fine arts course will increase their proficiency on CCR local assessments emphasizing Use of Technology and Listening & Speaking CCR Anchor Standards.

By June 2018, 74% of students enrolled in fine arts course will increase their proficiency on CCR local assessments emphasizing Use of Technology and Listening & Speaking CCR Anchor Standards.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1.f By June 2017, members of the Fine Arts department will have attended at least	Administration Department Chair	1. During the 2016-2017 school year, fine art teachers will receive training as follows:	Registration Fee(s) \$345

one professional learning event or conference in the area of CCR Listening & Speaking standards implementation, Use of Technology, and/or Transition to CCSS implementation (e.g., CLTA World Language Conference or MCOE events)

- By November 2016, Spanish teacher(s) will attend American Council on the Teaching of Foreign Languages (ACTFL) conference in San Diego.
- MCOE workshops in Salinas for CCR/CCSS implementation in Fine Arts
- AP Conference for Spanish teacher(s)
- National Arts Education Association Conference for art teacher(s) in New York City (March 2017) Covering the theme of *The Challenge of Change*, (technology in the arts classroom)
- Drama teacher will attend American Academy of Drama Arts (AADA), Educational Theatre Association, or similar conference covering National Core Arts Standards and CCR/CCSS implementation.

2. To better implement CCR, performance standards, and use of technology in the classroom, the following upgrades and supplies to run fine art programs will be purchased, to include:

~~· Fine Arts Surface Computer Lab Cart with Printer that can accommodate larger than 8.5 x 11 inch paper and color printing (that will not require a classroom space and may be moved from room to room in Fine Arts Department.)~~

· Supplies for art: white boards (for improved literacy/vocabulary instruction) and KILN from dickblick.com

~~· Concrete slab~~

~~· Trenching for electric~~

~~· Fence/enclosure~~

· Supplies for (new) music teacher: Music notation software and upgraded computer that can run the software.

Mileage and one day of subs for one or both teachers

Registration fee(s) and mileage
Subs TBD

Registration fee(s) \$775 and mileage to San Diego and hotel for four nights for one or both teachers

Registration fee(s) \$255
Airfare to NYC (\$ TBD)
Sub for three days
Hotel for four days

Registration is free (in LA)
Mileage
No sub needed
Hotel for two nights

~~Cart, printer, 35 Surface Pro 3s or 4s, screen protectors, pens, and~~

Spanish for Spanish Speakers textbook (current one is from 1987) that aligns with CCSS, CCR Anchor Standards, and World Language Standards

keyboards at
\$1051 each
totaling ~~\$44,350~~

Four boards
whiteboards
1000)

\$3662+
shipping fee
\$500
\$1000
\$1000

\$70-120 per
textbook
calculating for
number of
students,
sections, and
classroom sets
needed.

English Learners

LEA GOAL: Performance Goal 2: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

LCAP Priority #1d: More professional development with accountability

LCAP Priority: #2b Improve services and increase reclassification of EL students

LCAP Priority: #3a Increase parent engagement in the student learning process

LCAP Priority #2a: Increase student achievement

WASC VC Report March 2014: The school needs to insure that all students, including English learners and students with disabilities, are able to successfully demonstrate mastery of critical academic skills on state mandated assessments.

SCHOOL GOAL English Learners: By May 2017 45% of the ELs will increase their level on the CELDT (up from 41% in 14-15).

SCHOOL GOAL English Learners: By May 2017 25% of the ELs will be redesignated English language proficient (up from 22% in 2015 and a projected 18% in 2016).

SCHOOL GOAL English Learners: By May 2017 13% of the 11th grade ELs will achieve an ELA score on the SBAC that meets or exceeds standards (up from 11% from 14-15).

SCHOOL GOAL English Learners: By May 2017 2% of the 11th grade ELs will achieve a Math score on the SBAC that meets or exceeds standards (up from 0% from 14-15).

What data did you use to form this goal?

Analysis of 2014-2015 KCHS SPSA
 2015 CELDT data
 2015 SRI data
 2015 EL performance on the SBAC
 WASC Three-Year-Term Report March 2014

What were the findings from the analysis of this data?

In 2014-15:
 11% of the 11th grade English learners scored at meeting standards or above on the ELA SBAC section as compared to 55% of all 11th graders.

The redesignation rate for ELs

2015-16	22%
2014-15	24%
2013-14	21%
2012-13	6%

How will the school evaluate the progress of this goal?

Percent of ELs who increase at least one CELDT level
 Percent of ELs that become English proficient
 EL reclassification rate
 Implementation of Next Generation ELD Standards for ELs
 Efforts to seek input of EL parents
 Promotion of EL parent participation
 ELAC agendas, sign in sheets, minutes
 DELAC agendas, sign in sheets, minutes
 Analysis of SBAC Data
 Analysis of SRI Data

STRATEGY 2.1: Place all English Learners in appropriate ELA/ELD and core content classes.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2.1.b Accurately classify "LTEL" students including their years in program versus ELD 1-2 level students in order to place them in the the appropriate classes.	Principal Student Support Services EL Specialist EL Liaison	<ol style="list-style-type: none"> 1. For the 2016-17 school year, offer the following: <ol style="list-style-type: none"> a. LTEL classes designated by grade level for students who have been in ELD for more than 5 years. b. ELD classes designated by ELD level for on-track students who have been in ELD for less than 5 years. c. Reduce class sizes for English Learners to 25:1 (as needed) d. Use multiple measures to place ELD students properly (i.e. benchmarks, SRI, teacher recommendation, not just CELDT level). 	none
2.1.c Continue the transition to the Next Generation ELD Standards by 2016-2017	Principal EL Specialist ELD teacher EL Liaison	<ol style="list-style-type: none"> 1. Develop pacing guides that incorporate NGELD standards 2. Constructing Meaning units of study with benchmarks for all ELD courses by the start of the 2016-2017 year. 3. Analyze data and input results into the Illuminate Database within 2 weeks of testing. 4. Data will be shared with students at the start of the CELDT Bootcamp Unit via a goal-setting activity and a one and one conversation with the student. 5. Provide professional development support over the summer of 2016 for NGELD,CM and EDGE units preparation. 	Title 3:For task 1: Two pull-out days at \$300 a day Title 3:For task 2: Title 3: Two pull-out days at \$300 a day \$2400 total
2.1.d Professional development for ELD teachers to develop NGELD units	Principal EL Specialist ELD teacher EL Liaison	<ol style="list-style-type: none"> 6. Create a CELDT Boot Camp unit for the beginning of the school year to be used by each teacher by the start of the 2016-2017 year. <ol style="list-style-type: none"> a. Assess each strand of the CELDT following lesson delivery during the bootcamp. b. Analyze data and communicate data to students each week (by September of 2016) 7. Continue to provide Professional development during the 2016-17 School year for the implementation of NGELD 8. Provide CM professional Development to EL Liaison 	Title 3:For task 1 and 2: Two pull-out days at \$600 a day \$1200
2.1.e. Place all ELD students in appropriate SDAIE courses and provide	Principal EL Specialist ELD teacher	<ol style="list-style-type: none"> 1. By August of 2016, all ELD students will be enrolled in the appropriate SDAIE courses 2. By August of 2016 create a schedule of EL Liaison support 	

supports.	EL Liaison	a. Develop a plan for reporting the progress of students to EL specialist	
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STRATEGY 2.2: During 2016-17, all English Learners in need of additional ELD will be attending an extended learning day opportunity.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2.2.a Enroll all ELs in need of additional ELD in after school ELD tutoring class.	Principal EL Specialist ELD teacher EL Liaison	<ol style="list-style-type: none"> 1. By August 30, 2016, evaluate the effectiveness of the 2015-16 ELD tutorials: how many ELs needed tutoring, attended tutoring, and what evidence is there that attending tutoring affected the level of achievement. 2. Develop the plan for 2016-17 ELD tutorials <ol style="list-style-type: none"> a. Keep attendance records b. Evaluate progress reports of ELD students attending tutoring 	EIA:LEP - 2 ELD tutorial teachers \$20,000 Supplementary materials for ELD \$15,000 TITLE III

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STRATEGY 2.3: Meet all Title III parent involvement requirements.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2.3.1 Establish a functioning EL advisory committee (ELAC).	Principal EL Specialist ELD teachers EL Liaison	<ol style="list-style-type: none"> 1. Continue to follow EL Master Plan for steps and calendar. 2. Publish EL Calendar widely with dates and topics that match the parent's needs assessment. 	EIA:LEP Refreshments, mailing, child care \$ 2,000 Allocated
2.3.2. Develop and implement a plan to increase all EL parents' understanding of CELDT,	Principal EL Specialist ELD teachers EL Liaison	<ol style="list-style-type: none"> 1. Address May 2016 Parent Survey results which indicate that parents: <ul style="list-style-type: none"> • don't know how ELs are identified and placed • don't know about the CELDT • don't understand the link between their child's attendance and 	Title I PIQE and Supplies

reclassification, high school graduation, A-G requirements and other areas they identify.		adequate funds to run the schools 2. Parent Needs Assessment survey will be administered by June 1st, 2016 in a special Single Plan for Student Achievement Input meeting 3. Meet all FPM parent notification compliance requirements; see the EL Master Plan.	\$6,000
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Highly Qualified Teachers

LEA GOAL: Performance Goal 3: *By 2016-17, all students will be taught by highly qualified teachers.*

LCAP Priority #1d: More professional development with accountability

LCAP Priority: #1b: Students will be taught by Highly qualified teachers

WASC VC Report March 2014 Critical Areas of Need:

1. The administration needs to continue to support the work of the Instructional Coach as she supports the broad and deep implementation of all CM strategies.
2. The administration and department heads need to prioritize the implementation of PLCs in every department and to provide professional development, support, and monitoring so that teachers are able to use all the tools that the PLC format requires.
3. The administration and all teachers need to prioritize the implementation of curriculum and instructional strategies based on the CCSS and the NGSS in English, math, and science, and the implementation in every class of the College and Career Readiness Anchor Standards for reading, writing, listening-speaking, and language.

HOOL GOALS: Constructing Meaning

AL 3.1.: 100% of teachers will be certified in Constructing Meaning.

GOAL 3.1.a: By June of 2017, teachers will increase their implementation of CM reading strategies from 41% to 60% .

GOAL 3.1.b: By June of 2018, teachers will increase their implementation of CM reading strategies from 60% to 70%.

GOAL 3.1.c: By June of 2019, teachers will increase their implementation of CM reading strategies from 70% to 80%.

GOAL 3.2: By June of 2017, teachers will increase their implementation of CM oral language strategies from 36% to 50%.

GOAL 3.2.b: By June of 2018, teachers will increase their implementation of CM oral language strategies from 50% to 79%.

GOAL 3.2.c: By June of 2019, teachers will increase their implementation of CM oral language strategies from 59% to 70%.

GOAL 3.3: By June of 2017, teachers will increase their implementation of CM writing strategies from 23% to 43%.

GOAL 3.3.b: By June of 2018, teachers will increase their implementation of CM writing strategies from 43% to 63%

GOAL 3.3.c: By June of 2019, teachers will increase their implementation of CM writing strategies from 63% to 73%.

GOAL 3.4.: By June of 2017, 80% teachers will participate in voluntary walkthroughs to collect observational data on CM strategies being implemented.

GOAL 3.4.b: By June of 2018, 85% of teachers will participate in voluntary walk throughs to collect observational data on CM strategies being implemented.

GOAL 3.4.c: By June of 2019, 90% of teachers will participate in voluntary walk throughs to collect observational data on CM strategies being implemented.

SCHOOL GOALS: Professional Learning Communities

GOAL 3.5.: 100% of teachers will belong to, and operate in, an effective Professional Learning Community in order to analyze student data on common formative and summative assessments to inform their teaching practices and improve student learning. The effectiveness of the Professional Learning Communities (PLCs) will be based on the analysis of student achievement data and the sharing of best teaching practices to increase student learning.

GOAL 3.6: By August of 2016, 100% (an increase from 92%) of teachers will have received training in the area of Professional Learning Communities and data analysis, PLC leads will be chosen.

GOAL 3.6.a: By May of 2017, we will continue to have 100% of teachers will have received training in the area of Professional Learning Communities data analysis, PLC leads will be chosen.

GOAL 3.6.b.: By May of 2016, a comprehensive calendar of PLC meeting dates and members will be established and widely communicated.

GOAL 3.6.c.: By May of 2017, a comprehensive calendar of PLC meeting dates and members will be established and widely communicated.

GOAL 3.7: By August of 2016, KCHS PLC leads will have been selected and work in collaboration with the administration to continue to use common PLC protocols, forms and reporting procedures.

GOAL 3.7.a: By August of 2017, KCHS PLC leads will have been selected and work in collaboration with the administration to continue to use common PLC protocols, forms and reporting procedures. Completed

GOAL 3.7.b: By fall of 2016, members of PLCS will have been trained on the common PLC protocols, forms and reporting procedures.

GOAL 3.7.c: By fall of 2017, members of PLCS will have been trained on the common PLC protocols, forms and reporting procedures.

GOAL 3.8b: By June 2016, administration will have conducted two observations for each PLCs operation and provided feedback to the successful

implementation of the PLCs goals.

GOAL 3.8.c By June 2017, administration will have monitored the operation of PLCs through walkthroughs and review and feedback to the successful implementation of the PLCs goals. Completed and supported through PLC lead meetings

GOAL 3.9.b By June 2017, PLC Lead of leads will conduct 7 PLC lead meetings, providing review and written feedback to PLC notes, conducting Q&A sessions, and leading group studies of research based practices in PLCs and formative assessment.

What data did you use to form this goal?

SARC January 2015
 Spring 2016 analysis of CM implementation
 WASC Three-Year-Term Report March 2014

CM In the Classroom Walkthrough Data as gathered by progress advisor

-344- /PLC teacher reflection survey

What were the findings from the analysis of this data?

In 2015-16 there was one teacher misassigned (one long term sub in the SPED department).
 Teachers' self-assessment of their progress towards implementing Constructing Meaning:

- 30/39 (77%) use writing and note taking strategies
- 18/39 (46%) use oral language and vocabulary strategies

Data table below is constructed of 192 observations (not all classrooms represented)

CM Competency	IC CM walk through	Teacher self-rating (33/39 responses)
% of teachers CM trained	100%	
% of admin trained	100%	
Learning and Language Goal	87%	95%
Language as content	77.8	65%
Oral Language routines	91.1	76%
Note-making		88%

How will the school evaluate the progress of this goal?

Rate of teacher misassignment
 Ongoing monitoring of CM implementation through: walk through observational data and needs assessment survey results
 Ongoing monitoring of the use of PLC time through: review and feedback to the PLC note-taking sheets and needs assessment survey results

	97.8	
Academic Writing	81.7	52%

PLC data findings

PLC training for teachers (8-26-15)	100%
PLC leads selected and trained	100%
PLCs observed and feedback given (emails, in PLC observation, and PLC lead meetings)	100%
In my PLC we focus on continuous refinement of our practice	76%
I am prepared for my PLC with student's work and data to discuss in my PLC as a means to drive instruction and refine classroom practices to improve student learning	87%
I use formative assessments as a means of monitoring student progress and "checks for understanding" as a means to improve student mastery of the content and language	87%
I modify instructional sequence, re-teach or accelerate learning based on student progress	84%
I follow the norms of my PLC and meet with colleagues to actively engage in constructive conversations about improving teaching and student learning	99%
I engage in the collaborative inquiry process via peer observations, walk-throughs, classroom visits, and coaching opportunities to improve my practice.	70%

STRATEGY 3.1-3.4 Provide training and ongoing support for the school wide implementation of Constructing Meaning (CM).

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
3.1.1-3.4 Increase the school wide implementation of Constructing Meaning. Making progress each year.	Administration Instructional coach Literacy Team	<ol style="list-style-type: none"> 1. Continue to provide CM Training for new teachers and new or untrained administrators each new school year prior to September 2016. 2. Choose three strategies (from separate domains) for annual focus to monitor implementation through the collection and reporting of data (calendared on collaboration calendar) 3. Administration reports data to teachers during monthly staff meetings 4. Administration focus on one strategy in collab professional learning session (3 times annually as calendared) 5. Continue to calibrate walk through observations with administration and provide schoolwide feedback and support (monthly). 6. Increase the number of teachers involved in learning walks and debriefs (monthly) 7. Coach PLC through formative assessment process with observational support 8. Continue to link CM strategies to CCSS implementation and local CCSS benchmarks aligned to CCR standards 	<p>Title I 1.0 Instructional Coach</p> <p>Expenditures EIA:LEP CM training and materials for summer: \$5000 Allocated</p> <p>Subs/extra time during school training and materials \$5000 Allocated</p>

STRATEGY 3.5-3.8: Provide training and support to ensure that all staff have the knowledge and skills to effectively use the Professional Learning Community release time.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
3.5.1-3. 8 By June 2017 improve the level of implementation of PLCs	Administration Instructional Coach	<ol style="list-style-type: none"> 1. Continue to provide additional training to staff in the "sophisticated skills" needed to effectively participate in a PLC including the creation and enforcement of norms, the development of formative assessments, how to analyze and respond to the results of these assessments. With additional focus in 16-17 for the development and analysis of common formative assessments with data uploaded in Illuminate. 2. Review and revise the composition of the Professional Learning Communities for greatest efficacy. 3. Create and review the early release day calendar with input from the staff. 4. Continue to support PLC leads, agree on outline protocols and duties. Implement the PLC Calendar and protocol. 5. Increase the amount of monitoring of PLC time through administrative walkthroughs, review and feedback on note taking sheets. 6. Continue PLC lead meetings for review, feedback, and shared resource reads and study. 	Title 1 PLC training/materials \$10,000 Allocated

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STRATEGY 3.10: Provide training and support for the full implementation of Illuminate.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
3.10.1 By September 2016 train all teachers in the use of the Illuminate data system.	Administration Tech IC DO	<ol style="list-style-type: none"> 1. Conduct training for support in the full implementation of Illuminate. 	Subs/Hourly for Illuminate training \$3,000

Safe, Drug-free, Conducive to Learning Environment

LEA GOAL: Performance Goal 4: *All students will be educated in learning environments that are safe, drug-free, and conducive to learning.*

LCAP Priority #1c: Add programs to motivate more students to go to University

LCAP Priority: #3a: Increase parent engagement in the learning process

LCAP Priority: #3b: Increase student attendance

LCAP Priority: #1i: Security on high school campus

School Goal:

Continue to reduce the rate of suspensions and offer alternative interventions through student and parent counseling.

What data did you use to form this goal?

SARC January 2015
King City High School data profile Spring 2015

^ ^ ^ ^ ^ PADS
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What were your findings?

	Suspension	Expulsions
2015-16	32 thus far	0
2014-15	55/80	0
2013-14	147/102	0
2012-13	158/110	0

Year	Drop Outs	Graduates	A-g comp.
2015	14	167=90.3%	24=14%
2014	11	178=93.2%	22=12%
2013	17	179=90.0%	27=15%
2012	16	158=87%	19=12%

How will the school evaluate the progress of this goal?

*Student suspension rates**
Student expulsion rates

**Rates by student subgroup: Low SES, EL, Foster Child, Students with Disabilities*

STRATEGY 4.1: Continue to implement Link Crew.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
4.1.1. Continue to implement Link Crew.	Site Admin Link Crew Staff	<p>As a comprehensive transition program Link Crew can provide support for freshmen throughout their first year of high school. It can:</p> <ul style="list-style-type: none"> • increase attendance • reduce disciplinary referrals • reduce hazing and harassment of freshmen (CHKS) • provide leadership development in upperclassmen • increase involvement in co-curricular activities • improve school climate (CHKS) • provide leadership development in staff members • allow for positive interaction between staff and students (CHKS) • decrease chemical dependency (CHKS) <p>By June of 2016, train two teachers in the Link Crew program By May 2016, survey will be administered and results analyzed by Link Crew Coordinators and Link Crew Leaders to refine the Link Crew program for 2016-17. Results will be reported to administrator by June of 2016.</p> <p>By August 2016, implement the revised plan for the Link Crew program.</p>	<p>GEAR Up Title 1</p> <p>Training for 2 \$6,000 Tshirts \$500 Monthly activities \$2,000</p>

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STRATEGY 4.2: Assess school climate

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>4.2.1. Create and administer a student climate survey and analyze its results.</p> <p>4.2.2 Create and administer a classified climate survey and analyze its results.</p> <p>4.2.3 Create and administer a certificated climate survey and analyze its results.</p>	<p>Site Admin ASB teacher Athletic Director Parent Involvement Coordinator Union Rep (CSEA and Certificated) Tech</p>	<ol style="list-style-type: none"> 1. Present 15-16 findings to the staff, SSC, and ELAC for analysis by September 2016 2. Finalize individual surveys for 16-17 by February 2017 3. Administer surveys by February 2017 4. Staff, SSC, and ELAC will analyze the results of surveys by August 2017 	<p>none</p>

4.2.5 Create and administer a parent climate survey and analyze its results.			
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STRATEGY 4.3 Continue to implement In House Suspension

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
4.3 Continue to implement in house suspension	Admin Campus Supervisors Teachers	<ol style="list-style-type: none"> 1. Assign administrator to oversee in house suspension. 2. Administrator to collect from teachers CCSS aligned lessons per classroom teacher to make work available for students. 3. Inform/enforce teachers how to fill out student referrals 4. Assign administrator to report monthly IS data to principal 5. Training for IS as needed 6. Intervention field trip (e.g. gang awareness) 	Title I for IS materials 16 Assertive Discipline training Field trip \$2,000

Graduation from High School

LEA GOAL: Performance Goal 5: *All students will graduate from high school.*

LCAP Priority #1c: Add programs to motivate more students to go to University

LCAP Priority: #1f: Increase core content courses and decrease remedial classes and to increase advanced placement courses

LCAP Priority: #1g: Offer College and career pathway courses to prepare students for college and career

LCAP Priority: #2a: Increase student achievement

LCAP Priority #1c: Add programs to motivate more students to go to University

LCAP Priority: #3a: Increase parent engagement in the learning process

LCAP Priority: #3b: Increase student attendance

WASC VC Report March 2014: The WASC VC Report recommended that KCHS address the issue of credit-deficient 9th graders through prevention strategies which it further defined as early identification and responsive intervention and remediation to keep students from becoming credit deficient. Action steps should include:

- Good first time instruction
- Continuing to expand and evaluate the effectiveness of interventions
- Examining grading policies
- Further engaging parents
- Examining whether current belief systems are conducive to developing a culture of high expectations for all students

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SCHOOL GOAL: By 2017, the graduation rate will increase by 1% to 91.3% from the 2015-16 School year.

What data did you use to form this goal?

SARC January 2015
WASC Three-Year-Term Report
March 2014
Data profile
District grad rates
A-g completion rates

What were the findings from the analysis of this data?

The dropout rate has declined for all students from 13% in 2011-12 to 5.8% in 2013-14.
The dropout rate for ELs in 2013-14 was 14.3 a decline from the previous year%
The graduation rate for all students has increased from 77.57 in 2009-10 to 90.4 %in 2014-15.
The graduation rate for ELs in 2014-15 was 66.6%
622 students participated in career technical education in 2014-15. 100 students (16%) students completed a CTE program and earned a high school diploma.

How will the school evaluate the progress of this goal?

*School attendance rates**
*High school dropout rates**
*High school graduation rates**
*Percent of students that are career/college ready**
*Percent of students that pass Advanced Placement exams with a 3 or higher**
*Percent of students determined prepared for college by the Early Assessment Program**
Student access and enrollment in all required

<p>Based on Master Schedule</p> <p>-352- Freshman Seminar grade reporting data</p> <p>After school online credit recovery program</p> <p>Graduation status report</p>	<p>In fall 2015 55% of 9th graders were 5-35 (out of 30 attempted) credits behind at the end of the first semester. In 2014-15 62% of the students were enrolled in courses required for UC/CSU admission. In 2014-15 14.7% of the graduates had completed courses required for UC/CSU admission.</p> <p>In 2015-16 12 different Advanced Placement courses were offered: 3 in English 1 in Math 1 in Science 6 in Social Science 1 in Foreign language Freshman with the lowest 60 GPAs were placed in the program and 22 and raised their GPA to a 2.0 – 3.14. That is a GPA increase for 37% of students.</p> <p>In 2015-16 61 Freshman with the lowest GPAs were placed in the program and 1 raised their GPA to a 2.0 – 3.14. 10 students have a GPA above 2.0, but the average has declined each quarter.</p> <p>At the end of the 1st semester 43% of our 9th grade students failed one course, an increase of 13% from one year ago.</p> <p>The program number varies between 50 to about 100 students actively enrolled in program. Approximately 90 credits were recovered in the Fall of 2015 and 770 over the summer of 2015.</p> <p>2014/15 Non-Grad 18 Enrolled Alt Ed 1 5th Year Seniors 3 Certificate 1</p>	<p><i>areas of study</i> <i>A-g completion rate*</i></p> <p><i>*Rates by student subgroup: Low SES, EL, Foster Child, Students with Disabilities</i></p>
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Parent Survey Results Spring 2016	Met A-G requirements HS Diploma 24 HS Diploma 167 Total Students 185 Parent Survey Results	
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STRATEGY 5.1: Ensure that all students have a graduation plan.

5.1. By the end of Quarter 1 fall 2016 all 9th graders will have a 4-year plan	Student Support Services Counselors Gear-Up	1. Continue to create a 4 yr. plan for every freshman which includes a list of the courses needed to graduate. Report the number of students met with and completing 4-year plans to administration at the end of each quarter.	none
5.1.2. By the end of Quarter 2 all 10th and 11th grade students will have had their 4 year plans reviewed and revised as necessary	Student Support Services Counselors Gear-Up	1. Continue to review 4 yr. plans for all students sophomore through junior year by the end of 2nd quarter which includes a list of the courses needed to graduate.	

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STRATEGY 5.2 Insure that every student in danger of not meeting the graduation requirements is enrolled in a support class or extended learning day opportunity.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
5.2.1. By June 1, 2016, implement a comprehensive plan for all credit-recovery.	Site Admin Counselor	<ol style="list-style-type: none"> 1. Develop the plan for credit recovery for students in grades 9-12 with goals, target students, recruitment procedures, curriculum, a description of how the different types will be monitored (attendance, walk throughs, etc.) and evaluated. 2. The plan will include who will monitor D and F lists, who meets with students, who will ensure credit recovery attendance, who will report information to parents, and who will update credits recovered in the four year plan. 3. Continue to offer an afterschool online credit recovery program. 	\$4,300 Gear Up to assist with summer 2016 Credit Recovery interventions After school credit recovery

		4. Continue to offer online credit recovery 3 days per week to target students who were in need of courses to get back on track for graduation.	5,000
5.2.2 By August of 2016 continue to offer after school tutoring and Saturday school extended learning opportunities.	Site Admin Counselor Saturday school and after school teachers	<ol style="list-style-type: none"> 1. Develop the plan for after school tutoring for students in grades 9-12 with goals, target students, recruitment procedures, curriculum, a description of how the different types will be monitored (attendance, walk throughs, etc.) and evaluated. 2. The plan will include who will monitor D and F lists, who meets with students, who will ensure afterschool and Saturday attendance, and who will report information to parents. 	GEAR UP

STRATEGY 5.3 Insure that every student is graduating college and career ready.

-354- Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
5.3.1. By August 2016 develop a plan to increase the A-G completion rate.	Site Admin Counselor Site Curriculum Council GEAR up	<ol style="list-style-type: none"> 1. All students complete Science courses that are A-G approved. 2. Continue to work with district office staff on revising the graduation requirements to include 3 years of Math. 3. Use online credit recovery to increase the number of students completing A-G requirements. 4. Summer school to make up Ds for improving A-G in core classes 	GEAR Up Funded in goal 2
5.3.2. By August 2016 develop a plan to increase the number of AP offerings and the number of students earning a score of 3 or higher on AP exams.	Site Admin Counselor Site Curriculum Council GEAR up	<ol style="list-style-type: none"> 1. Continue to provide training to teachers assigned to teach AP courses. 2. By August 2016 administration will meet with each AP teacher to review district profile data instructional planning reports and their students' AP performance and develop a plan to improve results and number of test takers. 	Total for all department trainings in goal 1: \$8,000

5.3.3. Increase the Career and technical education (LCAP) course offerings	Site Admin Counselor Curriculum Council	1. Implement the first course in the STEM pathway, Introduction to Engineering Design	\$4,000 teacher training
5.3.4 Exploration of College and career software		Naviance	

STRATEGY 5.4: Increase Parental Involvement

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
5.4.1. By September 30, 2016, create a plan for the coordination of all parent involvement activities. - 355 -	Principal Community Liaison	<ol style="list-style-type: none"> 1. Create a document which summarizes the purpose and responsibilities of all groups involving parents including PIQE, GEAR Up, Educational Talent Search, and the calendar for the delivery of their services. This document will be shared parents and all staff. 2. Continue to employ a Parent Liaison. Research additional professional development (for example group facilitation) 3. Establish a quarterly meeting calendar of dates and topics for school staff with parent involvement responsibilities and with representatives from all supplemental programs. (SSC / ELAC / Gear-up / PIQE / Graduation Committee / PTO / Mustang Bench / FFA Booster) 4. Continue to bring community resources per parents request 5. Explore the possibilities of creating a parent resource center. 6. Research parent conferences for parents to attend (CABE) 	<p>In goal : 6,000</p> <p>Title I</p> <p>Costs CABE \$6000</p>

STRATEGY 5.5: Maintain a functioning School Site Council as a tool for shared staff-parent decision making.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
5.5.1. By August 30, 2016, continue to maintain a functioning SSC.	Administration	<ol style="list-style-type: none"> 1. Continue to implement a process of forming/maintaining a strong SSC: 2. Hold staff, parent, and student elections as necessary. 3. Provide required training. 4. Develop a calendar of 2016-17 meetings with draft topics which will enable the SSC to perform all of its responsibilities including monitoring the implementation of the SPSA and the WASC Three-Year Action Plan. 	Costs Materials for parent events and SSC meetings Title I \$2000

STRATEGY 5.6: Continue to implement Freshmen Seminar.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
5.6.1 Continue to implement Freshmen Seminar.	Instructor Administration Counselors	<ol style="list-style-type: none"> 1. Freshmen Seminar is designed to help 9th graders successfully transition to high school. 2. By June 2016 analyze the continued implementation of Freshmen Seminar and its results. Based on the analysis, develop a plan and reporting procedure to select areas of focus to improve Freshmen Seminar in 2016-17. 3. By May 2017 9th grade cohort will document their academic standing each quarter in order to set goals for improvement this will be reported to administration and SSC. 	Title 1 1500

STRATEGY 5.7: Gear Up Implementation and Support

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
5.7.1 Continue to implement and monitor grades 9 and 10 and 11 and 12 with UCSC and CSUMB GEAR Up Programs	GEAR Up Administration	1. Step Up to College is designed to: <ul style="list-style-type: none"> ● Continue offering in class tutorial support to cohort 10 and 11. ● Continue to provide after school tutoring. ● Build college awareness through field trips and parent education and workshops ● Gather, analyze and report data to administration and school staff on a quarterly basis. ● Parent workshops ● Student tutoring attendance and GPA ● Afterschool workshops ● In-school workshops ● Survey data 	GEAR Up

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STRATEGY 5.8: Implement the SST process

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
5.8.1 Train all staff in classroom interventions 5.8.2 Train all staff in the SST process by October 2016	District	District will train all staff the first month of school Establish referral process: List of 504 accommodations Establish timeline to revisit and monitor students referred.	Training for counselor oversee SST and 504 No cost

Special Education

LEA GOAL: PERFORMANCE GOAL 6:

LCAP Priority #1b: students will be taught by highly qualified teachers

LCAP Priority #1d: More professional development with accountability

LCAP Priority #2a: Increase student achievement

LCAP Priority #3a: Increase parent engagement in the student learning process

WASC VC Report March 2014 Critical Area of Need # 3:

The administration and all teachers need to prioritize the implementation of curriculum and instructional strategies based on the CCSS and the NGSS in English, math, and science, and the implementation in every class of the College and Career Readiness Anchor Standards for reading, writing, listening-speaking, and language.

The school needs to insure that all students, including English learners and students with disabilities, are able to successfully demonstrate mastery of critical academic skills on state mandated assessments.

Involve teachers and site and district administration in a comprehensive review of research and best practices in curriculum and instruction for Students with Disabilities to determine the most appropriate model moving forward.

SCHOOL GOAL Special Education: To increase the proficiency level of Students with Disabilities (SWDs) as measured by SBAC ELA and Math

By May, 2016, the proficiency level of SWDs will increase from 4% to 10% on the ELA SBAC.

By May 2016, the proficiency level of SWDs will increase from 0% to 5% on the Math SBAC of students currently in Gen. Ed. Math and students not in Gen. Ed Math.

By May 2016, 70% of all SWD enrolled in General Education courses will pass their courses with the accommodations stated in their IEPs.

What data did you use to form this goal?

What were the findings from the analysis of this data?

How will the school evaluate the progress of this goal?

SBAC data
Grades of SWDs enrolled in ELA
and Math
What is the CAA data?

2014-15 SBAC data

ELA	4% exceeds or meets standards in ELA
Math	0% exceeds or meets standards in Math

By May, 2016, will increase SWD from 4% to 10% on the ELA SBAC.

By May 2016, will increase SWD from 0% to 5% on the Math SBAC of students currently in Gen. Ed. Math and students not in Gen. Ed Math.

SBAC performance
Gen ed performance in math
Resource math performance

STRATEGY 6.1 develop a SPED plan for how the department will operate.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
6.1 By August 2016 SPED Administration along with SPED teachers and staff will develop a plan for how the department will run	Sped Director Site Admin Sped Department Chair Sped Teachers	<ol style="list-style-type: none"> 1. By August 2016, administration and SPED staff will finalize plans for changes to the overall SPED program, including: 2. Student scheduling, progress monitoring (SRI,grades), voc. Ed. and collaboration model. <ol style="list-style-type: none"> a. Assessment period needed to progress monitor students with special needs by standardized assessments (WJ-IV, Brigance, etc) 	Department meeting time on collaboration calendar 1-2 days of Summer work/hourly \$3,000
3.1 .b By August of 2016 department will determine how to assess, modify and analyze district benchmarks in ELA and Math	Sped Director Site Admin Sped Department Chair Sped Teachers	<ol style="list-style-type: none"> 1. By August 2016, the SPED director and department will determine which students require accommodations for district level benchmark assessments. <ol style="list-style-type: none"> a. A plan for analyzing and reporting the data to students and administration will be developed by September of 2016. b. Data from benchmarks will be uploaded to Illuminate within a week of administration. c. Teachers will report the data to students within a week of administration. 	Hourly for grading Release day for benchmark analysis 1-2 days of work/hourly \$3,000

STRATEGY 6.2 Special Education students will be offered credit recovery through APEX during the school day.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)

			Each Source)
6.2 By August of 2016, Special ed teachers will receive training in APEX in order to service SWDs during the school day	SPED Director SPED teachers	<ol style="list-style-type: none"> 1. Continue to offer credit recovery during the school day and through APEX. 2. Sped teachers will receive a release days for training in APEX <ol style="list-style-type: none"> a. Evaluate the number of credits earned and progress by SPED students on a quarterly basis b. At the progress report of each quarter progress will be shared with students and SPED director 	1-2 days of Summer work/hourly \$3,000

STRATEGY 6.3 Increase the success of all SWD students enrolled in general education classrooms.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
6.3 Notify all general education teachers of the SWDs on rosters including their accommodations and qualifications for services.	SPED Director SPED teachers Site Admin Sped Secretary	<ol style="list-style-type: none"> 1. By August 2016, the SPED staff will hold a work day to distribute case loads, notify teachers of SWDs, eligibility of SWDs, and behavior plans. 2. All teachers will be notified of Aide's schedules for supporting SWDs 	6 teachers x 7.5 hours \$3,000
6.4 All Special Education Teachers and paraprofessionals will participate in Professional development.	SPED Director SPED teachers Site Admin Paraprofessionals Instructional Coach	<ol style="list-style-type: none"> 1. All paraprofessional will participate in ongoing CM instructional strategies, common core math practices, 2. All SpEd Teachers will participate in ongoing Common Core Math Practices training. 	\$3,000 hourly rate training for paras

Form B: Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in Form B must be aligned with the Consolidated Application.

Title I SES

NEWSela License

Actions to be Taken to Reach This Goal ¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date ² Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
Provide KCHS with an instructional coach to provide training and ongoing support to teachers in the implementation of PLCs, CCSS, CM and EL strategies.	2016-2017	Continue to employ instructional coach	1 FTE	Title I Title III Gear Up

School Goal #: 2

SCHOOL GOAL English Learners: By May 2016 34% of the ELs will increase their level on the CELDT.

SCHOOL GOAL English Learners: By May 2016 22% of the ELs will be redesignated.

SCHOOL GOAL English Learners: By May 2016 55% of the 10th grade ELs will pass the ELA SBAC.

SCHOOL GOAL English Learners: By May 2015 5%% of the 10th grade ELs will pass the Math SBAC.

Actions to be Taken to Reach This Goal ³ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date ⁴ Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
1. Provide KCHS with an ½ EL Specialist to insure that every EL is identified and served as described in the EL Master Plan and to provide ongoing training and support to ELD teachers.	Aug – May 2015-16	Hire EL Specialist	.5 FTE	EIA:LEP
2. Provide annual TOT to EL Specialist	June 2015	MCOE TOT CELDT registration	\$50.00	EIA:LEP

¹ See Appendix A: Chart of Legal Specifics for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

² List the date an action will be taken, or will begin, and the date it will be completed.

³ See Appendix A: Chart of Legal Specifics for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

⁴ List the date an action will be taken, or will begin, and the date it will be completed.

Note: Centralized services may include the following direct services:

- Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff
- District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches
- After-School and Summer School programs funded by categorical programs
- Data analysis services, software, and training for assessment of student progress

Centralized services do not include administrative costs.

Form C: Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: for many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility), which are described at: <http://www.cde.ca.gov/fg/aa/co/ca12sguiappcatprog.asp>

State Programs	Allocation
<input type="checkbox"/> California School Age Families Education Purpose: Assist expectant and parenting students to succeed in school	\$
<input type="checkbox"/> Economic Impact Aid/State Compensatory Education (EIA-SCE) Purpose: Help educationally disadvantaged students succeed in the regular program	\$
<input checked="" type="checkbox"/> Economic Impact Aid/Limited English Proficient (EIA-LEP) Purpose: Develop fluency in English and academic proficiency of English learners	\$
<input type="checkbox"/> Peer Assistance and Review Purpose: Assist teachers through coaching and mentoring	\$
<input type="checkbox"/> Professional Development Block Grant Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$
<input type="checkbox"/> Pupil Retention Block Grant Purpose: Prevent students from dropping out of school	\$
<input type="checkbox"/> Quality Education Investment Act (QEIA) Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$
<input type="checkbox"/> School and Library Improvement Program Block Grant Purpose: Improve library and other school programs	\$
<input type="checkbox"/> School Safety and Violence Prevention Act Purpose: Increase school safety	\$
<input type="checkbox"/> Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$
<input type="checkbox"/> List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], Gifted and Talented Education [GATE])	\$

Total amount of state categorical funds allocated to this school		\$
Federal Programs		Allocation
<input checked="" type="checkbox"/>	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$193,769
<input type="checkbox"/>	Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$
<input type="checkbox"/>	For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$
<input type="checkbox"/>	Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$
<input checked="" type="checkbox"/>	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$ 18,185
<input type="checkbox"/>	Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$
<input type="checkbox"/>	For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$
<input type="checkbox"/>	Other federal funds (SES funding 20% of District Total Title I)	\$
<input type="checkbox"/>	Other federal funds (list and describe) Lottery Unrestricted	\$96,224
<input type="checkbox"/>	Other federal funds (list and describe)	\$
Total amount of federal categorical funds allocated to this school		\$
Total amount of state and federal categorical funds allocated to this school		

Form D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.⁵ The current make-up of the SSC is as follows:

Names of Members	Prin cipal	Clas sroo m Tea cher	Ot her Sc hool Sta ff	Par ent or Co m mu nity Me mber	Se co nd ary Stu dent
Janet Sanchez Matos	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dariana Sanchez (2 years 15-17)	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carla Ackerman (2 years 15-17)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>
Nancy Reyes (2 years 15-16)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>
Teri Umbarger (2 years 15-17)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>
Ana Vega (2 years 15-17)	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chris Hanson (2 years 15-17)	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chris Houston (2 years 15-17)	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lorena Caulk (2 years 15-17)	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ana Cabrera 12 th grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>
Rosemary Jasso 11 th grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>
Vanessa Barajas 10 th grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>
Numbers of members in each category	1 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	3 <input type="checkbox"/>	3 <input type="checkbox"/>

⁵ EC Section 52852

Form E: Recommendations and Assurances

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

- | | |
|---|-----------|
| <input type="checkbox"/> State Compensatory Education Advisory Committee | Signature |
| <input checked="" type="checkbox"/> English Learner Advisory Committee | Signature |
| <input type="checkbox"/> Special Education Advisory Committee | Signature |
| <input type="checkbox"/> Gifted and Talented Education Advisory Committee | Signature |
| <input type="checkbox"/> District/School Liaison Team for schools in Program Improvement | Signature |
| <input type="checkbox"/> Compensatory Education Advisory Committee | Signature |
| <input type="checkbox"/> Departmental Advisory Committee (secondary) | Signature |
| <input checked="" type="checkbox"/> Other committees established by the school or district (list) | Signature |

ELA:

Fine Arts:

Mathematics:

Special Education:

Science:

ELD:

Social Science:

Business:

Agriculture:

Physical Education:

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: May 5, 2016

Attested:

Janet Sanchez Matos

Typed name of School Principal

Signature of School Principal

Date

Nancy Reyes

Typed name of SSC Chairperson

Signature of SSC Chairperson

Date

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

SUBJECT: Approval of Portola-Butler High School Site Plan
For Student Achievement

MEETING: May 18, 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:

The Single Plan for Student Achievement is a requirement that each school develop goals, objectives and a plan to use categorical funds for student improvement. This plan is based on achievement data and written with input from staff and the School Site Council.

Recommendation:

The recommendation is being made for the State Administrator to approve the Portola-Butler High School Single Plan for Student Achievement.


Fiscal Impact:

This is required to approve expenditures of State and Federal program funds.

Submitted By:


Diana Jiménez
Director of Educational Services

Approved:


Daniel R. Moirao, Ed.D.
State Administrator

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
PORTOLA-BUTLER CONTINUATION HIGH SCHOOL
2016-17

Single Plan for Student Achievement



The Single Plan for Student Achievement

School: Portola-Butler Continuation High School

District: South Monterey County Joint Union High School District

County-District School (CDS) Code: 27660682730083

Principal: Steve James

Date of this revision: May 5, 2016

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Steve James

Position: Principal

Telephone Number: 831-385-4661

Address: 760 Broadway Street, King City, CA 93930-3311

E-mail Address: sjames@smcjuhsd.org

The District Governing Board approved this revision of the SPSA on _____



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School Site Planned Improvements in Student Performance

Centralized Services for Planned Improvements in Student Performance

Form C: Programs Included in This Plan

Form D: School Site Council Membership

Form E: Recommendations and Assurances

Form A: Planned Improvements in Student Performance

The School Site Council and staff have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, the following school goals, related actions, and expenditures have been adopted to raise the academic performance of students not yet meeting state standards:

Schoolwide Critical Areas for Follow-up

The Visiting Committee concurs with the school's identified areas that are outlined in the school-wide action plan. These are summarized below:

1. Graduation rate is impacted by low CAHSEE pass rate. Staff needs to develop systematic intervention. ELD, and test preparation for students who have yet to pass the CAHSEE. Students with the skills to pass will have advanced skills for success in other classes.
2. ELA and math proficiency is low. Staff needs professional development in CCSS; PLC collaboration time to develop pacing guides for CCSS instruction.
3. Teachers need to develop and implement frequent formative assessments. Data generated by these assessments inform instructional practices to ensure that students can demonstrate learning in a number of different ways.
4. Implementing Integrated Math 1 will help increase the rigor and relevance of the CCSS math skills necessary to be successful in college and or careers.
5. Plans for ELAC and SSC are appropriate for the school population and will impact parent support for the school community.
6. Teachers will receive professional development in the areas of ELD and instructional strategies that will improve student achievement.

LCAP Goals: 2014-2017

Goal 1: The conditions for learning will be improved for students

- a. Reduce class size
- b. Students will be taught by Highly Qualified Teachers
- c. Add programs to motivate more students to go to Universities
More professional development with accountability
- d. Increase core content courses and decrease remedial classes to increase advanced placement course offerings
- e. Offer college and career pathway courses to prepare students for college and career
- f. Replace the fire alarm system at Greenfield High School
- g. Security on high school campuses

Goal 2 Pupil outcomes on standardized test and in core content areas will increase. Eliminate the achievement gap among students.

- a. Increase student achievement
- b. Improve services and increase reclassification of EL students
- c. Increase student advancement into college

Goal 3 School faculty and staff, parents and students will increase engagement in learning

- a. Increase parent engagement in student learning process
- b. Increase student attendance

LEA GOAL: English Language Arts (ELA). All students will meet or exceeds standards in ELA by 2016-17 as measured by SBAC and local benchmarks.

LCAP Priority: Goal #2 Pupil outcomes on standardized tests and in core content areas will increase. Eliminate the achievement gap among students.

WASC Critical Areas of Need: #2 ELA proficiency is low. Staff needs professional development in the CCSS.

SCHOOL GOAL 1A:

By June 2017 improve school-wide student achievement in ELA from 6% to 12% as measured by the SBAC.

<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> • 2015 SBAC Results for ELA • SRI • CELDT • Formative Assessments 	<p>What were the findings from the analysis of this data?</p> <ul style="list-style-type: none"> • The data used to formulate this goal is the CST which is now obsolete. When you compare the data to the SBAC data we are not meeting this goal as the data indicates that only 6% met standards. However, this is a start in the right direction as we were higher than the 2012-13 CST of 4%, and the SBAC is a much more difficult assessment. • SRI growth from Oct. 2015 to March 2016 showed increases in Proficient (+4%) and Advanced (+4%) categories. Cumulatively, these two categories account for 25% of the school population, an 8% gain. Grade 11 showed most growth at 9% (Proficient) and 5% (Advanced). 	<p>How will the school evaluate the progress of this goal?</p> <ul style="list-style-type: none"> • CM walkthroughs with instructional coach • Results on school-wide writing benchmarks • Results on common formative assessments. • SRI Data • SBAC Interim Assessments • Benchmarks • SBAC
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STRATEGY 1A.1.1. During 2016-17, Portola-Butler will create and/or modify ELA instructional pacing guides. Will create school-wide writing benchmarks and common formative assessments. The pacing guides and the results of the formative and benchmark assessments will be the focus of PLC work.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>1a.1.1 By October 2016, pacing guides will be created, revised/modified as needed for ELA grades 11 and 12.</p> <p>1a.1.2 By October 2016, school-wide writing</p>	<p>Principal Instructional Coach</p>	<ul style="list-style-type: none"> • ELA teachers to create, revise, modify pacing guides before the beginning of the school year. • Professional Development (PD) for all ELA teachers in creation and use the pacing guides. • Create school-wide writing benchmarks aligned with the SBAC claims. 	<p>Title I and EIA if needed.</p> <ul style="list-style-type: none"> • Release days/substitutes • \$1,200. <p>Title 1 and EIA if needed for benchmarks.</p> <ul style="list-style-type: none"> • Release days/substitutes

benchmarks will be created for grades 11 and 12.		<ul style="list-style-type: none"> • PD for all ELA teachers on the protocols and scoring of ELA benchmarks. • PD for all ELA teachers on the IAB formative assessments • PD for teachers in the use of Illuminate to access data from formative assessments. 	<ul style="list-style-type: none"> • \$8,000.
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STRATEGY 1A.3.1: During 2016-17, all students will receive a tiered set of timely and appropriate academic interventions to insure ongoing achievement in ELA, math, and ELD.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
By August 15, 2016, implement an intervention plan for students in danger of failing and/or dropping out will be in place.	Principal Teachers	<p>Create a written plan for timely and appropriate intervention for students in danger of failing and/or dropping out as identified in the Aeries Early Warning System.</p> <ul style="list-style-type: none"> • Completion of student progress reports in AERIES at week four of each quarter. • Based on progress reports students will be placed into strategic interventions. • Establish a calendar for proactive reviewing of the progress of individual students. 	\$0
By May 2016 identify potential ELA students for Read 180 intervention program.	Principal Counselors	<ul style="list-style-type: none"> • Use the SRI to identify students who are reading below a score of 850. • Order the Read 180 program materials and licenses • Schedule Read 180 teacher Professional Development 	Approximately \$13,000 (PD included with materials and license fees)
By June 2016 schedule Read 180 into the master schedule	Administration Counselors	<ul style="list-style-type: none"> • Schedule Read 180 into the master schedule 	
During the 2016-17 school-year analyze the progress of the students enrolled into Read 180	Read 180 Teacher	<ul style="list-style-type: none"> • Establish a calendar to analyze the progress at each established quarter. 	
By March 2016 all PBHS students will take the SRI	Principal Teachers	<ul style="list-style-type: none"> • Test all students with SRI three time a year August, January and March. 	

LEA GOAL: Performance Goal 1: Mathematics: *All students will attain proficient or better in mathematics by 2015-16.*

LCAP Goal #2: *Increase student achievement*

WASC Critical Areas of Need #4: *Implementing Integrated Math 1 will help increase the rigor and relevance of the CCSS math skills necessary to be successful in college and or careers.*

SCHOOL GOAL 1B: *By June 2017 improve school wide student achievement in math from 3% Standard Nearly Met in 2014-15 to 1% Standard Met or exceeded on the 2015-16 CAASPP (SBAC Math Assessment).*

<p>What data did you use to form this goal?</p> <p>Math SBAC results from 2014-15 school-year.</p>	<p>What were the findings from the analysis of this data?</p> <ul style="list-style-type: none"> • Based off of the 2015-16 SBAC 0% of our students met the standards and only 3% scored at nearly met. • Our students come to us struggling with mathematics and for our students to be successful on the SBAC they need at least Math I and Math II of MVP mathematics. • We are offering Math 1 on Apex. 	<p>How will the school evaluate the progress of this goal?</p> <p>Collegial learning walks CM walkthroughs with instructional coach Administrative CM walkthroughs Local quarterly benchmark results Math SBAC Summative Assessment results</p>
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STRATEGY 1B.1.1 During 2015-16, Portola-Butler will modify math instructional pacing guides as needed and create a series of benchmark and formative assessments.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
By September 1, 2016, pacing guides will be revised/modified as needed for math.	Principal Math Teacher	<ul style="list-style-type: none"> • Math teacher needs to be trained in the Mathematics Visions Project (MVP) • Create Math 1 pacing guides • Train any new teachers in the pacing guides. 	Title 1 – Approximately \$500. Per day for 2 Days for a total of \$1,000
By September 1, 2016 revise Math 1 benchmark #1.	Math Teacher	<ul style="list-style-type: none"> • Revise the comprehensive Math 1 benchmark to meet the needs of the students at PBHS. • Math 1 benchmark must be uploaded to illuminate for data analysis • Math 1 teacher will meet with the principal to review the 	Title 1 Approximately \$1,000 for release days.

		assessment results.	
By July 1, 2016 have Math interventions designed into the regular school day during the last 30 minutes of school.	Principal Counselors Teachers	<ul style="list-style-type: none"> • Place courses into the master schedule • Identify students based off of an initial diagnostic for students who need intensive math interventions • Continue to give the diagnostic assessments to track student progress 	\$0.00

LEA GOAL: Performance Goal 2: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

LCAP Goal #2: Improve services and increase reclassification of EL students

WASC Critical Area of Need #6: Teachers will receive professional development in the areas of ELD and instructional strategies that will improve student achievement.

SCHOOL GOAL 2: Teachers will receive professional development in the areas of ELD and instructional strategies that will improve student achievement.

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<p>What data did you use to form this goal? SBAC SRI CELDT Data EL Parent Survey results</p>	<p>What were the findings from the analysis of this data?</p> <ul style="list-style-type: none"> • We are struggling to reclassify our students here at PBHS. We have not had intensive interventions for our ELD students here in the past. We have now purchased the Edge curriculum and we have a standalone ELL course for our LTEL's and new to country students. • We have seen reading growth on our SRI scores from October 2015 to March 2016 assessments, which is promising. However, many of our students are still reading below grade level • If we do not see substantial growth in our students reading levels our graduation rate will remain stagnant and the number of students who enroll Community College will struggle with their studies. • Only 24% of our students are reading at grade level per the SRI data. 	<p>How will the school evaluate the progress of this goal? SBAC SRI CELDT</p>
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STRATEGY 2.1.1: Hire an EL Specialist to insure that the EL Master Plan is fully implemented.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Hire an EL Specialist by September 1, 2016	Director of Ed. Services	<p>Establish an accountability system for monitoring that the tasks and responsibilities found in the EL Master Plan are being accomplished.</p> <p>By May 2015 the EL Specialist will have completed the annual evaluation of the EL Program as outlined in the EL Master Plan. Use the evaluation results to modify the EL Master Plan as necessary.</p>	<p>\$10,000 EIA:LEP</p> <p>\$250 ELSSA EIA/LEP</p>

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STRATEGY 2.2.1: Provide ELD to all English Learners.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1. Create a plan to provide ELD to all English Learners.	Principal EL Specialist Teachers	<p>Analyze the language proficiency levels and academic needs of all English Learners.</p> <p>Provide necessary professional development in the Next Generation ELD standards.</p> <p>By September 30, 2016, create a plan to provide ELD to all English Learners which includes:</p> <ul style="list-style-type: none"> • Necessary purchase of materials • Professional development • Description of how the ELD instruction will be monitored and evaluated. 	\$10,000 Title III and EIA

2. Purchase eReaders and eBooks for our ELD students	Principal	By May, 2017, evaluate the plan to provide ELD to all English Learners and modify as necessary. By August 2016 purchase eReaders and eBooks for each ELD student so they can have access to a print rich environment.	\$20,000 Title 1, EIA and Title III Funding
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STRATEGY 2.2.2: Continue to build a strong ELAC

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1. Build a strong ELAC that supports all students learning	Principal	By February 2017 have in place an ELAC that is trained and understands their important role in the decision making process at PBHS.	Title I \$1,500 for meeting supplies

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EA GOAL: Performance Goal 3: *By 2015-16 all students will be taught by highly qualified teachers.*

LCAP Goal #1: Students will be taught by Highly Qualified Teachers

WASC Critical Area of Need #2: *ELA and math proficiency is low. Staff needs professional development in CCSS; PLC collaboration time to develop pacing guides for CCSS instruction.*

SCHOOL GOAL 3: *Increase the school wide implementation of research-based instructional strategies including Constructing Meaning and the Professional Learning Community implementation and the transition to the CCSS.*

What data did you use to form this goal? The spring 2015 WASC report. CM data Walk-through data	What were the findings from the analysis of this data? <ul style="list-style-type: none"> • The staff has been trained in CM, but the strategies are being used sparingly in the classroom. • The strategies are being used in our new ELD Edge curriculum courses. • The staff is using the PLC process to address the new CCSS College and Career Readiness Standards in Reading and Writing. • We need to continue to work on the CCSS 	How will the school evaluate the progress of this goal? <ul style="list-style-type: none"> • PLC logs • Classroom walk-throughs • Formative assessment data of the CCSS
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College and Career Readiness Standards in Reading and Writing as the staff really struggled with this concept and how it applies to an accelerated continuation high school curriculum.

STRATEGY 3.1.1 Provide training and ongoing support for CM implementation, the CCSS and teacher collaboration (PLCs).

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>1. Provide training and ongoing support for CM implementation. transition to the CCSS and teacher collaboration (PLCs).</p> <p>2. Regular collaboration to address issues.</p>	<ul style="list-style-type: none"> • Principal • Instructional coach • Teachers 	<p>By October 2016 Analyze the current level of CM implementation. Develop and publish a plan to increase the level through training and ongoing support. The plan includes:</p> <ul style="list-style-type: none"> • Training for new teachers • CM walkthroughs by administrator • sign-ins, and note taking sheets for each PLC • Evaluation of the level of CM. • Administrator will share CM implementation data with staff on a monthly basis. • Collaboration calendar will identify CM focus for each month 	<p>.10 Instructional Coach \$10,000 Title I funding</p> <p>\$1000 CM materials Title I funding</p> <p>2-sub days for training of new teachers \$300.</p>
<p>1. Continue the implementation of CCSS and CCR Standards.</p>	<p>Principal</p>	<p>By September 30, 2016, develop and publish the 2016-17 plan for implementation of the CCSS by content area including training and ongoing support across the curriculum.</p>	<p>Subs/extra time/registration fees during school year Title I: \$2000</p>

STRATEGY 3.1.2 Implement collaboration time for horizontal articulation.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1. By June 2017 improve the level of implementation of the PLCs	Principal Teachers	<p>By July 30, 2016, analyze level of implementation of the PLCs</p> <p>Use data from analysis of level of implementation of the PLCs to set 1-2 PLC goals for 2016-17 and a support plan including any needed materials or professional development.</p> <p>Train all teachers to fully use Illuminate for the development of benchmark exams and the creation and analysis of reports of individual student and subgroup performance.</p> <p>Monitor quality use of PLC time through PLC sign-ins, agendas, minutes and next steps.</p> <p>By May, 2017, repeat analysis of level of implementation of PLCs activity completed in the fall and set goals for 2017-18.</p> <p>Purchase document cameras for all teachers (4) to use illuminate assessment system.</p>	<p>Title 1 Funds-substitute costs or per hour rate for PD during the summer</p> <p>Substitute Rate \$1,200 or Hourly Rate \$1,428</p> <p>Title 1 Approximately \$3,000.</p>
2. By July 2017 improve the level of implementation of Apex.	Principal	By July 2016 complete the Apex curriculum collaboration calendar for teachers to collaborate on a monthly basis.	

LEA GOAL: Performance Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

LCAP Goal #1: Add programs to motivate more students to go to Universities

WASC Critical Areas of Need # 3: Teachers need to develop and implement frequent formative assessments. Data generated by these assessments inform instructional practices to ensure that students can demonstrate learning in a number of different ways.

SCHOOL GOAL 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> • Portola-Butler 2014-15 SARC • Portola Butler data Dashboard • CDE Data Quest Website 	<p>What were the findings from the analysis of this data?</p> <ul style="list-style-type: none"> • The suspension rate from 2013-14 increased 5% in 2014-15 from 2.2% to 7.2% • The staff equates this to not having a stable administrator in-charge at PBHS for most of the school-year. • The dropout rate fell from 33.0% in 2012-13 to 15.7% in 2013-14. The staff believes this could be from a lack of rigor in many of the courses taught at PBHS during this time period. 	<p>How will the school evaluate the progress of this goal?</p> <ul style="list-style-type: none"> • Review of the CDE data quest website to monitor suspension, expulsion and dropout rates. • Review of AERIES data
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STRATEGY 4.1.1: Utilize existing technology to improve communication with all parents and to increase their knowledge of school events and programs.			
Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1. Continue to increase parent/staff communication.	<ul style="list-style-type: none"> • Dir. Alt. Placement • Office Staff • Teachers • Counselors 	<ul style="list-style-type: none"> • Principal/Designee continue to call parents in person by phone to build relationships with our families and the community. • Teachers and office staff will use AERIES to document student progress every five weeks and mail these progress reports with letter grades. • Maintain school website with a bi-monthly newsletter from the Principal, counselors and teachers with a calendar of events. • Counselors will schedule students into their courses and the use of handwritten progress reports and End of Course statements will no longer be used to document 	\$500. Unrestricted lottery and Title 1 funds for materials for parent events

		<p>student progress or final grades.</p> <ul style="list-style-type: none"> • Counselors will communicate a student's progress on their Individual Learning Plan. • Parent nights will be instituted once a month by the principal to meet and confer with parents about school issues that are centered on student achievement. 	
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STRATEGY 4.2.1: Continue to explore opportunities for student activities and involvement.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1. With the use of a new Bell Schedule students can be involved in student government and clubs on campus.	<ul style="list-style-type: none"> • Dire. Alt. Placement • Teachers • Office Staff 	<ul style="list-style-type: none"> • By August 30, 2016 hold student election for student government positions. • Work with the student ASB in developing activity plan. • Work with staff to create clubs and work with service organizations to promote PBHS. 	\$1,500 Unrestricted Lottery

STRATEGY 4.3.1: Maintain a functioning School Site Council as a tool for shared staff-parent decision making.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1. Maintain a functioning SSC.	<ul style="list-style-type: none"> • Dir. Alt. Placement 	<p>By August 1, 2016, and continue the process of forming/maintaining a strong SSC:</p> <ul style="list-style-type: none"> • Hold staff, parent, and student elections as necessary. • Provide required training. • Develop a calendar of 2016-17 meetings with draft topics which will enable the SSC to perform all of its responsibilities. 	\$1,000 Unrestricted Lottery for materials for parent events and SSC meetings

LEA GOAL: Performance Goal 5: All students will graduate from high school.

LCAP Goal; Offer college and career pathway courses to prepare students for college and career.

WASC Critical Areas of Need #3: Teachers need to develop and implement frequent formative assessments. Data generated by these assessments inform instructional practices to ensure that students can demonstrate learning in a number of different ways.

SCHOOL GOAL: The graduation rate will improve from 84.8% in 2015-16 to 88% in 2016-17

<p>What data did you use to form this goal?</p> <p>Portola-Butler data profile for 2016</p>	<p>What were the findings from the analysis of this data?</p> <ul style="list-style-type: none"> The graduation rate increased from 82.6% in 2012-13 to 84.8% in 2014-15. However, this graduation rate is the districts graduation rate and is not specific to PBHS. 	<p>How will the school evaluate the progress of this goal?</p> <ul style="list-style-type: none"> The annual graduation rate
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<p>STRATEGY 5.1.1: All students will receive a tiered set of timely and appropriate academic interventions to insure ongoing achievement and graduation.</p>			
<p>1. Develop a system for monitoring formative assessment, progress, credit and performance.</p>	<ul style="list-style-type: none"> Principal 	<ul style="list-style-type: none"> Visit other alternative programs by October 2016 to gather evidence on how to monitor academic progress and provide interventions. Continue to develop and Individual Learning Plan for each student that is updated at the quarter and develop interventions based on individual student need. 	<p>\$1000 Title I</p>

<p>STRATEGY 5.2.1: explore options to provide (A- G courses.)</p>			
<p>1. Explore providing lab science class.</p>	<ul style="list-style-type: none"> Principal 	<ul style="list-style-type: none"> By October 2016, develop opportunities for students to take lab classes through APEX Purchase the lab documents from Apex 	<p>Cost is included in APEX \$1,000 Unrestricted lottery and Title 1.</p>

STRATEGY 5.3.1: Increase opportunity credit accrual.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1. Implementation of APEX	<ul style="list-style-type: none"> • Principal 	<ul style="list-style-type: none"> • Provide professional development for all teachers in the use of APEX. • The students will be using the APEX credit recovery system. • PD from Apex trainers on their Blended learning model. 	\$6000 from Title I \$1,000 for sub-coverage for PD

STRATEGY 5.4.1: Improve intra-district transition from the comprehensive sites to Portola-Butler

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1. Create a document for entering and exiting Portola Butler. 2. Continue to train the site counselor liaisons in the protocol for transferring to PBHS.	<ul style="list-style-type: none"> • Principal • Counselors 	<ul style="list-style-type: none"> • By September 2016 a written document will be completed. 	\$0

School Goal # 1: By June 2016, EL students will reach the targets for AMAO 1, 2, and make progress towards meeting the target for AMAO 3 ELA.

The percentage of ELs meeting AMAO 1 (increasing one CELDT level per year) will increase from 59.6% to 70%.

The percentage of ELs meeting AMAO 2 (achieving levels 4/5 on the CELDT) will increase from 44.9% to 55%.

The percentage of ELs meeting AMAO 3 (at the proficient or advanced level on the ELA CST) will increase from 4% to 20%. (The target for 2015-16 is 100 %.)

The percentage of ELs meeting AMAO 3 (at the proficient or advanced level on the Math CSTs) will increase from 0% to 10%. The target for 2015-16 is 100 %.

<p>Actions to be Taken to Reach This Goal¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)</p>	<p>Start Date² Completion Date</p>	<p>Proposed Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source (itemize for each source)</p>
<p>1. Provide Portola-Butler with a part-time EL Specialist to insure that every EL is identified and served as described in the EL Master Plan and to provide ongoing training and support to teachers.</p>	<p>Aug – May 2015-16</p>	<p>Hire EL Specialist</p>	<p>\$10,000</p>	<p>EIA:LEP</p>

¹ See Appendix A: Chart of Legal Specifics for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

² List the date an action will be taken, or will begin, and the date it will be completed.

Form C: Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: for many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility), which are described at: <http://www.cde.ca.gov/fg/aa/co/ca12sguiappcatprog.asp>

State Programs	Allocation
<input type="checkbox"/> California School Age Families Education Purpose: Assist expectant and parenting students to succeed in school	\$
<input type="checkbox"/> Economic Impact Aid/State Compensatory Education (EIA-SCE) Purpose: Help educationally disadvantaged students succeed in the regular program	\$
<input checked="" type="checkbox"/> Economic Impact Aid/Limited English Proficient (EIA-LEP) Purpose: Develop fluency in English and academic proficiency of English learners	\$0
<input type="checkbox"/> Peer Assistance and Review Purpose: Assist teachers through coaching and mentoring	\$
<input type="checkbox"/> Professional Development Block Grant Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$
<input type="checkbox"/> Pupil Retention Block Grant Purpose: Prevent students from dropping out of school	\$
<input type="checkbox"/> Quality Education Investment Act (QEIA) Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$
<input type="checkbox"/> School and Library Improvement Program Block Grant Purpose: Improve library and other school programs	\$
<input type="checkbox"/> School Safety and Violence Prevention Act Purpose: Increase school safety	\$
<input type="checkbox"/> Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$
<input type="checkbox"/> List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], Gifted and Talented Education [GATE])	\$
Total amount of state categorical funds allocated to this school	\$

Federal Programs		Allocation
<input checked="" type="checkbox"/>	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$18,970
<input checked="" type="checkbox"/>	Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	
<input checked="" type="checkbox"/>	For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	
<input type="checkbox"/>	Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$
<input checked="" type="checkbox"/>	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$3,849.
<input type="checkbox"/>	Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$
<input type="checkbox"/>	For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$
<input type="checkbox"/>	Other federal funds (list and describe)	\$
<input type="checkbox"/>	Other federal funds (list and describe)	\$
<input type="checkbox"/>	Other federal funds (list and describe)	\$
Total amount of federal categorical funds allocated to this school		\$
Total amount of state and federal categorical funds allocated to this school		\$22,819.

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

Form D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.³ The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Steve James, Ed.D	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jessica Chavez	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mark Francis	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Randy Rigdon	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alicia Gallardo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Raquel Sandoval	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Maria Reyes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Javier Silva	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	1	2	1	2	2

³ EC Section 52852

Form E: Recommendations and Assurances

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

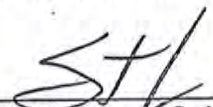
- State Compensatory Education Advisory Committee _____ Signature
- English Learner Advisory Committee _____ Signature
- Special Education Advisory Committee _____ Signature
- Gifted and Talented Education Advisory Committee _____ Signature
- District/School Liaison Team for schools in Program Improvement _____ Signature
- Compensatory Education Advisory Committee _____ Signature
- Departmental Advisory Committee (secondary) _____ Signature
- Other committees established by the school or district (list) _____ Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

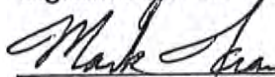
6. This SPSA was adopted by the SSC at a public meeting on: 4/23/F15.

Attested:
Steve James, Ed.D
 Typed name of School Principal


 Signature of School Principal

5/6/2016
 Date

Mark Francis
 Typed name of SSC Chairperson


 Signature of SSC Chairperson

5/6/16
 Date

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

SUBJECT: Approval to Award Bid – KCHS Auditorium
Reroofing Project

MEETING: May 18, 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 prepared bid documents and went out to bid for King City High School Robert Stanton Auditorium Reroofing Project. The Bid opening occurred on May 11, 2016. The Bid results and recommendation for bid award will be made at the board meeting.

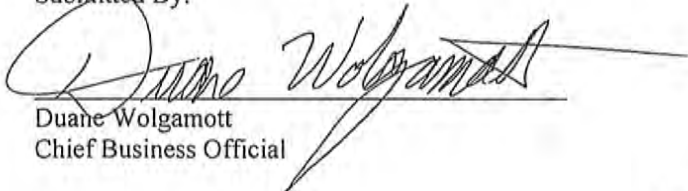
Recommendation:

The recommendation is being made for the State Administrator to award the bid for the King City High School Auditorium Reroofing Project.


Fiscal Impact:

General Fund – Emergency Repair Program Grant

Submitted By:


Duane Wolgamott
Chief Business Official

Approved:


Daniel R. Moirao, Ed.D.
State Administrator

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
GOVERNING BOARD

SUBJECT: Approval to Award Bid – Relocatable Classroom
Reroofing Project

MEETING: May 18, 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 prepared bid documents which went out to bid for the Relocatable Classroom Reroofing Project. The Bid opening occurred on May 17, 2016. The Bid results and recommendation for bid award will be made at the Board Meeting.

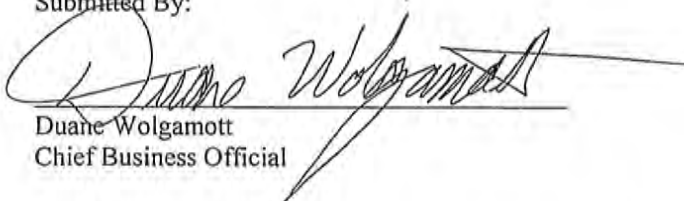
Recommendation:

The recommendation is being made for the State Administrator to award the bid for the Relocatable Classroom Reroofing Project.


Fiscal Impact:

General Fund – Emergency Repair Program Grant

Submitted By:


Duane Wolgamott
Chief Business Official

Approved:


Daniel R. Moirao, Ed.D.
State Administrator

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

SUBJECT: Approval to Award Bid – GHS Relocatable Classroom Site Work and Utility Installation

MEETING: May 18, 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 prepared bid documents and went out to bid for Greenfield High School Relocatable Classroom site-work and utility installation. The Bid opening occurred on May 12, 2016. The Bid results and recommendation for bid award will be made at the board meeting.

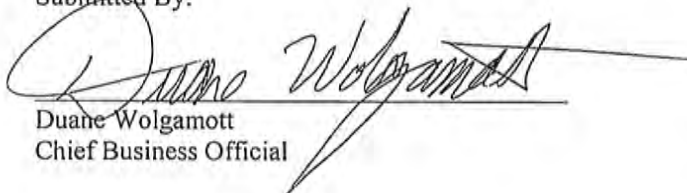
Recommendation:

The recommendation is being made for the State Administrator to award the bid for the Greenfield High School Relocatable Classroom site work and utility hookup.


Fiscal Impact:

General Fund – Undesignated Fund Balance

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 AB1200 – KCJUHSDTA Negotiations **MEETING:** May 18, 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 negotiated an agreement with the Certificated Employees (CTA) for 2016/17 through 2018/19. AB1200 disclosure is required to clearly state the impact of the proposed agreement for the current fiscal year and for the subsequent two years.

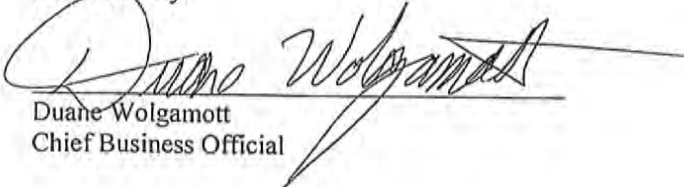
Recommendation:

The recommendation is being made for the State Administrator to approve the AB1200 disclosure for negotiations with CTA dated May 11, 2016.


Fiscal Impact:

Total potential cost to the General Fund of \$993,685 over the 2015/16, 2016/17 & 2017/18 fiscal years.

Submitted By:


Duane Wolgamott
Chief Business Official

Approved:


Daniel R. Moirao, Ed.D.
State Administrator

PUBLIC DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT
 in accordance with AB 1200 (Chapter 1213/1991), GC 3547.5, and CCR, Title V, Section 15449

Name of School District: South Monterey County Joint Union High School District
 Name of Bargaining Unit: CTA
 Certificated, Classified, Other: Certificated

The proposed agreement covers the period beginning: July 1, 2016 and ending: June 30, 2019
 (date) (date)

The Governing Board will act upon this agreement on: May 18, 2016
 (date)

This form, along with a copy of the proposed agreement, should be submitted to the County Office at least 10 working days prior to the date the Governing Board will take action. **Please note that school districts with a Qualified or Negative certification pursuant to E.C. section 42131 must allow the COE at least ten (10) working days to review and comment on any proposed agreement.**

A. Proposed Change in Compensation

Compensation	Column 1 Current Year Annual Cost Prior to Proposed Agreement FY 2015-16	Fiscal Impact of Proposed Agreement		
		Column 2 Current Year Increase/(Decrease) FY 2015-16	Column 3 MultiYr Agreement only: 1st Subsequent Year Increase/(Decrease) FY 2016-17	Column 4 MultiYr Agreement only: 2nd Subsequent Year Increase/(Decrease) FY 2017-18
1 Salary Schedule (This is to include Step and Column, which is also reported separately in Item 6.)	\$ 7,364,390	\$ -	\$ 935,280.00	\$ 411,102
		0.00%	12.70%	4.95%
2 Other Compensation - Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc.	\$ 743,319	\$ -	\$ 74,215	\$ 21,312
		0.00%	9.98%	2.61%
Description of other compensation		Masters Stipend of \$1,500	Masters Stipend of \$1,500	Masters Stipend of \$1,500
3 Statutory Benefits - STRS, PERS, FICA, WC, UI, Medicare, etc.	\$ 2,086,296	\$ -	\$ 393,894.00	\$ 101,042
		0.000%	18.88%	4.07%
4 Health/Welfare Plans	\$ 1,525,087	\$ -	\$ 287,937	\$ 56,701
		0.00%	18.88%	3.13%
5 Total Compensation - Add Items 1 thru 4	\$ 11,719,092	\$ -	\$ 1,691,326	\$ 590,157
		0.000%	14.43%	4.40%
6 Step and Column - Due to movement plus any changes due to settlement. This is a subset of Item No. 1.	\$ -	\$ -	\$ 183,229	\$ 203,150
7 Total Number of Represented Employees (Use FTEs if appropriate)	89.00	89.00	93.00	97.00
8 Total Compensation <u>Average</u> Cost per Employee	\$ 131,675	\$ -	\$ 18,186	\$ 6,084
		0.000%	13.81%	4.06%

South Monterey County Joint Union High School District

9. What was the negotiated percentage increase approved? For example, if the increase in "Year 1" was for less than a full year, what is the annualized percentage of that increase for "Year 1"?

16-17 = 2% increase
17-18 = 2.5% increase

10. What was the negotiated percentage increase: On-Going OR One-Time

11. Are there reopeners? Yes No

12. Were any additional steps, columns, or ranges added to the schedules? (If yes, please explain.)

No

13. Please include comments and explanations as necessary. (If more room is necessary, please attach an additional sheet.)

None

14. Does this bargaining unit have a negotiated cap for Health and Welfare benefits? Yes No

If yes, please describe the cap amount.

In 16-17 Benefits capped at \$11,750 plus employee only rate for Dental and Vision. For 2016-17 = \$12,183
In 17-18 Benefit cap raised by \$500

B. Proposed negotiated changes in noncompensation items (i.e., class size adjustments, staff development days, teacher prep time, classified staffing ratios, etc.)

None

C. What are the specific impacts (positive or negative) on instructional and support programs to accommodate the settlement? Include the impact of changes such as staff reductions or increases, program reductions or increases, elimination or expansion of other services or programs (i.e., counselors, librarians, custodial staff, etc.)

No negative impacts on instructional and support programs. Conservative funding level predictions cover these increases.

South Monterey County Joint Union High School District

D. What contingency language is included in the proposed agreement?

None

E. Will this agreement create or increase deficit spending in the current or subsequent year(s)?

"Deficit Spending" is defined to exist when a fund's expenditures and other financing uses exceed its revenues and other financing sources in a given year. If yes, explain the amounts and justification for doing so.

No

F. Identify other major provisions that do not directly affect the district's costs, such as binding arbitrations, grievance procedures, etc.

None

G. Source of Funding for Proposed Agreement:

1. Current Year

General Fund

2. If this is a single year agreement, how will the ongoing cost of the proposed agreement be funded in subsequent years (i.e., what will allow the district to afford this contract)?

N/A

3. If this is a multiyear agreement, what is the source of funding, including assumptions used, to fund these obligations in subsequent years? (Remember to include compounding effects in meeting obligations.)

General Fund and LCFF funding growth over the term of the agreement

South Monterey County Joint Union High School District

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Bargaining Unit:	Unrestricted General Fund			
	Column 1	* Column 2	Column 3	Column 4
	Latest Board-Approved Budget Before Settlement (As of July 1)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
UNRESTRICTED REVENUES				
Revenue Limit Sources (8010-8099)	\$ 20,852,634	\$ -	\$ -	\$ 20,852,634
Remaining Revenues (8100-8799)	\$ 2,068,070	\$ -	\$ -	\$ 2,068,070
TOTAL UNRESTRICTED REVENUES	\$ 22,920,704	\$ -	\$ -	\$ 22,920,704
UNRESTRICTED EXPENDITURES				
Certificated Salaries (1000-1999)	\$ 7,107,712		\$ -	\$ 7,107,712
Classified Salaries (2000-2999)	\$ 2,129,283			\$ 2,129,283
Employee Benefits (3000-3999)	\$ 3,087,244			\$ 3,087,244
Books and Supplies (4000-4999)	\$ 1,664,589	\$ -	\$ -	\$ 1,664,589
Services, Other Operating Expenses (5000-5999)	\$ 2,824,865	\$ -	\$ -	\$ 2,824,865
Capital Outlay (6000-6599)	\$ 135,634	\$ -	\$ -	\$ 135,634
Other Outgo (7100-7299) (7400-7499)	\$ 1,389,929	\$ -	\$ -	\$ 1,389,929
Direct Support/Indirect Cost (7300-7399)	\$ (160,633)	\$ -	\$ -	\$ (160,633)
Other Adjustments				
TOTAL UNRESTRICTED EXPENDITURES	\$ 18,178,623	\$ -	\$ -	\$ 18,178,623
OPERATING SURPLUS/(DEFICIT)	\$ 4,742,081	\$ -	\$ -	\$ 4,742,081
Transfers In and Other Sources (8910-8979)	\$ -	\$ -	\$ -	\$ -
Transfers Out and Other Uses (7610-7699)	\$ -	\$ -	\$ -	\$ -
Contributions (8980-8999)	\$ (2,627,308)	\$ -	\$ -	\$ (2,627,308)
CURRENT YEAR INCREASE (DECREASE) IN UNRESTRICTED FUND BALANCE	\$ 2,114,773	\$ *	\$ -	\$ 2,114,773
UNRESTRICTED BEGINNING FUND BALANCE	\$ 5,941,082			\$ 5,941,082
Pri Yr Audit Adjustmnts/Restatemnts (9793/9795)				\$ -
CURR YR UNRESTRICTED ENDING BALANCE	\$ 8,055,855	\$ -	\$ -	\$ 8,055,855
COMPONENTS OF ENDING FUND BALANCE:				
Nonspendable Amounts (9711-9719)	\$ 6,000	\$ -	\$ -	\$ 6,000
Committed/Assigned Amounts (9750-9780)	\$ -	\$ -	\$ -	\$ -
Reserve for Economic Uncertainties (9789)	\$ 791,993	\$ -	\$ -	\$ 791,993
Unappropriated/Unappropriated Amounts (9790)	\$ 7,257,862	\$ -	\$ -	\$ 7,257,862

* Please see question on page 7.

South Monterey County Joint Union High School District

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Restricted General Fund

Bargaining Unit:

CTA

	Column 1	* Column 2	Column 3	Column 4
	Latest Board- Approved Budget Before Settlement (As of July 1)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
RESTRICTED REVENUES				
Revenue Limit Sources (8010-8099)	\$ -	\$ -	\$ -	\$ -
Remaining Revenues (8100-8799)	\$ 4,426,738	\$ -	\$ -	\$ 4,426,738
TOTAL RESTRICTED REVENUES	\$ 4,426,738	\$ -	\$ -	\$ 4,426,738
RESTRICTED EXPENDITURES				
Certificated Salaries (1000-1999)	\$ 1,634,545	\$ -	\$ -	\$ 1,634,545
Classified Salaries (2000-2999)	\$ 652,915	\$ -	\$ -	\$ 652,915
Employee Benefits (3000-3999)	\$ 806,784	\$ -	\$ -	\$ 806,784
Books and Supplies (4000-4999)	\$ 621,036	\$ -	\$ -	\$ 621,036
Services, Other Operating Expenses (5000-5999)	\$ 4,107,479	\$ -	\$ -	\$ 4,107,479
Capital Outlay (6000-6599)	\$ 3,159	\$ -	\$ -	\$ 3,159
Other Outgo (7100-7299) (7400-7499)	\$ 234,600	\$ -	\$ -	\$ 234,600
Direct Support/Indirect Cost (7300-7399)	\$ 160,629	\$ -	\$ -	\$ 160,629
Other Adjustments				
TOTAL RESTRICTED EXPENDITURES	\$ 8,221,147	\$ -	\$ -	\$ 8,221,147
OPERATING SURPLUS (DEFICIT)	\$ (3,794,409)	\$ -	\$ -	\$ (3,794,409)
Transfers In and Other Sources (8910-8979)	\$ -	\$ -	\$ -	\$ -
Transfers Out and Other Uses (7610-7699)	\$ -	\$ -	\$ -	\$ -
Contributions (8980-8999)	\$ 2,627,308	\$ -	\$ -	\$ 2,627,308
CURRENT YEAR INCREASE (DECREASE) IN RESTRICTED FUND BALANCE	\$ (1,167,101)	\$ *	\$ -	\$ (1,167,101)
RESTRICTED BEGINNING FUND BALANCE	\$ 1,455,460			\$ 1,455,460
Pri Yr Audit Adjustmnts/Restatemnts (9793/9795)				\$ -
CURR YR RESTRICTED ENDING BALANCE	\$ 288,359	\$ -	\$ -	\$ 288,359
COMPONENTS OF ENDING FUND BALANCE:				
Restricted Amounts (9740)	\$ 288,359	\$ -	\$ -	\$ 288,359

* Please see question on page 7.

South Monterey County Joint Union High School District

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Bargaining Unit:	Combined General Fund CTA			
	Column 1 Latest Board- Approved Budget Before Settlement (As of July 1)	* Column 2 Adjustments as a Result of Settlement	Column 3 Other Revisions	Column 4 Total Current Budget (Columns 1+2+3)
REVENUES				
Revenue Limit Sources (8010-8099)	\$ 20,852,634	\$ -	\$ -	\$ 20,852,634
Remaining Revenues (8100-8799)	\$ 6,494,808	\$ -	\$ -	\$ 6,494,808
TOTAL REVENUES	\$ 27,347,442	\$ -	\$ -	\$ 27,347,442
EXPENDITURES				
Certificated Salaries (1000-1999)	\$ 8,742,257	\$ -	\$ -	\$ 8,742,257
Classified Salaries (2000-2999)	\$ 2,782,198	\$ -	\$ -	\$ 2,782,198
Employee Benefits (3000-3999)	\$ 3,894,028	\$ -	\$ -	\$ 3,894,028
Books and Supplies (4000-4999)	\$ 2,285,625	\$ -	\$ -	\$ 2,285,625
Services, Other Operating Expenses (5000-5999)	\$ 6,932,344	\$ -	\$ -	\$ 6,932,344
Capital Outlay (6000-6599)	\$ 138,793	\$ -	\$ -	\$ 138,793
Other Outgo (7100-7299) (7400-7499)	\$ 1,624,529	\$ -	\$ -	\$ 1,624,529
Direct Support/Indirect Cost (7300-7399)	\$ (4)	\$ -	\$ -	\$ (4)
Other Adjustments				
TOTAL EXPENDITURES	\$ 26,399,770	\$ -	\$ -	\$ 26,399,770
OPERATING SURPLUS (DEFICIT)	\$ 947,672	\$ -	\$ -	\$ 947,672
Transfer In and Other Sources (8910-8979)	\$ -	\$ -	\$ -	\$ -
Transfers Out and Other Uses (7610-7699)	\$ -	\$ -	\$ -	\$ -
Contributions (8980-8999)	\$ -	\$ -	\$ -	\$ -
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	\$ 947,672	\$ *	\$ -	\$ 947,672
BEGINNING FUND BALANCE	\$ 7,396,542			\$ 7,396,542
Pri Yr Audit Adjustmnts/Restatemnts (9793/9795)	\$ -			\$ -
CURRENT YEAR ENDING FUND BALANCE	\$ 8,344,214	\$ -	\$ -	\$ 8,344,214
COMPONENTS OF ENDING FUND BALANCE:				
Nonspendable Amounts (9711-9719)	\$ 6,000	\$ -	\$ -	\$ 6,000
Restricted Amounts (9740)	\$ 288,359	\$ -	\$ -	\$ 288,359
Committed/Assigned Amounts (9750-9780)	\$ -	\$ -	\$ -	\$ -
Reserve for Economic Uncertainties (9789)	\$ 791,993	\$ -	\$ -	\$ 791,993
Unappropriated/Unappropriated Amounts (9790)	\$ 7,257,862	\$ -	\$ -	\$ 7,257,862
Reserve for Economic Uncertainties Percentage	30.49%			30.49%

* Please see question on page 7.

South Monterey County Joint Union High School District

I. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS UNRESTRICTED FUNDS

Unrestricted General Fund Multiyear Projection

Bargaining Unit:

CTA

	2015-16	2016-17	2017-18
	Total Current Budget After Settlement	First Subsequent Year After Settlement	Second Subsequent Year After Settlement
UNRESTRICTED REVENUES			
Revenue Limit Sources (8010-8099)	\$ 20,852,634	\$ 21,665,191	\$ 23,426,927
Remaining Revenues (8100-8799)	\$ 2,068,070	\$ 1,000,873	\$ 1,000,873
TOTAL UNRESTRICTED REVENUES	\$ 22,920,704	\$ 22,666,064	\$ 24,427,800
UNRESTRICTED EXPENDITURES			
Certificated Salaries (1000-1999)	\$ 7,107,712	\$ 7,986,926.00	\$ 8,730,376
Classified Salaries (2000-2999)	\$ 2,129,283	\$ 2,283,657	\$ 2,390,840
Employee Benefits (3000-3999)	\$ 3,087,244	\$ 3,709,992	\$ 4,074,096
Books and Supplies (4000-4999)	\$ 1,664,589	\$ 250,000	\$ 255,000
Services, Other Operating Expenses (5000-5999)	\$ 2,824,865	\$ 2,909,611	\$ 2,996,899
Capital Outlay (6000-6999)	\$ 135,634	\$ 100,000	\$ 100,000
Other Outgo (7100-7299) (7400-7499)	\$ 1,389,929	\$ 1,389,929	\$ 1,389,929
Direct Support/Indirect Cost (7300-7399)	\$ (160,633)	\$ (66,250)	\$ (66,250)
Other Adjustments		\$ -	\$ -
TOTAL UNRESTRICTED EXPENDITURES	\$ 18,178,623	\$ 18,563,865	\$ 19,870,890
OPERATING SURPLUS (DEFICIT)	\$ 4,742,081	\$ 4,102,199	\$ 4,556,910
Transfers In and Other Sources (8910-8979)	\$ -	\$ -	\$ -
Transfers Out and Other Uses (7610-7699)	\$ -	\$ -	\$ -
Contributions (8980-8999) (Enter as a negative)	\$ (2,627,308)	\$ (2,578,921)	\$ (3,106,883)
CURRENT YEAR INCREASE (DECREASE) IN UNRESTRICTED FUND BALANCE	\$ 2,114,773	\$ 1,523,278	\$ 1,450,027
UNRESTRICTED BEGINNING FUND BALANCE	\$ 5,941,082	\$ 8,055,855	\$ 9,579,133
Pri Yr Audit Adjustmnts/Restatemnts (9793/9795)	\$ -		
UNRESTRICTED ENDING FUND BALANCE	\$ 8,055,855	\$ 9,579,133	\$ 11,029,160
COMPONENTS OF ENDING BALANCE:			
Nonspendable Amounts (9711-9719)	\$ 6,000	\$ 6,000	\$ 6,000
Committed/Assigned Amounts (9750-9780)	\$ -	\$ -	\$ -
Reserve for Economic Uncertainties (9789)	\$ 791,993	\$ 1,236,700	\$ 1,293,409
Unappropriated/Unappropriated Amounts (9790)	\$ 7,257,862	\$ 8,336,433	\$ 9,729,751

WARNING: 9790 Unappropriated Amounts must be positive

South Monterey County Joint Union High School District

J. IMPACT OF PROPOSED AGREEMENT ON UNRESTRICTED RESERVES

1. State Reserve Standard

		2015-16	2016-17	2017-18
a.	Total Expenditures, Transfers Out, and Uses (Including Cost of Proposed Agreement)	\$ 26,399,770	\$ 24,635,852	\$ 25,954,347
b.	State Standard Minimum Reserve Percentage for this District Enter percentage:	3.00%	3.00%	3.00%
c.	State Standard Minimum Reserve Amount for this District (For districts with less than 1,001 ADA, this is the greater of Line a, times Line b. or \$61,000)	\$ 791,993	\$ 739,076	\$ 778,630

2. Budgeted Unrestricted Reserve (After Impact of Proposed Agreement)

a.	General Fund Budgeted Unrestricted Designated for Economic Uncertainties (9789)	\$ 791,993	\$ 1,236,700	\$ 1,293,409
b.	General Fund Budgeted Unrestricted Unappropriated Amount (9790)	\$ 7,257,862	\$ 8,336,433	\$ 9,729,751
c.	Special Reserve Fund (Fund 17) Budgeted Designated for Economic Uncertainties (9789)	\$ 2,987,344	\$ 2,987,344	\$ 2,987,344
d.	Special Reserve Fund (Fund 17) Budgeted Unappropriated Amount (9790)	\$ -	\$ -	\$ -
e.	Total Available Reserves	\$ 11,037,199	\$ 12,560,477	\$ 14,010,504
f.	Reserve for Economic Uncertainties Percentage	41.81%	50.98%	53.98%

3. Do unrestricted reserves meet the state minimum reserve amount?

2015-16	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
2016-17	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
2017-18	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

4. If no, how do you plan to restore your reserves?

South Monterey County Joint Union High School District

5. If the total amount of the adjustment in Column 2 on Page 4 does not agree with the amount of the Total Compensation Increase in Section A, Line 5 on Page 1 (i.e., increase was partially budgeted), explain the variance below:

None

6. Please include any additional comments and explanations of Page 4 as necessary:

None

L. CERTIFICATION NO. 1: CERTIFICATION OF THE DISTRICT'S ABILITY TO MEET THE COSTS OF THE COLLECTIVE BARGAINING AGREEMENT

This disclosure document is intended to assist the district's Governing Board in determining whether the district can meet the costs incurred under the tentative Collective Bargaining Agreement in the current and subsequent years. This certification page should be signed by the Superintendent and Chief Business Official at the time of public disclosure. The absence of one or both of the signatures should serve as a "red flag" to the district's Governing Board.

In accordance with the requirements of Government Code Section 3547.5, the Superintendent and Chief Business Official of the South Monterey County Joint Union High School District, hereby certify that the District can meet the costs incurred under this Collective Bargaining Agreement during the term of the agreement from July 1, 2015 to June 30, 2019

Board Actions

The board actions necessary to meet the cost of the agreement in each year of its term are as follows:

Current Year

Budget Adjustment Categories:

Revenues/Other Financing Sources
 Expenditures/Other Financing Uses
 Ending Balance(s) Increase (Decrease)

**Budget Adjustment
 Increase/(Decrease)**

\$	-
\$	-
\$	-

Subsequent Years

Budget Adjustment Categories:

Revenues/Other Financing Sources
 Expenditures/Other Financing Uses
 Ending Balance(s) Increase (Decrease)

**Budget Adjustment
 Increase/(Decrease)**

\$	-
\$	-
\$	-

Budget Revisions

If the district does not adopt all of the revisions to its budget needed in the current year to meet the costs of the agreement at the time of the approval of the proposed collective bargaining agreement, the county superintendent of schools is required to issue a qualified or negative certification for the district on its next interim report.

Assumptions

See attached page for a list of the assumptions upon which this certification is based.

Certifications

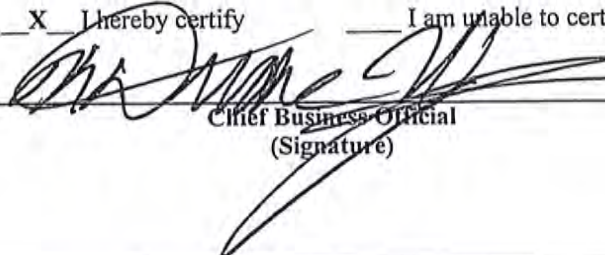
I hereby certify I am unable to certify

 District Superintendent
 (Signature)

11-May-16

 Date

I hereby certify I am unable to certify



 Chief Business Official
 (Signature)

11-May-16

 Date

Assumptions

The assumptions upon which this certification is made are as follows:

Income assumption are based on the 2nd interim MYP

Concerns regarding affordability of agreement in subsequent years (if any):

None

M. CERTIFICATION NO. 2

The disclosure document must be signed by the district Superintendent or designee at the time of public disclosure and by the President or Clerk of the Governing Board at the time of formal board action on the proposed agreement.

The information provided in this document summarizes the financial implications of the proposed agreement and is submitted to the Governing Board for public disclosure of the major provisions of the agreement (as provided in the "Public Disclosure of Proposed Collective Bargaining Agreement") in accordance with the requirements of AB 1200 and Government Code Section 3547.5.

District Superintendent (or Designee)
(Signature)

Date

Duane Wolgamott - CBO
Contact Person

831-385-0606 ext. 4338
Phone

After public disclosure of the major provisions contained in this summary, the Governing Board at its meeting on: May 18, 2016 , took action to approve the proposed Agreement with the _____ CTA _____ Bargaining Unit.

President (or Clerk), Governing Board
(Signature)

Date

ARTICLE 20 – BENEFITS

20.0 Benefits

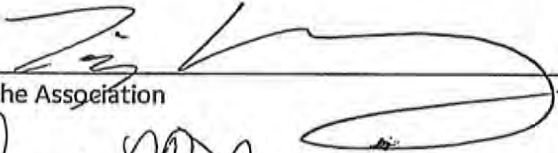
All unit members must participate in the medical, dental, and vision plan through the District. The District will provide the following benefits; medical up to the dollar amount mentioned in Section 20.1, dental coverage at employee only, and vision at employee only. Any unit member who doesn't use the maximum contribution for the medical benefits may use the difference to increase coverage for Dental Insurance (20.2) or Vision Care Insurance (20.3) through the negotiated District provider.

20.1 Health Insurance

20.1.1 The District's maximum contribution to employee medical benefit premiums will be increased to \$11,000 annually beginning July 1, 2015 and then adjusted to \$11750 beginning July 1, 2016. This maximum contribution will be raised again to \$12250 beginning July1, 2017.

4/13/16

Date


For the Association

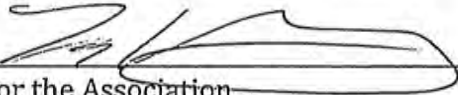

Daniel R. Moirao, Ed.D. State Administrator

Letter of Agreement
Between the
King City Joint Union High School District California Teachers' Association
And the
South Monterey County Joint Union High School District

The South Monterey County Joint Union High shall offer "signing" bonuses to new certificated staff for positions that are hard to fill or are in high demand e.g. but not limited to, Special Education, Math, and Science. Signing bonuses shall not exceed \$5,000.00 to be paid over a two-year period. The first payment shall be made after the first day of duty served according to the agreed upon work year calendar and the second shall be paid after the first day of duty served in year two of the agreed upon work year calendar. Should the employee resign, or not be re-elected to serve for the second year, the second payment shall be relinquished.

To be sunset June 30, 2019
March 23, 2016

Date



For the Association



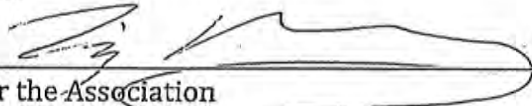
Daniel R. Moirao, Ed.D. State Administrator


Letter of Agreement
Between the
King City Joint Union High School District California Teachers' Association
And the
South Monterey County Joint Union High School District
Article 19, Earned Preparation Period Substitution Policy
Article 19.2

Through the duration of the currently agreed upon negotiated contract with the King City Joint Union High School District California Teachers' Association and the South Monterey County Joint Union High School District, Article 19- Earned Preparation Period Substitution Policy Article 19.2 shall read:

Any teacher **who** covers two or more classes at one time will earn an earned period **for** the class(es) covered, *if the total number of students being supervised exceeds 35 students.*

3/23/16
Date


For the Association


Daniel R. Moirao, Ed.D. State Administrator

SIDE Letter of Agreement
Between the
King City Joint Union High School District California Teachers' Association
And the
South Monterey County Joint Union High School District

Article 15 – EVALUATIONS

The District and the Association shall form a committee to study and propose an effective evaluation system for general education certificated teachers that will promote improved performance and advance student achievement. The committee will examine effective evaluation tools for certificated members whose responsibilities are those other than a certificated general education teacher (i.e. counselors, special education).

The committee shall be composed of an equal number of teachers and administrative staff. A proposal will be made to the District and the Association by May 2017.

March 23, 2016
Date



For the Association

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

Letter of Agreement
Between the
King City Joint Union High School District California Teachers' Association
And the
South Monterey County Joint Union High School District

The King City Joint Union High School District Teachers Association (KCUHSDTA) and the South Monterey County Joint Union High School District (District) agree that:

1. All certificated salaries shall be increased by 2% of the negotiated salary rate as of July 1, 2016.
2. The certificated work year for 2016-2017 shall be increased by two days to a work year of 184 days.
 - a. Certificated salaries shall increase by \$1000.00 per diem for each of the two additional work days.
 - b. The additional days shall be used for professional development of all certificated teachers.
- ~~3. The certificated work year for 2017-2018 shall be increased by one additional day to a grand total of 185 days. For the 2017-2018 work year shall be 184.~~
 - ~~a. All certificated salaries shall be increased by the negotiated per diem rate as of July 1, 2017 plus 2.5%. All certificated salaries shall be increased as of July 1, 2017 by 2.5%~~
 - b. Beginning with the 2017-2018 school year the District may use one staff development day as a flex day, meaning a day can be changed to a student contact day. The District may alter this one day annually based upon District needs. The District will present their choice when the calendar is developed.
 - ~~c. Two days shall be used for professional development of all certificated teachers.~~
 - ~~d. One of the additional days shall be added to the academic calendar for students.~~
4. The salary adjustments shall remain in effect as long as the Local Control Funding Formula and the Local Control Accountability Plan can fund such provisions or until the end of the term of the current negotiated contract with the Association, which ever may come first.
5. The hours of employment and day's work will remain as currently negotiated agreement in effect on July 1, 2016.
6. School site counselors shall work ten days more than credentialed regular education and special education teachers in the district with the accompanying daily rate added to

their compensation and will be subject to all statutory payroll deductions. Any days worked beyond the days outlined above shall have prior administrative approval and shall be taken in lieu of other days currently scheduled.


All salary adjustments are in accordance with the requirements of the Local Control Accountability Plan (LCAP) and in lieu of any reductions in the work year or instructional minutes and based on association members fulfilling all elements of the job description associated with their specific assignment. In addition members of KCJUHSDTA will

1. Participate in schedule professional learning community meetings (PLC's)
 - a. To determine district academic goals for students (What will be taught) which may include, but are not limited to:
 - i. Development of Benchmark assessments
 - ii. Development of appropriate pacing guides
 - iii. Creating of units of study that are implemented
 - iv. Discussions about best practices for engaging students in a equitable, rigorous curriculum
 - v. Review and analysis of student data (How well are students are achieving
 - vi. Discussion of students' progress on benchmarks, assessments, and/or units of study
 - vii. Implementation of instructional strategies to improve student achievement
 - viii. Modifying and accommodating curriculum to meet the needs of a diverse student population
 - ix. Planning and implementing strategies for students not achieving district academic goals (Determine what to do if students are not achieving the goals set forth)>

4/13/16

Date

For the Association


Daniel R. Moirao, Ed.D. State Administrator

Letter of Agreement
Between the
King City Joint Union High School District California Teachers' Association
And the
South Monterey County Joint Union High School District


Article 1 - Agreement

- 1.1 The Articles and provisions contained herein constitute a bilateral and binding agreement ("Agreement") by and between the South Monterey County Joint Union High School District ("District") and the King City Joint Union High School District California Teachers' Association, CTA/NEA ("Association")
- 1.2 The agreement shall remain in full force and effect from July 1, 2014 through June 30 2019 or until such time as a new agreement is reached. During this agreement, either party may open articles only upon mutual agreement of the Association and the District
- 1.3 If any provision of this Agreement or any application thereof to any teacher is held by a court of competent jurisdiction to be contrary to law then such provision or application will be deemed invalid, to the extent required by such court decision, but all other provisions or applications shall continue in full force and effort.

upon
request
of either
party,
Article 16
Salary and
Article 20
Benefits
may be
opened.

4/13/16
Date


For the Association


Daniel R. Moirao, Ed.D. State Administrator

ARTICLE 16 – SALARY

- 16.1 Pursuant to Education Code section 45028, unit members shall be placed on the appropriate column on the salary schedule in accordance with the degrees and advanced preparation they have completed. Advancement on the schedule shall be in accordance with Article 18 – Professional Development.
- 16.2 Initial Step Placement – Unit members shall be given credit on a year-for-year basis up to five (5) years at the time of initial placement on the salary schedule for previous teaching experience. They shall also be given credit for up to five (5) years of military service when the credential was earned prior to that service. Teaching experience, for salary schedule placement purposes, shall include all experience in positions requiring certification qualifications.

The Association and the District may mutually agree to give entering teachers more years of service based upon hard to fill positions, the five year initial placement may be waved up to 12 years, beyond 12 years the District and Association shall meet and consult.

16.3 Step Requirements

16.3.1 The advancement on the salary schedule shall be at the rate of one step for each year of teaching experience.

16.3.2 New employees who are employed after the beginning of the school year shall serve at least 75% of the days that the school is in session during that school year in order to advance a step on the salary schedule. Days of paid leave of absence shall be counted as part of the 75% requirement.

16.4 Unit member salaries will be made in accordance with Appendix A – Certificated Salary Schedule.

16.5 Unit members shall be paid monthly for each month in which services are performed.

16.6 Unit members who serve for one full semester shall receive not less than one half the annual salary for the position for which they qualify.

16.7 Unit Conversion – Quarter units are converted to semester units by multiplying the quarter units by 2/3rds. If this multiplication results in a fraction that when added to the other semester units is less than 1/2 unit from the required units for qualifying for the next column, then the fraction shall be rounded up to the next whole number and the teacher shall be placed on the next column.

16.8 Unit members who in the normal performance of their duties are required to work at times outside the school day or beyond the regular school year shall be compensated as follows:

16.8.1 Summer School Lead Teachers at \$4,500

16.8.2 All others at the hourly rate

- 16.9 Job description and specifications shall be made available to all teachers before any positions are filled.
- 16.10 The District shall make every reasonable effort to avoid assigning teachers to teach on their preparation periods. If the need arises, teachers may voluntarily teach on their preparation period. Selection will be based upon proper credentialing, site availability, and seniority in the district. At no time will the master schedule be dismantled to accommodate seniority rights. Unit members will be compensated at 1/6 of Column III, Step 9. The District may terminate the agreement with any unit member involved at any time it deems appropriate and return the unit member's assignment to the appropriate student contact hours per week as defined in Article 9.4 of the collective bargaining agreement. Upon termination of a unit member's voluntary service the unit member will provide a transfer grade for the students in the 7/6 class.
- ~~16.11 "Y rated" unit members on Column V, as of June 30, 2013, will remain at their current level of pay unless at such time a structural change is made to the Salary Schedule.~~

16.12 Extra Duty Assignments

16.12.1 Extra Duty Assignments – The hourly rate of pay for extra duty shall be \$43.20 compensated at 0.0006292 of Column III, Step 9.

16.12.2 The Associated Student Body payments to certificated employees must be paid through the District. The Association and the District agree that the ASB hourly pay scale shall be in current ASB practice and not the hourly pay rate stipulated above.

16.12.3 Stipends

<u>Extra Curricular</u>	<u>Stipend</u>	<u>Coaching</u>	<u>Stipend</u>
***Band Director	3780	Head Baseball	3780
Cheerleader Coach	2700	**Assistant Baseball	2700
Department Chairperson	1000	Head Basketball	3780
****Drama Director	3780	**Assistant Basketball	2700
*FFA Adviser	2700	Head Cross Country	3780
Journalism Adviser	2700	**Assistant Cross Country	2700
Speech & Debate Coach	2700	Head Football	3780
Yearbook Adviser	3780	Assistant Football	2700
PLC Lead	1000	Golf Coach	2700
***** ASB Coordinator	3780	Head Soccer	3780
		**Assistant Soccer	2700
		Head Softball	3780
		**Assistant Softball	2700
		Head Track & Field	3780
		Assistant Track & Field	2700
		Head Volleyball	3780
		**Assistant Volleyball	2700
		Head Wrestling	3780
		**Assistant Wrestling	2700

16.12.3 Stipends – Class One Stipends will be compensated at 0.055057 of Column III, Step 9 and Class Two Stipends will be compensated at 0.0393264 of Column III, Step 9.

<u>Extra-Curricular</u>	<u>Stipend</u>	<u>Coaching</u>	<u>Stipend</u>
<u>***Band Director</u>	<u>One</u>	<u>Head Baseball</u>	<u>One</u>
<u>Cheerleader Coach</u>	<u>Two</u>	<u>**Assistant Baseball</u>	<u>Two</u>
<u>Department Chairperson</u>	<u>1000</u>	<u>Head Basketball</u>	<u>One</u>
<u>****Drama Director</u>	<u>One</u>	<u>**Assistant Basketball</u>	<u>Two</u>
<u>*FFA Advisor</u>	<u>Two</u>	<u>Head Cross Country</u>	<u>One</u>
<u>Journalism Advisor</u>	<u>Two</u>	<u>**Assistant Cross Country</u>	<u>Two</u>
<u>Speech & Debate Coach</u>	<u>Two</u>	<u>Head Football</u>	<u>One</u>
<u>Yearbook Advisor</u>	<u>One</u>	<u>Assistant Football</u>	<u>Two</u>
<u>PLC Lead</u>	<u>1000</u>	<u>Golf Coach</u>	<u>Two</u>
<u>***** ASB Coordinator</u>	<u>One</u>	<u>Head Soccer</u>	<u>One</u>
<u>Bachelors Stipend</u>	<u>2000</u>	<u>**Assistant Soccer</u>	<u>Two</u>
<u>Masters Stipend</u>	<u>1500</u>	<u>Head Softball</u>	<u>One</u>
		<u>**Assistant Softball</u>	<u>Two</u>
		<u>Head Track & Field</u>	<u>One</u>
		<u>Assistant Track & Field</u>	<u>Two</u>
		<u>Head Volleyball</u>	<u>One</u>
		<u>**Assistant Volleyball</u>	<u>Two</u>
		<u>Head Wrestling</u>	<u>One</u>
		<u>**Assistant Wrestling</u>	<u>Two</u>
		<u>Head Swim</u>	<u>One</u>

Stipends for Journalism, Yearbook, and Speech and Debate shall not be paid if a class on the Master Schedule for the course exists.

- * One per site paid from the District’s general fund. Other positions may be paid from other grant sources.
- ** Limit one per comprehensive school site (School sites may add an additional stipend if an additional level is needed. ie freshman basketball)
- *** \$945.00 per performance beyond contracted hours not to exceed \$3,780.00 annually.
- **** \$1,260.00 per performance beyond contracted hours not to exceed \$3,780.00 annually.
- ***** \$270.00 per active club up to \$3,780.00 annually (active club is any club who conducts official fundraisers).

16.12.4 The extra-duty assignment stipends shall be paid in accordance with the following schedule:

- 16.12.4.1 All coaching assignments shall be paid in one payment at the completion of the assignment.
- 16.12.4.2 All Department Chairperson stipends shall be paid monthly in accordance with Article 16.5, installments during the regular school year.

16.12.4.3 All assignments other than coaching and department chairperson stipends shall be paid in one payment at the completion of the assignment as described by the job descriptions approved by the Governing Board.

16.12.5 If a new job classification for extra duty assignments is established, the School District will negotiate with the Association the appropriate salary for the classification. If possible, said negotiations shall take place prior to the filling of the position. The salary subsequently agreed upon shall be retroactive to the first day the position was filled.

16.12.5.1 It shall be the responsibility of the Principal or designee, in conjunction with the State Administrator/Superintendent, to make a determination of the reassignment of Athletics coaches.

16.13 School Site counselors shall work ten (10) days more than credentialed teachers in the district with the accompanying daily rate added to their compensation and will be subject to all statutory payroll deductions. Any days worked beyond the days outlined above shall have prior administrative approval and shall be taken in lieu of other days currently scheduled.


16.14 The District shall pay one certificated bargaining unit member, who is currently employed full time by the school district, at each comprehensive school site (Greenfield and King City High School) a stipend equal to a single period of a salary at column III, Step 9 on the certificated salary schedule plus \$5,000.00 to serve as the athletic director at their designated school site. (Effective July 1, 2015)

4/13/16

Date



For the Association



Daniel R. Moirao, Ed.D. State Administrator

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Approval of AB1200 – CSEA Local #529
Negotiations

MEETING: May 18, 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 negotiated an agreement with the Classified Employees (CSEA) Local #529 for 2016/17 through 2018/19. AB1200 disclosure is required to clearly state the impact of the proposed agreement for the current fiscal year and for the subsequent two years.


Recommendation:

The recommendation is being made for the State Administrator to approve the AB1200 disclosure for negotiations with CSEA dated May 11, 2016.

Fiscal Impact:


Total potential cost to the General Fund of \$211,807 over the 2015/16, 2016/17 & 2017/18 fiscal years.

Submitted By:



Duane Wolgamott
Chief Business Official

Approved:



Daniel R. Moirao, Ed.D.
State Administrator

PUBLIC DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT
 in accordance with AB 1200 (Chapter 1213/1991), GC 3547.5, and CCR, Title V, Section 15449

Name of School District: South Monterey County Joint Union High School District
 Name of Bargaining Unit: CSEA
 Certificated, Classified, Other: Classified

The proposed agreement covers the period beginning: July 1, 2016 and ending: June 30, 2019
 (date) (date)

The Governing Board will act upon this agreement on: May 18, 2016
 (date)

This form, along with a copy of the proposed agreement, should be submitted to the County Office at least 10 working days prior to the date the Governing Board will take action. **Please note that school districts with a Qualified or Negative certification pursuant to E.C. section 42131 must allow the COE at least ten (10) working days to review and comment on any proposed agreement.**

A. Proposed Change in Compensation

Compensation	Column 1 Current Year Annual Cost Prior to Proposed Agreement FY 2015-16	Fiscal Impact of Proposed Agreement		
		Column 2 Current Year Increase/(Decrease) FY 2015-16	Column 3 MultiYr Agreement only: 1st Subsequent Year Increase/(Decrease) FY 2016-17	Column 4 Multiyr Agreement only: 2nd Subsequent Year Increase/(Decrease) FY 2017-18
1 Salary Schedule (This is to include Step and Column, which is also reported separately in Item 6.)	\$ 2,382,346	\$ -	\$ 260,066.00	\$ 213,546
		0.00%	10.92%	8.08%
2 Other Compensation - Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc.	\$ 399,852	\$ -	\$ 43,649	\$ 35,842
		0.00%	10.92%	8.08%
Description of other compensation		Masters Stipend of \$1,500	Masters Stipend of \$1,500	Masters Stipend of \$1,500
3 Statutory Benefits - STRS, PERS, FICA, WC, UI, Medicare, etc.	\$ 685,644	\$ -	\$ -	\$ -
		0.000%	0.00%	0.00%
4 Health/Welfare Plans	\$ 663,105	\$ -	\$ 49,200	\$ 33,800
		0.00%	7.42%	4.75%
5 Total Compensation - Add Items 1 thru 4	\$ 4,130,947	\$ -	\$ 352,915	\$ 283,188
		0.000%	8.54%	6.32%
6 Step and Column - Due to movement plus any changes due to settlement. This is a subset of Item No. 1.	\$ -	\$ -	\$ 60,812	\$ 67,690
7 Total Number of Represented Employees (Use FTEs if appropriate)	63.60	63.60	65.60	67.60
8 Total Compensation <u>Average</u> Cost per Employee	\$ 64,952	\$ -	\$ 5,380	\$ 4,189
		0.000%	8.28%	5.96%

South Monterey County Joint Union High School District

9. What was the negotiated percentage increase approved? For example, if the increase in "Year 1" was for less than a full year, what is the annualized percentage of that increase for "Year 1"?

16-17 = 2% increase
17-18 = 2.5% increase

10. What was the negotiated percentage increase: On-Going OR One-Time

11. Are there reopeners? Yes No

12. Were any additional steps, columns, or ranges added to the schedules? (If yes, please explain.)

Starting in 2016-17 \$2,000 is added to each salary schedule cell for teacher retention.

13. Please include comments and explanations as necessary. (If more room is necessary, please attach an additional sheet.)

None

14. Does this bargaining unit have a negotiated cap for Health and Welfare benefits? Yes No

If yes, please describe the cap amount.

In 16-17 Benefits capped at \$11,750 plus employee only rate for Dental and Vision. For 2016-17 = \$12,142
In 17-18 Benefit cap raised by \$500

B. Proposed negotiated changes in noncompensation items (i.e., class size adjustments, staff development days, teacher prep time, classified staffing ratios, etc.)

None

C. What are the specific impacts (positive or negative) on instructional and support programs to accommodate the settlement? Include the impact of changes such as staff reductions or increases, program reductions or increases, elimination or expansion of other services or programs (i.e., counselors, librarians, custodial staff, etc.)

No negative impacts on instructional and support programs. Conservative funding level predictions cover these increases.

South Monterey County Joint Union High School District

D. What contingency language is included in the proposed agreement?

None

E. Will this agreement create or increase deficit spending in the current or subsequent year(s)?

"Deficit Spending" is defined to exist when a fund's expenditures and other financing uses exceed its revenues and other financing sources in a given year. If yes, explain the amounts and justification for doing so.

No

F. Identify other major provisions that do not directly affect the district's costs, such as binding arbitrations, grievance procedures, etc.

None

G. Source of Funding for Proposed Agreement:

1. Current Year

General Fund

2. If this is a single year agreement, how will the ongoing cost of the proposed agreement be funded in subsequent years (i.e., what will allow the district to afford this contract)?

N/A

3. If this is a multiyear agreement, what is the source of funding, including assumptions used, to fund these obligations in subsequent years? (Remember to include compounding effects in meeting obligations.)

General Fund and LCFF funding growth over the term of the agreement

South Monterey County Joint Union High School District

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Unrestricted General Fund				
Bargaining Unit:	CSEA			
	Column 1	* Column 2	Column 3	Column 4
	Latest Board- Approved Budget Before Settlement (As of July 1)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
UNRESTRICTED REVENUES				
Revenue Limit Sources (8010-8099)	\$ 20,852,634	\$ -	\$ -	\$ 20,852,634
Remaining Revenues (8100-8799)	\$ 2,068,070	\$ -	\$ -	\$ 2,068,070
TOTAL UNRESTRICTED REVENUES	\$ 22,920,704	\$ -	\$ -	\$ 22,920,704
UNRESTRICTED EXPENDITURES				
Certificated Salaries (1000-1999)	\$ 7,107,712		\$ -	\$ 7,107,712
Classified Salaries (2000-2999)	\$ 2,129,283			\$ 2,129,283
Employee Benefits (3000-3999)	\$ 3,087,244			\$ 3,087,244
Books and Supplies (4000-4999)	\$ 1,664,589	\$ -	\$ -	\$ 1,664,589
Services, Other Operating Expenses (5000-5999)	\$ 2,824,865	\$ -	\$ -	\$ 2,824,865
Capital Outlay (6000-6599)	\$ 135,634	\$ -	\$ -	\$ 135,634
Other Outgo (7100-7299) (7400-7499)	\$ 1,389,929	\$ -	\$ -	\$ 1,389,929
Direct Support/Indirect Cost (7300-7399)	\$ (160,633)	\$ -	\$ -	\$ (160,633)
Other Adjustments				
TOTAL UNRESTRICTED EXPENDITURES	\$ 18,178,623	\$ -	\$ -	\$ 18,178,623
OPERATING SURPLUS/(DEFICIT)	\$ 4,742,081	\$ -	\$ -	\$ 4,742,081
Transfers In and Other Sources (8910-8979)	\$ -	\$ -	\$ -	\$ -
Transfers Out and Other Uses (7610-7699)	\$ -	\$ -	\$ -	\$ -
Contributions (8980-8999)	\$ (2,627,308)	\$ -	\$ -	\$ (2,627,308)
CURRENT YEAR INCREASE (DECREASE) IN UNRESTRICTED FUND BALANCE	\$ 2,114,773	*	\$ -	\$ 2,114,773
UNRESTRICTED BEGINNING FUND BALANCE	\$ 5,941,082			\$ 5,941,082
Pri Yr Audit Adjustmnts/Restatemnts (9793/9795)				\$ -
CURR YR UNRESTRICTED ENDING BALANCE	\$ 8,055,855	\$ -	\$ -	\$ 8,055,855
COMPONENTS OF ENDING FUND BALANCE:				
Nonspendable Amounts (9711-9719)	\$ 6,000	\$ -	\$ -	\$ 6,000
Committed/Assigned Amounts (9750-9780)	\$ -	\$ -	\$ -	\$ -
Reserve for Economic Uncertainties (9789)	\$ 791,993	\$ -	\$ -	\$ 791,993
Unappropriated/Unappropriated Amounts (9790)	\$ 7,257,862	\$ -	\$ -	\$ 7,257,862

* Please see question on page 7.

Monterey County Office of Education

South Monterey County Joint Union High School District

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Restricted General Fund

Bargaining Unit:

CSEA

	Column 1	* Column 2	Column 3	Column 4
	Latest Board-Approved Budget Before Settlement (As of July 1)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
RESTRICTED REVENUES				
Revenue Limit Sources (8010-8099)	\$ -	\$ -	\$ -	\$ -
Remaining Revenues (8100-8799)	\$ 4,426,738	\$ -	\$ -	\$ 4,426,738
TOTAL RESTRICTED REVENUES	\$ 4,426,738	\$ -	\$ -	\$ 4,426,738
RESTRICTED EXPENDITURES				
Certificated Salaries (1000-1999)	\$ 1,634,545	\$ -	\$ -	\$ 1,634,545
Classified Salaries (2000-2999)	\$ 652,915	\$ -	\$ -	\$ 652,915
Employee Benefits (3000-3999)	\$ 806,784	\$ -	\$ -	\$ 806,784
Books and Supplies (4000-4999)	\$ 621,036	\$ -	\$ -	\$ 621,036
Services, Other Operating Expenses (5000-5999)	\$ 4,107,479	\$ -	\$ -	\$ 4,107,479
Capital Outlay (6000-6599)	\$ 3,159	\$ -	\$ -	\$ 3,159
Other Outgo (7100-7299) (7400-7499)	\$ 234,600	\$ -	\$ -	\$ 234,600
Direct Support/Indirect Cost (7300-7399)	\$ 160,629	\$ -	\$ -	\$ 160,629
Other Adjustments				
TOTAL RESTRICTED EXPENDITURES	\$ 8,221,147	\$ -	\$ -	\$ 8,221,147
OPERATING SURPLUS (DEFICIT)	\$ (3,794,409)	\$ -	\$ -	\$ (3,794,409)
Transfers In and Other Sources (8910-8979)	\$ -	\$ -	\$ -	\$ -
Transfers Out and Other Uses (7610-7699)	\$ -	\$ -	\$ -	\$ -
Contributions (8980-8999)	\$ 2,627,308	\$ -	\$ -	\$ 2,627,308
CURRENT YEAR INCREASE (DECREASE) IN RESTRICTED FUND BALANCE	\$ (1,167,101)	\$ -	\$ -	\$ (1,167,101)
RESTRICTED BEGINNING FUND BALANCE	\$ 1,455,460			\$ 1,455,460
Pri Yr Audit Adjustmnts/Restatemnts (9793/9795)				\$ -
CURR YR RESTRICTED ENDING BALANCE	\$ 288,359	\$ -	\$ -	\$ 288,359
COMPONENTS OF ENDING FUND BALANCE:				
Restricted Amounts (9740)	\$ 288,359	\$ -	\$ -	\$ 288,359

* Please see question on page 7.

South Monterey County Joint Union High School District

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Bargaining Unit:		Combined General Fund CSEA			
	Column 1 Latest Board- Approved Budget Before Settlement (As of July 1)	* Column 2 Adjustments as a Result of Settlement	Column 3 Other Revisions	Column 4 Total Current Budget (Columns 1+2+3)	
REVENUES					
Revenue Limit Sources (8010-8099)	\$ 20,852,634	\$ -	\$ -	\$ 20,852,634	
Remaining Revenues (8100-8799)	\$ 6,494,808	\$ -	\$ -	\$ 6,494,808	
TOTAL REVENUES	\$ 27,347,442	\$ -	\$ -	\$ 27,347,442	
EXPENDITURES					
Certificated Salaries (1000-1999)	\$ 8,742,257	\$ -	\$ -	\$ 8,742,257	
Classified Salaries (2000-2999)	\$ 2,782,198	\$ -	\$ -	\$ 2,782,198	
Employee Benefits (3000-3999)	\$ 3,894,028	\$ -	\$ -	\$ 3,894,028	
Books and Supplies (4000-4999)	\$ 2,285,625	\$ -	\$ -	\$ 2,285,625	
Services, Other Operating Expenses (5000-5999)	\$ 6,932,344	\$ -	\$ -	\$ 6,932,344	
Capital Outlay (6000-6599)	\$ 138,793	\$ -	\$ -	\$ 138,793	
Other Outgo (7100-7299) (7400-7499)	\$ 1,624,529	\$ -	\$ -	\$ 1,624,529	
Direct Support/Indirect Cost (7300-7399)	\$ (4)	\$ -	\$ -	\$ (4)	
Other Adjustments					
TOTAL EXPENDITURES	\$ 26,399,770	\$ -	\$ -	\$ 26,399,770	
OPERATING SURPLUS (DEFICIT)	\$ 947,672	\$ -	\$ -	\$ 947,672	
Transfer In and Other Sources (8910-8979)	\$ -	\$ -	\$ -	\$ -	
Transfers Out and Other Uses (7610-7699)	\$ -	\$ -	\$ -	\$ -	
Contributions (8980-8999)	\$ -	\$ -	\$ -	\$ -	
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	\$ 947,672	\$ *	\$ -	\$ 947,672	
BEGINNING FUND BALANCE	\$ 7,396,542			\$ 7,396,542	
Pri Yr Audit Adjustmnts/Restatemnts (9793/9795)	\$ -			\$ -	
CURRENT YEAR ENDING FUND BALANCE	\$ 8,344,214	\$ -	\$ -	\$ 8,344,214	
COMPONENTS OF ENDING FUND BALANCE:					
Nonspendable Amounts (9711-9719)	\$ 6,000	\$ -	\$ -	\$ 6,000	
Restricted Amounts (9740)	\$ 288,359	\$ -	\$ -	\$ 288,359	
Committed/Assigned Amounts (9750-9780)	\$ -	\$ -	\$ -	\$ -	
Reserve for Economic Uncertainties (9789)	\$ 791,993	\$ -	\$ -	\$ 791,993	
Unappropriated/Unappropriated Amounts (9790)	\$ 7,257,862	\$ -	\$ -	\$ 7,257,862	
Reserve for Economic Uncertainties Percentage	30.49%			30.49%	

* Please see question on page 7.

South Monterey County Joint Union High School District

I. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS UNRESTRICTED FUNDS

Unrestricted General Fund Multiyear Projection

Bargaining Unit:

CSEA

	2015-16	2016-17	2017-18
	Total Current Budget After Settlement	First Subsequent Year After Settlement	Second Subsequent Year After Settlement
UNRESTRICTED REVENUES			
Revenue Limit Sources (8010-8099)	\$ 20,852,634	\$ 21,665,191	\$ 23,426,927
Remaining Revenues (8100-8799)	\$ 2,068,070	\$ 1,000,873	\$ 1,000,873
TOTAL UNRESTRICTED REVENUES	\$ 22,920,704	\$ 22,666,064	\$ 24,427,800
UNRESTRICTED EXPENDITURES			
Certificated Salaries (1000-1999)	\$ 7,107,712	\$ 7,986,926.00	\$ 8,730,376
Classified Salaries (2000-2999)	\$ 2,129,283	\$ 2,283,657	\$ 2,390,840
Employee Benefits (3000-3999)	\$ 3,087,244	\$ 3,709,992	\$ 4,074,096
Books and Supplies (4000-4999)	\$ 1,664,589	\$ 250,000	\$ 255,000
Services, Other Operating Expenses (5000-5999)	\$ 2,824,865	\$ 2,909,611	\$ 2,996,899
Capital Outlay (6000-6999)	\$ 135,634	\$ 100,000	\$ 100,000
Other Outgo (7100-7299) (7400-7499)	\$ 1,389,929	\$ 1,389,929	\$ 1,389,929
Direct Support/Indirect Cost (7300-7399)	\$ (160,633)	\$ (66,250)	\$ (66,250)
Other Adjustments		\$ -	\$ -
TOTAL UNRESTRICTED EXPENDITURES	\$ 18,178,623	\$ 18,563,865	\$ 19,870,890
OPERATING SURPLUS (DEFICIT)	\$ 4,742,081	\$ 4,102,199	\$ 4,556,910
Transfers In and Other Sources (8910-8979)	\$ -	\$ -	\$ -
Transfers Out and Other Uses (7610-7699)	\$ -	\$ -	\$ -
Contributions (8980-8999) (Enter as a negative)	\$ (2,627,308)	\$ (2,578,921)	\$ (3,106,883)
CURRENT YEAR INCREASE (DECREASE) IN UNRESTRICTED FUND BALANCE	\$ 2,114,773	\$ 1,523,278	\$ 1,450,027
UNRESTRICTED BEGINNING FUND BALANCE	\$ 5,941,082	\$ 8,055,855	\$ 9,579,133
Pri Yr Audit Adjustmnts/Restatemnts (9793/9795)	\$ -		
UNRESTRICTED ENDING FUND BALANCE	\$ 8,055,855	\$ 9,579,133	\$ 11,029,160
COMPONENTS OF ENDING BALANCE:			
Nonspendable Amounts (9711-9719)	\$ 6,000	\$ 6,000	\$ 6,000
Committed/Assigned Amounts (9750-9780)	\$ -	\$ -	\$ -
Reserve for Economic Uncertainties (9789)	\$ 791,993	\$ 1,236,700	\$ 1,293,409
Unappropriated/Unappropriated Amounts (9790)	\$ 7,257,862	\$ 8,336,433	\$ 9,729,751

WARNING: 9790 Unappropriated Amounts must be positive

South Monterey County Joint Union High School District

J. IMPACT OF PROPOSED AGREEMENT ON UNRESTRICTED RESERVES

1. State Reserve Standard

		2015-16	2016-17	2017-18
a.	Total Expenditures, Transfers Out, and Uses (Including Cost of Proposed Agreement)	\$ 26,399,770	\$ 24,635,852	\$ 25,954,347
b.	State Standard Minimum Reserve Percentage for this District Enter percentage:	3.00%	3.00%	3.00%
c.	State Standard Minimum Reserve Amount for this District (For districts with less than 1,001 ADA, this is the greater of Line a, times Line b. or \$61,000)	\$ 791,993	\$ 739,076	\$ 778,630

2. Budgeted Unrestricted Reserve (After Impact of Proposed Agreement)

a.	General Fund Budgeted Unrestricted Designated for Economic Uncertainties (9789)	\$ 791,993	\$ 1,236,700	\$ 1,293,409
b.	General Fund Budgeted Unrestricted Unappropriated Amount (9790)	\$ 7,257,862	\$ 8,336,433	\$ 9,729,751
c.	Special Reserve Fund (Fund 17) Budgeted Designated for Economic Uncertainties (9789)	\$ 2,987,344	\$ 2,987,344	\$ 2,987,344
d.	Special Reserve Fund (Fund 17) Budgeted Unappropriated Amount (9790)	\$ -	\$ -	\$ -
e.	Total Available Reserves	\$ 11,037,199	\$ 12,560,477	\$ 14,010,504
f.	Reserve for Economic Uncertainties Percentage	41.81%	50.98%	53.98%

3. Do unrestricted reserves meet the state minimum reserve amount?

2015-16	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
2016-17	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
2017-18	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

4. If no, how do you plan to restore your reserves?

South Monterey County Joint Union High School District

5. If the total amount of the adjustment in Column 2 on Page 4 does not agree with the amount of the Total Compensation Increase in Section A, Line 5 on Page 1 (i.e., increase was partially budgeted), explain the variance below:

None

6. Please include any additional comments and explanations of Page 4 as necessary:

None

L. CERTIFICATION NO. 1: CERTIFICATION OF THE DISTRICT'S ABILITY TO MEET THE COSTS OF THE COLLECTIVE BARGAINING AGREEMENT

This disclosure document is intended to assist the district's Governing Board in determining whether the district can meet the costs incurred under the tentative Collective Bargaining Agreement in the current and subsequent years. This certification page should be signed by the Superintendent and Chief Business Official at the time of public disclosure. The absence of one or both of the signatures should serve as a "red flag" to the district's Governing Board.

In accordance with the requirements of Government Code Section 3547.5, the Superintendent and Chief Business Official of the South Monterey County Joint Union High School District, hereby certify that the District can meet the costs incurred under this Collective Bargaining Agreement during the term of the agreement from July 1, 2015 to June 30, 2019

Board Actions

The board actions necessary to meet the cost of the agreement in each year of its term are as follows:

Current Year

Budget Adjustment Categories:

Revenues/Other Financing Sources
 Expenditures/Other Financing Uses
 Ending Balance(s) Increase (Decrease)

	Budget Adjustment Increase/(Decrease)
\$	-
\$	-
\$	-

Subsequent Years

Budget Adjustment Categories:

Revenues/Other Financing Sources
 Expenditures/Other Financing Uses
 Ending Balance(s) Increase (Decrease)

	Budget Adjustment Increase/(Decrease)
\$	-
\$	-
\$	-

Budget Revisions

If the district does not adopt all of the revisions to its budget needed in the current year to meet the costs of the agreement at the time of the approval of the proposed collective bargaining agreement, the county superintendent of schools is required to issue a qualified or negative certification for the district on its next interim report.

Assumptions

See attached page for a list of the assumptions upon which this certification is based.

Certifications


I hereby certify I am unable to certify

 District Superintendent
 (Signature)

11-May-16

 Date

I hereby certify I am unable to certify



 Chief Business Official
 (Signature)

11-May-16

 Date

Assumptions

The assumptions upon which this certification is made are as follows:

Income assumption are based on the 2nd interim MYP

Concerns regarding affordability of agreement in subsequent years (if any):

None

M. CERTIFICATION NO. 2

The disclosure document must be signed by the district Superintendent or designee at the time of public disclosure and by the President or Clerk of the Governing Board at the time of formal board action on the proposed agreement.

The information provided in this document summarizes the financial implications of the proposed agreement and is submitted to the Governing Board for public disclosure of the major provisions of the agreement (as provided in the "Public Disclosure of Proposed Collective Bargaining Agreement") in accordance with the requirements of AB 1200 and Government Code Section 3547.5.

District Superintendent (or Designee)
(Signature)

Date

Duane Wolgamott - CBO
Contact Person

831-385-0606 ext. 4333
Phone

After public disclosure of the major provisions contained in this summary, the Governing Board at its meeting on: May 18, 2016 , took action to approve the proposed Agreement with the _____ CSEA _____ Bargaining Unit.

President (or Clerk), Governing Board
(Signature)

Date

South Monterey County Joint Union High School District
And the
California School Employees Association, Chapter 529

TENTATIVE AGREEMENT
March 14, 2016

The South Monterey County Joint Union High School District and the California School Employees Association, and its Chapter 529, hereby agree that this Agreement establishes a new three-year term of agreement for 2016-2019 and resolves negotiations 2015-2016 between the parties. Attached are all of the individual agreements.

1. Article 6: Pay and Allowances
2. Article 6: Professional Growth Committee
3. Article 6.17: Specialized Health Care Procedures
4. Article 6.18: Administration of Emergency Medications
5. Article 3: Organizational Rights
6. Article 5: Hours and Overtime
7. Article 10: Evaluation Procedure
8. Article 19: Duration
9. Appendix B: Classified Job Titles
10. 2016-2017 Work Year Calendar

These Agreements shall be implemented upon ratification by CSEA Chapter 529.

For the District:

Daniel R. Morera
March 14, 2016

For CSEA Chapter 529:

Doreen Donna 3/14/16
Luis R. Pardo
Judy Aguirre
Hana
Matthew Gensell, LRR
Kalorie Davis, LRR

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
AND THE
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION AND ITS CHAPTER 529

ARTICLE VI - PAY AND ALLOWANCES

Tentative Agreement

The district agrees to adjust salaries and benefits in accord with other than non-management employees, "me-too" clause.

Date: March 14, 2016 Date: March 14, 2016

For CSEA:

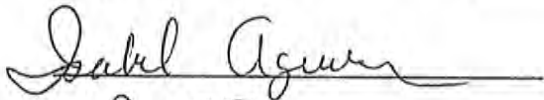
For the District:

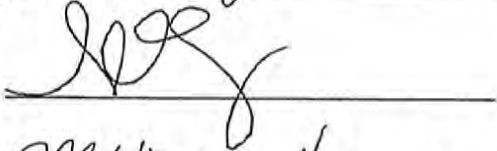


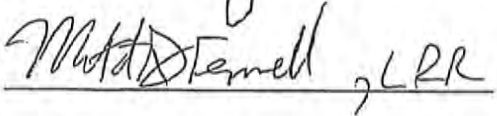


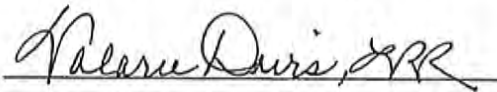
Daniel R. Moirao Ed.D. State Administrator











South Monterey County Joint Union High School District
and the
California School Employees Association, Chapter 529

TENTATIVE AGREEMENT

March 14, 2016

The South Monterey County Joint Union High School District (District) and the California School Employees Association, and its Chapter 529, hereby agree to the following changes to Article XIX: Duration.

ARTICLE XIX - DURATION

- 19.1 The parties agree to create a new collective agreement between CSEA and the District with a term of July 1, 2016 through June 30, 2019.
- 19.2 It is understood and agreed that the specific provisions contained in this Agreement are a true and precise representation of all agreements reached by the parties during this round of negotiations.
- 19.3 During the term of this Agreement, CSEA expressly waives and relinquishes the right to meet and negotiate and agrees that the District shall not be obligated to meet and negotiate with respect to any subject or matter whether or not referred to or covered in this Agreement, even though such subject or matter may not have been within the knowledge or contemplation of either or both the District or the CSEA at the time they met and negotiated on and executed this Agreement, and even though such subjects or matters were proposed and later withdrawn, except under the following circumstances:
- 19.3.1 Either party may submit a proposal to re-open articles VI: Pay and Allowances and VII: Health and Welfare, plus two (2) other articles each for, 2017-2018 and 2018-2019.
- 19.3.2 Either party may submit a proposal to negotiate a successor agreement; and/or
- 19.3.3 Either party may submit a proposal to negotiate the impact of a district decision or action, emergency, and/or change in law, on any subject within the scope of bargaining.
- 19.3.4 The District will notify CSEA and meet upon request to review any prospective reorganization, establishment of new positions, transfer of unit duties, layoff(s) and reclassification, prior to implementation to discuss possible alternatives. The District agrees to negotiate on any proposal within the scope of bargaining. (Settlement Agreement 7/1/13).
- 19.4 Regardless of 19.2 or 19.3 above, this Agreement may be reopened for subsequent inclusion of modifications or amendments by mutual agreement of the parties.

For the District:

Daniel R. Moise
March 14, 2016

For Chapter 529:

Veronica Herrera 3/14/16
Luca R. [Signature]
José Luis Aguirre
Natalie Femell, LRR
Valerie Davis, LRR
Nere [Signature]

South Monterey County Joint Union High School District
And the
California School Employees Association and its Chapter 529

TENTATIVE AGREEMENT

March 14, 2016

The California School Employees Association, Chapter 529 and the South Monterey County Joint Union High School District hereby agree to the following addition to Article III: Organizational Rights and Responsibilities.

**ARTICLE III
ORGANIZATIONAL RIGHTS AND RESONSIBILITIES**

3.1.14 New Employee Orientation: The CSEA President or designee shall have the right to participate in each orientation meeting for newly hired classified employees. No less than one day prior to each orientation meeting, Human Resources shall notify the Chapter President/designee. The Chapter President will provide the name of the CSEA representative designated to attend. If the CSEA representative assigned does not show up, the orientation will take place with no CSEA representative present. CSEA may meet with newly hired classified employees after the new employee orientation for purposes of providing information about CSEA and this agreement, for no more than 30 minutes.

FOR CSEA CHAPTER 529:

[Signature] 3/14/16
[Signature]
[Signature]
[Signature]
Matt Ferrall, LRR
Valerie Davis, LRR

FOR THE DISTRICT:

[Signature]
March 31, 2016

SMCJUHS
2016-2017 School Calendar **DRAFT**

Y. Garcia 3-14-16
M. Davis, JRR
M. Fenell, LRR
 Classified Work Year
 School Year 8/8/2016 - 6/1/2017 *W.S.*
 10.5 month 7/27/2016 - 6/9/2017
 11 month 7/20/2016 - 6/16/2017 *M.U.*

	MON	TUE	WED	THR	FRI	Week	Quarter	Semester
July					7/1	0		
	7/4	7/5	7/6	7/7	7/8	0		
	7/11	7/12	7/13	7/14	7/15	0		
	7/18	7/19	7/20	7/21	7/22	0		
	7/25	7/26	7/27	7/28	7/29	0		
August	8/1	8/2	8/3	8/4	8/5	0		
	8/8	8/9	8/10	8/11	8/12	5		
	8/15	8/16	8/17	8/18	8/19	5		
	8/22	8/23	8/24	8/25	8/26	5		
	8/29	8/30	8/31	9/1	9/2	5		
September	9/5	9/6	9/7	9/8	9/9	4		
	9/12	9/13	9/14	9/15	9/16	5		
	9/19	9/20	9/21	9/22	9/23	5		
	9/26	9/27	9/28	9/29	9/30	5		
	10/3	10/4	10/5	10/6	10/7	4	43	
October	10/10	10/11	10/12	10/13	10/14	5		
	10/17	10/18	10/19	10/20	10/21	5		
	10/24	10/25	10/26	10/27	10/28	5		
	10/31	11/1	11/2	11/3	11/4	5		
November	11/7	11/8	11/9	11/10	11/11	3		
	11/14	11/15	11/16	11/17	11/18	5		
	11/21	11/22	11/23	11/24	11/25	2		
	11/28	11/29	11/30	12/1	12/2	5		
December	12/5	12/6	12/7	12/8	12/9	5		
	12/12	12/13	12/14	12/15	12/16	5	45	88
	12/19	12/20	12/21	12/22	12/23	0		
	12/26	12/27	12/28	12/29	12/30	0		
January	1/2	1/3	1/4	1/5	1/6	0		
	1/9	1/10	1/11	1/12	1/13	5		
	1/16	1/17	1/18	1/19	1/20	4		
	1/23	1/24	1/25	1/26	1/27	5		
February	1/30	1/31	2/1	2/2	2/3	5		
	2/6	2/7	2/8	2/9	2/10	5		
	2/13	2/14	2/15	2/16	2/17	5		
	2/20	2/21	2/22	2/23	2/24	4		
March	2/27	2/28	3/1	3/2	3/3	5		
	3/6	3/7	3/8	3/9	3/10	5		
	3/13	3/14	3/15	3/16	3/17	4	47	
	3/20	3/21	3/22	3/23	3/24	5		
April	3/27	3/28	3/29	3/30	3/31	5		
	4/3	4/4	4/5	4/6	4/7	5		
	4/10	4/11	4/12	4/13	4/14	0		
	4/17	4/18	4/19	4/20	4/21	4		
May	4/24	4/25	4/26	4/27	4/28	5		
	5/1	5/2	5/3	5/4	5/5	5		
	5/8	5/9	5/10	5/11	5/12	4		
	5/15	5/16	5/17	5/18	5/19	5		
June	5/22	5/23	5/24	5/25	5/26	5		
	5/29	5/30	5/31	6/1	6/2	3	46	93
	6/5	6/6	6/7	6/8	6/9	0		
	6/12	6/13	6/14	6/15	6/16	0		
June	6/19	6/20	6/21	6/22	6/23	0		
	6/26	6/27	6/28	6/29	6/30	181	181	181

Legal Holidays
Non-school Days
Minimum Days (mid-terms / finals)
<input type="checkbox"/> CSEA Holidays
<input type="checkbox"/> CSEA Days off in lieu of

- 7/4 Independence Day
- 8/4 Orientation for New Teachers
- 8/5 Staff Development Day
- 8/8 First Day of School
- 9/5 Labor Day
- 10/3 Non-School Day
- 10/14 End of 1st Quarter
- 11/10 Non-School Day
- 11/11 Veterans Day
- 11/24 Thanksgiving Day
- 11/23 - 11/25 Thanksgiving Break (11/24 and 11/25)
- 12/14 - 12/16 Midterms/Finals (Minimum Days)
- 12/16 End of 2nd Quarter
- 12/16 End of 1st Semester
- 12/19 - 1/6 Winter Break
- 12/26-12/29 CSEA Holiday
- 12/30 CSEA In lieu of day
- 1/16 Dr. Martin Luther King, Jr. Day
- 2/20 Presidents' Day (Lincoln & Washington)
- 3/13 Non-School Day
- 3/17 End of 3rd Quarter
- 4/10 - 4/17 Spring Break
- * 3/31 Cesar Chavez ~~Non-School Day~~
 Non-School Day
 Holiday *Y. Garcia*
- 5/19 Non-School Day
- 5/29 Memorial Day
- 5/31 - 6/1 Finals (Minimum Days)
- 6/1 End of 4th Quarter
- 6/1 End of 2nd Semester
- 6/1 Last Day of School

Walter R. Nolasco 3-436-116

ARTICLE X - EVALUATION PROCEDURE

10.1 ~~Probationary employee evaluations shall be made at the end of two (2) and five (5) months of service, and at least annually thereafter during the sixty (60) day period preceding the employee's anniversary date.~~

Each permanent employee shall receive a written evaluation at least once a year between December 1st and June 30th. Probationary employees shall be evaluated twice during the initial six months of employment, and again prior to the end of the probationary period.

FOR CSEA CHAPTER 529:

Ceresa Coma
Laura R. Bell
Sabel Aguer
Matt Sembl, LLC
Valerie Davis, LLP
Date 3-14-16
Shae

FOR THE DISTRICT

Daniel R. Morales
March 14, 2016
Date

APPENDIX B – CLASSIFIED JOB TITLES AND SALARY RANGES

<u>JOB TITLE</u>	<u>SALARY RANGE</u>
FOOD AND NUTRITIONAL SERVICES (FANS) WORKER	2
FOOD AND NUTRITIONAL SERVICES LEAD WORKER	3
CAMPUS SUPERVISOR	8
CUSTODIAL TECHNICIAN	8
CUSTODIAN I	8
RECEPTIONIST/HUMAN RESOURCES ASSISTANT	9
FOOD SERVICE CLERK/RECEPTIONIST	9
ENGLISH LANGUAGE DEVELOPMENT (ELD) LIAISON	9
IN-SCHOOL SUSPENSION/CAMPUS MONITOR	9
INSTRUCTIONAL AIDE PARAEDUCATOR I	9
SEVERE NEEDS PARA-EDUCATOR	9
MOTF CLERK	10
SCHOOL OFFICE ASSISTANT	10
BUS DRIVER	12
GROUNDS KEEPER	12
GROUNDS KEEPER/BUS DRIVER	12
LIBRARY CLERK	12
PARAEDUCATOR II	12
CUSTODIAN I/BUS DRIVER	12
CUSTODIAN II/BUS DRIVER	14
HEAD CUSTODIAN	14
PARENT INVOLVEMENT COORDINATOR	14
REGISTRAR	14
STUDENT SERVICES TECHNICIAN	15
BEHAVIOR TECHNICIAN	16
HUMAN RESOURCES ASSISTANT	16
DISTRICT SECRETARY	16
ALTERNATIVE ED SECRETARY	16
PRINCIPAL'S SECRETARY	16
TECHNOLOGY ASSISTANT	16
MOTF Service Worker / Bus Driver <i>See 198 line</i>	16 <i>AS</i>
MOTF TECHNICIAN/BUS DRIVER	17
MAINTENANCE WORKER/BUS DRIVER	17
MOTF TECHNICIAN/BUS DRIVER	17
BUSINESS OFFICE TECHNICIAN	17
PAYROLL/BENEFITS TECHNICIAN	17
<i>Maintenance Worker See 198 line</i>	17 <i>AS</i>
FISCAL TECHNICIAN	19
MECHANIC/BUS DRIVER	20
TECHNOLOGY TECHNICIAN	22
DATA SYSTEMS ANALYST	25

DRM 3/0

FOR CSEA CHAPTER 529:

Ceresa Jensen
Laura R. Gots
Isabel Aguirre
Steve
Matt Fenell, CRR
Natalie Davis, CRR

DATE

3-14-16

FOR THE DISTRICT:

Daniel R. Mauer
March 14, 2016

DATE

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
AND THE
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION AND ITS CHAPTER 529

ARTICLE V - HOURS AND OVERTIME

- 5.1 **Workweek:** The workweek shall consist of five (5) consecutive days, Monday through Friday eight (8) hours per day or forty (40) hours per week. This Article shall not restrict the extension of the regular workday or workweek on an overtime basis when such is necessary to carry on the business of the District.

A four-day, 10 hour per day work week may be established within the Monday through Friday work week by mutual agreement between CSEA and the District.

- 5.2 **Workday:** The hours of the workday shall be designated by the District for each classified assignment at the time of employment. Each employee shall be assigned a fixed, regular, and ascertainable minimum number of hours.

On any school day during which pupils would otherwise have been in attendance but are not and for which certificated personnel receive regular pay (Teacher In-Service Day), at least one (1) night shift employee shall work the night shift at the straight time rate. This employee shall be chosen by (1) volunteer basis, or (2) rotation basis. The dates of Teacher In-Service days and the choice of classified employee to work the night shift shall be determined at least ten (10) working days in advance. All other night shift employees shall be assigned to work a regular day shift.

- 5.3 **Adjustment of Assigned Time:** Any employee in the bargaining unit who works a minimum of thirty (30) minutes or more per day in excess of her/his regular part-time assignment for a period of twenty (20) consecutive working days or more, shall have her/his regular assignment adjusted upward to reflect the longer hours in order to acquire fringe benefits on a properly prorated basis effective with the next pay period.

- 5.4 **Increase in Hours:** When additional hours are assigned to a part-time position on a regular basis, the assignment shall be offered to the employee in the appropriate class on the basis of job qualifications and seniority. If the employee declines the assignment, it shall be offered to the remaining employees in the class on the same basis until the assignment is made. If two (2) or more employees are equally qualified, the employee with the greatest seniority will be offered the assignment first.

- 5.5 **Reduction in Assignment Time:** Any reduction in assigned time shall be accomplished in accordance with the Education Code.

- 5.6 **Lunch Periods:** Employees shall be entitled to an uninterrupted lunch period after the employee has been on duty for four (4) hours. The length of time for such lunch period shall be for a period of no longer than one (1) hour nor less than one-half (1/2) hour and

DM
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shall be scheduled for full time employees at or about the mid-point of each work shift by the supervisor.

5.7 **Rest Periods:**

- 5.7.1 Employees shall be granted rest periods which in so far as practicable shall be in the middle of each work period at the rate of fifteen (15) minutes per four (4) hours worked or major fraction thereof. The time of movement to or from the break area is not normally expected to exceed five (5) minutes.
- 5.7.2 Specified periods may be designated when the operations of the District require someone to be present at the employee's work site at all times or when the District determines it is necessary for the efficient operation of the District. Such times shall be determined by the supervisor.
- 5.7.3 Rest periods are a part of the regular workday and shall be compensated at the regular rate of pay for the employees.

5.8 **Overtime:** Except as otherwise provided herein, all overtime hours as defined in this section shall be compensated at a rate of pay equal to time and one-half the regular rate of pay of the employee. Overtime is defined to include any time worked in excess of eight (8) hours in any one day or on any one shift or in excess of forty (40) hours in any calendar week, whether such hours are worked prior to the commencement of a regularly assigned starting time or subsequent to the assigned quitting time.

- 5.8.1 Employees having an average workday of four (4) hours or more during a workweek shall be compensated at the overtime rate beginning with the sixth (6th) consecutive day of duty in the workweek.
- 5.8.2 Employees whose average workday is less than four (4) hours shall be compensated at the overtime rate for any work required to be performed on the seventh (7th) consecutive day of the workweek.
- 5.8.3 All hours worked on holidays designated by this Agreement shall be compensated at the rate of time and one-half of her/his regular rate of pay in addition to the regular pay received for the holiday.
- 5.8.4 Overtime will not be worked without prior approval of the supervisor. An exception to this is granted if an emergency situation develops which, if not resolved immediately, will result in potential injury to students, staff, or public or damage to facilities or properties. In the event of such occurrence, the individual employee responsible for the area of concern is authorized to make a determination of need.
- 5.8.5 If a four-day workweek is established, the overtime rate shall be paid for all hours worked in excess of the required workday, which shall not exceed 10

DMC
AS

hours. Work performed on the fifth, sixth and seventh days shall be compensated for at a rate equal to 1-1/2 times the regular rate of pay of the employee designated and authorized to perform the work.

5.8.6 Further if a four-day workweek is established, an employee working an average work day of five hours or less during a workweek shall, for any work required to be performed on the sixth or seventh day following commencement of their workweek, be compensated for at a rate equal to 1-1/2 times the regular rate of pay of the employee designated and authorized to perform the work.

5.9 **Swing Shift – Paid Lunch:** Any full time employee whose assigned work shift commences between 2:00 p.m. and 5:00 p.m. shall be entitled to a 30 minute paid lunch within their 8 hour workday. Employees entitled to this paid lunch period will be required to stay at their assigned work site.

5.10 **Overtime for Employees Receiving Reduction in Hours as Shift Differential:** An employee whose shift differential premium consists of a reduction in assigned hours shall be paid at the appropriate overtime rate for all hours worked in excess of seven and one-half (7-1/2) hours in any one day or in any one shift or in excess of thirty-seven and one-half (37-1/2) hours in any one calendar week, whether such hours are worked prior to the commencement of a regularly assigned starting time or subsequent to the regular assigned quitting time.

5.11 **Overtime Compensation:** All overtime work will be paid accordingly to the rates established in this section and during the pay period in which it is worked.

5.11.1 An employee, with prior written approval from the supervisor, shall have the option to elect to take compensatory time off in lieu of cash compensation for overtime work or extra time. Such election shall be submitted in writing with the miscellaneous payroll time sheet each month. Compensatory time not recorded in this manner, shall not be honored by the District. Compensatory time off shall be granted at the appropriate rate of pay.

5.11.2 Compensatory time shall be taken at a time mutually acceptable to the employee and the District within four (4) months of the date on which it was earned. If the compensatory time has not been taken within four (4) months of the date on which it was earned, the District shall pay the employee in cash for such time at the appropriate rate based on the employee's rate of pay at the time it was earned. Compensatory time shall not be carried beyond June 30 of any year and any necessary payout shall be made no later than June each year.

5.11.3 An employee may accrue no more than 40 hours at any time.

5.12 **Overtime - Equal Distribution:** Overtime shall be distributed and rotated as equally as is practical among employees within each department as determined by the District.

ADM
JG

5.13

Activity/Field Trip Driving Assignments-School Bus Drivers:

Extra time/overtime shall be distributed and recorded in compliance with the following provisions for bus drivers.

- A) An "Activity/Field Trip Board" shall be established to be effective at the start of each school year, listing drivers in order of seniority. Trip assignments shall be posted seven calendar days in advance.
- B) The first Activity/Field Trip driving assignments at the start of each school year shall be made in order of seniority.
 - 1) Thereafter, the driver having the least credited Activity/Field trip hours shall be offered the trip first. The purpose of this provision shall be to equally distribute Activity/Field trip driving assignments as much as possible. Therefore, the second driving assignment shall be assigned to the driver with the next least number of credited hours, and so forth, in ascending order.
 - 2) If the least number of hours is equal among two or more drivers, the driver who has been longest without an activity/Field Trip assignment will be offered the trip.
- C) Drivers shall have the right to refuse an Activity/Field Trip driving assignment; however, if all drivers have refused, the trip returns back to the original driver. If he/she refuses it or cannot take it, the Transportation Supervisor or designee has the authority to assign the trip to anyone on the "Activity/Field Trip Board".
 - 1) A driver is allowed to refuse three Activity/Field Trip driving assignments, and then he/she must take their next assigned trip.
 - 2) In the event a driver refuses an Activity/Field Trip driving assignment, the hours driven by the accepting driver shall be credited to the refusing driver, unless the trip was offered less than 24 hours in advance of the time it is to start.
 - 3) Activity/Field Trip driving assignments accepted by drivers and subsequently refused due to illness or emergency situations will not be credited as a trip on the "Activity/Field Trip Driving Board" for the refusing driver. The term "emergency" shall mean a situation which the driver could not have known at the time of acceptance and could not control through reasonable diligence.
 - 4) Only the driver initially refusing a trip will be charged with the hours for that trip. Subsequent drivers who refuse the same trip will not be charged with the hours. A driver accepting a trip, refused by another driver, will not be charged with the hours driven. The refused trip will be offered to the next



driver with the lowest Activity/Field Trip Board hours.

- 5) If a driver is sick or out for an extended period and has missed more than two Activity/Field Trips and is behind in hours, the Board will be averaged and that driver will be given the next available unassigned trip.
- 6) If the Transportation Director is notified within 48 hours of the posting of an Activity/Field Trip, drivers may voluntarily trade trips with each other providing it does not interfere with other job responsibilities and schedules. Acceptance of a pasted trip and voluntary trip trades must have prior clearance from other affected supervisors. However, each driver who voluntarily trades shall only be credited with his/her originally assigned number of trip hours.

5.13.1 **Field Trip Cancellations:** If an Activity/Field Trip is canceled, the driver whose trip has been canceled shall be offered the next unassigned trip.

5.13.2 **When a New Trip Becomes Available:** When a new trip becomes available within the posted two-week period, the unassigned driver with the least amount of accumulated trip hours shall be assigned the trip.

5.13.3 **No management or Supervisory personnel shall drive a school bus route nor an Activity/Field Trip except in an emergency.**

A) An "Emergency" means when there is absolutely no regular bus driver or substitute available to drive, and the run or trip must be covered.

B) Every effort shall be made by the Transportation Supervisor or designee to rearrange driver schedules, route or buses in order to prevent management or supervisory personnel from supplanting classified employees or preventing classified employees from performing classified bargaining unit work.

5.14 **Minimum Call-In Time:** Any employee called in to work on a day when the employee is not scheduled to work shall receive a minimum of two (2) hours pay at the appropriate rate of pay irrespective of the actual time spent.

5.15 **Standby Time - Trip Driving:** All standby time for bargaining unit bus drivers working trips other than during regularly assigned work hours shall be considered as regular time worked and shall be compensated on a straight time or overtime basis as are other hours worked. If the trip is for over one (1) night or more, the driver shall be credited with her/his regular daily hours worked or if the time exceeds her/his regular work hours, work hours shall be credited until released. Bus drivers on overnight trip assignments shall be provided meals and lodging equal to that, which is provided for any other District employee.

5.16 **Call Back Time:** Any employee called back to work after satisfactory completion of her/his regular assignment shall be compensated for at least two (2) hours of work at the

BRM
30

overtime rate, irrespective of the actual time spent.

5.17 **Summer School Assignments:**

5.17.1 When work normally and customarily performed by bargaining unit employees is required to be performed at times other than during the regular academic year, the work shall be assigned to bargaining unit employees serving in the appropriate classification(s) as described in 5.18.2.

5.17.2 When it is necessary to assign bargaining unit employees, not regularly so assigned to serve at times other than during the regular academic year, the assignment(s) shall be made on the basis of seniority, but no employee shall be required to accept such assignment.

A) The bargaining unit applicants in the same classification as the summer assignment(s) shall be ranked by seniority within classification and offered the assignment(s), in descending order, the most senior applicant first.

B) Applicants who normally serve in classifications other than that of the summer assignment, shall be screened by the District to ensure that they meet the minimum qualifications of the summer assignment as defined by the job description for that classification. Qualified applicants from this group shall then be ranked by district-wide seniority and offered the assignment, in descending order, if no bargaining unit member in the same classification as the assignment applied for or accepted the assignment.

5.17.3 Each bargaining unit member offered an assignment under this section, shall have the right to choose their assignment when more than one assignment is available in the same classification. The District shall create a comprehensive listing of all assignments that will be available each summer and distribute it to all bargaining unit members as soon as administratively practicable each spring. The listing shall include the assignment locations, beginning and ending dates, daily work schedules, salary range, and the application process and deadline.

5.17.4 An employee who accepts a summer school assignment in accordance with the provisions of the Section shall receive, on a pro rata basis, no less than the compensation and benefits applicable to the classification during the regular academic year, and in no event shall her/his compensation and/or benefits be less, on a pro rata basis, than the compensation and benefits he/she was receiving immediately prior to the commencement of the summer school assignment.

5.18 **Maintenance of Bus Driver Certificate:** When a full time employee with ten (10) years or more of service, under the care of a medical doctor, is advised against

Handwritten signature and initials in the bottom right corner of the page.

maintaining a bus driver's certificate for medical reasons, he/she shall not be required by the District to maintain such certificate to continue the same total hours of employment. If the District requests a second opinion, the District can require the employee to see a doctor of District selection at no cost to the employee. Disputed cases shall be heard by the State Administrator. This section does not alter section 11.4 of this agreement.

5.19 Split Shift assignments; The district may need to assign employees split shifts from time to time. Employees will be assigned a split shift based on need and based on ability to perform the necessary duties in accordance with the current job description in which they serve or other positions they may have held in the district. In addition, employees will first be asked to volunteer based on their current work scheduled and second based on seniority. Assigning split shifts will be avoided if they disrupt the normal operation of the school and/or district function. While the employee has the right to first refusal, should no employee choose to volunteer for the temporary assignment, the district will then assign the least senior qualified employee.

Effective March 1, 2015, any employee with the designation of bus driver as part of their title who is assigned a split shift shall be paid 4% above their hourly rate of pay for the hours worked outside the normally assigned work shift.

This agreement shall be subject to the terms of the collective bargaining statement.

Date: 3-14-16

Date: March 14, 2016

For CSEA:

[Signature]
Laura R. Trotter
[Signature]
[Signature]
Matt J. Fenell, LRR
Nelase Davis, LRR

For the District:

[Signature]
Daniel R. Moirao Ed.D. State Administrator

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
AND THE
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION AND ITS CHAPTER 529

ARTICLE VI - PAY AND ALLOWANCES

- 6.0 The District will provide unit members an IRS 125 Plan.
- 6.1 **Salary Schedules:** All bargaining unit employees shall be classified and designated a range and step. (Appendix A attached)
- 6.2 **Regular Rate of Pay:**
- 6.2.1 The regular rate of pay for each position in the bargaining unit shall be in accordance with the ranges established for each class as provided in Appendix B, which is attached hereto and incorporated as a part of the Agreement. The regular rate of pay shall include any shift differential and/or longevity increment required to be paid under this Agreement.
- 6.2.2 All classified employees shall have anniversary dates of July 1 for purpose of salary schedule advancement. A new employee who has been in paid status for at least 75% of the days of a full year assignment for his or her classification shall be eligible for advancement on the following July 1. Anniversary dates for salary schedule advancement shall have no effect on seniority dates.
- 6.3 **Paychecks:** Regular paychecks of employees shall be itemized to regular pay, other pay, gross pay, federal withholding tax, social security deduction, retirement deduction, and other miscellaneous deductions, including health and welfare deductions as negotiated and within the capacity of Monterey County Office of Education (MCOE).
- 6.4 **Payroll Errors:** Whenever it is determined that an error has been made in the calculation or reporting in any classified employee payroll or in the payment of any classified employee's salary, the appointing authority shall, within five (5) work days following such determination, provide the employee with a statement of the correction and a supplement payment drawn against any available funds. In the case of overpayment, the appointing authority shall, within five (5) work days following such determination, provide the employee with a statement of the correction needed and a repayment schedule.

Any salary or benefit payment error resulting in an overpayment to an employee shall be corrected and paid to the District in a manner acceptable to the bargaining unit member and CSEA. An agreement between the parties shall be reached prior to any payroll adjustments.

The above notwithstanding, the District may recover the full overpayment from the next

paycheck in cases where the employment of the person is terminating either voluntary or involuntary.

6.5 **Miscellaneous Payroll:** Any payroll adjustment due an employee including, but not limited to, vacation pay, working out of class, overtime, additional regular pay, substitute pay, or approved other reasons, shall be paid on the regular paycheck for the month in which the work is done if it occurs prior to the payroll reporting period and shall be paid on the paycheck for the following month if it occurs after the payroll reporting period.

6.6 **Lost or Destroyed Checks:**

6.6.1 Any paycheck, which is lost or destroyed, shall be replaced within three (3) working days (or within the capacity of MCOE) after the filing of an affidavit by the employee that he/she had received a paycheck, which was subsequently lost or destroyed.

6.6.2 Any paycheck not received by the employee shall not be considered to be lost or destroyed until seven (7) calendar days after the date of mailing to the employee or two (2) workdays after date of delivery to the Payroll Technician of the District.

6.6.3 After seven (7) calendar days or two (2) workdays waiting period, the employee, upon filing an affidavit, shall have her/his paycheck replaced within three (3) working days or within the capacity of MCOE.

6.7 **Frequency:** (Once monthly) All employees in the bargaining unit shall be paid once a month payable on or before the last day of the month. If the normal pay date falls on a holiday or weekend, the paycheck shall be issued on the preceding workday. The District will implement a deferred pay option for less than 12-month employees, subject to County approval.

6.8 **Salary Step Advancement:** Employees shall be eligible for a lateral salary step advancement by completion of a required period of service, which shall not exceed one (1) calendar year from initial date of employment or the date of the last salary step advancement. Any withholding of a step advancement may only be done in accordance with disciplinary policy.

6.9 **Salary Schedule Placement upon Promotion:** When an employee is assigned to a higher classification than her/his previous class, he/she shall be placed on the step of the new range that is five percent (5%) higher than his/her salary prior to promotion, or if the five percent (5%) falls between steps, the employee will be placed on the next higher step which exceeds five percent (5%).

6.10 **Compensation During Voluntary Training Periods:** At its option, the District may provide financial support to classified employees for training that the employee wished to undertake on a voluntary basis to improve or maintain basic skills for employment or

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that is useful to the employee and the District (i.e., first-aid, CPR, etc.). In those cases where the District so elects to provide financial support, all employees in the affected classification who desire to participate in the specific training session at that time will be entitled to the same support.

6.11 **Compensation for Working Out of Classification:** An employee assigned to work out of classification for more than five (5) consecutive working days within a fifteen (15) calendar day period shall be compensated at the higher classification rate for the entire period. The term "higher classification rate" means step placement in the higher class the same as the step placement of the employee in her/his regular classification.

6.12 **Replacing or Repairing Employee's Property:**

6.12.1 The District shall compensate all bargaining unit employees for documented loss or damage to personal property to be used on the job during the performance of official duties. Prior written approval must be obtained from the Superintendent/State Administrator before using personal property.

6.12.2 In the event an employee's wearing apparel is damaged due to faulty District equipment or failure of the District to provide protective clothing or services, the District will reimburse the employee for the cost of the damage to replace.

6.13 **Uniforms:** ~~The District shall provide and maintain uniforms, equipment, identification badges, emblems, and/or cards required by the District to be worn or used by bargaining unit employees.~~

The district shall provide uniforms to custodial, maintenance and bus driver staff at district expense. Employees provided such uniforms shall wear these while performing duties for the school district. Uniforms shall be maintained by the school district, at district expense.

Employees who do not wear the designated uniform while on duty shall be given an informal warning. Should the employee continue to refuse the district uniform as required, shall be disciplined as outlined in Article XXIV of the negotiated agreement.

6.14 **Bus Driving License Renewal and Maintenance**

The district shall pay or reimburse employees required to have a bus driver's license the full cost of physical examinations, license fees, and any other costs associated with the renewal and maintenance of the license.

6.15 **Mileage:** Any bargaining unit employee required to use her/his vehicle on District business, which shall include, but is not limited to, District directed changes in an employee's reporting to work locations different from time of employment, which extends the employees travel distance, shall be reimbursed in accordance with District policy for all miles driven in conjunction with the District service. The mileage

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computation shall include mileage necessary to return to the employee's normal job site after completion of District services.

- 6.16 **Initial Salary placement:** The District may provide up to three (3) years of credit for job-related experience and education for purposes of initial placement on the salary schedule. Credit for experience and education must be verified by the Human Resources Department. By mutual agreement of the District and CSEA, more than three years of salary placement credit can be granted. For purposes of longevity increments, lay-offs, and similar purposes the employee's seniority shall be determined by the first date of paid employment.

Date: March 14, 2016

Date: March 14, 2016

For CSEA:

[Signature]
[Signature]
[Signature]
[Signature]
[Signature], LRR
[Signature], LRR

For the District:

[Signature]
Daniel R. Moirao Ed.D. State Administrator

South Monterey County Joint Union High School District
and the
California School Employees Association, Chapter 529

TENTATIVE AGREEMENT

March 14, 2016

The South Monterey County Joint Union High School District (District) and the California School Employees Association, and its Chapter 529, hereby agree to add the following section to Article VI: Pay and Allowances.

6.17 Specialized Physical Health Care Procedures:

A stipend shall be offered to classified employees who are assigned to provide Specialized Physical Health Care Procedures (SPHC) for students according to the procedures in this article.

Specialized Physical Health Care Procedures (SPHC) shall be defined to include catheterization, gavage feeding, suctioning, or other services requiring medically related training as described in California Education Code 49423.5.

Only para-educator staff that are trained and assigned to perform SPHC services shall be eligible for this stipend. Para-educators shall be retrained and certified annually.

The stipend shall equal 5% of an employee's base wages for both their regular assignment and any extended school year assignment.

Para-educators who are hired after July 1 of each year, for an assignment that includes SPHC services, shall be trained and certified immediately, according to legal requirements. This training shall also be provided to employees who promote, transfer, or who are reassigned into such an assignment. The trainer shall be a qualified medical professional specified by the District.

If an employee's assignment is changed and it results in the discontinuance of the SPHC stipend, the employee shall have at least 30 days notice. It will be the responsibility of the District to discontinue the stipend. Employees will be held harmless if they are paid the stipend, but are not assigned to provide services.

This agreement shall be subject to the grievance and arbitration sections of the collective bargaining agreement and is binding upon ratification.

For the District:

Daniel P. Moine
3/14/16

For Chapter 529:

Vicerec [Signature] 3/14/16
Isabel Aguirre
Nettie [Signature], LRR
Valerie Davis, LRR
Juanita [Signature]
[Signature]

South Monterey County Joint Union High School District
And the
California School Employees Association, Chapter 529

TENTATIVE AGREEMENT

March 14, 2016

The South Monterey County Joint Union High School District and the California School Employees Association, and its Chapter 529 agree to add the following section to Article VI: Pay and Allowances.

Article 6.18: Administration of Emergency Medications

Some students require the administration of medication in emergencies which may be provided by employees. There may be emergency situations where the health and safety of a student requires the administration of medication care services by classified employees who have volunteered to be trained to provide those services. These provisions apply to those volunteer employees.

The emergency administration of medication shall be by an employee who volunteered to be trained and was certified as qualified. All providers will maintain their competency as documented by health professionals.

Any agreement by an employee to administer an emergency anti-seizure medication, glucagon, or epi-pens is strictly voluntary and staff may not be coerced, intimidated or threatened to volunteer. Any employee who volunteers may rescind his/her offer up to three (3) workdays after the completion of such training, for that particular medication. After that time, a volunteer may rescind his/her offer to administer one of these medications with a ten (10) workday notice, or until a new individual student health plan is developed, whichever is less. Volunteer forms are attached as Appendix _____.

The District shall have sole discretion to determine the type, frequency and content of all trainings, and to select volunteer employees to receive training and provide services pursuant to this section.

The District agrees to pay an annual stipend of \$500 to employees who volunteer and are selected by the District to participate in each training offered by the District for the services listed in Section 6.18.6, who are willing to administer medication on an emergency basis, and who are certified in writing by the District as qualified to render the service. The stipend for the training and certification shall be prorated based upon the employee's work calendar and paid in the prorated amount on a monthly basis to each employee who has not rescinded his/her offer to volunteer to administer the medication.

For purposes of this section, the only approved individual services are as follows:

- Epinephrine administration
- Gucagon administration
- FDA approved rectal emergency seizure medication

All training stipends are based on a full year of qualification and willingness of the employee to provide emergency administration of medication. Any employee who is qualified and willing to provide the service for less than one full year shall receive the stipend on a pro-rated basis. Any employee who rescinds his/her offer to provide the emergency administration of medication shall cease to receive the stipend for the training as of the month his or her recession is received by the District.

The District shall defend and indemnify from any and all civil liability each trained and certified volunteer employee who provides services pursuant to this section.

For the District:

Daniel R. Molina

March 14, 2016

For CSEA Chapter 529:

Yvonne Brown
Luci R. Ortiz
Isabel Aguirre
Heidi

Matthew Fenwick, LRR
Nalane Davis, RR

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
AND THE
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION AND ITS CHAPTER 529

ARTICLE VI - PAY AND ALLOWANCES

Tentative Agreement

The district believes that the professional development of its employees is a benefit to the School District and its employees. Beginning in the Spring of 2016, a committee will be formed to outline the process and compensation for such professional development.

Date: 3-14-16

Date: 3-14-16

For CSEA:

For the District:

Veresa Kemp

Daniel R. Moirao

Lucy R. Otto

Daniel R. Moirao Ed.D. State Administrator

Isabel Aguirre

Marek

Matt Fenell, LRR

Valerie Davis, LRR

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

SUBJECT: Approval of KCJUHSDTA Collective Bargaining Agreement **MEETING:** May 18, 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 concluded negotiations with the KCJUHSD Teachers Association (CTA) which resulted in a three-year labor contract (2016/17, 2017/18 & 2018/19). The Association has ratified the agreement and now is being presented to the Board for approval. Attached are copies of the signed tentative agreements which will form part of the new collective bargaining agreement between the District and CTA once approved by the Board of Education.

Recommendation:

It is recommended that the State Administrator approve the negotiated agreement with KCJUHSDTA.


Fiscal Impact:

Total potential cost to General Fund of \$1,532,342 over the 2016/17, 2017/18 & 2018/19 fiscal years.

Submitted By:


Claudia Arellano
Human Resources Director

Approved:


Daniel R. Moirao, Ed.D.
State Administrator

Letter of Agreement
Between the
King City Joint Union High School District California Teachers' Association
And the
South Monterey County Joint Union High School District

The King City Joint Union High School District Teachers Association (KCJUHSOTA) and the South Monterey County Joint Union High School District (District) agree that:

1. **All certificated salaries shall be increased by 2% of the negotiated salary rate as of July 1, 2016.**
2. The certificated work year for 2016-2017 shall be increased by two days to a work year of 184 days.
 - a. **Certificated salaries shall increase by \$1000.00 per diem for each of the two additional work days.**
 - b. The additional days shall be used for professional development of all certificated teachers.
- ~~3. The certificated work year for 2017-2018 shall be increased by one additional day to a grand total of 185 days. For the 2017-2018 work year shall be 184.~~
 - ~~a. All certificated salaries shall be increased by the negotiated per diem rate as of July 1, 2017 plus 2.5%. All certificated salaries shall be increased as of July 1, 2017 by 2.5%~~
 - b. Beginning with the 2017-2018 school year the District may use one staff development day as a flex day, meaning a day can be changed to a student contact day. The District may alter this one day annually based upon District needs. The District will present their choice when the calendar is developed.**
 - ~~c. Two days shall be used for professional development of all certificated teachers.~~
 - ~~d. One of the additional days shall be added to the academic calendar for students.~~
4. The salary adjustments shall remain in effect as long as the Local Control Funding Formula and the Local Control Accountability Plan can fund such provisions or until the end of the term of the current negotiated contract with the Association, which ever may come first.
5. The hours of employment and day's work will remain as currently negotiated agreement in effect on July 1, 2016.
6. School site counselors shall work ten days more than credentialed regular education and special education teachers in the district with the accompanying daily rate added to

their compensation and will be subject to all statutory payroll deductions. Any days worked beyond the days outlined above shall have prior administrative approval and shall be taken in lieu of other days currently scheduled.

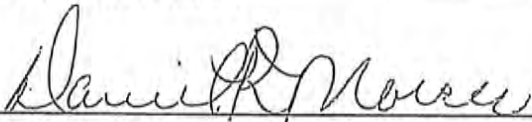
All salary adjustments are in accordance with the requirements of the Local Control Accountability Plan (LCAP) and in lieu of any reductions in the work year or instructional minutes and based on association members fulfilling all elements of the job description associated with their specific assignment. In addition members of KCJUHSOTA will

1. Participate in schedule professional learning community meetings (PLC's)
 - a. To determine district academic goals for students (What will be taught) which may include, but are not limited to:
 - i. Development of Benchmark assessments
 - ii. Development of appropriate pacing guides
 - iii. Creating of units of study that are implemented
 - iv. Discussions about best practices for engaging students in a equitable, rigorous curriculum
 - v. Review and analysis of student data (How well are students are achieving
 - vi. Discussion of students' progress on benchmarks, assessments, and/or units of study
 - vii. Implementation of instructional strategies to improve student achievement
 - viii. Modifying and accommodating curriculum to meet the needs of a diverse student population
 - ix. Planning and implementing strategies for students not achieving district academic goals (Determine what to do if students are not achieving the goals set forth)>

4/13/16

Date

For the Association


Daniel R. Moirao, Ed.D. State Administrator

Letter of Agreement
Between the
King City Joint Union High School District California Teachers' Association
And the
South Monterey County Joint Union High School District


Article 1 - Agreement

- 1.1 The Articles and provisions contained herein constitute a bilateral and binding agreement ("Agreement") by and between the South Monterey County Joint Union High School District ("District") and the King City Joint Union High School District California Teachers' Association, CTA/NEA ("Association")
- 1.2 The agreement shall remain in full force and effect from July 1, 2014 through June 30 2019 or until such time as a new agreement is reached. During this agreement, either party may open articles only upon mutual agreement of the Association and the District
- 1.3 If any provision of this Agreement or any application thereof to any teacher is held by a court of competent jurisdiction to be contrary to law then such provision or application will be deemed invalid, to the extent required by such court decision, but all other provisions or applications shall continue in full force and effort.

upon
request
of either
party,
Article 16
Salary and
Article 20
Benefits
may be
opened.

4/13/16
Date


For the Association


Daniel R. Moirao, Ed.D. State Administrator

ARTICLE 16 – SALARY

- 16.1 Pursuant to Education Code section 45028, unit members shall be placed on the appropriate column on the salary schedule in accordance with the degrees and advanced preparation they have completed. Advancement on the schedule shall be in accordance with Article 18 – Professional Development.
- 16.2 Initial Step Placement – Unit members shall be given credit on a year-for-year basis up to five (5) years at the time of initial placement on the salary schedule for previous teaching experience. They shall also be given credit for up to five (5) years of military service when the credential was earned prior to that service. Teaching experience, for salary schedule placement purposes, shall include all experience in positions requiring certification qualifications.

The Association and the District may mutually agree to give entering teachers more years of service based upon hard to fill positions, the five year initial placement may be waved up to 12 years, beyond 12 years the District and Association shall meet and consult.

16.3 Step Requirements

16.3.1 The advancement on the salary schedule shall be at the rate of one step for each year of teaching experience.

16.3.2 New employees who are employed after the beginning of the school year shall serve at least 75% of the days that the school is in session during that school year in order to advance a step on the salary schedule. Days of paid leave of absence shall be counted as part of the 75% requirement.

- 16.4 Unit member salaries will be made in accordance with Appendix A – Certificated Salary Schedule.
- 16.5 Unit members shall be paid monthly for each month in which services are performed.
- 16.6 Unit members who serve for one full semester shall receive not less than one half the annual salary for the position for which they qualify.
- 16.7 Unit Conversion – Quarter units are converted to semester units by multiplying the quarter units by 2/3rds. If this multiplication results in a fraction that when added to the other semester units is less than 1/2 unit from the required units for qualifying for the next column, then the fraction shall be rounded up to the next whole number and the teacher shall be placed on the next column.
- 16.8 Unit members who in the normal performance of their duties are required to work at times outside the school day or beyond the regular school year shall be compensated as follows:
- 16.8.1 Summer School Lead Teachers at \$4,500
- 16.8.2 All others at the hourly rate

- 16.9 Job description and specifications shall be made available to all teachers before any positions are filled.
- 16.10 The District shall make every reasonable effort to avoid assigning teachers to teach on their preparation periods. If the need arises, teachers may voluntarily teach on their preparation period. Selection will be based upon proper credentialing, site availability, and seniority in the district. At no time will the master schedule be dismantled to accommodate seniority rights. Unit members will be compensated at 1/6 of Column III, Step 9. The District may terminate the agreement with any unit member involved at any time it deems appropriate and return the unit member's assignment to the appropriate student contact hours per week as defined in Article 9.4 of the collective bargaining agreement. Upon termination of a unit member's voluntary service the unit member will provide a transfer grade for the students in the 7/6 class.
- ~~16.11 "Y-rated" unit members on Column V, as of June 30, 2013, will remain at their current level of pay unless at such time a structural change is made to the Salary Schedule.~~

16.12 Extra Duty Assignments

16.12.1 Extra Duty Assignments – The hourly rate of pay for extra duty shall be ~~\$43.20~~ compensated at 0.0006292 of Column III, Step 9.

16.12.2 The Associated Student Body payments to certificated employees must be paid through the District. The Association and the District agree that the ASB hourly pay scale shall be in current ASB practice and not the hourly pay rate stipulated above.

16.12.3 Stipends

<u>Extra Curricular</u>	<u>Stipend</u>	<u>Coaching</u>	<u>Stipend</u>
***Band Director	3780	Head Baseball	3780
Cheerleader Coach	2700	**Assistant Baseball	2700
Department Chairperson	1000	Head Basketball	3780
****Drama Director	3780	**Assistant Basketball	2700
*FFA Advisor	2700	Head Cross Country	3780
Journalism Advisor	2700	**Assistant Cross Country	2700
Speech & Debate Coach	2700	Head Football	3780
Yearbook Advisor	3780	Assistant Football	2700
PLC Lead	1000	Golf Coach	2700
***** ASB Coordinator	3780	Head Soccer	3780
		**Assistant Soccer	2700
		Head Softball	3780
		**Assistant Softball	2700
		Head Track & Field	3780
		Assistant Track & Field	2700
		Head Volleyball	3780
		**Assistant Volleyball	2700
		Head Wrestling	3780
		**Assistant Wrestling	2700

16.12.3 Stipends – Class One Stipends will be compensated at 0.055057 of Column III, Step 9 and Class Two Stipends will be compensated at 0.0393264 of Column III, Step 9.

<u>Extra-Curricular</u>	<u>Stipend</u>	<u>Coaching</u>	<u>Stipend</u>
<u>***Band Director</u>	<u>One</u>	<u>Head Baseball</u>	<u>One</u>
<u>Cheerleader Coach</u>	<u>Two</u>	<u>**Assistant Baseball</u>	<u>Two</u>
<u>Department Chairperson</u>	<u>1000</u>	<u>Head Basketball</u>	<u>One</u>
<u>***Drama Director</u>	<u>One</u>	<u>**Assistant Basketball</u>	<u>Two</u>
<u>*FFA Advisor</u>	<u>Two</u>	<u>Head Cross Country</u>	<u>One</u>
<u>Journalism Advisor</u>	<u>Two</u>	<u>**Assistant Cross Country</u>	<u>Two</u>
<u>Speech & Debate Coach</u>	<u>Two</u>	<u>Head Football</u>	<u>One</u>
<u>Yearbook Advisor</u>	<u>One</u>	<u>Assistant Football</u>	<u>Two</u>
<u>PLC Lead</u>	<u>1000</u>	<u>Golf Coach</u>	<u>Two</u>
<u>***** ASB Coordinator</u>	<u>One</u>	<u>Head Soccer</u>	<u>One</u>
<u>Bachelors Stipend</u>	<u>2000</u>	<u>**Assistant Soccer</u>	<u>Two</u>
<u>Masters Stipend</u>	<u>1500</u>	<u>Head Softball</u>	<u>One</u>
		<u>**Assistant Softball</u>	<u>Two</u>
		<u>Head Track & Field</u>	<u>One</u>
		<u>Assistant Track & Field</u>	<u>Two</u>
		<u>Head Volleyball</u>	<u>One</u>
		<u>**Assistant Volleyball</u>	<u>Two</u>
		<u>Head Wrestling</u>	<u>One</u>
		<u>**Assistant Wrestling</u>	<u>Two</u>
		<u>Head Swim</u>	<u>One</u>

Stipends for Journalism, Yearbook, and Speech and Debate shall not be paid if a class on the Master Schedule for the course exists.

- * One per site paid from the District's general fund. Other positions may be paid from other grant sources.
- ** Limit one per comprehensive school site (School sites may add an additional stipend if an additional level is needed. ie freshman basketball)
- *** \$945.00 per performance beyond contracted hours not to exceed \$3,780.00 annually.
- **** \$1,260.00 per performance beyond contracted hours not to exceed \$3,780.00 annually.
- ***** \$270.00 per active club up to \$3,780.00 annually (active club is any club who conducts official fundraisers).

16.12.4 The extra-duty assignment stipends shall be paid in accordance with the following schedule:

- 16.12.4.1 All coaching assignments shall be paid in one payment at the completion of the assignment.
- 16.12.4.2 All Department Chairperson stipends shall be paid monthly in accordance with Article 16.5, installments during the regular school year.

16.12.4.3 All assignments other than coaching and department chairperson stipends shall be paid in one payment at the completion of the assignment as described by the job descriptions approved by the Governing Board.

16.12.5 If a new job classification for extra duty assignments is established, the School District will negotiate with the Association the appropriate salary for the classification. If possible, said negotiations shall take place prior to the filling of the position. The salary subsequently agreed upon shall be retroactive to the first day the position was filled.

16.12.5.1 It shall be the responsibility of the Principal or designee, in conjunction with the State Administrator/Superintendent, to make a determination of the reassignment of Athletics coaches.

16.13 School Site counselors shall work ten (10) days more than credentialed teachers in the district with the accompanying daily rate added to their compensation and will be subject to all statutory payroll deductions. Any days worked beyond the days outlined above shall have prior administrative approval and shall be taken in lieu of other days currently scheduled.

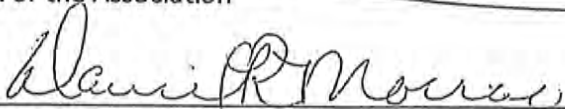
16.14 The District shall pay one certificated bargaining unit member, who is currently employed full time by the school district, at each comprehensive school site (Greenfield and King City High School) a stipend equal to a single period of a salary at column III, Step 9 on the certificated salary schedule plus \$5,000.00 to serve as the athletic director at their designated school site. (Effective July 1, 2015)

4/13/16

Date



For the Association



Daniel R. Moirao, Ed.D. State Administrator

ARTICLE 20 – BENEFITS

20.0 Benefits

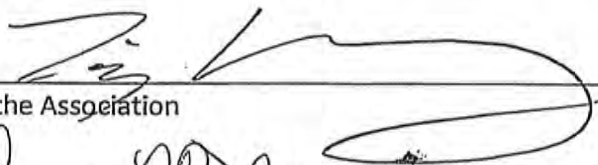
All unit members must participate in the medical, dental, and vision plan through the District. The District will provide the following benefits; medical up to the dollar amount mentioned in Section 20.1, dental coverage at employee only, and vision at employee only. Any unit member who doesn't use the maximum contribution for the medical benefits may use the difference to increase coverage for Dental Insurance (20.2) or Vision Care Insurance (20.3) through the negotiated District provider.

20.1 Health Insurance

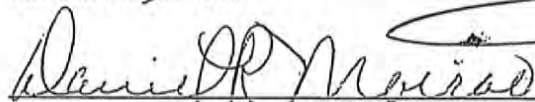
20.1.1 The District's maximum contribution to employee medical benefit premiums will be increased to \$11,000 annually beginning July 1, 2015 and then adjusted to \$11750 beginning July 1, 2016. This maximum contribution will be raised again to \$12250 beginning July1, 2017.

4/13/16

Date



For the Association



Daniel R. Moirao, Ed.D. State Administrator

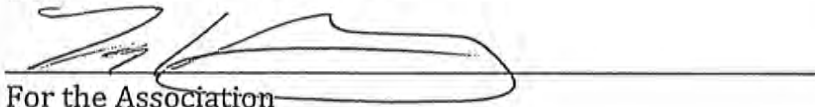
Letter of Agreement
Between the
King City Joint Union High School District California Teachers' Association
And the
South Monterey County Joint Union High School District

The South Monterey County Joint Union High shall offer "signing" bonuses to new certificated staff for positions that are hard to fill or are in high demand e.g. but not limited to, Special Education, Math, and Science. Signing bonuses shall not exceed \$5,000.00 to be paid over a two-year period. The first payment shall be made after the first day of duty served according to the agreed upon work year calendar and the second shall be paid after the first day of duty served in year two of the agreed upon work year calendar. Should the employee resign, or not be re-elected to serve for the second year, the second payment shall be relinquished.

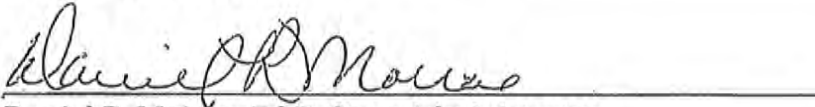
To be sunset June 30, 2019

March 23, 2016

Date



For the Association



Daniel R. Moirao, Ed.D. State Administrator

Letter of Agreement
Between the
King City Joint Union High School District California Teachers' Association
And the
South Monterey County Joint Union High School District

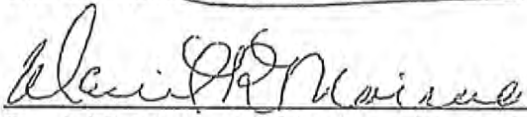
Article 19, Earned Preparation Period Substitution Policy
Article 19.2

Through the duration of the currently agreed upon negotiated contract with the King City Joint Union High School District California Teachers' Association and the South Monterey County Joint Union High School District, Article 19- Earned Preparation Period Substitution Policy Article 19.2 shall read:

Any teacher **who** covers two or more classes at one time will earn an earned period **for** the class(es) covered, *if the total number of students being supervised exceeds 35 students.*

3/23/16
Date


For the Association


Daniel R. Moirao, Ed.D. State Administrator

SIDE Letter of Agreement
Between the
King City Joint Union High School District California Teachers' Association
And the
South Monterey County Joint Union High School District

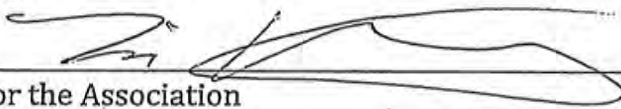
Article 15 – EVALUATIONS

The District and the Association shall form a committee to study and propose an effective evaluation system for general education certificated teachers that will promote improved performance and advance student achievement. The committee will examine effective evaluation tools for certificated members whose responsibilities are those other than a certificated general education teacher (i.e. counselors, special education).

The committee shall be composed of an equal number of teachers and administrative staff. A proposal will be made to the District and the Association by May 2017.

March 23, 2016

Date



For the Association

Daniel R. Moirao

Daniel R. Moirao, Ed.D. State Administrator

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

SUBJECT: Approval of CSEA, Chapter#529, Collective Bargaining Agreement

MEETING: May 18, 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 concluded negotiations with the California School Employees Association, Chapter #529 (CSEA) which resulted in a three-year labor contract (2016/17, 2017/18 & 2018/19). The Association has ratified the agreement and now is being presented to the Board for approval. Attached are copies of the signed tentative agreements which will form part of the new collective bargaining agreement between the District and CSEA once approved by the Board of Education.

Recommendation:

It is recommended that the State Administrator approve the negotiated agreement with CSEA, Chapter #529.


Fiscal Impact:

Total potential cost to General Fund of \$305,000 over the 2016/17, 2017/18 & 2018/19 fiscal years.

Submitted By:


Claudia Arellano
Human Resources Director

Approved:


Daniel R. Moirao, Ed.D.
State Administrator

South Monterey County Joint Union High School District
And the
California School Employees Association, Chapter 529

TENTATIVE AGREEMENT
March 14, 2016

The South Monterey County Joint Union High School District and the California School Employees Association, and its Chapter 529, hereby agree that this Agreement establishes a new three-year term of agreement for 2016-2019 and resolves negotiations 2015-2016 between the parties. Attached are all of the individual agreements.

1. Article 6: Pay and Allowances
2. Article 6: Professional Growth Committee
3. Article 6.17: Specialized Health Care Procedures
4. Article 6.18: Administration of Emergency Medications
5. Article 3: Organizational Rights
6. Article 5: Hours and Overtime
7. Article 10: Evaluation Procedure
8. Article 19: Duration
9. Appendix B: Classified Job Titles
10. 2016-2017 Work Year Calendar

These Agreements shall be implemented upon ratification by CSEA Chapter 529.

For the District:

Daniel R. Morera
March 14, 2016

For CSEA Chapter 529:

Veronica Gomez 3/14/16
Luis R. Little
Isabel Aguirre
Hans
Matt Gensel, LRR
Valerie Davis, LRR

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
AND THE
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION AND ITS CHAPTER 529

ARTICLE VI - PAY AND ALLOWANCES

Tentative Agreement

The district agrees to adjust salaries and benefits in accord with other than non-management employees, "me-too" clause.

Date: March 14, 2016 Date: March 14, 2016

For CSEA:

For the District:

[Signature]

[Signature]

Daniel R. Moirao Ed.D. State Administrator

[Signature]

[Signature]

[Signature]

[Signature], LRR

[Signature], LRR

South Monterey County Joint Union High School District
and the
California School Employees Association, Chapter 529

TENTATIVE AGREEMENT

March 14, 2016

The South Monterey County Joint Union High School District (District) and the California School Employees Association, and its Chapter 529, hereby agree to the following changes to Article XIX: Duration.

ARTICLE XIX - DURATION

- 19.1 The parties agree to create a new collective agreement between CSEA and the District with a term of July 1, 2016 through June 30, 2019.
- 19.2 It is understood and agreed that the specific provisions contained in this Agreement are a true and precise representation of all agreements reached by the parties during this round of negotiations.
- 19.3 During the term of this Agreement, CSEA expressly waives and relinquishes the right to meet and negotiate and agrees that the District shall not be obligated to meet and negotiate with respect to any subject or matter whether or not referred to or covered in this Agreement, even though such subject or matter may not have been within the knowledge or contemplation of either or both the District or the CSEA at the time they met and negotiated on and executed this Agreement, and even though such subjects or matters were proposed and later withdrawn, except under the following circumstances:
- 19.3.1 Either party may submit a proposal to re-open articles VI: Pay and Allowances and VII: Health and Welfare, plus two (2) other articles each for, 2017-2018 and 2018-2019.
- 19.3.2 Either party may submit a proposal to negotiate a successor agreement; and/or
- 19.3.3 Either party may submit a proposal to negotiate the impact of a district decision or action, emergency, and/or change in law, on any subject within the scope of bargaining.
- 19.3.4 The District will notify CSEA and meet upon request to review any prospective reorganization, establishment of new positions, transfer of unit duties, layoff(s) and reclassification, prior to implementation to discuss possible alternatives. The District agrees to negotiate on any proposal within the scope of bargaining. (Settlement Agreement 7/1/13).
- 19.4 Regardless of 19.2 or 19.3 above, this Agreement may be reopened for subsequent inclusion of modifications or amendments by mutual agreement of the parties.

For the District:

David R. Mair
March 14, 2016

For Chapter 529:

Veronica Gomez 3/14/16
Luca R. [Signature]
Isabel Aguirre
Matt [Signature] Fenell, LRR
Valerie Davis, [Signature]
[Signature]

South Monterey County Joint Union High School District
And the
California School Employees Association and its Chapter 529

TENTATIVE AGREEMENT

March 14, 2016

The California School Employees Association, Chapter 529 and the South Monterey County Joint Union High School District hereby agree to the following addition to Article III: Organizational Rights and Responsibilities.

**ARTICLE III
ORGANIZATIONAL RIGHTS AND RESONSIBILITIES**

3.1.14 New Employee Orientation: The CSEA President or designee shall have the right to participate in each orientation meeting for newly hired classified employees. No less than one day prior to each orientation meeting, Human Resources shall notify the Chapter President/designee. The Chapter President will provide the name of the CSEA representative designated to attend. If the CSEA representative assigned does not show up, the orientation will take place with no CSEA representative present. CSEA may meet with newly hired classified employees after the new employee orientation for purposes of providing information about CSEA and this agreement, for no more than 30 minutes.

FOR CSEA CHAPTER 529:

[Signature] 3/14/16
[Signature]
[Signature]
[Signature]
[Signature]
Matt Ferrall, CRR
Valerie Davis, CRR

FOR THE DISTRICT:

[Signature]

March 31, 2016

SMCJUHS
2016-2017 School Calendar **DRAFT**

Handwritten notes:
M. Davis, LRR
M. Fenell, LRR
Jy
8/8/2016 - 6/1/2017
7/27/2016 - 6/9/2017
7/20/2016 - 6/16/2017

	MON	TUE	WED	THR	FRI	Week	Quarter	Semester
July					7/1	0		
	7/4	7/5	7/6	7/7	7/8	0		
	7/11	7/12	7/13	7/14	7/15	0		
	7/18	7/19	7/20	7/21	7/22	0		
	7/25	7/26	7/27	7/28	7/29	0		
August	8/1	8/2	8/3	8/4	8/5	0		
	8/8	8/9	8/10	8/11	8/12	5		
	8/15	8/16	8/17	8/18	8/19	5		
	8/22	8/23	8/24	8/25	8/26	5		
	8/29	8/30	8/31	9/1	9/2	5		
September	9/5	9/6	9/7	9/8	9/9	4		
	9/12	9/13	9/14	9/15	9/16	5		
	9/19	9/20	9/21	9/22	9/23	5		
	9/26	9/27	9/28	9/29	9/30	5		
	October	10/3	10/4	10/5	10/6	10/7	4	43
10/10		10/11	10/12	10/13	10/14	5		
10/17		10/18	10/19	10/20	10/21	5		
10/24		10/25	10/26	10/27	10/28	5		
November		10/31	11/1	11/2	11/3	11/4	5	
	11/7	11/8	11/9	11/10	11/11	3		
	11/14	11/15	11/16	11/17	11/18	5		
	11/21	11/22	11/23	11/24	11/25	2		
	December	11/28	11/29	11/30	12/1	12/2	5	
12/5		12/6	12/7	12/8	12/9	5		
12/12		12/13	12/14	12/15	12/16	5	45	88
12/19		12/20	12/21	12/22	12/23	0		
12/26		12/27	12/28	12/29	12/30	0		
January	1/2	1/3	1/4	1/5	1/6	0		
	1/9	1/10	1/11	1/12	1/13	5		
	1/16	1/17	1/18	1/19	1/20	4		
	1/23	1/24	1/25	1/26	1/27	5		
	February	1/30	1/31	2/1	2/2	2/3	5	
2/6		2/7	2/8	2/9	2/10	5		
2/13		2/14	2/15	2/16	2/17	5		
2/20		2/21	2/22	2/23	2/24	4		
March		2/27	2/28	3/1	3/2	3/3	5	
	3/6	3/7	3/8	3/9	3/10	5		
	3/13	3/14	3/15	3/16	3/17	4	47	
	3/20	3/21	3/22	3/23	3/24	5		
	3/27	3/28	3/29	3/30	3/31*	5		
April	4/3	4/4	4/5	4/6	4/7	5		
	4/10	4/11	4/12	4/13	4/14	0		
	4/17	4/18	4/19	4/20	4/21	4		
	4/24	4/25	4/26	4/27	4/28	5		
	May	5/1	5/2	5/3	5/4	5/5	5	
5/8		5/9	5/10	5/11	5/12	4		
5/15		5/16	5/17	5/18	5/19	5		
5/22		5/23	5/24	5/25	5/26	5		
June		5/29	5/30	5/31	6/1	6/2	3	46
	6/5	6/6	6/7	6/8	6/9	0		
	6/12	6/13	6/14	6/15	6/16	0		
	6/19	6/20	6/21	6/22	6/23	0		
	6/26	6/27	6/28	6/29	6/30	181	181	472

Classified Work Year	
School Year	8/8/2016 - 6/1/2017
10.5 month	7/27/2016 - 6/9/2017
11 month	7/20/2016 - 6/16/2017
Legal Holidays	
Non-school Days	
Minimum Days (mid-terms / finals)	
CSEA Holidays	
CSEA Days off in lieu of	

- 7/4 Independence Day
- 8/4 Orientation for New Teachers
- 8/5 Staff Development Day
- 8/8 First Day of School
- 9/5 Labor Day
- 10/3 Non-School Day
- 10/14 End of 1st Quarter
- 11/10 Non-School Day
- 11/11 Veterans Day
- 11/24 Thanksgiving Day
- 11/23 - 11/25 Thanksgiving Break (11/24 and 11/25)
- 12/14 - 12/16 Midterms/Finals (Minimum Days)
- 12/16 End of 2nd Quarter
- 12/16 End of 1st Semester
- 12/19 - 1/6 Winter Break
- 12/26-12/29 CSEA Holiday
- 12/30 CSEA In lieu of day
- 1/16 Dr. Martin Luther King, Jr. Day
- 2/20 Presidents' Day (Lincoln & Washington)
- 3/13 Non-School Day
- 3/17 End of 3rd Quarter
- 4/10 - 4/17 Spring Break
- * 3/31 Cesar Chavez ~~Non-School Day~~
Non-School Day
Holiday
- 5/19 Non-School Day
- 5/29 Memorial Day
- 5/31 - 6/1 Finals (Minimum Days)
- 6/1 End of 4th Quarter
- 6/1 End of 2nd Semester
- 6/1 Last Day of School

Handwritten notes at bottom:
10/1 - 2/1/16 - 1/1/16

ARTICLE X - EVALUATION PROCEDURE

10.1 ~~Probationary employee evaluations shall be made at the end of two (2) and five (5) months of service, and at least annually thereafter during the sixty (60) day period preceding the employee's anniversary date.~~

Each permanent employee shall receive a written evaluation at least once a year between December 1st and June 30th. Probationary employees shall be evaluated twice during the initial six months of employment, and again prior to the end of the probationary period.

FOR CSEA CHAPTER 529:

Diana Coma
Laura R. [Signature]
Sabel Aguer
Matt [Signature], LLC
Valerie Davis, XPR
Date 3-14-16
[Signature]

FOR THE DISTRICT

Daniel R. Marrae
March 14, 2016
Date

APPENDIX B – CLASSIFIED JOB TITLES AND SALARY RANGES

<u>JOB TITLE</u>	<u>SALARY RANGE</u>
FOOD AND NUTRITIONAL SERVICES (FANS) WORKER	2
FOOD AND NUTRITIONAL SERVICES LEAD WORKER	3
CAMPUS SUPERVISOR	8
CUSTODIAL TECHNICIAN	8
CUSTODIAN I	8
RECEPTIONIST/HUMAN RESOURCES ASSISTANT	9
FOOD SERVICE CLERK/RECEPTIONIST	9
ENGLISH LANGUAGE DEVELOPMENT (ELD) LIAISON	9
IN-SCHOOL SUSPENSION/CAMPUS MONITOR	9
INSTRUCTIONAL AIDE PARAEDUCATOR I	9
SEVERE NEEDS PARA EDUCATOR	9
MOTF CLERK	10
SCHOOL OFFICE ASSISTANT	10
BUS DRIVER	12
GROUNDS KEEPER	12
GROUNDS KEEPER/BUS DRIVER	12
LIBRARY CLERK	12
PARAEDUCATOR II	12
CUSTODIAN I/BUS DRIVER	12
CUSTODIAN II/BUS DRIVER	14
HEAD CUSTODIAN	14
PARENT INVOLVEMENT COORDINATOR	14
REGISTRAR	14
STUDENT SERVICES TECHNICIAN	15
BEHAVIOR TECHNICIAN	16
HUMAN RESOURCES ASSISTANT	16
DISTRICT SECRETARY	16
ALTERNATIVE ED SECRETARY	16
PRINCIPAL'S SECRETARY	16
TECHNOLOGY ASSISTANT	16
<i>MOTF Service Worker / Bus Driver</i>	<i>16</i> <i>AS</i>
MOTF TECHNICIAN/BUS DRIVER	17
MAINTENANCE WORKER/BUS DRIVER	17
MOTF TECHNICIAN/BUS DRIVER	17
BUSINESS OFFICE TECHNICIAN	17
PAYROLL/BENEFITS TECHNICIAN	17
<i>Maintenance Worker</i>	<i>17</i> <i>AS</i>
FISCAL TECHNICIAN	19
MECHANIC/BUS DRIVER	20
TECHNOLOGY TECHNICIAN	22
DATA SYSTEMS ANALYST	25

AS

FOR CSEA CHAPTER 529:

FOR THE DISTRICT:

Verese Johnson

Daniel R. Marshall

Louis R. Gots

March 14, 2016

DATE

Isabel Aguirre

Steve

Matt Fenell, CRR

Salvador Davis, CRR

DATE

3-14-16

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
AND THE
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION AND ITS CHAPTER 529

ARTICLE V - HOURS AND OVERTIME

- 5.1 **Workweek:** The workweek shall consist of five (5) consecutive days, Monday through Friday eight (8) hours per day or forty (40) hours per week. This Article shall not restrict the extension of the regular workday or workweek on an overtime basis when such is necessary to carry on the business of the District.

A four-day, 10 hour per day work week may be established within the Monday through Friday work week by mutual agreement between CSEA and the District.

- 5.2 **Workday:** The hours of the workday shall be designated by the District for each classified assignment at the time of employment. Each employee shall be assigned a fixed, regular, and ascertainable minimum number of hours.

On any school day during which pupils would otherwise have been in attendance but are not and for which certificated personnel receive regular pay (Teacher In-Service Day), at least one (1) night shift employee shall work the night shift at the straight time rate. This employee shall be chosen by (1) volunteer basis, or (2) rotation basis. The dates of Teacher In-Service days and the choice of classified employee to work the night shift shall be determined at least ten (10) working days in advance. All other night shift employees shall be assigned to work a regular day shift.

- 5.3 **Adjustment of Assigned Time:** Any employee in the bargaining unit who works a minimum of thirty (30) minutes or more per day in excess of her/his regular part-time assignment for a period of twenty (20) consecutive working days or more, shall have her/his regular assignment adjusted upward to reflect the longer hours in order to acquire fringe benefits on a properly prorated basis effective with the next pay period.

- 5.4 **Increase in Hours:** When additional hours are assigned to a part-time position on a regular basis, the assignment shall be offered to the employee in the appropriate class on the basis of job qualifications and seniority. If the employee declines the assignment, it shall be offered to the remaining employees in the class on the same basis until the assignment is made. If two (2) or more employees are equally qualified, the employee with the greatest seniority will be offered the assignment first.

- 5.5 **Reduction in Assignment Time:** Any reduction in assigned time shall be accomplished in accordance with the Education Code.

- 5.6 **Lunch Periods:** Employees shall be entitled to an uninterrupted lunch period after the employee has been on duty for four (4) hours. The length of time for such lunch period shall be for a period of no longer than one (1) hour nor less than one-half (1/2) hour and

shall be scheduled for full time employees at or about the mid-point of each work shift by the supervisor.

5.7 **Rest Periods:**

5.7.1 Employees shall be granted rest periods which in so far as practicable shall be in the middle of each work period at the rate of fifteen (15) minutes per four (4) hours worked or major fraction thereof. The time of movement to or from the break area is not normally expected to exceed five (5) minutes.

5.7.2 Specified periods may be designated when the operations of the District require someone to be present at the employee's work site at all times or when the District determines it is necessary for the efficient operation of the District. Such times shall be determined by the supervisor.

5.7.3 Rest periods are a part of the regular workday and shall be compensated at the regular rate of pay for the employees.

5.8 **Overtime:** Except as otherwise provided herein, all overtime hours as defined in this section shall be compensated at a rate of pay equal to time and one-half the regular rate of pay of the employee. Overtime is defined to include any time worked in excess of eight (8) hours in any one day or on any one shift or in excess of forty (40) hours in any calendar week, whether such hours are worked prior to the commencement of a regularly assigned starting time or subsequent to the assigned quitting time.

5.8.1 Employees having an average workday of four (4) hours or more during a workweek shall be compensated at the overtime rate beginning with the sixth (6th) consecutive day of duty in the workweek.

5.8.2 Employees whose average workday is less than four (4) hours shall be compensated at the overtime rate for any work required to be performed on the seventh (7th) consecutive day of the workweek.

5.8.3 All hours worked on holidays designated by this Agreement shall be compensated at the rate of time and one-half of her/his regular rate of pay in addition to the regular pay received for the holiday.

5.8.4 Overtime will not be worked without prior approval of the supervisor. An exception to this is granted if an emergency situation develops which, if not resolved immediately, will result in potential injury to students, staff, or public or damage to facilities or properties. In the event of such occurrence, the individual employee responsible for the area of concern is authorized to make a determination of need.

5.8.5 If a four-day workweek is established, the overtime rate shall be paid for all hours worked in excess of the required workday, which shall not exceed 10

DRM
58

hours. Work performed on the fifth, sixth and seventh days shall be compensated for at a rate equal to 1-1/2 times the regular rate of pay of the employee designated and authorized to perform the work.

5.8.6 Further if a four-day workweek is established, an employee working an average work day of five hours or less during a workweek shall, for any work required to be performed on the sixth or seventh day following commencement of their workweek, be compensated for at a rate equal to 1-1/2 times the regular rate of pay of the employee designated and authorized to perform the work.

5.9 **Swing Shift – Paid Lunch:** Any full time employee whose assigned work shift commences between 2:00 p.m. and 5:00 p.m. shall be entitled to a 30 minute paid lunch within their 8 hour workday. Employees entitled to this paid lunch period will be required to stay at their assigned work site.

5.10 **Overtime for Employees Receiving Reduction in Hours as Shift Differential:** An employee whose shift differential premium consists of a reduction in assigned hours shall be paid at the appropriate overtime rate for all hours worked in excess of seven and one-half (7-1/2) hours in any one day or in any one shift or in excess of thirty-seven and one-half (37-1/2) hours in any one calendar week, whether such hours are worked prior to the commencement of a regularly assigned starting time or subsequent to the regular assigned quitting time.

5.11 **Overtime Compensation:** All overtime work will be paid accordingly to the rates established in this section and during the pay period in which it is worked.

5.11.1 An employee, with prior written approval from the supervisor, shall have the option to elect to take compensatory time off in lieu of cash compensation for overtime work or extra time. Such election shall be submitted in writing with the miscellaneous payroll time sheet each month. Compensatory time not recorded in this manner, shall not be honored by the District. Compensatory time off shall be granted at the appropriate rate of pay.

5.11.2 Compensatory time shall be taken at a time mutually acceptable to the employee and the District within four (4) months of the date on which it was earned. If the compensatory time has not been taken within four (4) months of the date on which it was earned, the District shall pay the employee in cash for such time at the appropriate rate based on the employee's rate of pay at the time it was earned. Compensatory time shall not be carried beyond June 30 of any year and any necessary payout shall be made no later than June each year.

5.11.3 An employee may accrue no more than 40 hours at any time.

5.12 **Overtime - Equal Distribution:** Overtime shall be distributed and rotated as equally as is practical among employees within each department as determined by the District.



5.13

Activity/Field Trip Driving Assignments-School Bus Drivers:

Extra time/overtime shall be distributed and recorded in compliance with the following provisions for bus drivers.

- A) An "Activity/Field Trip Board" shall be established to be effective at the start of each school year, listing drivers in order of seniority. Trip assignments shall be posted seven calendar days in advance.
- B) The first Activity/Field Trip driving assignments at the start of each school year shall be made in order of seniority.
 - 1) Thereafter, the driver having the least credited Activity/Field trip hours shall be offered the trip first. The purpose of this provision shall be to equally distribute Activity/Field trip driving assignments as much as possible. Therefore, the second driving assignment shall be assigned to the driver with the next least number of credited hours, and so forth, in ascending order.
 - 2) If the least number of hours is equal among two or more drivers, the driver who has been longest without an activity/Field Trip assignment will be offered the trip.
- C) Drivers shall have the right to refuse an Activity/Field Trip driving assignment; however, if all drivers have refused, the trip returns back to the original driver. If he/she refuses it or cannot take it, the Transportation Supervisor or designee has the authority to assign the trip to anyone on the "Activity/Field Trip Board".
 - 1) A driver is allowed to refuse three Activity/Field Trip driving assignments, and then he/she must take their next assigned trip.
 - 2) In the event a driver refuses an Activity/Field Trip driving assignment, the hours driven by the accepting driver shall be credited to the refusing driver, unless the trip was offered less than 24 hours in advance of the time it is to start.
 - 3) Activity/Field Trip driving assignments accepted by drivers and subsequently refused due to illness or emergency situations will not be credited as a trip on the "Activity/Field Trip Driving Board" for the refusing driver. The term "emergency" shall mean a situation which the driver could not have known at the time of acceptance and could not control through reasonable diligence.
 - 4) Only the driver initially refusing a trip will be charged with the hours for that trip. Subsequent drivers who refuse the same trip will not be charged with the hours. A driver accepting a trip, refused by another driver, will not be charged with the hours driven. The refused trip will be offered to the next



driver with the lowest Activity/Field Trip Board hours.

- 5) If a driver is sick or out for an extended period and has missed more than two Activity/Field Trips and is behind in hours, the Board will be averaged and that driver will be given the next available unassigned trip.
- 6) If the Transportation Director is notified within 48 hours of the posting of an Activity/Field Trip, drivers may voluntarily trade trips with each other providing it does not interfere with other job responsibilities and schedules. Acceptance of a pasted trip and voluntary trip trades must have prior clearance from other affected supervisors. However, each driver who voluntarily trades shall only be credited with his/her originally assigned number of trip hours.

5.13.1 **Field Trip Cancellations:** If an Activity/Field Trip is canceled, the driver whose trip has been canceled shall be offered the next unassigned trip.

5.13.2 **When a New Trip Becomes Available:** When a new trip becomes available within the posted two-week period, the unassigned driver with the least amount of accumulated trip hours shall be assigned the trip.

5.13.3 **No management or Supervisory personnel shall drive a school bus route nor an Activity/Field Trip except in an emergency.**

- A) An "Emergency" means when there is absolutely no regular bus driver or substitute available to drive, and the run or trip must be covered.
- B) Every effort shall be made by the Transportation Supervisor or designee to rearrange driver schedules, route or buses in order to prevent management or supervisory personnel from supplanting classified employees or preventing classified employees from performing classified bargaining unit work.

5.14 **Minimum Call-In Time:** Any employee called in to work on a day when the employee is not scheduled to work shall receive a minimum of two (2) hours pay at the appropriate rate of pay irrespective of the actual time spent.

5.15 **Standby Time - Trip Driving:** All standby time for bargaining unit bus drivers working trips other than during regularly assigned work hours shall be considered as regular time worked and shall be compensated on a straight time or overtime basis as are other hours worked. If the trip is for over one (1) night or more, the driver shall be credited with her/his regular daily hours worked or if the time exceeds her/his regular work hours, work hours shall be credited until released. Bus drivers on overnight trip assignments shall be provided meals and lodging equal to that, which is provided for any other District employee.

5.16 **Call Back Time:** Any employee called back to work after satisfactory completion of her/his regular assignment shall be compensated for at least two (2) hours of work at the

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overtime rate, irrespective of the actual time spent.

5.17 **Summer School Assignments:**

- 5.17.1 When work normally and customarily performed by bargaining unit employees is required to be performed at times other than during the regular academic year, the work shall be assigned to bargaining unit employees serving in the appropriate classification(s) as described in 5.18.2.
- 5.17.2 When it is necessary to assign bargaining unit employees, not regularly so assigned to serve at times other than during the regular academic year, the assignment(s) shall be made on the basis of seniority, but no employee shall be required to accept such assignment.
- A) The bargaining unit applicants in the same classification as the summer assignment(s) shall be ranked by seniority within classification and offered the assignment(s), in descending order, the most senior applicant first.
- B) Applicants who normally serve in classifications other than that of the summer assignment, shall be screened by the District to ensure that they meet the minimum qualifications of the summer assignment as defined by the job description for that classification. Qualified applicants from this group shall then be ranked by district-wide seniority and offered the assignment, in descending order, if no bargaining unit member in the same classification as the assignment applied for or accepted the assignment.
- 5.17.3 Each bargaining unit member offered an assignment under this section, shall have the right to choose their assignment when more than one assignment is available in the same classification. The District shall create a comprehensive listing of all assignments that will be available each summer and distribute it to all bargaining unit members as soon as administratively practicable each spring. The listing shall include the assignment locations, beginning and ending dates, daily work schedules, salary range, and the application process and deadline.
- 5.17.4 An employee who accepts a summer school assignment in accordance with the provisions of the Section shall receive, on a pro rata basis, no less than the compensation and benefits applicable to the classification during the regular academic year, and in no event shall her/his compensation and/or benefits be less, on a pro rata basis, than the compensation and benefits he/she was receiving immediately prior to the commencement of the summer school assignment.
- 5.18 **Maintenance of Bus Driver Certificate:** When a full time employee with ten (10) years or more of service, under the care of a medical doctor, is advised against

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maintaining a bus driver's certificate for medical reasons, he/she shall not be required by the District to maintain such certificate to continue the same total hours of employment. If the District requests a second opinion, the District can require the employee to see a doctor of District selection at no cost to the employee. Disputed cases shall be heard by the State Administrator. This section does not alter section 11.4 of this agreement.

5.19 Split Shift assignments:The district may need to assign employees split shifts from time to time. Employees will be assigned a split shift based on need and based on ability to perform the necessary duties in accordance with the current job description in which they serve or other positions they may have held in the district. In addition, employees will first be asked to volunteer based on their current work scheduled and second based on seniority. Assigning split shifts will be avoided if they disrupt the normal operation of the school and/or district function. While the employee has the right to first refusal, should no employee choose to volunteer for the temporary assignment, the district will then assign the least senior qualified employee.

Effective March 1, 2015, any employee with the designation of bus driver as part of their title who is assigned a split shift shall be paid 4% above their hourly rate of pay for the hours worked outside the normally assigned work shift.

This agreement shall be subject to the terms of the collective bargaining statement.

Date: 3-14-16

Date: March 14, 2016

For CSEA:

[Signature]
[Signature]
[Signature]
[Signature]
[Signature]
[Signature]

For the District:

[Signature]
Daniel R. Moirao Ed.D. State Administrator

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
AND THE
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION AND ITS CHAPTER 529

ARTICLE VI - PAY AND ALLOWANCES

- 6.0 The District will provide unit members an IRS 125 Plan.
- 6.1 **Salary Schedules:** All bargaining unit employees shall be classified and designated a range and step. (Appendix A attached)
- 6.2 **Regular Rate of Pay:**
- 6.2.1 The regular rate of pay for each position in the bargaining unit shall be in accordance with the ranges established for each class as provided in Appendix B, which is attached hereto and incorporated as a part of the Agreement. The regular rate of pay shall include any shift differential and/or longevity increment required to be paid under this Agreement.
- 6.2.2 All classified employees shall have anniversary dates of July 1 for purpose of salary schedule advancement. A new employee who has been in paid status for at least 75% of the days of a full year assignment for his or her classification shall be eligible for advancement on the following July 1. Anniversary dates for salary schedule advancement shall have no effect on seniority dates.
- 6.3 **Paychecks:** Regular paychecks of employees shall be itemized to regular pay, other pay, gross pay, federal withholding tax, social security deduction, retirement deduction, and other miscellaneous deductions, including health and welfare deductions as negotiated and within the capacity of Monterey County Office of Education (MCOE).
- 6.4 **Payroll Errors:** Whenever it is determined that an error has been made in the calculation or reporting in any classified employee payroll or in the payment of any classified employee's salary, the appointing authority shall, within five (5) work days following such determination, provide the employee with a statement of the correction and a supplement payment drawn against any available funds. In the case of overpayment, the appointing authority shall, within five (5) work days following such determination, provide the employee with a statement of the correction needed and a repayment schedule.

Any salary or benefit payment error resulting in an overpayment to an employee shall be corrected and paid to the District in a manner acceptable to the bargaining unit member and CSEA. An agreement between the parties shall be reached prior to any payroll adjustments.

The above notwithstanding, the District may recover the full overpayment from the next

paycheck in cases where the employment of the person is terminating either voluntary or involuntary.

6.5 **Miscellaneous Payroll:** Any payroll adjustment due an employee including, but not limited to, vacation pay, working out of class, overtime, additional regular pay, substitute pay, or approved other reasons, shall be paid on the regular paycheck for the month in which the work is done if it occurs prior to the payroll reporting period and shall be paid on the paycheck for the following month if it occurs after the payroll reporting period.

6.6 **Lost or Destroyed Checks:**

6.6.1 Any paycheck, which is lost or destroyed, shall be replaced within three (3) working days (or within the capacity of MCOE) after the filing of an affidavit by the employee that he/she had received a paycheck, which was subsequently lost or destroyed.

6.6.2 Any paycheck not received by the employee shall not be considered to be lost or destroyed until seven (7) calendar days after the date of mailing to the employee or two (2) workdays after date of delivery to the Payroll Technician of the District.

6.6.3 After seven (7) calendar days or two (2) workdays waiting period, the employee, upon filing an affidavit, shall have her/his paycheck replaced within three (3) working days or within the capacity of MCOE.

6.7 **Frequency:** (Once monthly) All employees in the bargaining unit shall be paid once a month payable on or before the last day of the month. If the normal pay date falls on a holiday or weekend, the paycheck shall be issued on the preceding workday. The District will implement a deferred pay option for less than 12-month employees, subject to County approval.

6.8 **Salary Step Advancement:** Employees shall be eligible for a lateral salary step advancement by completion of a required period of service, which shall not exceed one (1) calendar year from initial date of employment or the date of the last salary step advancement. Any withholding of a step advancement may only be done in accordance with disciplinary policy.

6.9 **Salary Schedule Placement upon Promotion:** When an employee is assigned to a higher classification than her/his previous class, he/she shall be placed on the step of the new range that is five percent (5%) higher than his/her salary prior to promotion, or if the five percent (5%) falls between steps, the employee will be placed on the next higher step which exceeds five percent (5%).

6.10 **Compensation During Voluntary Training Periods:** At its option, the District may provide financial support to classified employees for training that the employee wished to undertake on a voluntary basis to improve or maintain basic skills for employment or

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that is useful to the employee and the District (i.e., first-aid, CPR, etc.). In those cases where the District so elects to provide financial support, all employees in the affected classification who desire to participate in the specific training session at that time will be entitled to the same support.

6.11 **Compensation for Working Out of Classification:** An employee assigned to work out of classification for more than five (5) **consecutive** working days within a fifteen (15) calendar day period shall be compensated at the higher classification rate for the entire period. The term "higher classification rate" means step placement in the higher class the same as the step placement of the employee in her/his regular classification.

6.12 **Replacing or Repairing Employee's Property:**

6.12.1 The District shall compensate all bargaining unit employees for documented loss or damage to personal property to be used on the job during the performance of official duties. Prior written approval must be obtained from the Superintendent/**State Administrator** before using personal property.

6.12.2 In the event an employee's wearing apparel is damaged due to faulty District equipment or failure of the District to provide protective clothing or services, the District will reimburse the employee for the cost of the damage to replace.

6.13 **Uniforms:** ~~The District shall provide and maintain uniforms, equipment, identification badges, emblems, and/or cards required by the District to be worn or used by bargaining unit employees.~~

The district shall provide uniforms to custodial, maintenance and bus driver staff at district expense. Employees provided such uniforms shall wear these while performing duties for the school district. Uniforms shall be maintained by the school district, at district expense.

Employees who do not wear the designated uniform while on duty shall be given an informal warning. Should the employee continue to refuse the district uniform as required, shall be disciplined as outlined in Article XXIV of the negotiated agreement.

6.14 **Bus Driving License Renewal and Maintenance**

The district shall pay or reimburse employees required to have a bus driver's license the full cost of physical examinations, license fees, and any other costs associated with the renewal and maintenance of the license.

6.15 **Mileage:** Any bargaining unit employee required to use her/his vehicle on District business, which shall include, but is not limited to, District directed changes in an employee's reporting to work locations different from time of employment, which extends the employees travel distance, shall be reimbursed in accordance with District policy for all miles driven in conjunction with the District service. The mileage

computation shall include mileage necessary to return to the employee's normal job site after completion of District services.

- 6.16 **Initial Salary placement:** The District may provide up to three (3) years of credit for job-related experience and education for purposes of initial placement on the salary schedule. Credit for experience and education must be verified by the Human Resources Department. By mutual agreement of the District and CSEA, more than three years of salary placement credit can be granted. For purposes of longevity increments, lay-offs, and similar purposes the employee's seniority shall be determined by the first date of paid employment.

Date: March 14, 2016 Date: March 14, 2016

For CSEA:

Teresa Thomas
Laura R. Bly
Joan Aguirre
Mark
Matt Smell, LRR
Salvador Davis, LRR

For the District:

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

South Monterey County Joint Union High School District
and the
California School Employees Association, Chapter 529

TENTATIVE AGREEMENT

March 14, 2016

The South Monterey County Joint Union High School District (District) and the California School Employees Association, and its Chapter 529, hereby agree to add the following section to Article VI: Pay and Allowances.

6.17 Specialized Physical Health Care Procedures:

A stipend shall be offered to classified employees who are assigned to provide Specialized Physical Health Care Procedures (SPHC) for students according to the procedures in this article.

Specialized Physical Health Care Procedures (SPHC) shall be defined to include catheterization, gavage feeding, suctioning, or other services requiring medically related training as described in California Education Code 49423.5.

Only para-educator staff that are trained and assigned to perform SPHC services shall be eligible for this stipend. Para-educators shall be retrained and certified annually.

The stipend shall equal 5% of an employee's base wages for both their regular assignment and any extended school year assignment.

Para-educators who are hired after July 1 of each year, for an assignment that includes SPHC services, shall be trained and certified immediately, according to legal requirements. This training shall also be provided to employees who promote, transfer, or who are reassigned into such an assignment. The trainer shall be a qualified medical professional specified by the District.

If an employee's assignment is changed and it results in the discontinuance of the SPHC stipend, the employee shall have at least 30 days notice. It will be the responsibility of the District to discontinue the stipend. Employees will be held harmless if they are paid the stipend, but are not assigned to provide services.

This agreement shall be subject to the grievance and arbitration sections of the collective bargaining agreement and is binding upon ratification.

For the District:

Daniel R. Moore
3/14/16

For Chapter 529:

Veronica Brown 3/14/16
Isabel Aguirre
Matt Powell, LER
Valerie Davis, LER
-487- Juan R. [Signature]

South Monterey County Joint Union High School District
And the
California School Employees Association, Chapter 529

TENTATIVE AGREEMENT

March 14, 2016

The South Monterey County Joint Union High School District and the California School Employees Association, and its Chapter 529 agree to add the following section to Article VI: Pay and Allowances.

Article 6.18: Administration of Emergency Medications

Some students require the administration of medication in emergencies which may be provided by employees. There may be emergency situations where the health and safety of a student requires the administration of medication care services by classified employees who have volunteered to be trained to provide those services. These provisions apply to those volunteer employees.

The emergency administration of medication shall be by an employee who volunteered to be trained and was certified as qualified. All providers will maintain their competency as documented by health professionals.

Any agreement by an employee to administer an emergency anti-seizure medication, glucagon, or epi-pens is strictly voluntary and staff may not be coerced, intimidated or threatened to volunteer. Any employee who volunteers may rescind his/her offer up to three (3) workdays after the completion of such training, for that particular medication. After that time, a volunteer may rescind his/her offer to administer one of these medications with a ten (10) workday notice, or until a new individual student health plan is developed, whichever is less. Volunteer forms are attached as Appendix _____.

The District shall have sole discretion to determine the type, frequency and content of all trainings, and to select volunteer employees to receive training and provide services pursuant to this section.

The District agrees to pay an annual stipend of \$500 to employees who volunteer and are selected by the District to participate in each training offered by the District for the services listed in Section 6.18.6, who are willing to administer medication on an emergency basis, and who are certified in writing by the District as qualified to render the service. The stipend for the training and certification shall be prorated based upon the employee's work calendar and paid in the prorated amount on a monthly basis to each employee who has not rescinded his/her offer to volunteer to administer the medication.

For purposes of this section, the only approved individual services are as follows:

- Epinephrine administration
- Gucagon administration
- FDA approved rectal emergency seizure medication

All training stipends are based on a full year of qualification and willingness of the employee to provide emergency administration of medication. Any employee who is qualified and willing to provide the service for less than one full year shall receive the stipend on a pro-rated basis. Any employee who rescinds his/her offer to provide the emergency administration of medication shall cease to receive the stipend for the training as of the month his or her recession is received by the District.

The District shall defend and indemnify from any and all civil liability each trained and certified volunteer employee who provides services pursuant to this section.

For the District:

Daniel R. Malina

March 14, 2016

For CSEA Chapter 529:

Lizbeth Gomez
Luis R. Ortiz
Isabel Aguirre
Heidi

Matt Fennell, LRR
Nalane Davis, LRR

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
AND THE
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION AND ITS CHAPTER 529

ARTICLE VI - PAY AND ALLOWANCES

Tentative Agreement

The district believes that the professional development of its employees is a benefit to the School District and its employees. Beginning in the Spring of 2016, a committee will be formed to outline the process and compensation for such professional development.

Date: 3-14-16

Date: 3-14-16

For CSEA:

For the District:

Veresa Kemp

Daniel R. Moirao

Luis R. Ortiz

Daniel R. Moirao Ed.D. State Administrator

Isabel Aguirre

Mary

Matt Fenell, LRR

Valerie Davis, RR

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

SUBJECT: Approval of Consultant Contract with Generation Ready

MEETING: May 18, 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 a school district we continue to realize an achievement gap among our students. The real gap exists because there is an equity gap of expectations. Until we identify it, acknowledge it, and work to eliminate it our achievement gap will continue to exist. To that end, key members of the district staff (including all administrators) will be participating in an Equity Institute which this district will host. As this cadre of individuals become conversant in the problem, with tools to eliminate it, these workshops and tools will be rolled out to all district staff.

After vetting several private consultants and organizations, Generation Ready appears most responsive to the needs of the South Monterey County Joint Union High School District. They have worked with other school districts across the country (they are based here in CA). They come highly recommended.

Recommendation:

It is recommended that the State Administrator approve the consultant contract with Generation Ready to initiate an Equity Institute in the district.

Fiscal Impact:

\$27,500.00 from Title 2.

Submitted By:



Daniel R. Moirao Ed.D.
State Administrator

Approved:



Daniel R. Moirao Ed.D.
State Administrator

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

AGREEMENT TO FURNISH CONSULTANT SERVICES

Pursuant to California Education Code 10400, South Monterey County Joint Union High School District, hereinafter called "District," has need of the specialized services of Generation Ready, 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 May 10, 2016 and it terminates June 30, 2017 unless sooner terminate as provided herein.

II. PAYMENT LIMIT

- Consultant shall be compensated at the rate of \$2,500.00 per diem.
- Not to exceed a total of 13 days of service.
- Total payment(s) to Consultant, under this contract shall not exceed 27,500.00

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 shall conduct an equity audit of the district schools and report those findings to the State Administrator. The findings shall be distributed as the State Administrator deems appropriate. In addition, the consultant shall provide workshops and coaching to a district team of educators four days during the summer of 2016 and six additional days throughout the 2016-2017 academic year. The purpose of these workshops shall be to develop the skills of the participants in valuing cultural diversity, how to conduct a cultural self-assessment, manage the dynamics of differences, acquiring and institutionalizing cultural knowledge, identifying and managing the barriers to cultural proficiency and adapting to diversity and cultural contexts. These workshops shall be customized and created with the State Administrator and his identified team of professionals.

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
GOVERNING BOARD**

SUBJECT: Contract with VOX Network Solutions, Inc. for a District-wide IP Phone System Replacement

MEETING: May 18, 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 needs to replace its 20-year-old phone systems and has researched several manufacturers and vendors. The District is recommending the Avaya system with VOX Network Solutions, Inc.


Recommendation:

The recommendation is being made for the State Administrator to approve this proposal with VOX Network Solutions, Inc. to install a District-wide IP Phone System.


Fiscal Impact:

\$186,601.24 (plus sales tax) – Unrestricted General Funds – Undesignated Fund Balance

Submitted By:


Duane Wolgamott
Chief Business Official

Approved:


Daniel R. Moirao, Ed.D.
State Administrator



**VOX NETWORK SOLUTIONS
UC PROJECT PROPOSAL
FOR**

**South Monterey County
Joint Union High School District**

IPO Server Edition



Presented by:
Kevin Bryant
Sr. Account Manager
650 989-1010
kbryant@voxns.com
DATE: 04/29/2016

APPLIED BRILLIANCE



SCOPE OF WORK AND SCHEDULE A

South Monterey County Joint Union High School District agrees to purchase and VOX Network Solutions, Inc. (VOX) agrees to sell the equipment and or services itemized in this Schedule A. The terms governing the purchase and sales are contained in this agreement and the Master Sales Agreement entered into by and between VOX and South Monterey County Joint Union High School District. Conflicting terms, if any, shall be governed by the Master Sales Agreement.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT CONTACT INFORMATION

NAME Cristina Jimenez
EMAIL cjimenez@smcjuhsd.org
Phone 1 (831) 385-0606 ext 4444

I. EXECUTIVE SUMMARY

South Monterey County Joint Union High School District (SMC JUHSD) is looking to replace their existing Cortelco Analog phone system with an Avaya IP Officer Server Edition Solution. The IP Office will support the District Office, King City, Portola and Greenfield locations. There will be two IPO servers – one located at the District Office and the other at the Greenfield location. SIP Trunking for the District Office, King City and Portola will come into the District Office and route accordingly. The Greenfield location will have 10 SIP trunks coming in directly and all sites will have COT's for back-up trunking. All sites will be networked together and supported via VM Pro. In addition to the IP Office, SMC JUHSD has decided to implement an e911 Solution (VoIP Connect and Emergency Notification). The solution will be implemented during summer break.

II. TECHNICAL SOLUTION SUMMARY:

Design to include Avaya IP Office Server Edition 9.1 with E911 VoIP Connect and Emergency onsite notification. Implementation will include 4 sites- District Office, King City, Portola, and Greenfield. Manufacturer support with VOX Co-Delivery 3Y 8x5 Next business day parts is included.

District Office:

- IP Office Dell R220 Primary Server with Call Server, VM Pro, and 1X Portal applications
- IP500v2 Unit with Combo Card for up to 4 analog trunks and 2 analog stations, VCM64
- Portwell CAD-208 SBC for SIP trunking (25 trunks)
- 18 9611G, 2 9608G, 1 B179 IP set, 1 SBM24 button module
- South Monterey County Joint Union High School District provided POE for all VoIP sets
- Includes VoIPConnect® as a monthly subscription service that provides E911 connectivity to Public Safety Answering
- Points for location identification via resolution to DID numbers.
- EON (Emergency Onsite Notification) South Monterey County Joint Union High School District provided server for 911 Screenpops and Emails deployed on South Monterey County Joint Union High School District provided server
- System wide licensing of 195 IP, 50 Office Worker, 35 SIP Trk, 35 SBC Std, and 6 SE



- UPAM is included for page integration. This will usually consume an analog station port

King City:

- IP500v2 Unit with Combo Card for up to 4 analog trunks and 2 analog stations, VCM64
- 7 9611G, 72 9608G, 1 B179 IP set, 1 SBM24 button module
- UPAM is included for page integration. This will usually consume an analog station port
- 10 SPPOE-1A POE Injectors included. South Monterey County Joint Union High School District provided POE for remainder of sets

Portola:

- IP500v2 Unit with Combo Card for up to 4 analog trunks and 2 analog stations, VCM64
- 3 9611G, 6 9608G, 1 B179 IP set, 1 SBM24 button module
- South Monterey County Joint Union High School District provided POE for all VoIP sets
- UPAM is included for page integration. This will usually consume an analog station port

Greenfield:

- IP Office Dell R220 Secondary Server with Call Server, VM Pro applications
- IP500v2 Unit with Combo Card for up to 4 analog trunks and 2 analog stations, VCM64
- Portwell CAD-208 SBC for SIP trunking (10 trunks)
- 5 9611G, 78 9608G, 1 B179 IP set, 1 SBM24 button module
- UPAM is included for page integration. This will usually consume an analog station port
- 10 SPPOE-1A POE Injectors included. South Monterey County Joint Union High School District provided POE for remainder of sets

III. PROFESSIONAL SERVICES IMPLEMENTATION:

District Office Professional Services deployment includes the following:

- Advance staging of hardware
- Site survey of installation environment
- Deploy IPO, VM Pro and one-X Portal on Avaya appliance SE R220 server and install during business hours with SE redundancy on 2nd R220 appliance server
- Place and test 21 IP stations during business hours
- Install ASBCE and test SIP trunk turn up with carrier provided test numbers
- Remote Software Specialist station, network and trunking design
- On OT, cutover analog connections (UPAM for connection to existing overhead paging and 2 x analog stations) to IPO and test with carrier for porting of production numbers to PSTN SIP
- Provide 4 hours onsite classroom style end user training with soft copy of user guides provided to South Monterey County Joint Union High School District for ongoing use
- Provide up to 4 hours Knowledge Transfer overview on basic IPO and VM Pro System Administration



- Provide 4 hours onsite and remote support for First Day of Business on next business day following cutover
- Work with 911 ETC remote implementation team and South Monterey County Joint Union High School District to set up location identification programming constrained by DID numbers reconciled to location to pass data to VoIPConnect service to provide detailed location information to the PSAP for emergency 911 calls.
- Provide Project Management for complete project life cycle

3 x Remote Sites' Professional Services deployment includes the following:

- Advance staging of hardware
- Site survey of installation environment
- Deploy IPO and VM Pro Avaya appliance SE R220 server as Geo Survivable Server Edition and install during business hours at Greenfield site
- Install ASBCE and test SIP trunk turn up with carrier provided test numbers at Greenfield site
- 174 total IP stations across 3 sites
- Stage, install, test and cutover each IP500 chassis
- IP station placement during business hours
- 4 hours onsite end user training per site
- 4 site Network Assessment for VoIP on the LAN and over the WAN
- Program and test local survivability of each IP500 location
- OT for service affecting cutover activities and up to 4 hours First Day of Business support next business day following cutover
- Resources include onsite technician, remote Software Specialist for station/network/trunking design, Project Management and Network Engineer

VOX provided Enhanced 911 Solution Services for Setup and Implementation

- Establish Client Dashboard.
 - Yubikey One-time-use Password Security
 - Multiple Level Credentialing
 - Client partitioning
- Account and administrative set-up.
- 10 man-hours for service transition and launch (connectivity testing, FOA, and project management services.)
- API Application/configuration set-up parameters.
- Configuration and setup of VoIPConnect® transactional servers (SBC) by 911 ETC staff.
- MSAG Validate Initial Number range within VPC.
- Initial ELIN/ERL batch upload to VPC.
- Kick-off meeting.
- Call Testing
- During initial 911 testing up to 5 (five) live 911 test calls for entire phone system that are routed to the ECC will be allowed at no additional charge. If additional tests calls are routed to the ECC each call will be billed at \$75 per call.
- Unlimited 933 test calls
- Cloud-originated Emergency Onsite Notification (EON) will produce emergency alerts to designated email accounts via email broadcast



Avaya CM Emergency On-site Notification

- GenAlert – Software Only on South Monterey County Joint Union High School District provided server
 - Emergency on-site alerting of 911 calls for up to 300 phones
 - Remote Installation
- Includes remote installation of the Software

Maintenance and Support

- Batch or single DID MAC up-loading
- API data acceptance
- Ongoing near-real-time updating of location position.
- MSAG Validation
- Emergency Routing Service
- Unlimited support and trouble reporting

PROJECT CONTROL

To effectively determine the degree to which the project plan is being met, the VOX Network Solutions, Inc. Project Manager will follow a plan to control and manage South Monterey County Joint Union High School District's project through a communication plan, change control, and variance management.

As part of the communication plan the VOX Network Solutions, Inc. PM and South Monterey County Joint Union High School District will jointly establish the time and frequency for status meetings (or conference calls), document meeting results, and distribute meeting notes, including action items. For effective scheduling and cost control, progress measurements will start as the project begins and continually be utilized throughout to measure the performance of the project. The project roadmap provides a baseline from which to judge progress, comparing planned activities, in-progress activities, and the actual completion of those activities. The PM will identify variances to plan and take action to correct or limit its impact on the project.

The VOX Network Solutions, Inc. PM will utilize a change control strategy to identify and document changes to the original scope. The PM will screen and assess the impact of the change on the project timelines, obtain client approval, implement the change if required, and maintain a log of all change requests and their treatment. Any agreed-to changes will be reflected in the project plan.

SITE NOT READY

If operational functionality cannot be established because South Monterey County Joint Union High School District's responsibilities were not met or non-VOX vendors have not met their responsibilities (unless under an Agency Agreement), South Monterey County Joint Union High School District may incur additional charges.

GENERAL ASSUMPTIONS

1. Resources from VOX Network Solutions, Inc. and/or its sub-contractors will be utilized, as needed, to provide a full scope of technical expertise. Additional charges to SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT may apply for items not specifically provided for in this SOW.



2. VOX Network Solutions, Inc. is not responsible for the performance or quality of third-party vendors/contractors hired by South Monterey County Joint Union High School District.
3. Resources and staffing from SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT and VOX Network Solutions, Inc. must be committed for the duration of the project.
4. Specific equipment purchased and Installation and Labor is listed in the attached Equipment Schedule A.
5. Requests for additional services beyond this Scope of Work require written approval by SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT and acceptance by the VOX Network Solutions, Inc. Project Manager.
6. If the project extends beyond the timeline specified in the Project Plan due to delays caused by parties other than VOX Network Solutions, Inc. and its business partners, additional charges may apply.
7. Engineering changes, Change orders made by SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT after project initiation may affect the agreed-upon project schedule and will require a project review to determine impact and schedule requirements.
8. SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT OR RESPONSIBLE PARTY will ensure all DMARC extension requirements are identified, furnished, and visibly marked for easy identification by the VOX Network Solutions, Inc. installer

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT RESPONSIBILITIES

1. For 911ETC solution, location information can only be correlated to DID numbers and South Monterey County Joint Union High School District to supply detailed information on mapping non-DID extensions to DIDs for location information passing to the PSAP.
2. Provide proper site environment as defined in the product documentation.
3. Provide floor plans and cabling schematics as applicable.
4. Manage third party vendors providing services that impact the outcome of this project
5. Ensure that the installation of network and dial circuits is complete.
6. Ensure that demarcation points can be connected to with the cables provided.
7. Provide access to all installation locations and equipment being installed.
8. Provide an on-site contact to assist during installation.
9. Provide all IP addressing for South Monterey County Joint Union High School District's network.
10. Provide Layer 1, 2 and 3 IP infrastructures all network connectivity unless provided by VOX under this agreement
11. Provide remote access to all VOX configured elements as defined by the project team via VPN or other mutually agreed upon access methodologies to ensure persistent access is available to the project team throughout the project life cycle.
12. For all VoIP devices. South Monterey County Joint Union High School District to provide Cat 5 or better cabling to all endpoint/device locations and POE equipment as required if not provided by VOX under this agreement.
13. South Monterey County Joint Union High School District is responsible for implementing a Quality of Service policy that will classify and prioritize voice packets.

ADDITIONAL EQUIPMENT, CHANGES AND REARRANGEMENTS:

A duly authorized representative of South Monterey County Joint Union High School District, upon acceptance thereof by VOX of a Job Change Order (JCO) may add additional equipment and or services to the Schedule A at the charges applicable upon execution. Such modification will state the location and the additional items of equipment and or services. In the event the South Monterey County Joint Union High School District requests changes in the installation specifications, VOX reserves the right to adjust the contract price to correspond with the additions or modifications to or deletions from the amount of work to be performed. All such requests shall be made in writing by South Monterey County Joint Union High School District to VOX and VOX shall be entitled to amend the Schedule hereto to reflect these changes.



Cancellation:

An order once placed with and accepted by VOX can be cancelled only with the consent of VOX and upon terms, which will indemnify VOX against all loss, incurred as a result thereof. Restocking fees of up to 25% of the selling price may apply to equipment purchases that are ordered but cancelled prior to installation. In the event that South Monterey County Joint Union High School District is in Default under this agreement, VOX may cancel or terminate any or all service(s) provided.

PAYMENT TERMS

- a. For purchases of equipment and installation services, South Monterey County Joint Union High School District agrees to pay VOX the Total Purchase Price of \$186,601.24 per quote dated 04/29/2016 below, plus applicable taxes, to be invoiced per the following schedule:
 - 50% due upon execution of this Agreement for VOX to order equipment and assign resources
 - 40% on the Date of the Complete Equipment Delivery to South Monterey County Joint Union High School District or VOX staging facility
 - 10% upon Project Completion/Acceptance
- b. Late Payment: Past due payments are subject to late fees of eighteen percent (18%) per annum or the maximum interest rate permissible by law from the date due until paid in full.

IV. SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT ACCEPTANCE

This Schedule A and Scope of Work, and the requirements within, has been reviewed with me and I understand and accept these guidelines.

VOX Network Solutions, Inc.

South Monterey County Joint Union High School District:

By: _____

Name: _____

Title: _____

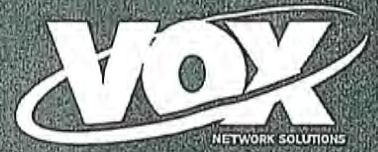
Date: _____

By: _____

Name: _____

Title: _____

Date: _____



SERVICES SCHEDULE: MAINTENANCE SCHEDULE B

South Monterey County Joint Union High School District agrees to purchase and VOX Network Solutions, Inc. (VOX) agrees to provide maintenance services ("Services") according to the terms of this Services Schedule. The terms governing the purchase and sale of the Services are contained in this Services Schedule and the Master Sales Agreement.

1. Definitions.

As used in this Agreement, the following terms shall have the definitions as follows:

- a. Time and Material Services. Any work performed on systems not covered by a VOX Maintenance Agreement is subject to the prevailing labor rates for time and material work.
- b. Response Time. Initial response will be engagement via phone or email with a VOX engineer or remotely accessing the system for initial troubleshooting.

Support requests are prioritized upon receipt as follows:

Priority 1

Response SLA: 1 hour 24X7

The Supported Product is totally out of service with no acceptable work around resulting in a loss of service affecting all users at a single site.

Priority 2

Response SLA: 2 hours 24X7

The Supported Product is operating with reduced functionality causing significant impact to the South Monterey County Joint Union High School District's business operations, or the loss of service impacting more than twenty-five percent (25%) of all users at a single site. Product alarms identified as major alarms by Remote Monitoring platform.

Priority 3

Response SLA: 4 Business Hours

The Supported Product is operating with reduced functionality causing little or no impact to the South Monterey County Joint Union High School Districts' business operations, or the loss of service to less than twenty-five (25%) of all users at a single site. Product alarms identified as minor alarms by Remote Monitoring platform.

Priority 4

Response SLA: End of next business day

Informational Only requests or Moves, Adds, Changes (MAC) orders scheduled.

2. Requirement of Manufacturer Support Contract.

Access to manufacturer escalation support and access to patches and software for the covered systems is contingent upon purchase and maintenance of a Manufacturer Support Contract. If no manufacturer support exists, VOX support will be best effort for escalations or issues that require software patching or upgrades.

3. Scope of Maintenance Services.



- a. Remedial Service. VOX will perform remedial maintenance services for covered equipment upon request by the South Monterey County Joint Union High School District in order to restore malfunctioning component parts to proper working order.
- b. Personnel. Maintenance or service work is to be performed by VOX authorized personnel only.
- c. Part replacement. VOX will coordinate the delivery and replacement of any covered part found to be defective.
- d. Alarm Monitoring. VOX will proactively monitor the covered systems 24 hours per day; 7 days a week via premise based South Monterey County Joint Union High School District provided monitoring device (modem or server based on system type). If requested VOX will include the pricing for the monitoring device on the attached quote.
- e. Subcontracting. VOX may subcontract any or all of the work to be performed by and under the terms and conditions of this Agreement. VOX will be responsible for the work of such subcontractors.
- f. Access. VOX shall have, at all reasonable times, full and unrestricted access to the Premises for the purposes of performing the Maintenance Services, installing additional equipment and/or repairing the equipment covered by this Agreement.
- g. Toll Fraud Disclaimer. VOX makes no representation or warranty that the equipment is technically immune from or prevents fraudulent intrusions into and/or unauthorized use of the System (including any interconnection or a long distance network). South Monterey County Joint Union High School District assumes the risk of any and all fraudulent use of the System, and agrees to pay for all charges incurred as a result thereof. VOX will not be liable for any loss, cost, expense, or damages for calls made through use of the equipment.
- h. Support Hours. Unless otherwise agreed to, South Monterey County Joint Union High School District support shall be available 24 hours per day, 7 days a week for all Emergency Service requests. For all non-emergency repair requests, South Monterey County Joint Union High School District support will be available from 8:00 A.M. to 5:00 P.M., local time, Monday through Friday, excluding holidays as designated by VOX.

4. Maintenance Services Not Included.

Maintenance service does not include any services necessitated by, or of the types described in any of the following:

- a. Labor and material costs for configuration or programming changes, the addition of equipment or relocation of same. This activity is considered Move, Add, and Change activity (MAC) and can be provided at our then current Time and Material rates.
- b. Battery back-up systems or uninterruptible power supply systems (UPS), Operating supplies, accessories, paper, electrical work external to the system.
- c. Labor and material costs for components that do not affect the normal operation of the system (i.e. Cabinets, racks, shelves, etc.).
- d. The negligent, intentional, or willful acts of South Monterey County Joint Union High School District or third parties.
- e. Any act external to the system that causes, directly or indirectly, a system failure, either immediately or later, or other malfunction including without any limitation, failures of trunk or toll lines from local dial tone providers or long distance carriers, other equipment connected to the system, or abnormal environmental conditions, **power failures or fluctuations**, (for example power fluctuations caused by power surge or lightning), flooding, water damage, and any other equipment damage associated with acts of God.
- f. When equipment is deemed unsupportable by the manufacturer, or it is deemed not serviceable due to lack of replacement part availability. Any acts or events which may adversely affect the performance of the system, occasioned by acts of South Monterey County Joint Union High School District, or any third party.

5. South Monterey County Joint Union High School District Responsibilities.

South Monterey County Joint Union High School District agrees to perform in a timely manner, at South Monterey County Joint Union High School District's sole expense, the following responsibilities in support of VOX Services under this Agreement:



- a. Provide access to South Monterey County Joint Union High School District's premises and a suitable work area for VOX service personnel.
- b. Appoint an administrator (the "Contact") knowledgeable in South Monterey County Joint Union High School District operational requirements as a point of contact to VOX and with authority to act on South Monterey County Joint Union High School District's behalf in matters relating to this agreement, including the issuance of purchase orders.
- c. Provide the proper environment, electrical and telecommunications connections as specified by the system's manufacturer(s).
- d. Maintain back-up files and discs for all relevant software comprising a portion of or being related to the system.
- e. Not relocate or modify any portion of the system or its components, or allow anyone access to the internal components and software without written permission from VOX.

6. TERM.

The term of this Services Schedule continues, except as may otherwise be provided for in this Services Schedule, for one (1) year. Thereafter, this Service Schedule shall automatically renew for successive one (1) year terms at VOX's current rate at time of renewal of the Services Schedule, unless thirty (30) days prior to the anniversary of the Start Date either party notifies, in writing, of its intention not to renew this Agreement.

Start date for this contract is dependent upon the following elements:

- Signature and execution date of this contract.
- Receipt of payment per terms below.
- Completion of required onboarding activities including but not limited to system audits and remote access, as required.
- The start date for VOX provided support is estimated to be a minimum of 2 weeks from the execution date of this contract, will be mutually discussed with VOX and South Monterey County Joint Union High School District as part of the onboarding process, and VOX will furnish South Monterey County Joint Union High School District with a **Contract Activation** notice confirming the start date governing this contract as part of the onboarding process.
- Activation of Manufacturer support being procured under this contract, if applicable, is subject to the lead times of the Manufacturer specific policies and procedures.

7. CANCELLATION OF SUPPORT.

South Monterey County Joint Union High School District may cancel the VOX support portion at any time, with or without cause, provided a 30 day written advanced notice is provided to VOX by an authorized signatory. The cancellation of Manufacturer Support Agreements will follow the manufacturers' cancellation policy in effect during the term of this agreement.

Current policy terms from the manufacturer are available from VOX upon request.

9. VOX MAINTENANCE PLAN SLECTION:

FULL SERVICE: Includes remote monitoring, first level remediation, coordination with Avaya or Cisco TAC and dispatch for part replacement. Coverage includes all components within PBX chassis or cabinets, CSU's connected to PBX T-1/PRI Circuits, Voice Mail if applicable. Terminal replacement is not included but can be purchased as an add-on.



In the absence of a bona fide written agreement between the parties, this Service Agreement shall be governed by the VOX Master Sales Agreement Terms and Conditions at: <http://www.voxns.com/msa/> South Monterey County Joint Union High School District's signature below acknowledges that signatory is duly authorized to accept this Service Agreement. Acceptance by VOX is evidenced by an authorized signature.



VOX Network Solutions, Inc.
 800 Marina Blvd, Suite 130
 Brisbane, CA 94005
 Main: 877.80.8111 Fax: 650.089.1100

SCHEDULE A

South Monterey County Joint Union High School District

Avaya IP Office - Server Edition (Redundant)

Date: 4/29/2016

Quote Version: 3

Quote Valid Until: 6/28/2016

Bill To: South Monterey County Joint Union High School District
 800 Broadway St.
 King City
 CA
 93930

Billing Contact: Cristina Jimenez

Sales Rep: Kevin Bryant
 Email Address: kbryant@voxs.com

Purchase Order #:

Site ID: 13921

Generated: 4/29/2016 6:42:49 PM

Ship To: South Monterey County Joint Union High School District
 800 Broadway St.
 King City
 CA
 93930

Onsite Contact: Cristina Jimenez

Phone: (650) 989-1010
 Fax: (650) 989-1110

Quantity	Part No.	Description	Location	Avaya Equipment Unit Price	Total Price
1	185446	AVAYA COMMUNICATIONS SOLUTION	District Office - AUS2619739	\$0.00	\$0.00
1	182448	IPO SE MODEL	District Office - AUS2619739	\$0.00	\$0.00
1	273793	ASBCE CORE PORTWELL CAD-208 IPO	District Office - AUS2619739	\$889.69	\$889.69
1	275619	IPO R9+ AV IP ENDP 5 ADI LIC	District Office - AUS2619739	\$186.49	\$186.49
2	275620	IPO R9+ AV IP ENDP 20 ADI LIC	District Office - AUS2619739	\$745.94	\$1,491.88
1	275660	IPO R9+ SIP TRNK 5 ADI LIC	District Office - AUS2619739	\$187.45	\$187.45
1	275661	IPO R9+ SIP TRNK 10 ADI LIC	District Office - AUS2619739	\$375.39	\$375.39
1	275662	IPO R9+ SIP TRNK 20 ADI LIC	District Office - AUS2619739	\$750.79	\$750.79
1	338989	IPO R9+ OFF WORKER 50 ADI LIC	District Office - AUS2619739	\$2,470.31	\$2,470.31
1	339091	IPO R9+ AV IP ENDP 50 ADI LIC	District Office - AUS2619739	\$1,912.98	\$1,912.98
1	339092	IPO R9+ AV IP ENDP 100 ADI LIC	District Office - AUS2619739	\$3,825.94	\$3,825.94
6	339100	IPO R9.1 SE ADI LIC	District Office - AUS2619739	\$1,547.58	\$9,285.48
1	380225	R220 II XL SRVR IPO SE EXP	District Office - AUS2619739	\$2,000.48	\$2,000.48
25	382300	ASBCE R7 STD SVCS IPO LIC 1-500	District Office - AUS2619739	\$38.79	\$969.75
2	382745	IPO R9.1 PWR USER 1 ADI LIC	District Office - AUS2619739	\$84.76	\$169.52
2	405362641	PWR CORD USA	District Office - AUS2619739	\$13.95	\$27.90
1	700289770	PWR CORD NA 18AWG 10 Amp AC	District Office - AUS2619739	\$9.20	\$9.20
20	700383326	96XX RPLCMNT LINE CORD	District Office - AUS2619739	\$7.36	\$147.20
1	700429202	IPO IP500 RACK MNTG KIT	District Office - AUS2619739	\$30.51	\$30.51
1	700431778	IPO IP500 EXT CARD PHONE 2	District Office - AUS2619739	\$127.39	\$127.39
1	700462518	9600 SBM24 BUTTON MOD GRY	District Office - AUS2619739	\$107.64	\$107.64
1	700476005	IPO IP500 V2 CNTRL UNIT	District Office - AUS2619739	\$330.83	\$330.83
1	700479710	IPO IP500 V2 SYS SD CARD MUL	District Office - AUS2619739	\$25.68	\$25.68
1	700501539	AVAYA B100 SER EXP MIC 1PR	District Office - AUS2619739	\$143.69	\$143.69
1	700504032	IPO MC VCM 64 V2	District Office - AUS2619739	\$178.25	\$178.25
1	700504740	AVAYA B179 SIP CONF PHONE POE ONLY	District Office - AUS2619739	\$538.19	\$538.19
2	700504845	IP PHONE 9611G ICON ONLY	District Office - AUS2619739	\$227.63	\$455.26
2	700505424	IP PHONE 9608G GRY	District Office - AUS2619739	\$182.69	\$365.38
1	700508798	IPO/IPO-SL R9.1 LX INSTALL DVD	District Office - AUS2619739	\$10.18	\$10.18
4	700510904	IP PHONE 9611G GLOBAL 4 PK	District Office - AUS2619739	\$910.52	\$3,642.08
1	185579	COMPREHENSIVE SUPPORT MODEL	District Office - AUS2619739	\$0.00	\$0.00
1	227273	SAL POLICY SRVR LIC RLS DWNLD	District Office - AUS2619739	\$0.00	\$0.00
4	700501237	PAGING UTIL W RACK KIT	District Office - AUS2619739	\$478.69	\$1,914.76
1	185446	AVAYA COMMUNICATIONS SOLUTION	Greenfield High School - AUS2619740	\$0.00	\$0.00
1	182448	IPO SE MODEL	Greenfield High School - AUS2619740	\$0.00	\$0.00
1	273793	ASBCE CORE PORTWELL CAD-208 IPO	Greenfield High School - AUS2619740	\$889.69	\$889.69
1	380225	R220 II XL SRVR IPO SE EXP	Greenfield High School - AUS2619740	\$2,000.48	\$2,000.48
10	382300	ASBCE R7 STD SVCS IPO LIC 1-500	Greenfield High School - AUS2619740	\$38.79	\$387.90
2	405362641	PWR CORD USA	Greenfield High School - AUS2619740	\$13.95	\$27.90
4	700213440	IPO ISDN R145/R145 3M RED	Greenfield High School - AUS2619740	\$2.51	\$10.04
11	700289770	PWR CORD NA 18AWG 10 Amp AC	Greenfield High School - AUS2619740	\$9.20	\$101.20
83	700383326	96XX RPLCMNT LINE CORD	Greenfield High School - AUS2619740	\$7.36	\$610.88
1	700429202	IPO IP500 RACK MNTG KIT	Greenfield High School - AUS2619740	\$30.51	\$30.51
1	700462518	9600 SBM24 BUTTON MOD GRY	Greenfield High School - AUS2619740	\$107.64	\$107.64
1	700476005	IPO IP500 V2 CNTRL UNIT	Greenfield High School - AUS2619740	\$330.83	\$330.83
1	700479710	IPO IP500 V2 SYS SD CARD MUL	Greenfield High School - AUS2619740	\$25.68	\$25.68
10	700500725	IP PHONE SNGL PT POE INICTR SPPOE-1A	Greenfield High School - AUS2619740	\$34.63	\$346.30
1	700504032	IPO MC VCM 64 V2	Greenfield High School - AUS2619740	\$178.25	\$178.25
1	700504556	IPO IP500V2 COMBO CARD ATM V2	Greenfield High School - AUS2619740	\$313.53	\$313.53
1	700504740	AVAYA B179 SIP CONF PHONE POE ONLY	Greenfield High School - AUS2619740	\$538.19	\$538.19
1	700504845	IP PHONE 9611G ICON ONLY	Greenfield High School - AUS2619740	\$227.63	\$227.63
2	700505424	IP PHONE 9608G GRY	Greenfield High School - AUS2619740	\$182.69	\$365.38
1	700510904	IP PHONE 9611G GLOBAL 4 PK	Greenfield High School - AUS2619740	\$910.52	\$910.52
19	700510905	IP PHONE 9608G GRY GLOBAL 4 PK	Greenfield High School - AUS2619740	\$730.75	\$13,884.25
1	185446	AVAYA COMMUNICATIONS SOLUTION	King City High School - AUS2619741	\$0.00	\$0.00
1	182448	IPO SE MODEL	King City High School - AUS2619741	\$0.00	\$0.00
4	700213440	IPO ISDN R145/R145 3M RED	King City High School - AUS2619741	\$2.51	\$10.04
11	700289770	PWR CORD NA 18AWG 10 Amp AC	King City High School - AUS2619741	\$9.20	\$101.20
79	700383326	96XX RPLCMNT LINE CORD	King City High School - AUS2619741	\$7.36	\$581.44
1	700429202	IPO IP500 RACK MNTG KIT	King City High School - AUS2619741	\$30.51	\$30.51
1	700462518	9600 SBM24 BUTTON MOD GRY	King City High School - AUS2619741	\$107.64	\$107.64
1	700476005	IPO IP500 V2 CNTRL UNIT	King City High School - AUS2619741	\$330.83	\$330.83
1	700479710	IPO IP500 V2 SYS SD CARD MUL	King City High School - AUS2619741	\$25.68	\$25.68
10	700500725	IP PHONE SNGL PT POE INICTR SPPOE-1A	King City High School - AUS2619741	\$34.63	\$346.30
1	700504032	IPO MC VCM 64 V2	King City High School - AUS2619741	\$178.25	\$178.25
1	700504556	IPO IP500V2 COMBO CARD ATM V2	King City High School - AUS2619741	\$313.53	\$313.53
1	700504740	AVAYA B179 SIP CONF PHONE POE ONLY	King City High School - AUS2619741	\$538.19	\$538.19
3	700504845	IP PHONE 9611G ICON ONLY	King City High School - AUS2619741	\$227.63	\$682.89
1	700510904	IP PHONE 9611G GLOBAL 4 PK	King City High School - AUS2619741	\$910.52	\$910.52
18	700510905	IP PHONE 9608G GRY GLOBAL 4 PK	King City High School - AUS2619741	\$730.75	\$13,153.50
1	185446	AVAYA COMMUNICATIONS SOLUTION	Portola-Butler High School - AUS2619742	\$0.00	\$0.00
1	182448	IPO SE MODEL	Portola-Butler High School - AUS2619742	\$0.00	\$0.00
4	700213440	IPO ISDN R145/R145 3M RED	Portola-Butler High School - AUS2619742	\$2.51	\$10.04
1	700289770	PWR CORD NA 18AWG 10 Amp AC	Portola-Butler High School - AUS2619742	\$9.20	\$9.20
9	700383326	96XX RPLCMNT LINE CORD	Portola-Butler High School - AUS2619742	\$7.36	\$66.24
1	700429202	IPO IP500 RACK MNTG KIT	Portola-Butler High School - AUS2619742	\$30.51	\$30.51

1	700462518	9600 58M24 BUTTON MOD GRY	Portola-Butler High School - AUS2619742	\$107.64	\$107.64
1	700476005	IPO IP500 V2 CNTRL UNIT	Portola-Butler High School - AUS2619742	\$330.83	\$330.83
1	700479710	IPO IP500 V2 SYS SD CARD MUL	Portola-Butler High School - AUS2619742	\$25.68	\$25.68
1	700504032	IPO MC VCM 64 V2	Portola-Butler High School - AUS2619742	\$178.25	\$178.25
1	700504556	IPO IP500v2 COMBO CARD ATM V2	Portola-Butler High School - AUS2619742	\$313.53	\$313.53
1	700504740	AVAYA B179 SIP CONF PHONE POE ONLY	Portola-Butler High School - AUS2619742	\$538.19	\$538.19
3	700504845	IP PHONE 9611G ICON ONLY	Portola-Butler High School - AUS2619742	\$227.63	\$682.89
2	700505424	IP PHONE 9608G GRY	Portola-Butler High School - AUS2619742	\$182.69	\$365.38
1	700510905	IP PHONE 9608G GRY GLOBAL 4 PK	Portola-Butler High School - AUS2619742	\$730.75	\$730.75
1	275624	IPO R9+ CTI ADI LIC	Portola-Butler High School - AUS2619739	\$315.33	\$315.33
1	700504556	IPO IP500V2 COMBO CARD ATM V2	District Office - AUS2619739	\$313.53	\$313.53

Quantity	Part No.	Description	Payment Term*	Monthly Unit Price	Total Price
1	271686T	IPO-T C/D RTS 8X5 APR NBD-500V2 3YPP	36 out of 36 Month Prepay	\$22.24	\$800.55
2	271688T	IPO-T C/D RTS 8X5 APR NBD-120G7 3YPP	36 out of 36 Month Prepay	\$48.64	\$3,501.90
1	271686T	IPO-T C/D RTS 8X5 APR NBD-500V2 3YPP	36 out of 36 Month Prepay	\$22.24	\$800.55
1	271686T	IPO-T C/D RTS 8X5 APR NBD-500V2 3YPP	36 out of 36 Month Prepay	\$22.24	\$800.55
2	271688T	IPO-T C/D RTS 8X5 APR NBD-120G7 3YPP	36 out of 36 Month Prepay	\$48.64	\$3,501.90
1	271686T	IPO-T C/D RTS 8X5 APR NBD-500V2 3YPP	36 out of 36 Month Prepay	\$22.24	\$800.55

Quantity	Part No.	Description	Location	Unit Price	Total Price
4		Vox Installation Supplies		\$156.25	\$625.00

Quantity	Part No.	Description	Location	Unit Price	Total Price
1		E911 VoIP connect and Emergency Onsite Notification		\$5,390.63	\$5,390.63
1		VoIPConnect* Network Establishment ONE-TIME Charge		\$8,390.63	\$8,390.63
36		Emergency On-Site Notification ONE-TIME Charge		\$187.50	\$6,750.00
2		Total Solution Monthly Recurring Fees-Subscriber		\$3,529.69	\$7,059.38
2		EON Annual Maintenance Fees-Year 2 and 3			

Quantity	Part No.	Description	Location	Unit Price	Total Price
7	925-15-508-205	PRO 925 BT Dual connect for desk & mobile		\$199.00	\$1,393.00
7	14201-33	Avaya EHS adapter - Avaya 1400, 9400, 9500 series		\$31.00	\$217.00

Labor Total: \$57,939.00
Product Price: \$115,217.24
VOX Maintenance Total: \$11,175.00
Shipping Total: \$2,270.00
Solution Total: \$186,601.24
** All applicable sales taxes are not included in the above totals. **

Governed by the terms and conditions in the attached Scope Of Work.

*Pricing reflects 1st Year (for new purchases) or Remainder of Current Year (for co-term additions) billing on a multi-year support contract commitment. Subsequent years will be invoiced upon the anniversary date of the main contract.



VoIPConnect®

Founded in 1997, 911 ETC is now a leading national E911 provider with hundreds of customer sites across more than 40 states and Canada. Its hosted platform makes the E911 application affordable for any sized organization and is compatible with PBX and VoIP.

911 ETC's fully managed service is easily scaled and available for multi-site enterprise on down to the smallest of office suites. Product offerings include CrisisConnect, RedConnect, VoIPConnect, SoftLoc.

For more information, visit:

www.911etc.com

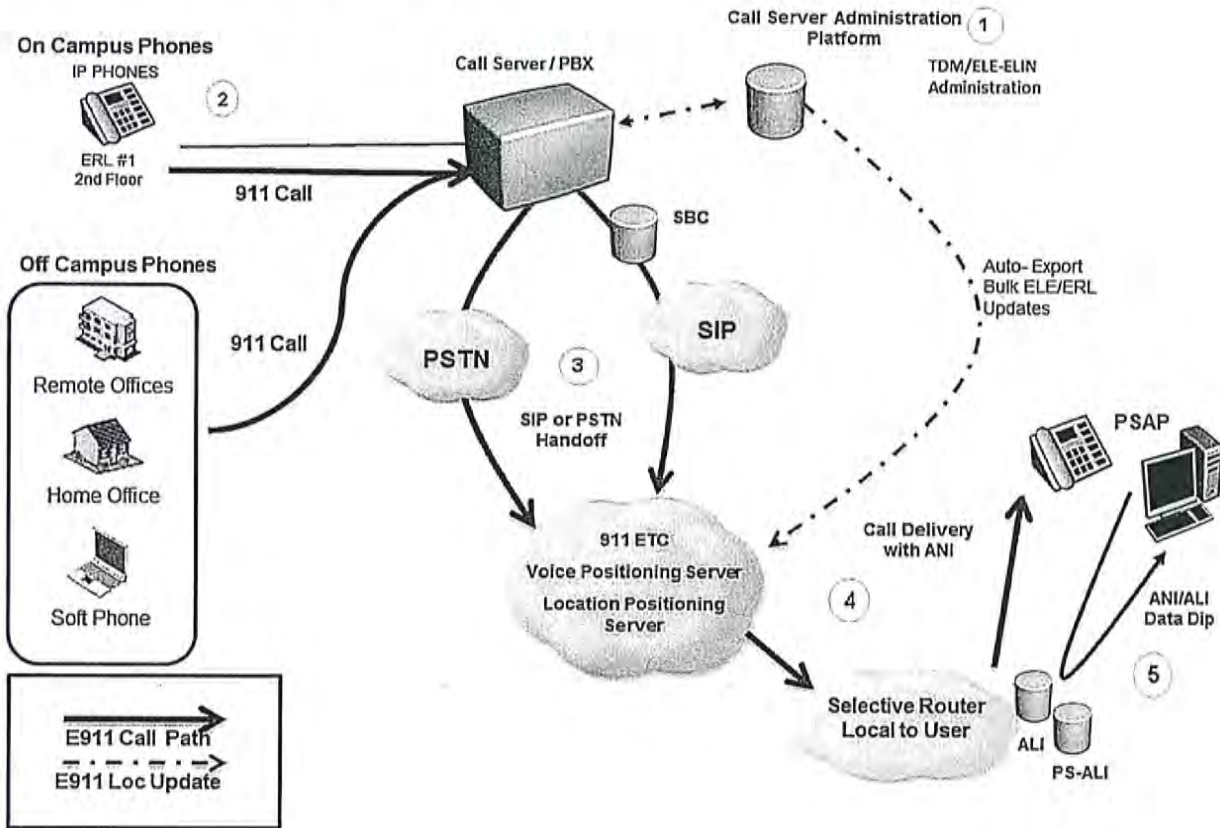
What is VoIPConnect®?

VoIPConnect® is a monthly subscription service that provides E911 connectivity to Public Safety Answering Points. VoIPConnect® can also provide E911 for soft phones, remote offices in different geographic areas and IP hard phone users from home.

- **Full compliance** with all E911 regulations and NENA i2 standards
- **Accurate caller location information** for on-site employees, branch offices, and remote workers
- **Integrates with a wide range of platforms**
- **Step-by-step support throughout the implementation stage and then ongoing fully managed E911 service** provided by 911 ETC's knowledgeable customer service team
- **Proven and trusted E911 hosted solution provider since 1997** with hundreds of customers in more than 40 states and Canada



How Does it Work?



- 1: The 911 call is placed from any IP or TDM on campus extension or home office/softphone
- 2: The call server ARS selects the appropriate SIP trunks and initiates a SIP handoff or pushes the call to the PSTN access number transmitting the call to the VoIP cloud voice positioning center while re-inserting the call into the correct PSTN selective router based on the ANI presented
- 3: The selective router, based on the ANI presented, routes the caller to the appropriate PSAP
- 4: From the ANI pushed, the PSAP initiates a PS/ALI data look-up and the detailed campus location is presented



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

SUBJECT: Approval to Surplus Books: Portola-Butler
Continuation High School

MEETING: May 18, 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

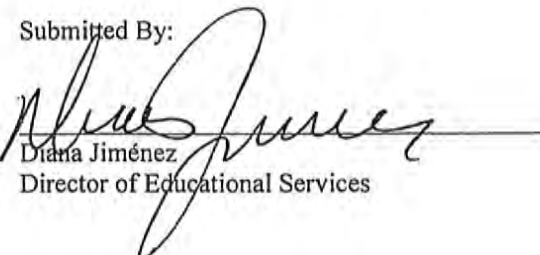
Summary: Attached is a listing of outdated books that can no longer be used. Portola-Butler Continuation High School is requesting approval to surplus them. The site will attempt to donate the books; left over books will be destroyed.

Recommendation:


The recommendation is being made for the State Administrator to approve the lists of surplus books from Portola-Butler Continuation High School

Fiscal Impact: None

Submitted By:


Diana Jiménez
Director of Educational Services

Approved:


Daniel R. Moirao, Ed.D.
State Administrator

Book log

FBHS

2015-16

Algebra (copy right 1990):

A19
A24
A2
A3
A18
A20
A21
19
A16
A25
A16
0581
29
A10
A8
A17
A9
A15
A22
A14
A12
A11
96-4
09
14 Books with no numbers
GHS:
5038
5150
32713
32745
39110
5047
02-268
4814
39406
Pre-Algebra Copyright 1988
00-120
00-229
00-38
Moving with Math Copyright 2003
Moving with Math 06-07 work book
Mathematics #113 Copyright 1986
Psychology Copyright 1984
Mathematics in Life Copyright 1989
ML1
1 No number
14

ML3
Teacher's edition ML11
(Merrill) Biology Copyright 1991
98-15
70-93
10-93
Moving with Math- CAHSEE
Total # = 8
Globe Biology Copyright 1990
237-94
(Fearson) World History Copyright 1999
2901
2915
2920
2919
2916
2903
2910
2909
1 with no number
Essential for Algebra Copyright 1994
EA194
(Holt) Algebra 1 Copyright 1986
132
81-10
1084
Teacher's edition
(Pacemaker) Algebra 1 Copyright 2001
SE-17-03
SE-13-03
Mathematics Concepts & Skills Course 2
Copyright 2001
27
24
29
28
20
23
22
Course 1
MC 55
MC 54
MC 51
MC 53
MC 56
MC 52
MC 58
MC 57

(Holt) Lifetime Health

HE-1

HE-2

Conceptual Physics Copyright 1997

98-48

Modern Physics Copyright 1984

Discovering Geometry Copyright 1993

56-03

05-20

55-03

Algebra 1 Copyright 1990

Teacher edition

Algebra 1

99-10

Intro to Business 1992

21-93

Careers Focus

02-13

Algebra ½ Copyright 1990

96-236

96-268

California Mathematics Copyright 2001

5117

676

(Glencoe) Algebra 1 Copyright 2002

#1

Adv Algebra Copyright 2004

No #

Geometry Copyright 2015 — 2005-20

0512

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

SUBJECT: Board Policies - Second Reading

MEETING: May 18, 2016

AGENDA SECTION:

ACTION

INFORMATION

ACTION/CONSENT

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

Summary:

The following Board Policies are presented as a second reading and approval for the Governing Board consideration.

BP 1312.3 – Uniform Complaint Procedures (revised)

AR 1312.3 – Uniform Complaint Procedure (revised)

BP 3270 – Sale and Disposal of Books, Equipment, and Supplies (revised)

BP 3553 – Free and Reduced Price Meals

AR 3553 – Free and Reduced Price Meals

AR 4161.1, 4361.1 – Personal Illness Injury (revised)

AR 4161.2, 4261.2, 4361.2 – Personal Leave (revised)

AR 4261.1 – Personal Illness Injury Leave (revised)

BP 5146 – Married/Pregnant/Parenting Students (pulled for a later meeting)

BP 6142.7 – Physical Education and Activity (revised)

BP 6164.2 – Guidance Counseling Services (revised)

BP 6152 – Class Assignment (new)

AR 6162.51 – State Academic Achievement (new)

Recommendation:

All suggested changes have been made from the first reading. It is recommended that the State Administrator approve the attached policies and administrative regulations as revised by the South Monterey County Joint Union High School District Board of Education.

Fiscal Impact:

No fiscal impact.

Submitted By:



Daniel R. Moirao, Ed. D.
State Administrator

Approved:



Daniel R. Moirao, Ed.D.
State Administrator

Community Relations

Uniform Complaint Procedures

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

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

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

(cf. 3553 - Free and Reduced Price Meals)
 (cf. 3555 - Nutrition Program Compliance)
 (cf. 5141.4 - Child Abuse Prevention and Reporting)
 (cf. 5148 - Child Care and Development)
 (cf. 6159 - Individualized Education Program)
 (cf. 6171 - Title I Programs)
 (cf. 6174 - Education for English Language Learners)
 (cf. 6175 - Migrant Education Program)
 (cf. 6178 - Career Technical Education)
 (cf. 6178.1 - Work-Based Learning)
 (cf. 6178.2 - Regional Occupational Center/Program)
 (cf. 6200 - Adult Education)

2. Any complaint alleging the occurrence of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) against any person, based on his/her actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55, or based on his/her association with a person or group with one or more of these actual or perceived characteristics, in district programs and activities, including, but not limited to, those funded directly by or that receive or benefit from any state financial assistance (5 CCR 4610)

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

- (cf. 4030 - Nondiscrimination in Employment)
- (cf. 4031 - Complaints Concerning Discrimination in Employment)
- (cf. 5145.3 - Nondiscrimination/Harassment)
- (cf. 5145.7 - Sexual Harassment)

3. Any complaint alleging district noncompliance with the requirement to provide reasonable accommodation to a lactating student on school campus to express breast milk, breastfeed an infant child, or address other breastfeeding-related needs of the student (Education Code 222)

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

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

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

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

(cf. 0460 - Local Control and Accountability Plan)

6. Any complaint, by or on behalf of any student who is a foster youth, alleging district noncompliance with any legal requirement applicable to the student regarding placement decisions, the responsibilities of the district's educational liaison to the student, the award of credit for coursework satisfactorily completed in another school or district, school transfer, or the grant of an exemption from Board-imposed graduation requirements (Education Code 48853, 48853.5, 49069.5, 51225.1, 51225.2)

(cf. 6173.1 - Education for Foster Youth)

7. Any complaint, by or on behalf of a homeless student as defined in 42 USC 11434a, alleging district noncompliance with any requirement applicable to the student regarding the award of credit for coursework satisfactorily completed in another school or district or the grant of an exemption from Board-imposed graduation requirements (Education Code 51225.1, 51225.2)

(cf. 6173 - Education for Homeless Children)

8. Any complaint alleging district noncompliance with the requirements of Education Code 51228.1 and 51228.2 that prohibit the assignment of a student to a course without educational content for more than one week in any semester or to a course the student has previously satisfactorily completed, without meeting specified conditions (Education Code 51228.3)

(cf. 6152 - Class Assignment)

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

10. Any other complaint as specified in a district policy

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

The district shall protect all complainants from retaliation. In investigating complaints, the confidentiality of the parties involved shall be protected as required by law. As appropriate for any complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the State Administrator/Superintendent or designee shall keep confidential the identity of the complainant and/or the subject of the complaint, if he/she is different from the complainant, as long as the integrity of the complaint process is maintained.

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

(cf. 5125 - Student Records)

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

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

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

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

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

(cf. 3580 - District Records)

Non-UCP Complaints

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

1. Any complaint alleging child abuse or neglect shall be referred to the County Department of Social Services, the County Protective Services Division, and the appropriate law enforcement agency.
2. Any complaint alleging health and safety violations by a child development program shall, for licensed facilities, be referred to Department of Social Services and shall, for licensing-exempt facilities, be referred to the appropriate Child Development regional administrator.
3. Any complaint alleging employment discrimination shall be sent to the California Department of Fair Employment and Housing and the compliance officer shall notify the complainant by first class mail of the transfer.
4. Any complaint alleging fraud shall be referred to the California Department of Education.

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

(cf. 1312.4 - Williams Uniform Complaint Procedures)

(1/13 10/14) 7/15

Legal Reference:

EDUCATION CODE

- 200-262.4 Prohibition of discrimination
- 222 Reasonable accommodations; lactating students
- 8200-8498 Child care and development programs
- 8500-8538 Adult basic education
- 18100-18203 School libraries
- 32289 School safety plan, uniform complaint procedures
- 35186 Williams uniform complaint procedures
- 48853-48853.5 Foster youth
- 48985 Notices in language other than English
- 49010-49013 Student fees
- 49060-49079 Student records
- 49069.5 Rights of parents

49490-49590 Child nutrition programs
 51210 Courses of study grades 1-6
 51223 Physical education, elementary schools
 51225.1-51225.2 Foster youth and homeless children; course credits; graduation requirements
 51228.1-51228.3 Course periods without educational content
 52060-52077 Local control and accountability plan, especially
 52075 Complaint for lack of compliance with local control and accountability plan requirements
 52160-52178 Bilingual education programs
 52300-52490 Career technical education
 52500-52616.24 Adult schools
 52800-52870 School-based program coordination
 54400-54425 Compensatory education programs
 54440-54445 Migrant education
 54460-54529 Compensatory education programs
 56000-56867 Special education programs
 59000-59300 Special schools and centers
 64000-64001 Consolidated application process
 GOVERNMENT CODE
 11135 Nondiscrimination in programs or activities funded by state
 12900-12996 Fair Employment and Housing Act
 PENAL CODE
 422.55 Hate crime; definition
 422.6 Interference with constitutional right or privilege
 CODE OF REGULATIONS, TITLE 5
 3080 Application of section
 4600-4687 Uniform complaint procedures
 4900-4965 Nondiscrimination in elementary and secondary education programs
 UNITED STATES CODE, TITLE 20
 1221 Application of laws
 1232g Family Educational Rights and Privacy Act
 1681-1688 Title IX of the Education Amendments of 1972
 6301-6577 Title I basic programs
 6801-6871 Title III language instruction for limited English proficient and immigrant students
 7101-7184 Safe and Drug-Free Schools and Communities Act
 7201-7283g Title V promoting informed parental choice and innovative programs
 7301-7372 Title V rural and low-income school programs
 12101-12213 Title II equal opportunity for individuals with disabilities
 UNITED STATES CODE, TITLE 29
 794 Section 504 of Rehabilitation Act of 1973
 UNITED STATES CODE, TITLE 42
 2000d-2000e-17 Title VI and Title VII Civil Rights Act of 1964, as amended
 2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964
 6101-6107 Age Discrimination Act of 1975

CODE OF FEDERAL REGULATIONS, TITLE 28

35.107 Nondiscrimination on basis of disability; complaints

CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67 Family Educational Rights and Privacy Act

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

104.7 Designation of responsible employee for Section 504

106.8 Designation of responsible employee for Title IX

106.9 Notification of nondiscrimination on basis of sex

110.25 Notification of nondiscrimination on the basis of age

Management Resources:

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

Dear Colleague Letter: Title IX Coordinators, April 2015

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

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

Dear Colleague Letter: Sexual Violence, April 2011

Dear Colleague Letter: Harassment and Bullying, October 2010

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

U.S. DEPARTMENT OF JUSTICE PUBLICATIONS

Guidance to Federal Financial Assistance Recipients Regarding Title VI Prohibition Against National Origin Discrimination Affecting Limited English Proficient Persons, 2002

WEB SITES

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

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

Family Policy Compliance Office: <http://familypolicy.ed.gov>

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

U.S. Department of Justice: <http://www.justice.gov>

(10/14 7/15) 3/16

Policy

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Adopted: May 18, 2016

King City, California

Community Relations

Uniform Complaint Procedures

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

- (cf. 1312.1 - Complaints Concerning District Employees)
- (cf. 1312.2 - Complaints Concerning Instructional Materials)
- (cf. 1312.4 - Williams Uniform Complaint Procedures)
- (cf. 4031 - Complaints Concerning Discrimination in Employment)

Compliance Officers

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

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

Senior Director of Human Resources
800 Broadway
King City, Ca 93930
831 385 0606

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

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

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

program, applicable processes for investigating and resolving complaints including those involving alleged unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), applicable standards for reaching decisions on complaints, and appropriate corrective measures. Designated employees may have access to legal counsel as determined by the State Administrator/Superintendent or designee.

(cf. 4331 - Staff Development)

(cf. 9124 - Attorney)

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

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

(cf. 5145.6 - Parental Notifications)

Compliance Officers

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

Sr. Director of Human Resources
800 Broadway Street
King City, CA 93930
831-385-0606, extension 4305

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

(cf. 9124 - Attorney)

Notifications

The district's UCP policy and administrative regulation shall be posted in all district schools and

offices, including staff lounges and student government meeting rooms. (Education Code 234.1)

The Superintendent or designee shall annually provide written notification of the district's UCP, including information regarding unlawful student fees, local control and accountability plan (LCAP) requirements, and requirements related to the educational rights of foster youth and homeless students, to students, employees, parents/guardians, the district advisory committee, school advisory committees, appropriate private school officials or representatives, and other interested parties. (Education Code 262.3, 48853, 48853.5, 49013, 49069.5, 51225.1, 51225.2, 52075; 5 CCR 4622)

- (cf. 0420 - School Plans/Site Councils)
- (cf. 0460 - Local Control and Accountability Plan)
- (cf. 1220 - Citizen Advisory Committees)
- (cf. 3260 - Fees and Charges)
- (cf. 4112.9/4212.9/4312.9 - Employee Notifications)
- (cf. 5145.6 - Parental Notifications)
- (cf. 6173 - Education for Homeless Children)
- (cf. 6173.1 - Education for Foster Youth)

The annual notification and complete contact information of the compliance officer(s) may be posted on the district web site and, if available, provided through district-supported social media.

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

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

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

The notice shall:

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

3. Advise the complainant of the appeal process pursuant to Education Code 262.3, including the complainant's right to take a complaint directly to the California Department of Education (CDE) or to pursue remedies before civil courts or other public agencies
4. Include statements that:
 - a. The district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs.
 - b. The complaint review shall be completed within 60 calendar days from the date of receipt of the complaint unless the complainant agrees in writing to an extension of the timeline
 - c. A complaint alleging retaliation, unlawful discrimination, or bullying must be filed not later than six months from the date it occurred, or six months from the date the complainant first obtained knowledge of the facts of the alleged discrimination. The time for filing may be extended for up to 90 days by the State Administrator/Superintendent or designee for good cause upon written request by the complainant setting forth the reasons for the extension.
 - d. A student enrolled in a public school shall not be required to pay a fee for his/her participation in an educational activity that constitutes an integral fundamental part of the district's educational program, including curricular and extracurricular activities.
 - e. The Board is required to adopt and annually update a local control and accountability plan (LCAP), in a manner that includes meaningful engagement of parents/guardians, students, and other stakeholders in the development and/or review of the LCAP.

(cf. 0460 - Local Control and Accountability Plan)
 - f. A foster youth shall receive information about educational rights related to his/her educational placement, enrollment in and checkout from school, as well as the responsibilities of the district liaison for foster youth to ensure and facilitate these requirements and to assist the student in ensuring proper transfer of his/her credits, records, and grades when he/she transfers between schools or between the district and another district.
 - g. A foster youth or homeless student who transfers into a district high school or between district high schools shall be notified of the district's responsibility to:
 - (1) Accept any coursework or part of the coursework that the student has satisfactorily completed in another public school, juvenile court school, or a nonpublic, nonsectarian school or agency, and to issue full or partial credit for the coursework completed
 - (2) Not require the student to retake any course or a portion of a course which he/she has

satisfactorily completed in another public school, juvenile court school, or a nonpublic, nonsectarian school or agency

(3) If the student has completed his/her second year of high school before the transfer, provide the student information about district-adopted coursework and Board-imposed graduation requirements from which he/she may be exempted pursuant to Education Code 51225.1

h. The complainant has a right to appeal the district's decision to the CDE by filing a written appeal within 15 calendar days of receiving the district's decision.

i. The appeal to the CDE must include a copy of the complaint filed with the district and a copy of the district's decision.

(cf. 5145.6 - Parental Notifications)

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

Procedures

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

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

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

District Responsibilities

All UCP-related complaints shall be investigated and resolved within 60 calendar days of the district's receipt of the complaint unless the complainant agrees in writing to an extension of the timeline. (5 CCR 4631)

The compliance officer shall maintain a record of each complaint and subsequent related actions, including steps taken during the investigation and all information required for compliance with 5 CCR 4631 and 4633.

All parties involved in the allegations shall be notified when a complaint is filed and when a decision or ruling is made. However, the compliance officer shall keep all complaints or allegations of retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) confidential except when disclosure is necessary to carry out the investigation, take

subsequent corrective action, conduct ongoing monitoring, or maintain the integrity of the process. (5 CCR 4630, 4964)

Filing of Complaint

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

All complaints shall be filed in accordance with the following:

1. A written complaint alleging district violation of applicable state or federal law or regulations governing adult education programs, consolidated categorical aid programs, migrant education, career technical and technical education and training programs, child care and development programs, child nutrition programs, and special education programs may be filed by any individual, public agency, or organization. (5 CCR 4630)
2. Any complaint alleging noncompliance with law regarding the prohibition against requiring students to pay student fees, deposits, and charges or any requirement related to the LCAP may be filed anonymously if the complaint provides evidence, or information leading to evidence, to support an allegation of noncompliance. (Education Code 49013, 52075)
3. A complaint alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying, may be filed only by a person who alleges that he/she personally suffered unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subjected to it. The complaint shall be initiated no later than six months from the date when the alleged discrimination occurred, or six months from the date when the complainant first obtained knowledge of the facts of the alleged discrimination. The time for filing may be extended for up to 90 days by the State Administrator/Superintendent or designee for good cause upon written request by the complainant setting forth the reasons for the extension. (5 CCR 4630)
4. When a complaint alleging unlawful discrimination or bullying is filed anonymously, the compliance officer shall pursue an investigation or other response as appropriate, depending on the specificity and reliability of the information provided and the seriousness of the allegation.
5. When the complainant or alleged victim of unlawful discrimination or bullying requests confidentiality, the compliance officer shall inform him/her that the request may limit the district's ability to investigate the conduct or take other necessary action. When honoring a request for confidentiality, the district will nevertheless take all reasonable steps to investigate and respond to the complaint consistent with the request.
6. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, district staff shall assist him/her in the filing of the complaint. (5 CCR 4600)

Investigation of Complaint

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

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

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

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

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

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

Report of Findings

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

Final Written Decision

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

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

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

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

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

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

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

- a. How the misconduct affected one or more students' education
- b. The type, frequency, and duration of the misconduct
- c. The relationship between the alleged victim(s) and offender(s)

- d. The number of persons engaged in the conduct and at whom the conduct was directed
 - e. The size of the school, location of the incidents, and context in which they occurred
 - f. Other incidents at the school involving different individuals
5. Corrective action(s), including any actions that have been taken or will be taken to address the allegations in the complaint and including, with respect to a student fees complaint, a remedy that comports with Education Code 49013 and 5 CCR 4600

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

- c. Systemic measures the school has taken to eliminate a hostile environment and prevent recurrence
6. Notice of the complainant's right to appeal the district's decision within 15 calendar days to the CDE and procedures to be followed for initiating such an appeal

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

For complaints alleging unlawful discrimination based on state law (such as discriminatory harassment, intimidation, and bullying), the decision shall also include a notice to the complainant that:

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

For complaints involving retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), appropriate corrective actions that focus on the victim may include, but are not limited to, the following:

- 1. Counseling
- 2. Academic support

3. Health services
4. Assignment of an escort to allow the victim to move safely about campus
5. Information regarding available resources and how to report similar incidents or retaliation
6. Separation of the victim from any other individuals involved, provided the separation does not penalize the victim
7. Restorative justice
8. Follow-up inquiries to ensure that the conduct has stopped and there has been no retaliation
9. Determination of whether any past actions of the victim that resulted in discipline were related to the treatment the victim received and described in the complaint

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

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

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

If a complaint alleging noncompliance with the laws regarding student fees, deposits, and other charges or any requirement related to the LCAP is found to have merit, the district shall provide a remedy to all affected students and parents/guardians subject to procedures established by regulation of the State Board of Education. (Education Code 49013, 52075)

For complaints alleging noncompliance with the laws regarding student fees, the district shall attempt in good faith, by engaging in reasonable efforts, to identify and fully reimburse all affected students and parents/guardians who paid the unlawful student fees within one year prior to the filing of the complaint. (Education Code 49013; 5 CCR 4600)

Appeals to the California Department of Education

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

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

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

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

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Corrective Actions

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

1. Counseling
2. Academic support
3. Health services
4. Assignment of an escort to allow the victim to move safely about campus
5. Information regarding available resources and how to report similar incidents or retaliation
6. Separation of the victim from any other individuals involved, provided the separation does not penalize the victim
7. Restorative justice
8. Follow-up inquiries to ensure that the conduct has stopped and there has been no retaliation
9. Determination of whether any past actions of the victim that resulted in discipline were related to the treatment the victim received and described in the complaint

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

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

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

If a complaint alleging noncompliance with the laws regarding student fees, deposits, and other charges or any requirement related to the LCAP is found to have merit, the district shall provide a remedy to all affected students and parents/guardians. (Education Code 49013, 52075)

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

Appeals to the California Department of Education

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

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

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

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

***Note: The CDE may directly intervene in a complaint without waiting for action by the district when certain conditions exist, including the following: (1) the complaint alleges failure to comply with the UCP, including failure to follow the required timelines and failure to implement the final written decision; (2) the complainant requires anonymity due to the possibility of retaliation and would suffer immediate and irreparable harm if a complaint was filed and the complainant was named; (3) the complainant alleges that he/she would suffer immediate and irreparable harm as a result of an application of a districtwide policy that is in conflict with state or federal law and that filing a complaint would be futile; (4) the complainant alleges failure to comply with the due process procedures established pursuant to special education law and regulation to implement a due

process hearing order; (5) the complainant alleges facts that indicate that one or more students may be in immediate physical danger or that the health, safety, or welfare of one or more students is threatened; or (6) the complainant alleges failure to follow a student's individualized education

program. ***

(10/14 7/15) 3/16

Policy: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Adopted: May 18, 2016

King City, California

Business and Noninstructional Operations

SALE AND DISPOSAL OF BOOKS, EQUIPMENT AND SUPPLIES

The Governing Board recognizes its fiscal responsibility to maximize the use of district equipment, supplies, instructional materials, and other personal property while providing up-to-date resources that facilitate student learning and effective district operations. When the Board, upon recommendation of the State Administrator/Superintendent or designee, declares any district-owned personal property unusable, obsolete, or no longer needed, the Board shall determine the estimated value of the property and shall decide whether the property will be donated, sold, or otherwise disposed of as prescribed by law and administrative regulation.

(cf. 0440 - District Technology Plan)
(cf. 3512 - Equipment)
(cf. 6161.11 - Supplementary Instructional Materials)
(cf. 6163.1 - Library Media Centers)

The Board shall approve the price and terms of any sale or lease of personal property of the district.

If the Board members who are in attendance at a meeting unanimously agree that the property, whether one or more items, does not exceed \$2,500 in value, the property may be sold without advertising for bids. (Education Code 17546)

If the Board members who are in attendance at a meeting unanimously find that the value of the property is insufficient to defray the costs of arranging a sale, the property may be donated to a charitable organization deemed appropriate by the Board or may be disposed of by dumping. (Education Code 17546)

Instructional materials shall be considered obsolete or unusable by the district if they have been replaced by more recent editions or new materials selected by the Board, are not aligned with the district's academic standards or course of study, and have no foreseeable value in other instructional areas. Such materials may be sold or donated if they continue to serve educational purposes that would benefit others outside the district. Instructional materials are not appropriate for sale or donation if they meet any of the following criteria:

1. Contain information rendered inaccurate or incomplete by new research or technologies
2. Contain demeaning, stereotyping, or patronizing references to any group of persons protected against discrimination by law or Board policy
3. Are damaged beyond use or repair

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

(cf. 1312.4 - Williams Uniform Complaint Procedures)
(cf. 6161.1 - Selection and Evaluation of Instructional Materials)
(cf. 6011 - Academic Standards)
(cf. 6143 - Courses of Study)

The State Administrator/Superintendent or designee shall establish procedures to be used whenever the district sells equipment or supplies originally acquired under a federal grant or subgrant. Such procedures shall be designed to ensure the highest possible return. (34 CFR 80.32)

(cf. 3440 - Inventories)

Legal Reference:

EDUCATION CODE

17540-17542 Sale or lease of personal property by one district to another

17545-17555 Sale of personal property

35168 Inventory, including record of time and mode of disposal

60510-60530 Sale, donation, or disposal of instructional materials

GOVERNMENT CODE

25505 District property; disposition; proceeds

CODE OF REGULATIONS, TITLE 5

3944 Consolidated categorical programs, district title to equipment

3946 Disposal of equipment purchased with state and federal consolidated application funds

UNITED STATES CODE, TITLE 40

549 Surplus property

CODE OF FEDERAL REGULATIONS, TITLE 34

80.32-80.33 Equipment and supplies acquired under a grant or subgrant

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California School Accounting Manual

Standards for Evaluating Instructional Materials for Social Content, 2013

WEB SITES

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

School Services of California, Inc.: <http://www.sscal.com>

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Policy SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Adopted: May 18, 2016

King City, California

BP 3553 Business and Noninstructional Operations

Free And Reduced Price Meals

The Governing Board recognizes that adequate nutrition is essential to the development, health, and learning of all students. The Superintendent or designee shall facilitate and encourage the participation of students from low-income families in the district's food service program.

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

(cf. 3552 - Summer Meal Program)

(cf. 5030 - Student Wellness)

(cf. 5148 - Child Care and Development)

(cf. 5148.2 - Before/After School Programs)

(cf. 6177 - Summer School)

The district shall provide at least one nutritionally adequate meal each school day, free of charge or at a reduced price, for students whose families meet federal eligibility criteria. (Education Code 49550, 49552)

The Superintendent or designee shall ensure that meals provided through the free and reduced-price meals program meet applicable state and/or federal nutritional standards in accordance with law, Board policy, and administrative regulation.

(cf. 3550 - Food Service/Child Nutrition Program)

Schools participating in the Special Milk Program pursuant to 42 USC 1772 shall provide milk at no charge to students who meet federal eligibility criteria for free or reduced-price meals.

The Board shall approve, and shall submit to the California Department of Education for approval, a plan that ensures that students eligible to receive free or reduced-price meals and milk are not treated differently from other students. (Education Code 49557)

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

(cf. 3555 - Nutrition Program Compliance)

(cf. 5145.3 - Nondiscrimination/Harassment)

Confidentiality/Release of Records

All applications and records related to eligibility for the free and reduced-price meals program shall be confidential except as provided by law. (Education Code 49558)

The Board authorizes designated employees to use individual records pertaining to student eligibility for the free and reduced-price meals program for the purposes of: (Education Code 49558)

1. Disaggregation of academic achievement data

2. In any school identified as a Title I program improvement school pursuant to 20 USC 6316, identification of students eligible for school choice and supplemental educational services

(cf. 0520.2 - Title I Program Improvement Schools)

(cf. 5125 - Student Records)

(cf. 6162.51 - Standardized Testing and Reporting Program)

(cf. 6171 - Title I Programs)

If a student transfers from the district to another district, charter school, county office of education program, or private school, the Superintendent or designee may share the student's meal eligibility information to the other educational agency to assist in the continuation of the student's meal benefits.

The Superintendent or designee may release the name and eligibility status of a student participating in the free or reduced-price meal program to another school district, charter school, or county office of education that is serving a student living in the same household for purposes related to program eligibility and data used in local control funding formula calculations. (Education Code 49558)

The Superintendent or designee may release the name and eligibility status of a student participating in the free or reduced-price meal program to the Superintendent of Public Instruction for purposes of determining allocations under the local control funding formula and for assessing accountability of that funding. (Education Code 49558)

The Superintendent or designee may release information on the school lunch program application to the local agency that determines eligibility for participation in the Medi-Cal program if the student has been approved for free meals or, if included in the agreement with the local agency, for reduced-price meals. He/she also may release information on the school lunch application to the local agency that determines eligibility for CalFresh or another nutrition assistance program authorized under 7 CFR 210.1 if the student has been approved for free or reduced-price meals. Information may be released for these purposes only if the student's parent/guardian consents to the sharing of information and the district has entered into a memorandum of understanding with the local agency which, at a minimum, includes the roles and responsibilities of the district and local agency and the process for sharing the information. After sharing information with the local agency for purposes of determining eligibility for that program, no further information shall be shared unless otherwise authorized by law. (Education Code 49557.2, 49557.3, 49558)

(cf. 5141.6 - School Health Services)

Legal Reference:

EDUCATION CODE

48980 Notice at beginning of term

49430-49434 Pupil Nutrition, Health, and Achievement Act of 2001

49490-49494 School breakfast and lunch programs
49500-49505 School meals
49510-49520 Nutrition
49530-49536 Child Nutrition Act of 1974
49547-49548.3 Comprehensive nutrition service
49550-49562 Meals for needy students
CODE OF REGULATIONS, TITLE 5
15510 Mandatory meals for needy students
15530-15535 Nutrition education
15550-15565 School lunch and breakfast programs
UNITED STATES CODE, TITLE 20
1232g Federal Educational Rights and Privacy Act
6301-6514 Title I programs
UNITED STATES CODE, TITLE 42
1751-1769j School lunch program
1771-1791 Child nutrition, especially:
1773 School breakfast program
CODE OF FEDERAL REGULATIONS, TITLE 7
210.1-210.31 National School Lunch Program
220.10-220.21 National School Breakfast Program
245.1-245.13 Determination of eligibility for free and reduced-price meals and free milk
WELFARE AND INSTITUTIONS CODE
14005.41 Basic health care

Management Resources:

CSBA PUBLICATIONS

Monitoring for Success: A Guide for Assessing and Strengthening Student Wellness Policies, 2012

Student Wellness: A Healthy Food and Physical Activity Policy Resource Guide, 2012

CALIFORNIA DEPARTMENT OF EDUCATION MANAGEMENT BULLETINS

NSD SNP-12-2015 Updated Guidance on Sharing of School Meal Applications and the Passing of Assembly Bill 1599, July 2015

USDA-SNP-07-2010 Change in Free and Reduced-Price Meal Application Approval Process, September 2010

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Feed More Kids, Improve Program Participation

Direct Certification Implementation Checklist, May 2008

U.S. DEPARTMENT OF AGRICULTURE PUBLICATIONS

Eligibility Manual for School Meals: Determining and Verifying Eligibility, July 2015

Provision 2 Guidance: National School Lunch and School Breakfast Programs, Summer 2002

WEB SITES

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

California Department of Education, Nutrition Services Division: <http://www.cde.ca.gov/ls/nu>

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

California Project LEAN (Leaders Encouraging Activity and Nutrition):

<http://www.californiaprojectlean.org>

U.S. Department of Agriculture, Food and Nutrition Service: <http://www.fns.usda.gov/cnd>

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Policy SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Adopted: May 18, 2016

King City, California

Business and Noninstructional Operations

Free And Reduced Price Meals

Applications

The Superintendent or designee shall ensure that the district's application form for free and reduced-price meals and related materials include the statements specified in Education Code 49557 and 7 CFR 245.5. In addition, the application packet may include the notifications and information listed in Education Code 49557.2.

The application form and related information shall be distributed to all parents/guardians at the beginning of each school year and shall be available to students at all times during the school day. (Education Code 48980, 49520; 42 USC 1758; 7 CFR 245.5)

(cf. 3550 - Food Service/Child Nutrition Program)
(cf. 3551 - Food Service Operations/Cafeteria Fund)
(cf. 3552 - Summer Meal Program)
(cf. 5145.6 - Parental Notifications)

The form and information shall also be provided whenever a new student is enrolled.

At the beginning of each school year, the Superintendent or designee shall send a public release, containing the same information supplied to parents/guardians and including eligibility criteria, to local media, the local unemployment office, and any major employers in the district attendance area contemplating large layoffs. Copies of the public release shall be made available upon request to any interested person. (7 CFR 245.5)

(cf. 1112 - Media Relations)

In addition, the district application form for free and reduced price meals shall be available online. The online application form shall require completion of only those questions necessary for determining eligibility, contain clear instructions for families that are homeless or migrant, and comply with other requirements specified in Education Code 49557.

An application form and related information shall also be provided whenever a new student is enrolled.

At the beginning of each school year, the Superintendent or designee shall send a public release, containing the same information supplied to parents/guardians and including eligibility criteria, to local media, the local unemployment office, and any major employers in the district attendance area contemplating large layoffs. Copies of the public release shall be made available upon request to any interested person. (7 CFR 245.5)

Eligibility

The Superintendent or designee shall determine students' eligibility for the free and reduced-price meals program based on the criteria specified in 42 USC 1758 and 1773 and 7 CFR 245.1-245.13 and made available by the California Department of Education.

When authorized by law, participants in other federal or state programs may be directly certified, without further application, for enrollment in the free and reduced-price meals program. (Education Code 49561; 42 USC 1758)

(cf. 6173 - Education for Homeless Children)

(cf. 6173.1 - Education for Foster Youth)

(cf. 6175 - Migrant Education Program)

Verification of Eligibility

Not later than November 15 of each year, the Superintendent or designee shall verify the eligibility of a sample of household applications approved for the school year in accordance with the sample sizes and procedures specified in 42 USC 1758 and 7 CFR 245.6a. (42 USC 1758; 7 CFR 245.6a)

If the review indicates that the initial eligibility determination is correct, the Superintendent or designee shall verify the approved household application. If the review indicates that the initial eligibility determination is incorrect, the Superintendent or designee shall: (42 USC 1758; 7 CFR 245.6a)

1. If the eligibility status changes from reduced price to free, make the increased benefits immediately available and notify the household of the change in benefits
2. If the eligibility status changes from free to reduced price, first verify the application, then notify the household of the correct eligibility status, and, when required by law, send a notice of adverse action as described below
3. If the eligibility status changes from free or reduced price to paid, send the household a notice of adverse action as described below

If any household is to receive a reduction or termination of benefits as a result of verification activities, or if the household fails to cooperate with verification efforts, the Superintendent or designee shall reduce or terminate benefits, as applicable, and shall properly document and retain on file in the district the reasons for ineligibility. He/she also shall send a notice of adverse action to any household that is to receive a reduction or termination of benefits. Such notice shall be provided 10 days prior to the actual reduction or termination of benefits. The notice shall advise the household of: (7 CFR 245.6a)

1. The change and the reasons for the change

2. The right to appeal, when the appeal must be filed to ensure continued benefits while awaiting a hearing and decision, and instructions on how to appeal
3. The right to reapply at any time during the school year

Confidentiality/Release of Records

The Superintendent designates the following district employee(s) to use individual records pertaining to student participation in the free and reduced-price meals program for the purpose of disaggregation of academic achievement data or for the identification of students in any program improvement school eligible for school choice and supplemental educational services pursuant to 20 USC 6316: Assistant Superintendent of Educational Services.

In using the records for such purposes, the following conditions shall be satisfied: (Education Code 49558)

1. No individual indicators of participation in the free and reduced-price meals program shall be maintained in the permanent records of any student if not otherwise allowed by law.

(cf. 5125 - Student Records)

2. Information regarding individual student participation in the free and reduced-price meals program shall not be publicly released.

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

3. All other confidentiality provisions required by law shall be met.
4. Information collected regarding individual students certified to participate in the free and reduced-price meals program shall be destroyed when no longer needed for its intended purpose.

Nondiscrimination Plan

The district's plan for students receiving free or reduced-price meals shall ensure the following: (Education Code 49557; 42 USC 1758)

1. The names of the students shall not be published, posted, or announced in any manner, or used for any purpose other than the National School Lunch and School Breakfast Programs, unless otherwise provided by law.
2. There shall be no overt identification of any of the students by the use of special tokens or tickets or by any other means.
3. The students shall not be required to work for their meals or for milk.

4. The students shall not be required to use a separate dining area, go through a separate serving line or entrance, or consume their meals or milk at a different time.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 3555 - Nutrition Program Compliance)

When more than one lunch, breakfast, or type of milk is offered, the students shall have the same choice of meals or milk as is available to those students who pay the full price. (Education Code 49557; 7 CFR 245.8)

Prices

The maximum price that shall be charged to eligible students for reduced-price meals shall be 40 cents for lunch and 30 cents for breakfast. (42 USC 1758, 1773)

(11/04 11/07) 3/11

Regulation: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Adopted: May 18, 2016

King City, California

AR 4161.1, 4361.1 Personnel

Certificated employees employed five school days a week are entitled to 10 days' leave of absence with full pay for personal illness or injury (sick leave), per school year of service. Employees who work less than five school days per week (part-time employees) shall be granted sick leave in proportion to the time they work. However, any part-time employee who is entitled to less than three days of paid sick leave due to the amount of time worked shall be granted sick leave pursuant to Labor Code 246, if he/she is eligible. (Education Code 44978; Labor Code 245-249)

(cf. 4161/4261/4361 - Leaves)

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

Use of Sick Leave

Certificated employees may use sick leave for absences due to:

1. Accident or illness, whether or not the absence arises out of or in the course of employment; quarantine which results from contact with other persons having a contagious disease during the employee's performance of his/her duties; or temporary inability to perform assigned duties because of illness, accident, or quarantine (Education Code 44964)

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

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

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

3. Personal necessity (Education Code 44981)

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

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

5. Industrial accidents or illnesses when leave granted specifically for that purpose has been exhausted (Education Code 44984)

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

6. In any calendar year, an employee may use the amount of sick leave he/she would accrue during six months at his/her current rate of entitlement for the following: (Labor Code 233, 246.5)

- a. Need of the employee or his/her family member, as defined in Labor Code 245.5, for the diagnosis, care, or treatment of an existing health condition or for preventive care
- b. Need of the employee to seek or obtain any relief or medical attention specified in Labor Code 230(c) and/or 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

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

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

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

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

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

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

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

Notification of Absence

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

(cf. 4121 - Temporary/Substitute Personnel)

Continued Absence After Available Sick Leave Is Exhausted/Differential Pay

OPTION 1:

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

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

In addition, during each school year, any certificated employee who has exhausted all available sick leave, including accumulated sick leave, and continues to be absent on account of maternity or paternity leave (baby bonding) pursuant to Government Code 12945.2 shall receive, for up to 12 school weeks, his/her regular salary minus the actual cost of a substitute to fill the position or, if no substitute was employed, the amount that would have been paid had a substitute been employed. The 12-week period shall be reduced by any period of sick leave, including accumulated sick leave, taken during a period of such maternity or paternity leave. (Education Code 44977.5)

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

(cf. 4116 - Probationary/Permanent Status)

Verification Requirements

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

The Superintendent or designee may require verification whenever an employee's absence record shows chronic absenteeism or a pattern of absences immediately before or after weekends

and/or holidays or whenever available evidence clearly indicates that an absence is not related to illness or injury.

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

(cf. 4032 - Reasonable Accommodation)

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

Healthy Workplaces, Healthy Families Act Requirements

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

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

1. At a conspicuous location in each workplace, display a poster on paid sick leave that includes the following information:
 - a. That an employee is entitled to accrue, request, and use paid sick days
 - b. The amount of sick days provided by Labor Code 245-249
 - c. The terms of use of paid sick days

d. That discrimination or retaliation against an employee for requesting or using sick leave is prohibited by law and an employee has the right to file a complaint with the Labor Commissioner if the district discriminates or retaliates against him/her

2. Provide at least 24 hours or three days of paid sick leave to each eligible employee to use per year and allow eligible employees to use accrued sick leave upon reasonable request

3. Provide eligible employees written notice, on their pay stub or other document issued with their pay check, of the amount of paid sick leave they have available

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

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

Legal Reference:

EDUCATION CODE

44964 Power to grant leave of absence in case of illness, accident, or quarantine

44965 Granting of leaves of absence for pregnancy and childbirth

44976 Transfer of leave rights when school is transferred to another district

44977 Salary deduction during absence from duties up to five months after sick leave is exhausted

44977.5 Salary deduction during absence from duties for maternity or paternity leave up to 12 weeks after sick leave is exhausted

44978 Provisions for sick leave of certificated employees

44978.1 Inability to return to duty; placement in another position or on reemployment list

44979 Transfer of accumulated sick leave to another district

44980 Transfer of accumulated sick leave to a county office of education

44981 Leave of absence for personal necessity

44983 Exception to sick leave when district adopts specific rule

44984 Industrial accident or illness

44986 Leave of absence for disability allowance applicant

LABOR CODE

220 Sections inapplicable to public employees

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

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

233 Illness of child, parent, spouse or domestic partner

234 Absence control policy

245-249 Healthy Workplaces, Healthy Families Act of 2014

CODE OF REGULATIONS, TITLE 5
5601 Transfer of accumulated sick leave
UNITED STATES CODE, TITLE 42
2000ff-2000ff-11 Genetic Information Nondiscrimination Act of 2008
CODE OF FEDERAL REGULATIONS, TITLE 29
1635.1-1635.12 Genetic Information Nondiscrimination Act of 2008
COURT DECISIONS

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

(7/10 12/14) 3/16

Regulation: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Adopted: May 18, 2016

King City, California

Personnel

PERSONAL LEAVES

Personal leaves granted to district employees shall be used as permitted in this administrative regulation, other Board-approved policy or district regulation, or applicable collective bargaining agreement.

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

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

(cf. 4121 - Temporary/Substitute Personnel)

Bereavement

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

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

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

(cf. 4161/4261/4361 - Leaves)

Personal Necessity

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

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

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

1. Death of a member of the employee's immediate family when the number of days of absence exceeds the limits set by bereavement leave provisions (Education Code 44981, 45207)
2. An accident involving the employee's person or property or the person or property of a member of the employee's immediate family (Education Code 44981, 45207)
3. Illness, preventive care, or other need of a member of the employee's family, as defined in Labor Code 245.5 (Education Code 44981; Labor Code 246.5)

(cf. 4161.8/4261.8/4361.8 - Family Care and Medical Leave)
4. Appearance in any court or before any administrative tribunal as a litigant, party, or witness under subpoena or other order (Education Code 45207)
5. A classified employee's appearance in any court or before any administrative tribunal as a litigant, party, or witness under subpoena or other order (Education Code 45207)
6. Fire, flood, or other immediate danger to the home of the employee
7. Personal business of a serious nature which the employee cannot disregard

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

The employee shall request advance permission for personal necessity leave.

Advance permission shall not be required of any employee in any case involving the death of a member of the employee's immediate family, an accident involving the employee's person or

property or the person or property of a member of his/her immediate family, or the serious illness of a member of the employee's immediate family. (Education Code 44981, 45207)

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

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

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

Legal Duties

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

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

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

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

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

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

Leaves for Crime Victims

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

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

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

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

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

Leaves for Victims of Domestic Violence, Sexual Assault and Stalking

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

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

domestic violence, sexual assault, or stalking, including temporary or permanent relocation

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

1. A police report indicating that the employee was a victim of domestic violence, sexual assault, or stalking
2. A court order protecting or separating the employee from the perpetrator of an act of domestic violence, sexual assault, or stalking, or other evidence from the court or prosecuting attorney that the employee has appeared in court
3. Documentation from a domestic violence or sexual assault counselor as defined in Evidence Code 1037.1 or 1035.2, licensed medical professional or health care provider, or counselor that the employee was undergoing treatment for physical or mental injuries or abuse resulting in victimization from an act of domestic violence, sexual assault, or stalking

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

Personal Leave for a Child's School Activities

Any employee who is a parent/guardian of one or more children of an age to attend any of grades K-12 or a program offered by a licensed child care provider may use up to 40 hours of personal leave, vacation, or compensatory time off each school year in order to: (Labor Code 230.8)

1. Find, enroll, or reenroll his/her child in a school or with a licensed child care provider or to participate in activities of the school or child care provider, provided the employee gives reasonable advance notice of the absence. Time off for this purpose shall not exceed eight hours in any calendar month.
2. Address a school or child care emergency, provided the employee gives notice. An emergency exists when the child cannot remain in school or with a child care provider due to one of the following circumstances:
 - a. A request by the school or child care provider that the child be picked up
 - b. An attendance policy, excluding planned holidays, that prohibits the child from attending or requires that the child be picked up from the school or child care provider

- c. Behavioral or discipline problems
- d. Closure or unexpected unavailability of the school or child care provider, excluding planned holidays
- e. A natural disaster, including, but not limited to, fire, earthquake, or flood

(cf. 5148 - Child Care and Development)

For purposes of this leave, parent/guardian includes a parent, guardian, stepparent, foster parent, grandparent, or person who stands in loco parentis to a child. (Labor Code 230.8)

In lieu of using vacation, personal leave, or compensatory time off, eligible employees may take unpaid leave for this purpose.

If two or more parent/guardian of a child are employed at the same work site, this leave shall be allowed for the parent/guardian who first gives notice to the district. Simultaneous absence by another parent/guardian of the child may be granted by the Superintendent or designee. (Labor Code 230.8)

Upon request by the Superintendent or designee, the employee shall provide documentation from the school or licensed child care provider that he/she engaged in permitted child-related activities on a specific date and at a particular time. (Labor Code 230.8)

Legal and Civic Duties

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

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

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

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

Religious Leave

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

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

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

Spouse on Leave from Military Deployment

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

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

Service on Education Boards and Committees

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

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

Employee Organization Activities

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

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

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

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

Leave for Emergency Duty

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

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

Civil Air Patrol Leave

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

The employee shall give the district as much advance notice as possible of the intended dates of the leave. The State Administrator/Superintendent or designee may require certification from the

proper Civil Air Patrol authority to verify the eligibility of the employee for the leave and may deny the leave if the employee fails to provide the required certification. (Labor Code 1503)

Legal Reference:

EDUCATION CODE

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

EVIDENCE CODE

1035.2 Sex assault counselor; definition
1037.1 Domestic violence counselor; definition

FAMILY CODE

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

GOVERNMENT CODE

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

LABOR CODE

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

MILITARY AND VETERANS CODE

395.10 Leave when spouse on leave from military deployment

PENAL CODE

667.5 Violent felony, defined
1192.7 Serious felony, defined

CALIFORNIA CONSTITUTION

Article 1, Section 8 Religious discrimination

UNITED STATES CODE, TITLE 29

AR 4161.2 (j)
4261.2
4361.2

2601-2654 Family and Medical Leave Act
UNITED STATES CODE, TITLE 42
2000d-2000d-7 Title VII, Civil Rights Act of 1964
COURT DECISIONS

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

PUBLIC EMPLOYMENT RELATIONS BOARD DECISIONS

Berkeley Council of Classified Employees v. Berkeley Unified School District, (2008) PERB

Decision No. 1954

Management Resources:

WEB SITES

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

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

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

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

(11/12 12/14) 3/16

Regulation: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Adopted: May 18, 2016

King City, California

Personnel

Personal Illness/Injury Leave

Classified employees employed five days a week are entitled to 12 days leave of absence with full pay for personal illness or injury (sick leave) per fiscal year. Employees who work less than a full fiscal year or fewer than five days a week (part-time employees) shall be granted sick leave in proportion to the time they work. However, any part-time employee whose work hours are so few as to entitle him/her to less than 24 hours of paid sick leave per fiscal year shall be granted sick leave pursuant to Labor Code 246, if he/she is eligible. (Education Code 45191; Labor Code 245-249)

(cf. 4161/4261/4361 - Leaves)

Use of Sick Leave

A classified employee may use sick leave for absences due to:

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

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

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

3. Personal necessity as specified in Education Code 45207

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

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

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

(cf. 4261.11 - Industrial Accident/Illness Leave)

6. In any calendar year, an employee may use the amount of sick leave he/she would accrue during six months at his/her current rate of entitlement for the following: (Labor Code 233, 245.5, 246.5)

a. Need of the employee or his/her family member, as defined in Labor Code 245.5, for the diagnosis, care, or treatment of an existing health condition or for preventive care

b. Need of the employee to seek or obtain 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

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

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

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

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

The 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 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 three o'clock in the afternoon of the day preceding the day on which he/she intends to return to work. If the employee fails to notify the district and the failure results in a substitute being secured, the cost of the substitute shall be deducted from the employee's pay.

Continued Absence After Available Sick Leave Is Exhausted/Differential Pay

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

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

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)

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)

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)

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 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)

(12/14 12/15) 3/16

Extension of Leave

Accrual of Leave

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

(cf. 4161/4261/4361 - Leaves)

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

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

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

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

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

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

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.

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: May 18, 2016

King City, California

Instruction

Physical Education And Activity

The Governing Board recognizes the positive benefits of physical activity on student health and academic achievement. The district shall provide all students the opportunity to be physically active on a regular basis through high-quality physical education instruction and may provide additional opportunities for physical activity throughout the school day. The district's physical education and activity programs shall support the district's coordinated student wellness program and encourage students' lifelong fitness.

(cf. 5030 - Student Wellness)
(cf. 6142.8 - Comprehensive Health Education)

The district's physical education program shall provide a developmentally appropriate sequence of instruction aligned with the state's model content standards and curriculum framework for physical education. The Superintendent or designee shall ensure that the district's program provides students with equal opportunities for instruction and participation regardless of gender in accordance with law.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 6011 - Academic Standards)
(cf. 6143 - Courses of Study)

For grades 9-12, the overall course of study shall include the effects of physical activity upon dynamic health, the mechanics of body movement, aquatics, gymnastics and tumbling, individual and dual sports, rhythms and dance, team sports, and combatives. (Education Code 33352; 5 CCR 10060)

The Board shall approve the courses in grades 9-12 for which physical education credit may be granted.

(cf. 6146.1 - High School Graduation Requirements)
(cf. 6146.11 - Alternative Credits Toward Graduation)

The district's physical education program shall engage students in moderate to vigorous physical activity, as defined in the accompanying administrative regulation, for at least 50 percent of class or session time. The Superintendent or designee shall develop strategies to monitor the amount of moderate to vigorous physical activity that takes place in the physical education instructional program.

The Superintendent or designee shall ensure that the district's program provides students with equal opportunities for instruction and participation regardless of gender in accordance with law.

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

Students with disabilities shall be provided instruction in physical education in accordance with their individualized education program or Section 504 accommodation plan.

(cf. 6159 - Individualized Education Program)

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

An appropriate alternate activity or exemption from physical education classes shall be provided for students with disabilities in accordance with their individualized education program or Section 504 accommodation plan.

(cf. 6159 - Individualized Education Program)

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

During air pollution episodes, extreme weather, or other inclement conditions, physical education staff shall make appropriate adjustments to the program or shall seek alternative indoor space to enable students to participate in active physical education, or as needed to accommodate individual student health needs.

(cf. 3514 - Environmental Safety)

(cf. 5141.7 - Sun Safety)

The Superintendent or designee shall develop strategies to supplement physical education instruction with additional opportunities for students to be physically active before, during, and after the school day.

(cf. 1330.1 - Joint Use Agreements)

(cf. 5142.2 - Safe Routes to School Program)

(cf. 5148 - Child Care and Development Program)

(cf. 5148.2 - Before/After School Programs)

(cf. 6145 - Extracurricular and Cocurricular Activities)

Staffing

Physical education instruction shall be delivered by appropriately credentialed teachers who may be assisted by instructional aides, paraprofessionals, and/or volunteers.

(cf. 1240 - Volunteer Assistance)

(cf. 4112.2 - Certification)

(cf. 4112.21 - Interns)

(cf. 4113 - Assignment)

(cf. 4222 - Teacher Aides/Paraprofessionals)

The district shall provide physical education teachers with continuing professional development, including classroom management and instructional strategies designed to keep students engaged and active and to enhance the quality of physical education instruction and assessment.

(cf. 4131 - Staff Development)

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

Physical Fitness Testing

The Superintendent or designee shall annually administer the physical fitness test designated by the State Board of Education (FITNESSGRAM) to students in grade 9. (Education Code 60800; 5 CCR 1041)

Temporary Exemptions

The Superintendent or designee may grant a temporary exemption from physical education under either of the following conditions: (Education Code 51241)

1. The student is ill or injured and a modified program to meet his/her needs cannot be provided. The Superintendent or designee may require that a note from a physician stating the reason for the inability to participate be produced by the student
2. The student is enrolled for one-half time or less.

Two-Year Exemptions

With the student's consent, the Superintendent or designee may exempt a student from physical education courses for any two years during grades 10-12 provided that the student has satisfactorily met at least five of the six standards of the state's physical fitness test in grade 9. (Education Code 51241)

Upon request by students and/or their parents/guardians, the Superintendent or designee may administer the physical fitness test to students in grades 10-12 who need to pass the test in order to qualify for a two-year exemption from physical education courses.

Students in grades 10-12 who have been granted a two-year exemption shall be offered a variety of elective physical education courses of not less than 400 minutes each 10 school days. (Education Code 51222)

Such students shall not be permitted to attend fewer total hours of courses and classes than they would have attended if enrolled in a physical education course. (Education Code 51241)

(cf. 6112 - School Day)

Permanent Exemptions

The Superintendent or designee may grant a permanent exemption from physical education to an individual student under any of the following conditions: (Education Code 51241)

1. The student is age 16 years or older and has been enrolled in grade 10 for one or more academic years.
2. The student is enrolled as a postgraduate student.
3. The student is enrolled in a juvenile home, ranch, camp, or forestry camp school with scheduled recreation and exercise

Other Exemptions

The Superintendent or designee may grant a student an exemption from physical education under the following special circumstances:

1. When the student is in any of grades 10-12 and is excused for up to 24 clock hours in order to participate in automobile driver training. However, any such student shall attend a minimum of 7,000 minutes of physical education instruction during the school year. (Education Code 51222)

2. When the student is in any of grades 10-12, attends a regional occupational center or program, and, because of the travel time involved, would experience hardship to attend physical education courses. Any such student shall have a minimum school day of 180 minutes. (Education Code 52316)

(cf. 6178.2 - Regional Occupational Center/Program)

3. When the student is in high school and is engaged in a regular school-sponsored interscholastic athletic program carried on wholly or partially after regular school hours. (Education Code 51242)

(cf. 6145.2 - Athletic Competition)

Additional Opportunities for Physical Activity

The Superintendent or designee shall develop strategies to supplement physical education instruction with additional opportunities for students to be physically active before, during, and after the school day.

(cf. 1330.1 - Joint Use Agreements)

(cf. 5142.2 - Safe Routes to School Program)

(cf. 5148 - Child Care and Development Program)

(cf. 5148.2 - Before/After School Program)

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.5 - Student Organizations and Equal Access)

Program Evaluation

The Superintendent or designee shall annually report to the Board each school's FITNESSGRAM results for each applicable grade level. He/she shall also report to the Board regarding the number of instructional minutes offered in physical education for each grade level, the number of two-year and permanent exemptions granted pursuant to Education Code 51241, and any other data agreed upon by the Board and the Superintendent or designee to evaluate program quality and the effectiveness of the district's program in meeting goals for physical activity.

(cf. 0500 - Accountability)

(cf. 6190 - Evaluation of the Instructional Program)

Legal Reference:

EDUCATION CODE

33126 School accountability report card

33350-33354 CDE responsibilities re: physical education

35256 School accountability report card

44250-44277 Credential types

49066 Grades; physical education class

51210 Course of study, grades 1-6

51220 Course of study, grades 7-12

51222 Physical education

51223 Physical education, elementary schools

51241 Temporary, two-year or permanent exemption from physical education

51242 Exemption from physical education for athletic program participants

52316 Excuse from attending physical education classes

60800 Physical performance test

CODE OF REGULATIONS, TITLE 5

1040-1048 Physical performance test

3051.5 Adapted physical education for individuals with exceptional needs

4600-4687 Uniform complaint procedures

10060 Criteria for high school physical education programs

80020 Additional assignment authorizations for specific credentials

80037 Designated subjects teaching credential; special teaching authorization in physical education

80046.1 Added authorization to teach adapted physical education

UNITED STATES CODE, TITLE 29

794 Rehabilitation Act of 1973, Section 504

UNITED STATES CODE, TITLE 42

1758b Local wellness policy

ATTORNEY GENERAL OPINIONS

53 Ops.Cal.Atty.Gen. 230 (1970)

COURT DECISIONS

Doe v. Albany Unified School District (2010) 190 Cal.App.4th 668
Cal200 et al. v. San Francisco Unified School District et al. (2013), San Francisco Superior Court, Case No. CGC-13-534975
Cal200 et al. v. Oakland Unified School District et al. (San Francisco Superior Court, Case No. CPF-14-513959)

Management Resources:

CSBA PUBLICATIONS

Districts at Risk from Lawsuits Regarding PE Instructional Minute Requirement, Legal Alert, May 2015
Monitoring for Success: A Guide for Assessing and Strengthening Student Wellness Policies, 2012
Student Wellness: A Healthy Food and Physical Activity Policy Resource Guide, rev. 2012
Active Bodies, Active Minds: Physical Activity and Academic Achievement, Fact Sheet, February 2010
Maximizing Opportunities for Physical Activity Through Joint Use of Facilities, Policy Brief, rev. February 2010
Maximizing Opportunities for Physical Activity During the School Day, Fact Sheet, November 2009
Moderate to Vigorous Physical Activity in Physical Education to Improve Health and Academic Outcomes, Fact Sheet, November 2009
Physical Education and California Schools, Policy Brief, rev. October 2007

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Physical Education Framework for California Public Schools: Kindergarten Through Grade 12, 2009
Physical Education Model Content Standards for California Public Schools: Kindergarten Through Grade 12, January 2005
Adapted Physical Education Guidelines for California Schools, 2003

CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONS

School Health Index (SHI): Self-Assessment and Planning Guide 2014

COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS

The Administrator's Assignment Manual, 2007

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES PUBLICATIONS

2008 Physical Activity Guidelines for Americans, October 2008

WEB SITES

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

California Department of Education, Physical Fitness Testing: <http://www.cde.ca.gov/ta/tg/pf>

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

California Project LEAN (Leaders Encouraging Activity and Nutrition):
<http://www.californiaprojectlean.org>

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

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

Educational Data System, California physical fitness:

<http://www.eddata.com/projects/current/cpf>

Healthy People 2010: <http://www.healthypeople.gov>

National Association for Sport and Physical Education: <http://www.aahperd.org/naspe>

President's Council on Physical Fitness and Sports: <http://www.fitness.gov>

U.S. Department of Health and Human Services: <http://www.health.gov>

(11/07 2/10) 3/16

Policy: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Adopted: May 18, 2016

King City, California

Instruction

Guidance/Counseling Services

The Governing Board recognizes that a comprehensive counseling program promotes academic achievement and serves the diverse needs of all district students. Counseling staff shall be available to meet with students regarding their educational progress toward academic and/or career goals and, as appropriate, may discuss social, personal, or other issues that may impact student learning.

(cf. 0460 - Local Control and Accountability Plan)

The Superintendent or designee shall ensure that all persons employed to provide school counseling, school psychology, and/or school social work services shall possess the appropriate credential from the Commission on Teacher Credentialing authorizing their employment in such positions. Responsibilities of each position shall be clearly defined in a job description.

(cf. 4112.2 - Certification)

Responsibilities of school counselors include, but are not limited to:

1. Engaging with, advocating for, and providing support for all students with respect to learning and achievement
2. Planning, implementing, and evaluating programs to promote the academic, career, personal, and social development of all students, including students from low-income families, foster youth, homeless youth, undocumented youth, and students at all levels of academic, social, and emotional abilities
3. Using multiple sources of information to monitor and improve student behavior and achievement
4. Collaborating and coordinating with school and community resources
5. Promoting and maintaining a safe learning environment for all students by providing restorative justice practices, positive behavior interventions, and support services

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 5144 - Discipline)

6. Intervening to ameliorate school-related problems, including issues related to chronic absences

(cf. 5113.1 - Chronic Absence and Truancy)

7. Using research-based strategies to reduce stigma, conflict, and student-to-student mistreatment and bullying

8. Improving school climate and student well-being

(cf. 5137 - Positive School Climate)

9. Enhancing students' social and emotional competence, character, health, civic engagement, cultural legacy, and commitment to lifelong learning and the pursuit of high-quality educational programs

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

10. Providing counseling interventions and support services for students classified as English learners, eligible for free or reduced-priced meals, or foster youth, including enhancing equity and access to the education system and community services

(cf. 0460 - Local Control and Accountability Plan)

(cf. 6173 - Education for Homeless Children)

(cf. 6173.1 - Education for Foster Youth)

(cf. 6174 - Education for English Language Learners)

11. Engaging in continued development as a professional school counselor

(cf. 4131 - Staff Development)

Educational Counseling

Beginning in grade 9, parents/guardians shall receive a general notice at least once before career counseling and course selection so that they may participate in the counseling sessions and decisions. (Education Code 221.5)

(cf. 5145.6 - Parental Notifications)

The educational counseling program shall include academic counseling in the following areas: (Education Code 49600)

1. Development and implementation, with parent/guardian involvement, of the student's immediate and long-range educational plans

2. Optimizing progress towards achievement of proficiency standards

3. Completion of the required curriculum in accordance with the student's needs, abilities, interests, and aptitudes
4. Academic planning for access and success in higher education programs, including advisement on courses needed for admission to public colleges and universities, standardized admissions tests, and financial aid
5. Career and vocational counseling, in which students are assisted in doing all of the following:
 - a. Planning for the future, including, but not limited to, identifying personal interests, skills, and abilities, career planning, course selection, and career transition
 - b. Becoming aware of personal preferences and interests that influence educational and occupational exploration, career choice, and career success
 - c. Developing realistic perceptions of work, the changing work environment, and the effect of work on lifestyle
 - d. Understanding the relationship between academic achievement and career success, and the importance of maximizing career options
 - e. Understanding the value of participating in career technical education and work-based learning activities and programs, including, but not limited to, service learning, regional occupational centers and programs, partnership programs, job shadowing, and mentoring experiences

(cf. 6178 - Career Technical Education)
(cf. 6178.1 - Work-Based Learning)
(cf. 6178.2 - Regional Occupational Center/Program)
 - f. Understanding the need to develop essential employable skills and work habits
 - g. Understanding the variety of four-year colleges and universities and community college vocational and technical preparation programs, as well as admission criteria and enrollment procedures

The district's educational counseling program also may include, but not be limited to, identification of students who are at risk of not graduating with the rest of their class, development of a list of coursework and experience necessary to assist students to satisfy the curricular requirements for college admission and successfully transition to postsecondary education or employment, and counseling regarding available options for a student to continue his/her education if he/she fails to meet graduation requirements.

The Superintendent or designee shall establish and maintain a program of guidance, placement, and follow-up for all high school students subject to compulsory continuation education. (Education Code 48431)

(cf. 6184 - Continuation Education)

No counselor shall unlawfully discriminate against any student. Guidance counseling regarding school programs and career, vocational, or higher education opportunities shall not be differentiated on the basis of any protected category specified in BP 0410 - Nondiscrimination in District Programs and Activities.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 5145.3 - Nondiscrimination/Harassment)

In addition, counselors shall affirmatively explore with students the possibility of careers, or courses leading to careers, that are nontraditional for that student's sex. (Education Code 221.5)

For assessing or counseling students, the district shall not use testing or other materials that permit or require impermissible or unlawful differential treatment of students. (5 CCR 4931)

Colleges and prospective employers, including military recruiters, shall not have access to students for recruiting purposes. (Education Code 49603; 10 USC 503)

(cf. 5125.1 - Release of Directory Information)

Personal or Mental Health Counseling

A school counselor, school psychologist, or school social worker may provide individualized personal, mental health, or family counseling to students in accordance with the specialization(s) authorized by his/her credential. Such services may include, but are not limited to, support related to the student's social and emotional development, behavior, substance abuse, mental health assessment, depression, or mental illness. As appropriate, students and their parents/guardians shall be informed about community agencies, organizations, or health care providers that offer qualified professional assistance.

(cf. 1020 - Youth Services)
(cf. 5113 - Absences and Excuses)
(cf. 5113.1 - Chronic Absence and Truancy)
(cf. 5131.6 - Alcohol and Other Drugs)
(cf. 5137 - Positive School Climate)
(cf. 5138 - Conflict Resolution/Peer Mediation)
(cf. 5141.4 - Child Abuse Prevention and Reporting)
(cf. 5141.6 - School Health Services)
(cf. 5145.9 - Hate-Motivated Behavior)

- (cf. 5147 - Dropout Prevention)
- (cf. 5149 - At-Risk Students)
- (cf. 6164.5 - Student Success Teams)
- (cf. 6173 - Education for Homeless Children)
- (cf. 6173.1 - Education for Foster Youth)

Written parent/guardian consent shall be obtained before mental health counseling or treatment services are provided to a student, except when the student is authorized to consent to the service pursuant to Family Code 6920-6929, Health and Safety Code 124260, or other applicable law.

Any information of a personal nature disclosed to a school counselor by a student age 12 years or older or by his/her parent/guardian is confidential and shall not become part of the student record without the written consent of the person who disclosed the confidential information. The information shall not be revealed, released, discussed, or referred to except under the limited circumstances specified in Education Code 49602. (Education Code 49602)

- (cf. 5022 - Student and Family Privacy Rights)
- (cf. 5125 - Student Records)

A counselor shall consult with the Superintendent or designee and, as appropriate, with the district's legal counsel whenever unsure of how to respond to a student's personal problem or when questions arise regarding the possible release of confidential information regarding a student.

Crisis Counseling

The Board recognizes the need for a prompt and effective response when students are confronted with a traumatic incident. School counselors shall assist in the development of the comprehensive school safety plan, emergency and disaster preparedness plan, and other prevention and intervention practices designed to assist students and parents/guardians before, during, and after a crisis.

- (cf. 0450 - Comprehensive Safety Plan)
- (cf. 3516 - Emergencies and Disaster Preparedness Plan)

In addition, the Superintendent or designee shall identify crisis counseling resources to train district staff in effective threat assessment, appropriate response techniques, and/or methods to directly help students cope with a crisis if it occurs.

Early identification and intervention plans shall be developed to help identify those students who may be at risk for violence so that support may be provided before they engage in violent or disruptive behavior.

- (cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)
 (cf. 5136 - Gangs)
 (cf. 5141.52 - Suicide Prevention)

Teacher-Based Advisory Program

The Board recognizes that a supportive, ongoing relationship with a caring adult can provide a student with valuable advice, enhance student-teacher relationships, and build the student's feelings of connectedness with the school. The Board authorizes the development of a teacher-based advisory program in which teachers advise students in such areas as academic planning, character development, conflict resolution, and self-esteem. Any teacher participating in this program shall be under the supervision of a credentialed school counselor as appropriate, receive related information and training, and be subject to this Board policy and law, including requirements pertaining to student confidentiality and nondiscrimination.

(cf. 4131 - Staff Development)

Legal Reference:

EDUCATION CODE

221.5 Prohibited sex discrimination
 44266 Pupil personnel services credential
 48431 Establishing and maintaining high school guidance and placement program
 49600-49604 Educational counseling
 51250-51251 School age military dependents
 51513 Personal beliefs

FAMILY CODE

6920-6929 Consent by minor for treatment or counseling

HEALTH AND SAFETY CODE

124260 Mental health services; consent by minors age 12 and older

PENAL CODE

11166-11170 Reporting known or suspected cases of child abuse

WELFARE AND INSTITUTIONS CODE

5850-5883 Mental Health Services Act

CODE OF REGULATIONS, TITLE 5

4930-4931 Counseling

80049-80049.1 Pupil personnel services credential

80632-80632.5 Preparation programs for pupil personnel services

UNITED STATES CODE, TITLE 10

503 Military recruiter access to directory information

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act

7908 Armed forces recruiter access to students and student recruiting information

CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67 Family educational rights and privacy

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California Results-Based School Counseling and Student Support Guidelines, 2007

WEB SITES

American School Counselor Association: <http://www.schoolcounselor.org>

California Association of School Counselors: <http://www.schoolcounselor-ca.org>

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

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

U.S. Department of Education, access to military recruiters:

<http://www.ed.gov/policy/gen/guid/fpco/hottopics/ht10-09-02.html>

(11/07 12/13) 3/16

Policy: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Adopted: May 18, 2016

King City, California

Instruction

Class Assignment

The Governing Board believes students should be assigned to classes and/or grouped in a manner that provides the most effective learning environment for all students.

When assigning students to specific courses and classes, the principal or designee may consider the following criteria as appropriate for the grade level and course:

1. Staff recommendation, including, but not limited to, the recommendations of teachers and counselors
2. Skills and classroom management style of individual teachers
3. Student skill level as indicated by multiple objective academic measures, such as student assessment results, grade point average, and grades in prerequisite courses

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

(cf. 6152.1 - Placement in Mathematics Courses)

(cf. 6162.5 - Student Assessment)

(cf. 6162.51 - State Academic Achievement Tests)

4. Balance of high, medium, and low academic achievers
5. Student interests, readiness, behavior, and motivation
6. Student/teacher ratios and, if relevant, class size reduction considerations

(cf. 6151 - Class Size)

The principal or designee may accept from parents/guardians any information which would be helpful in making placement decisions. However, a parent/guardian who provides such information shall be informed that a request for a specific teacher shall be one of many factors which may be taken into account when determining his/her child's placement.

During the school year, the principal or designee may make any adjustments in class placement which he/she considers beneficial to the student or the educational program.

Additional Requirements for Grades 9-12

Except for a student enrolled in an alternative school, community day school, continuation high school, or opportunity school, or as otherwise specified below, no student enrolled in grades 9-12 shall be assigned:

1. To any course without educational content for more than one week in any semester, including any of the following situations: (Education Code 51228.1)
 - a. The student is sent home or released from campus before the conclusion of the designated school day.
 - b. The student is assigned to a service, instructional work experience, or other course in which he/she is assigned to assist a certificated employee, but is not expected to complete curricular assignments, in a course the certificated employee is teaching during that period and where the ratio of certificated employees to students assigned to the course for curricular purposes is less than one to one.
 - c. The student is not assigned to any course for the relevant course period.
2. To a course that he/she has previously completed and received a grade determined by the district to be sufficient to satisfy minimum high school graduation requirements and the requirements and prerequisites for admission to California public postsecondary institutions, unless the course has been designed to be taken more than once because students are exposed to a new curriculum year to year and are therefore expected to derive educational value from taking the course again (Education Code 51228.2)

(cf. 6181 - Alternative Schools/Programs of Choice)

(cf. 6184 - Continuation Education)

(cf. 6185 - Community Day School)

An exception to item #1 or #2 above may be made only if all of the following conditions are satisfied: (Education Code 51228.1, 51228.2)

1. The student, or the student's parent/guardian if he/she is younger than age 18 years, has consented in writing to the assignment.
2. A school official has determined that the student will benefit from being assigned to the course period.
3. The principal or assistant principal has stated in a written document maintained at the school that, for the relevant school year, no students are assigned to those classes unless the school has obtained the student's or parent/guardian's consent and determined that the student will benefit from the assignment.

In addition, under no circumstances shall a student be assigned to a course period without educational content or a course he/she has already satisfactorily completed because there are insufficient curricular course offerings for the student to take during the relevant period of the school day. (Education Code 51228.1, 51228.2)

The above limitations on class assignments shall not affect the authority of the Superintendent or designee to permit the enrollment of a student in a dual enrollment, independent study, evening high school program, or other class or course authorized by law. (Education Code 51228.1, 51228.2)

(cf. 6158 - Independent Study)
(cf. 6172.1 - Concurrent Enrollment in College Courses)

Any complaint that the district has not complied with the requirements in this section regarding assignments in grades 9-12 may be filed in accordance with the district's procedures in AR 1312.3 - Uniform Complaint Procedures. A complainant not satisfied with the district's decision may appeal the decision to the California Department of Education (CDE). If the district or the CDE finds merit in an appeal, the district shall provide a remedy to the affected student. (Education Code 51228.3; 5 CCR 4600-4687)

(cf. 1312.3 - Uniform Complaint Procedures)

Legal Reference:

EDUCATION CODE

35020 Duties of employees fixed by governing board

35160 Authority of the board

51224.7 California Mathematics Placement Act of 2015

51228.1 Assignment to courses without educational content, grades 9-12

51228.2 Assignment to courses previously completed, grades 9-12

51228.3 Uniform complaint procedures; noncompliance with assignment limitations for grades 9-12

CODE OF REGULATIONS, TITLE 5

4600-4687 Uniform complaint procedures

Management Resources:

WEB SITES

California Department of Education, Curriculum and Instruction: <http://www.cde.ca.gov/ci>

National Association for the Education of Young Children: <http://www.naeyc.org>

(10/95 7/06) 3/16

Policy: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Adopted: May 18, 2016

King City, California

Instruction

State Academic Achievement Tests

The Superintendent or designee shall administer the California Assessment of Student Performance and Progress (CAASPP) to all district students at applicable grade levels, except those students exempted by law.

The students of any charter school that receives its state funding allocation through the district shall be tested in coordination with the testing of district students. In addition, the Superintendent or designee shall arrange for the testing of students in any alternative education program or program conducted off campus, including, but not limited to, non-classroom based programs, continuation schools, independent study, community day schools, county community schools, juvenile court schools, or nonpublic, nonsectarian schools. No test shall be administered in a home or hospital except by a test administrator or test examiner. (5 CCR 851)

(cf. 0420.4 - Charter School Authorization)

(cf. 0420.41 - Charter School Oversight)

(cf. 6158 - Independent Study)

(cf. 6159.2 - Nonpublic, Nonsectarian School and Agency Services for Special Education)

(cf. 6181 - Alternative Schools/Programs of Choice)

(cf. 6183 - Home and Hospital Instruction)

(cf. 6184 - Continuation Education)

(cf. 6185 - Community Day School)

On or before July 1 of each year, the Superintendent or designee shall identify any district school(s) with students who are unable to access the computer-based assessment of a CAASPP test and shall report the number of such students to the test contractor. If available, a paper and pencil version of the assessment may be administered to such students. (5 CCR 853, 857)

On or before July 1 of each year, the Superintendent or designee shall designate a district coordinator who shall oversee all matters related to the testing program and serve as the district representative and liaison with the test contractor and the California Department of Education (CDE). The Superintendent or designee shall also designate a coordinator for each test site. The duties of the district and site test coordinators shall include those specified in 5 CCR 857-858. (5 CCR 857-858)

The Superintendent or designee also shall appoint trained test administrator(s) to administer the CAASPP achievement tests and test examiner(s) to administer the California Alternate Assessments. A test examiner shall be a certificated or licensed employee of the district or county office of education. (5 CCR 850)

(cf. 4112.2 - Certification)

(cf. 4113 - Assignment)

As appropriate, the Superintendent or designee shall assign a specially trained district employee to serve as a test proctor to assist the test examiner; a specially trained district employee, or other person supervised by a district employee, to serve as a translator to translate the test directions into a student's primary language; and a district employee to serve as a scribe to transcribe a student's responses to the format required by the test. A student's parent/guardian or sibling shall not be eligible to be that student's translator or scribe. (5 CCR 850)

All test administrators, test examiners, proctors, translators, scribes, district and site test coordinators, and other persons having access to any of the CAASPP achievement tests and corresponding test materials, assessment technology platform, or tests administered pursuant to Education Code 60640 shall acknowledge the limited purpose of their access to the achievement tests by signing a test security affidavit. In addition, all district and site test coordinators shall sign a test security agreement before receiving any CAASPP achievement tests and corresponding test materials. The test security affidavit and test security agreement shall be those set forth in 5 CCR 859. (5 CCR 850, 859)

Tests Included in the State Assessment System

The district shall administer the following CAASPP assessments: (Education Code 60640; 5 CCR 851.5)

a. Recently arrived English learners, defined pursuant to Education Code 60603 as English learners who are in their first 12 months of attending a school in the United States, shall be exempted from taking the English language arts assessment to the extent allowed by federal law. A recently arrived English learner may be administered the test upon request by his/her parent/guardian.

(cf. 6174 - Education for English Language Learners)

b. Students with disabilities who are unable to participate in the English language arts and mathematics assessments, even with the resources described in the section "Testing Variations" below, shall be provided an alternate test when designated in their individualized education program (IEP), as provided in item #3 below.

(cf. 6159 - Individualized Education Program)

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

2. Science assessments at grade 10

However, students with disabilities who are unable to participate in the science assessments, even with the resources described in the "Testing Variations" section below, shall be provided an alternate test when designated in their IEP, as provided in item #3 below.

(cf. 6142.93 - Science Instruction)

3. For students with disabilities who are unable to take the tests specified in items #1-2 above, even with appropriate accommodations or other testing resources, and who have an IEP that designates the use of alternate tests at the applicable grade levels:

a. California Alternate Assessment in English language arts and mathematics for students with significant cognitive disabilities

b. For the science assessment, either the California Modified Assessment or, for students with significant cognitive disabilities, the California Alternate Performance Assessment

In addition, the Superintendent or designee may administer a primary language assessment to English learners. Administration of this test shall not replace the administration of the above tests, administered in English, to English learners. (Education Code 60640)

Exemptions

Each year the Superintendent or designee shall notify parents/guardians of their child's participation in the CAASPP and of the provisions of Education Code 60615 related to exemptions from testing. (5 CCR 852)

(cf. 5145.6 - Parental Notifications)

A parent/guardian may annually submit to the school a written request to excuse his/her child from any or all parts of the CAASPP assessments for the school year, and such a request shall be granted by the Superintendent or designee. However, district employees shall not solicit or encourage any exemption request on behalf of any student or group of students. (Education Code 60615; 5 CCR 852)

If a parent/guardian submits an exemption request after testing has begun, any test(s) completed before the request is submitted will be scored and the results reported to the parent/guardian and included in the student's records. (5 CCR 852)

Testing Period

The Superintendent or designee shall establish testing days for district students within the following available testing windows: (5 CCR 855)

1. Assessments in English language arts and mathematics shall be administered between the date on which at least 66 percent of the school's or track's annual instructional days for grades 3-8, or at least 80 percent of the annual instructional days for grade 11, have been completed and the last day of instruction for the regular annual calendar of the school or track.

2. All science assessments, including CAPA and CMA, shall be administered during an available testing window of 25 instructional days that includes 12 instructional days before and

after completion of 85 percent of the school's or track's annual instructional days.

3. Beginning in the 2016-17 school year, the CAA shall be administered during the available testing windows specified in item #1.
4. The primary language assessment shall be administered to English learners within the testing window specified in item #2.

Within the above testing windows, the Superintendent or designee may designate one testing period for each school or track or, if a school has multiple tracks, a selected testing period for each track. The district shall not exceed six selected testing periods within the available testing window. The testing period shall be no fewer than 25 consecutive instructional days and may be extended up to an additional 10 consecutive instructional days if still within the available testing window set forth in items #1-4 above. (5 CCR 855)

Students who are absent during testing shall be provided an opportunity to take the tests within the testing window.

Testing Variations

CAASPP achievement tests and the primary language test shall be administered in accordance with the manuals or other instructions provided by the test contractor or CDE except that, as appropriate, the following testing variations may be used: (5 CCR 850, 853-853.8)

1. Universal tools specified in 5 CCR 853.5 may be used with any student.
2. Designated supports specified in 5 CCR 853.5 and, if an English learner, in 5 CCR 853.7, may be used with a student for whom the need has been indicated by an educator or team of educators, with parent/guardian and student input as appropriate, or for whom the need is specified in the student's IEP or Section 504 plan.
3. Accommodations specified in 5 CCR 853.5 may be used with a student with disabilities when included in the student's IEP or Section 504 plan as resources that are regularly used in the classroom for the student's instruction and/or assessment(s). Such accommodations shall be either utilized in the assessment environment or consist of changes in procedures or materials that increase equitable access during the assessment.
4. An unlisted resource that has not been specifically identified as an approved universal tool, designated support, or accommodation may be used with a student who has an IEP or Section 504 plan provided that the resource is one that is regularly used in the classroom for instruction and/or assessment and the CDE has approved its use. At least 10 business days prior to the student's first day of CAASPP testing, the district or school site test coordinator may electronically submit a request to the CDE for approval to use that unlisted resource during that year. If the CDE determines that the unlisted resource changes the construct being measured, the

unlisted resource may nevertheless be used with the student in order to generate an individual score report even though the student shall not be counted in the participation rate for accountability measures. (5 CCR 853.8)

In the administration of the CAA to a student with significant cognitive disabilities, the student may have all instructional supports that may be used in daily instruction or assessment, including language and physical supports, with the exception of any inappropriate test practices listed in test administration manuals. (5 CCR 850, 853.6)

Report of Test Results

For any state assessments that produce valid individual student results, the Superintendent or designee shall forward or transmit the student's test results to his/her parents/guardians within 20 working days from receipt of the results from the test contractor or, if the district receives the results from the contractor after the last day of instruction for the school year, then within the first 20 working days of the next school year. The report shall include a clear explanation of the purpose of the test, the student's score, and its intended use by the district. An individual student's scores shall also be reported to his/her school and teacher(s) and shall be included in his/her student record. (Education Code 60641; 5 CCR 863)

(cf. 5125 - Student Records)

With parent/guardian consent, the Superintendent or designee may release a student's test results to a postsecondary educational institution for the purposes of credit, placement, determination of readiness for college-level coursework, or admission. (Education Code 60641)

The Superintendent or designee shall present districtwide, school-level, and grade-level results to the Governing Board at a regularly scheduled meeting. The Board shall not receive individual students' scores or the relative position of any individual student. (Education Code 49076, 60641)

(12/13 12/14) 3/16

Regulation: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Adopted: May 18, 2016

King City, California