

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

Thursday, June 9, 2016

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

VISION

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

MISSION

South Monterey County Joint Union High School District inspires and empowers all students with the knowledge and skills necessary to achieve their full potential to succeed as responsible and productive citizens

BOARD OF EDUCATION

Paulette Bumbalough - President
Joe Santibanez - Clerk
David Gaboni - Member
Paul Dakei - Member
Leslie Girard - Member

STATE ADMINISTRATOR

Daniel Moirao, Ed.D.

OPEN SESSION: 5:25 PM

A. CALL TO ORDER

B. PUBLIC COMMENT

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

El publico puede dirigirse a la Mesa Directiva de Educación con respecto a asuntos que están enlistados para dialogar durante la sesión a puertas cerrada completando 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 and Litigation Settlements
- D. Threatened/Potential Litigation

OPEN SESSION: 6:30 PM

- A. CALL TO ORDER
- B. FLAG SALUTE
- C. REPORT OF CLOSED SESSION ACTIONS
- D. BOARD MEMBER COMMENT

- E. PUBLIC COMMENT: *Unless otherwise determined by the Board/State Administrator, each person is limited to 3 (three) minutes. If a large number wish to speak on a specific item, there is a limit of 20 minutes total input on an item. For matters that are not listed on the agenda, the Board may refer the matter to the Superintendent or designee, or take it under advisement, but shall not take action at that time except as allowed by law.*

El público puede dirigirse a la Mesa Directiva de Educación con respecto a asuntos generales o a asuntos especificados en la agenda. La persona que quiera hablar debe de pedir la forma que se le da a la comunidad pidiendo permiso antes de la junta, indicando si se desea hacer algún comentario sobre un tema de la agenda o algún otro asunto y presentarlo a la Secretaría de el Superintendente. Esta es una oportunidad de dirigirse a la Mesa Directiva de Educación cuando un asunto se esté llevando acabo. A menos que se determine de otra manera por el Administrador de el Estado, cada persona tiene un máximo de 3 minutos para hablar. Se hay muchas personas que quieran hablar sobre un asunto especifico entonces habrá un limite de 20 minutos en total para cada asunto. Para asuntos que no estén enlistados en la agenda, La Mesa Directiva podrá referir ese asunto al Superintendente o su designado o poner ese asunto en sobre aviso, pero no se tomara ninguna acción en ese momento excepto cuando la ley lo permita.

F. REPORT FROM STATE ADMINISTRATOR

G. APPROVAL OF AGENDA

H. EMPLOYEE ORGANIZATIONS

I. CONSENT AGENDA

1. Approval of Minutes: May 17 and May 18, 2016 (Pages 1-16)
2. Approval of Personnel Report Dated June 9, 2016 (**Claudia Arellano, Sr. Director Human Resources**)
3. Approval of Accounts Payable Warrants – May, 2016 (**Duane Wolgamott, CBO**) (Pages 17-22)
4. Approval of Purchase Orders – May, 2016 (**Duane Wolgamott, CBO**) (Pages 23-26)
6. Approval of Amended and Restarted Joint Exercise Powers Agreement for the Mission Trails Regional Occupational Program (**Duane Wolgamott, CBO**) (Pages 27-35)
7. Approval of Agreement for Legal Services with Lozano Smith Attorneys at Law (**Daniel Moirao, Ed.D., State Administrator**) (Pages 36-42)
8. Approval of Agreement for Professional Services with Dannis Wolliver and Kelley (**Daniel Moirao, Ed.D., State Administrator**) (Pages 43-45)
9. Approval of GHS Agricultural Career Technical Education Incentive Grant for 2016-2017 (**Duane Wolgamott, CBO**) (Pages 46-49)
10. Approval of KCHS Agricultural Career Technical Education Incentive Grant for 2016-2017 (**Duane Wolgamott, CBO**) (Pages 50-56)
11. Approval of Williams Quarterly Report (**Claudia Arellano, Sr. Director Human Resources**) (Pages 57-58)

J. CONSENT ITEMS REMOVED FOR COMMENT/QUESTIONS

K. PUBLIC HEARING

1. AB 1200 – Proposed Settlement with the California School Employees Association CSEA Local #529 (Pages 59-76)

L. INFORMATION ITEMS

1. Curriculum and Instruction Update (**Diana Jimenez, Director of Educational Services**)
2. Site School Enrollment, Attendance, and Referrals Statistics (**Duane Wolgamott, CBO**) (Pages 77-94)
3. Revenue and Expense Report for 2015-16 (**Duane Wolgamott, CBO**) (Pages 95-102)
4. Cash Flow Summary Report for 2015-16 (thru May, 2016) (**Duane Wolgamott, CBO**) (Pages 103-135)

5. Board Policies – First Reading (*Daniel Moirao, Ed.D., State Administrator*) (Pages 136-222)
 - BB 9222 - Resignation (revised)
 - BB 9270 - Conflict of Interest (revised)
 - E 9270 - Conflict of Interest (new)
 - BP 1230 - School Connected Organizations (revised)
 - AR 1230 - School Connected Organizations (new)
 - BP 3311 - Bids (revised)
 - AR 3311 - Bids (revised)
 - BP 3541.2 - Transportation for Students with Disabilities (revised)
 - BP 3580 - District Records (revised)
 - AR 4217.11 - Preretirement Part-Time Employment (new)
 - BP 6200 - Adult Education (revised)
 - AR 6200 - Adult Education (revised)
 - E 0420.41 - Charter School Oversight (new)

M. ACTION ITEMS

1. Approval of 2016-2017 LCAP Budget (*Duane Wolgamott, CBO*) (Pages 223-345)
2. Approval of 2016-2017 Budget (*Duane Wolgamott, CBO*) (Pages 346-459)
3. Approval of Proposed Settlement with the California School Employees Association (CSEA) Local #529 (*Duane Wolgamott, CBO*) (Pages 459-462)
4. Approval of Internship Credential Program Agreement Between the South Monterey County Joint Union High School District and National University Through its College of Education (*Claudia Arellano, Sr. Director Human Resources*) (Pages 463-468)
5. Ratification of Contract Agreement with School Services of California to Conduct a CBO Search (*Daniel Moirao, Ed.D., State Administrator*) (Pages 469-475)
6. Approval of Greenfield High School Site Plan (*Diana Jimenez, Director of Educational Services*) (Pages 476-519)
7. Approval of Agreement for Professional Services: Heather's Behavior Support Services (*Diana Jimenez, Director of Educational Services*) (Pages 520-524)
8. Approval for Greenfield High School Students to Travel on the Ivy League Project Trip (*Frank Lynch, Principal*) (Page 525)
9. Approval of Consultant Agreement with Linda Grundhoffer, State Trustee (*Daniel Moirao, Ed.D., State Administrator*) (Pages 526-532)
10. Approval of the Declaration of Need for Fully Qualified Educators (*Claudia Arellano, Sr. Director Human Resources*) (Pages 533-536)
11. Approval of Salary Schedule for District Classified Management/Confidential Managers (*Duane Wolgamott, CBO*) (Pages 537-538)
12. Approval of Salary Schedule for District Certificated Administrators (*Duane Wolgamott, CBO*) (Pages 539-540)
13. Approval of Selection of Proposition 39 - Solar Project (*Duane Wolgamott, CBO*) (Pages 541-553)
14. Approval to Award Bid – Mechanical, Electrical, Plumbing Upgrades at KCHS and GHS Project (*Duane Wolgamott, CBO*) (Page 554)
15. Approval to Award Bid – Glulam Repairs at King City High School Project (*Duane Wolgamott, CBO*) (Page 555)
16. Approval to Award Bid – Re-roofing of KCHS F wing (Rooms 140-415) and J Wing – Ag Building (*Duane Wolgamott, CBO*) (Page 556)
17. Approval of Agreement with Monterey County Office of Education for One to One Assistance (*Duane Wolgamott, CBO*) (Page 557-558)
18. Approval of Non-College Placement Courses (Special Education) (*Steve James, Ed.D., Director of Alternative Placement for Student Success*) (Pages 559-560)
19. Approval of Statistics Textbook (*Diana Jimenez, Director of Educational Services*) (Pages 561-571)
20. Approval of Creative Writing Textbook (*Diana Jimenez, Director of Educational Services*) (Pages 572-574)

- 21. Board Policies – Second Reading (*Daniel Moirao, Ed.D., State Administrator*) (Pages 575-590)
 - 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. PROMOTING DISTRICT

O. FUTURE AGENDA ITEMS/MEETING DATES

- July 19, 2016 – Board Study Session (if needed) – 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

P. SIGNING OF PAPERS

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

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

Tuesday, May 17, 2016

Minutes

BOARD OF EDUCATION

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

STATE ADMINISTRATOR

Daniel R. Moirao, Ed.D.

OPEN SESSION:

Call to Order

The meeting was called to order at 5:32 PM.

Flag Salute

Paulette Bumbalough led in the flag salute.

Public Comment

There were not any comments from the public.

ACTION ITEM

Interview and Appointment to Vacant Board Position

Dr. Moirao distributed Leslie Girard's application and questions and reviewed the process with the board members.

Dr. Moirao thanked Ms. Girard for her interest to be a member of the Board of Education. He then informed her they would be asking a total of 14 questions.

Please tell us why you would like to serve as a school board trustee and the strengths you bring to the district.

Ms. Girard responded she cares. She feels the number one reason students succeed in education is because of the school district and community involvement.

She feels her main strength is because she is a team player. There is value in being a team player to listen to individual opinions and differences. She is also reliable, dependable, trustworthy, fair, and it is important to have an open mind and listen to other individual's perspective.

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

She felt the purpose as a board member was the experience. She is an employee of the King City Union School District. It is important the district is healthy and strong and all facets of the district are cared for and attended to. The Board members have to make sure the district stays healthy and the students get the best education possible. As a member of the Board it is the team's role to accomplish that goal. It is important to be able to look at everything and be a confidential person and moral person. It is imperative the person is taking the position for the students and community.

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

Ms. Girard said she has lived here for more than 30 years and has worked for the King City Union School District for 20 years. Her children have done well through the educational system in the King City Union School District and her oldest daughter is graduating from KCHS this year and her younger daughter is a sophomore. Her children have had a good experience with their teachers.

She has contemplated running for a board position, she has browsed our website and reviewed minutes. She said she may not have much knowledge about Portola-Butler Continuation High School and Greenfield High School. She knows the administration at KCHS and has worked well with the teachers and feel they are doing a great job. She said Common Core has been a challenge even for her daughter. She feels the teachers have met the challenge, she is pleased with the challenge her daughter has been given. Teachers give a lot of their own time for students and the principal really cares. The principal refers to the students as her own children. She enjoys her sincerity, and feels the students know it. In her opinion the communication is working well.

She would like to see more students recognized in the district as they are in the King City Union School District. She would also like to see more parent participation. She felt it is important for them to be recognized, she did add she has not attended any of the high school board meeting because, they are on the same night as the King City Union School District.

Describe a "good" board meeting? What will a meeting well done have accomplished?

Ms. Girard felt a good meeting is when the board is working as a team and comfortable talking to each other on issues they agree and may disagree on. She felt it is important for teachers, parent, and the community to attend meetings.

She felt making a contribution and giving of your time is important for success.

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

Express the concern to the superintendent and ask for clarification on the issue.

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

This is confidential information; you would need to talk to the administrator. Ms. Girard said she believes in the chain of command.

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

Ms. Girard said she is the chairperson of the KCUSD negotiating team, and privy to a lot of confidential information. She is also very involved in school, she has no problem keeping confidentiality, it does not go anywhere else. She is fully aware of the meaning of confidentiality.

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

Learn and ask questions. The question was asked if she would be interested in attending the Masters in Governance training. She said she has done research on the training and is interested in attending.

Mike LeBarre informed Ms. Girard there is a board policy which states a board member must complete the training in 18 months.

David Gaboni said he completed two of the session in two weekends and then the last day of training on a Saturday. Paulette Bumbalough said it is great training and gives you an opportunity to talk to board members from other districts.

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

Be aware of individual personal beliefs, try to see their perspective. She felt one of her strengths is she is a good listener, differences are important. She has an array of friends with differences in all area, and she gets along fine.

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

She is a very casual dresser. She has been told she sees the world through rose colored glasses, she feels that is a good thing. She likes it when there is a problem and both parties work on a solution. Another area of conflict is managing her own personal life with the demands of the district.

She does have friends on facebook. She treats everyone equally.

How would you respond to a rumor brought to your attention about a teacher or staff member?

The superintendent needs to know and be given the information.

How do you view the relationship between board member and the staff?

She stated she has always liked the arm's length policy. She is not close friends with teachers or classified staff. It is important to be objective. This does not mean she does not talk to them; she just does not share information with them.

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

Some things may have to be given up in order to fulfill the requirements needed as a board member. She had been involved in the KCUUSD LCAP, but that is now over not requiring her time. She is a person who likes to be mentally active and researching and studying things, her family understands.

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

She asked the board what difficulty they have encountered as being on the board.

Mike LeBarre said it has been hard getting out to visit the classrooms and squelching old rumors which may be floating around in the public. He is very committed to attend board meetings; this may result in changing other scheduled meetings he may have.

David Gaboni said he is always juggling. The Masters in Governance training was his first priority. He said he is very involved in his bargaining unit at the county and state wide level.

He too has had to juggle a lot of things, he added some of his duties will be ending soon. Sometimes the board packets are the hardest to cover because of all of the information needing to be reviewed along with his other commitments.

Paulette Bumbalough said you give the people who are the busiest the job. It is important to try to know everything that is going on in the district, the policies, the budget, etc. She said her patience and learning has been difficult at times. She is impatient with herself of not being able to understand it all. She wants the community to know all of the good things that are happening in the district. She added Dr. Moirao is getting out in the community as much as he can. You can't talk to everyone in the community, you can just do your best. She believes the community respects the board, has faith in the board, and feels the right people are on the board.

Paul Dake said juggling his time especially at the end of the school year. He said the perspective from the Greenfield community is not good. He is trying to change that perspective when possible. He has been on the board only a short time but has not seen what the community may be claiming. It is a matter of letting the public know what is being claimed does not exist. Some of the community is starting to see things are better than perceived in the past.

Ms. Girard said it is difficult to change the mindset of some individuals.

Paulette Bumbalough said sometimes you have to accept they do not see everything.

Dr. Moirao said this board packet is larger than normal, there were a lot of items which needed approval.

Leslie Girard asked what the board's feelings about relationships with the staff.

Paulette Bumbalough said it is two-way street, it is what you put into it. It would be ideal if the board could visit all of the classrooms, but that is not practical. Another way to be able to connect with the schools is to participate in as many events as possible.

Leslie Girard said it is always appreciated when board members make visits, it is happening were the students are. It also helps in making decisions as a board member. Teaching is a tough job.

David Gaboni said he tried to find the time to go into the classrooms. He is a graduate from King City High School. He would like to visit more classrooms, but sometimes it is tough because of his schedule. He would like to visit more often.

Mike LeBarre said it has been helpful with this board taking their role and responsibilities seriously. They do not micro-manage or go over the State Administrators' authority. It is important for the State Administrator and Board to trust each other; this is an effective team. The staff respects the Board and the Board respects the staff.

Ms. Girard said she wanted to explain her comment about keeping at arms-length. She is very friendly with everyone and enjoys conversations and discussions with them, but does not discuss business.

Paul Dake said it is tough visiting classrooms because of his schedule, he tries to attend as many functions as possible to be visible. He added, it is not the position of the board to interact with what is going on, you do not give direction.

David Gaboni said being raised in King City and attending KCHS he knows a lot of the staff as professionals, but also considers them friends.

Paulette Bumbalough said there are other ways of being involved. For instance, she is the representative on the Ag committee, who meets several times a year. She is very comfortable attend the meetings and is very comfortable interacting with staff.

Dr. Moirao said this is a new board from a year ago. The other board was very committed to get back local control, the current board has the same mission. There has been a good working relationship with all of the certificated and classified staff. Contracts are covered through 2019. The staff is working with this administration well.

Paulette Bumbalough said the composition of the current board are three members representing King City and two from Greenfield.

Mike LeBarre said it has been very gratifying and the members have had a great attitude. It is great having an individual who is interested in joining the board with a child graduating from KCHS and another still attending high school.

Mike LeBarre said with Ms. Girard's experience she seems to be an ideal person to join the board. Having been involved in the LCAP and school site council it gives her a good background.

David Gaboni said Ms. Girard is a go getter, always wants to be doing something and enjoys involvement. Feels the fact she lives, works in the community, involvement in LCAP, and school site council she has a real foundation in education. She is a team player and wants everyone to get along. He said she is a good fit to the board.

Paul Dake said Ms. Girard is enthusiastic, decision maker, and has no hidden agenda. She is interested in the board position for all of the right things and feels she is a perfect fit to the board as Paulette Bumbalough had stated earlier.

Dr. Moirao said he was very pleased with Ms. Girard's answers. She knows her role, has a student graduating from the high school and another daughter still in high school.

Paulette Bumbalough feels Ms. Girard is a learner and thinks she will enjoy what she will learn in the high school district.

David Gaboni said the fact she will still have a daughter attending high school she will hear what is happening at the high school.

Mike LeBarre said he was pleased to hear her opinion of Common Core in our district.

Mike LeBarre said collectively as a board, as candidates comes before them, they want to make sure we have the right people on the board.

Motion made by Mike LeBarre and seconded by Paul Dake to recommend Leslie Girard be appointed the board member for the current vacancy.

All board members said Aye to appoint Leslie Girard for the vacant board position. Dr. Moirao approved the appointment.

Paulette Bumbalough appreciated her positive comments. She would like to have her join the board and be sworn in tomorrow.

Leslie Girard said she is sad Mr. LeBarre is leaving, but is willing to accept the challenge.

Dr. Moirao informed Ms. Girard she would be finishing Mike LeBarre's term which will terminate in December 2017. If she would like to continue on the board, next summer she would need to submit her interest to run for the board position to the Elections Department.

Dr. Moirao said she would be sworn in at the board meeting tomorrow night, it would take place at the end of the meeting. It was not fair to give her this large board packet tonight and expect her to be able to review all of the information and be prepared to vote tomorrow night.

Leslie Girard thanked everyone for their service to the students and our community.

Discussion and Determination of Board Study Session Topics for the 2016-2017 School Year
Dr. Moirao discussed and reviewed their suggestions for board study sessions.

Adjournment

Paulette Bumbalough adjourned the meeting at 8:10 PM

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

Date

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

Wednesday, May 18, 2016

Minutes

BOARD OF EDUCATION

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

STATE ADMINISTRATOR

Daniel Moirao, Ed.D.

STUDENT BOARD MEMBER

Ramon Fragoso - GHS ASB President

OPEN SESSION:

Call to Order

Paulette Bumbalough called the meeting to order at 5:30 PM.

Public Comment

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

CLOSED SESSION:

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

OPEN SESSION:

Call to Order

The meeting was called to order at 6:30 PM.

Flag Salute

Paulette Bumbalough led in the flag salute.

Report of Closed Session Action

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

Student Board Member Report

Ramon Fragoso was not present to give a report.

DLAC Committee Representatives Presentation

Diana Jimenez presented parents from the DLAC committee; Florentino Salas, Jose Pacheco, Maria Cecilia Villafana, and Guadalupe Rodriguez. Guadalupe Rodriguez said she would like to talk about what the DLAC committee has done for the school year. They reviewed the academic achievements the EL students have made. She said they feel the students are making progress and the classes support them. A lot of work has taken place to increase the reclassification of the EL students and the graduation rate has also increased.

Jose Luis Pacheco talked about the school visits they made as well as the walk throughs. He has a daughter who is a sophomore and has volunteered to assist. On March 11 members of the committee walked through and visited all of the EL classes as well as the core content classes. They saw a lot of students who were engaging in the classroom and were respectful. They did see a few students who needed to take the classes more seriously, they want all students to succeed.

Francisco Salas said he did walk throughs on March 11 in the technology classrooms. They liked what they saw and liked the engagement with the Smart Board. They had approved the purchase of computer tablets and saw the students using them. He said now as parents he feels more involved in the school and part of his growth was learning how the categorical funds were spent and how they benefit the students. At the end of

his visit Mr. Lynch gave them some of his day to meet with the parents. He thanked the administration and teachers for being given the opportunity to visit classrooms. By meeting with Mr. Lynch they let him know what they saw in the classroom. They were given the opportunity to express the positive observations and suggest recommendations. Overall progress is taking place in the program and is working well, although there is still room for improvement.

Maria Cecilia Villafana said she is a parent who has been participating in the DLAC committee. She attended the California Association for Bilingual Education Conference (CABE) in San Diego at the end of last year and would like to share her experience. She said it was a great experience and was able to glean a lot of ideas for parents to assist them to be more engaged in school. She also attended a workshop in San Francisco in which covered such areas as how to find a way to get in to a university, being a self-advocate, and how to inform parents and their children to be successful. She would highly recommend other parents attend events which may be offered to them. She would like to have more programs offered to parents. An example of a program is Project to Inspire, this would be very helpful to parents. She would like to see the district help the parents so they know more about the school and better communicate with parents. She would also like more parents to be involved in the school. She has been sharing with other parents of her experiences and is encouraging more participation. Parents can also be learners to help their children and to support their children's education.

She concluded, a survey was sent to all parents of EL students, to determine their needs. The data will be gathered; this will be their working guide for the next school year.

Ms. Villafana thanked the Board of Education for their time to listen to their presentation.

Paulette Bumbalough said she was very impressed with the parents and their presentation, this is one of best presentations she has heard, and it has obviously changed the lives of these parents and how they support their children. She added you will have a huge impact on the community.

Dr. Moirao added, these parent leaders will help us in the next school year to help the district better address student needs.

Board Member Comment

Paul Dake said he was involved in a fundraiser for GHS athletics. He attended the Salinas Valley Fair and saw the animals and projects FFA students had entered as well as the many awards they received. He also viewed the team judging. FFA has made a significant impact on students, he is very impressed with their efforts.

He attended the governors' May Revise workshop in San Jose. School Services indicated this is a good year, but may not be as good in upcoming years. He added this district is ahead of the game in negotiations.

Mike LeBarre said this will be his last evening as a member of the Board of Education. He said he is very proud of how the staff, administration and students have worked so hard to rebuild and strengthen the education in this community. He thanked everyone for all of their hard work and for the return of local control. Parents and students have stood up to the challenge to strive for a better education. It has been heartwarming to see the passion. The district has made so many significant improvements. He is pleased he is leaving his position to a strong individual who is committed to education, he is leaving his position in good hands. He thanked everyone for being given the opportunity to serve on the board.

David Gaboni said last week CSEA was acknowledged and the week before that the day of the teacher was acknowledged. He congratulated Mr. Lynch and GHS staff for the outstanding WASC review.

He attended the KCHS Academic Luncheon, it was wonderful seeing students being recognized for having a 3.5 and higher GPA. He attended the Golden Bears award dinner where the teacher of the year and employee of the year was recognized by MCOE.

He is sorry to see Mike LeBarre leave.

Paulette Bumbalough thanked Mr. Lynch and the staff for their WASC 6-year accreditation. It was a great accomplishment and all of their hard work is greatly appreciated. She attended the Salinas Valley Fair and saw the many projects which the FFA students entered. She also enjoyed seeing the many animals which were entered in the fair.

She is looking forward to graduation, it is the highlight of the school year for her.

Ms. Bumbalough wished everyone a good summer, and appreciated the excellent work which has taken place this school year.

Public Comment

Beatriz Diaz said she understands, because of the improvement in the district, Tom Torlakeson is recommending local control return to the district, this is great news. She is pleased with the work which has been done and Dr. Moirao and the Board of Education working together. She is very pleased to hear how well GHS did on their WASC visit. She has appreciated Mike LeBarre and all of the help and assistance he has provided.

She is the treasurer for GHS Sober Grad. She acknowledged Mr. Lynch, Lucia Castillo and Laura Villagomez for all of their support, their help with the committee was greatly appreciated.

She said she was pleased to see a new phone system was listed as an action item on the agenda. She too attended the fair and saw the items which had been entered from GHS and KCHS.

She wanted to thank the teaching staff, they are all doing a great job. She also thanked everyone for being very helpful to her and the manner in which she was treated. She also thanked Dr. Moirao for all the support he has given her and pleased to know he will be returning next year as the superintendent.

Paulette Bumbalough said she always appreciated Ms. Diaz comments and like the fact she knows what is going on at the school, even her criticism was appreciated. She appreciates parents' involvement.

Dr. Moirao said he knows comments she may have made are intended for the good of the students.

Report from State Administrator

Dr. Moirao said the next board meeting was scheduled for June 15, but now there appears to be a conflict on several of the Board member's calendars. Dr. Moirao said he is offering June, 9, June 14, and June 21. Dr. Moirao said he would like to advise the board once board meeting dates are approved they are then posted on our website. He would like to have any changes to be kept at a minimum. The community could perceive this as us trying to avoid their participation.

After some discussion, it was determined June 9 would be the meeting date. Dr. Moirao said the study session scheduled for June 21 is being canceled as well do to other conflicts on board members calendars.

Dr. Moirao said there has been a lot of press on the transgender issue. He advised the Board our policies are current on the issue, but we still need to wrestle with the operation of the changes.

Dr. Moirao said the Board has expressed inviting Tom Torlakson, State Superintendent of Public Instruction, to the district for a formal passing back local control to the district.

Paulette Bumbalough said she would like the visit to take place when school is in session rather than during the summer.

Mike LeBarre suggested it be during back to school night. Dr. Moirao said we can start suggesting dates, but to keep in mind both communities will need to be included.

Dr. Moirao reminded the Board a member needs to be designated to attend the KCHS ASB Awards ceremony on May 23 to assist in giving out the awards.

Paulette Bumbalough suggested another board member other than herself give out the awards. She wants the community to become aware of other Board members.

Paul Dake and David Gaboni said they would attend. It was decided David Gaboni would be the Board representative to give out the awards.

Dr. Moirao said today Duane Wolgamott and Diana Jimenez met with the county office regarding our LCAP. They had a good meeting, there are only a few areas needing some minor work, the county was pleased with the report and had only minor suggestions.

Dr. Moirao said tonight GHS is having their AP Honors Night in the gym.

Dr. Moirao said we will piggy back on a state bid to complete some carpeting work.

The auditors were here last week. They gave a clean report on ASB. Dr. Moirao said in his career as an administrator this has never happened in any of his other district. The staff needs to be thanked for an outstanding job.

He attended the Governors' May Revise workshop today conducted by School Services. Education continues to do well, but we were told another recession is anticipated at some point. This is the longest time that California has gone through a recovery, we were told to be prepared.

Paulette Bumbalough said the Board appreciates being kept informed.

Dr. Moirao said the memo from the Board as well as a notebook from the district was given to teachers and classified staff in honor of day of the teacher and the week for CSEA as a token of the appreciation.

Approval of Agenda

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

Dr. Moirao said there are several bid items on the agenda, the bids were opened today. More information would be given at the point they are on the agenda.

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

Employee Organizations

There were not any members of the employee organizations present.

CONSENT AGENDA

1. Approval of Minutes: April 19 and April 20, 2016
2. Approval of Personnel Report Dated May 18, 2016
3. Approval of Accounts Payable Warrants – April 2016
4. Approval of Purchase Orders – April 2016
5. Approval of P-2 ADA Report
6. Approval of Designation for California Interscholastic Federation (CIF) League Representative for the 206-2017 School Year
7. Approval for Four Students from GHS to Attend Conference at UCSC from July 12-14, 2016
8. Approval of King City High School Senior Class Trip to Magic Mountain

9. Approval of Greenfield High School Senior Class Trip to Disneyland
10. Approval of Agreement Between the SMCJUHSD and Sara Gratiot, M.A.
11. Approval of Agreement Between the SMCJUHSD and Dr. Jacqueline Cheong
12. Approval of Agreement Between the SMCJUHSD and Ann Brownstone, Occupational Therapy
13. Approval of Agreement Between the SMCJUHSD and Peggy Baker
14. Approval of Agreement Between the SMCJUHSD and Sarah Ingraham, SLP
16. Approval of MOU Between the SMCJUHSD and Kristi Vierra, M.A.
17. Approval of MOU Between the SMCJUHSD and MCOE for Truancy Abatement Program

Dr. Moirao said the contracts are a continuation of services, the Board has seen them before. He took the liberty of putting them on the consent agenda because of the length of tonight's agenda.

CONSENT ITEMS REMOVED FOR COMMENT/QUESTIONS

Paul Dake said all of his questions he had were answered.

Paulette Bumbalough said she had emailed questions to Dr. Moirao, he responded to those questions as well as sharing with the rest of the Board.

Motion made by Paul Dake and seconded by Mike LeBarre to approve the consent agenda.

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

PUBLIC HEARING

2016-2017 LCAP

Dr. Moirao said we need to conduct public hearings on the 2016-2017 LCAP as well at the 2016-2017 budget this month, next month they will be on the board agenda as an action item for approval. He added a public hearing needs to take place on the AB1200 for both the KCJUHSDTA and CSEA.

Paulette Bumbalough opened the public hearing on the 2016-2017 LCAP at 7:14 PM, there were not any comments. The public hearing closed at 7:14 PM.

2016-2017 Budget

Paulette Bumbalough opened the public hearing on the 2016-2017 Budget at 7:15 PM. There were not any comments, the public hearing closed at 7:15 PM.

AB1200 Negotiated Contract Settlement with the KCJUHSDTA

Paulette Bumbalough opened the public hearing on AB1200 negotiated contract settlement with the KCJUHSDTA at 7:15 PM, there were not any comments. The public hearing closed at 7:15 PM.

AB1200 Negotiated Contract Settlement with CSEA Local #529

Paulette Bumbalough opened the public hearing on AB1200 negotiated contract settlement with CSEA Local #529 at 7:15 PM, there were not any comments. The public hearing closed at 7:15 PM.

INFORMATION ITEMS

School Enrollment, Attendance, and Referrals Statistics

Paul Dake said on page 77 he noticed there is a spike in discipline. Mr. Lynch said the weather is warmer and this is the end of the school year. It is traditional for discipline to increase, Mr. Lynch said they were prepared for the increase.

Mike LeBarre said he is pleased to see the percentage of attendance has significantly increase from last year, this is great to see.

Paulette Bumbalough said she appreciates the way Mr. Wolgamott has laid out the district enrollment and ADA comparisons on page 75.

Revenue and Expense Report for 2015-16

There were not any questions on the report.

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

There were not any questions on the report.

2016-2017 LCAP

Dr. Moirao said there was a board study session on the LCAP. He hoped this assisted the Board members in reviewing the material.

Paulette Bumbalough said at the bottom of page 140 it indicated the plan reflected community input and the 4-year plan for students. Aren't the plans revisited every year?

Dr. Moirao said we are doing that already with students. We have moved LCAP into our funding source.

Paul Dake said on page 170 it states all campuses shall have adequate security. He inquired if the district is considering a keyless campus. Dr. Moirao said we have looked at the system Gonzales High School has on their gym. A card system is used rather than a key. The advantages with the card system is the district would have control when the card would work and not work. Dr. Moirao said at one point there were so many keys issued we did not have control over them. He added we would start with the gym and then move to cards for classroom doors.

Paulette Bumbalough asked if this would include gates to the fields. Diane Miller said it would not work on those gates because they are exposed to weather and that becomes an issue. Ms. Bumbalough said she just thought the fields were a problem and thought this might control the authorized use of the fields.

2016-2017 Budget

Paul Dake said, on page 246, addressing total other financing sources there is a 33% reduction. He asked if the district has purchased the Common Core material. Dr. Moirao said they have been purchased in past years. Mr. Wolgamott added, we do not show the carry over in the adopted budget. Dr. Moirao said we are ahead of the game.

Board Policies – First Reading

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)

David Gaboni said in AR 3515.2 page 296 number 8 is a duplicate of number 7. Dr. Moirao reviewed the material and agreed the sentence was duplicated. He will delete number 8.

Paulette Bumbalough questioned AR 7111 the reference to September 30, 2016 on page 309, last paragraph.

Dr. Moirao said this is directly from the Ed Code. He said the paragraph directly above would be deleted.

David Gaboni questioned BP 3515.7, firearms on school grounds. Dr. Moirao said this is the current policy. We are not allowing firearms on school grounds. Mr. Gaboni said he felt option 1 is the best which states the superintendent shall not grant permission to any individual to carry a firearm or ammunition on school grounds.

ACTION ITEMS

Approval of King City High School Site Plan

Motion made by Paul Dake and seconded by Mike LeBarre to approve the KCHS School Site Plan.

The question was asked, on page 397, it indicated hiring an English Language Specialist. Dr. Moirao said we need to make sure students are on a path and we need to follow the students for the 3 years after they are reclassified.

All Board members said Aye. Dr. Moirao approved the KCHS Site Plan.

Paul Dake said on page 365, Form C, it indicates to check a box but there is no dollar amount. Mr. Wolgamott said we are not getting funds; we may only have a carry over.

David Gaboni asked what several acronyms were.

Approval of Portola-Butler Continuation High School Site Plan

Motion made by Mike LeBarre and seconded by Paul Dake to approve the Portola-Butler Continuation High School Site Plan.

Paul Dake questioned, on page 379 the EL Specialist, if that position has been hired. The response is it is posted, it is not filled.

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

Approval to Award Bid – KCHS Auditorium Reroofing Project

Dr. Moirao said the bids were opened this afternoon. This item was included on the agenda for the project to move forward if we received an acceptable bid.

Diane Miller said the bid from Scudder Roofing was the lowest bidder and it was accepted.

David Gaboni asked if this company was doing other work for the district. Ms. Miller responded yes.

Paul Dake said it appears the recommendation is to use the 80 MIL roofing rather than the 60 MIL. Ms. Miller said this was the recommendation from the architect because it is a higher quality.

Paulette Bumbalough asked if there was a minimum and maximum bid allotment. Ms. Miller said no, they were rebids from last month with a rebid packet had slightly less components.

Diane Miller said she has been very happy with the work Scutter Roofing had done in the past for the district. Our time frame to have the project completed is November 26, so we need to get moving.

Motion made by Paul Dake and seconded by David Gavoni to approve the award bid to Scudder Roofing.

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

Approval to Award Bid – Relocatable Classroom Reroofing Project

Motion made by Paul Dake and seconded by David Gaboni to approve the award bid for the relocatable classrooms reroofing project to Scudder Roofing.

Dr. Moirao said this project is for the portables at Greenfield High School.

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

Approval to Award Bid – GHS Relocatable Classroom Site Work and Utility Installation

Motion made by Mike LeBarre and seconded by David Gaboni to approve the award bid for GHS relocatable classroom site work and utility installation to district employees.

Diane Miller said the bids went out but no bids were received for the project. Ms. Miller said per Ed Code, if no bids are received through the formal or informal procedure, the project may be performed by the employees of the public agency. The district will negotiate a contract.

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

Approval of AB1200 KCJUHSOTA Negotiated Contract

Motion made by Paul Dake and seconded by Mike LeBarre to approve the AB1200 KCJUHSOTA negotiated contract.

Dr. Moirao reminded the Board this was discussed in closed session the prior month. It is well within our budget, it is appropriate. It is an increase of 2% this year with 2 additional work days.

Mike LeBarre pointed out how important it is to have 3 year agreements. He felt it strengthens our relationship with the bargaining units

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

Approval of AB1200 CSEA Local #529 Negotiated Contract

Motion made by David Gaboni and seconded by Paul Dake to approve the AB1200 CSEA Local #529 negotiated contract.

Dr. Moirao said this is similar to the certificated contract. Right now CSEA is discussing how they want their work days.

Paul Dake inquired on page 421, #12 the explanation if this as a typo. Dr. Moirao said it would be corrected, this was intended for the certificated contract.

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

Approval of Negotiated Contract Settlement with the KCJUHSOTA

Motion made by Mike LeBarre and seconded by Paul Dake to approve the negotiated contract settlement with the KCJUHSOTA.

There was not any discussion.

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

Approval of Negotiated Contract Settlement with CSEA Local #529

Motion made by David Gaboni and seconded by Mike LeBarre to approve the negotiated contract settlement with CSEA Local #529.

There was not any discussion.

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

Approval of Consultant Contract with Generation Ready

Motion made by Mike LeBarre and seconded by David Gaboni to approve the consultant contract with Generation Ready.

Dr. Moirao said we are starting an equity institute because of the achievement gap in our district. This should continue several years to make sure all students have the same opportunities to achieve. Staff attending the training will include Principals, Vice-Principals, District Administrative Staff, Instructional Coaches, and Parent Liaison Coordinators. We are looking at a multi-year contract with this consultant. More staff may be added to the training as time progress.

All Board members said Aye. Dr. Moirao approved the recommendations.

Approval of Contracts with VOX Network Solutions, Inc. for a District-wide IP Phone System Replacement

Motion made by Paul Dake and seconded by David Gaboni to approve the contract with VOX network Solutions, Inc. for a district-wide IP phone system.

Dr. Moirao said our current system is 20 years old and had not been adequate for a long time.

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

Approval to Surplus Textbooks from Portola-Butler Continuation High School

Motion made by Mike LeBarre and seconded by Paul Dake to approve the surplus textbooks from Portola-Butler Continuation High School.

Dr. Moirao said Dr. James has been cleaning house and discovered the outdated textbooks.

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

Board Policies – Second 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 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)

Motion made by Mike LeBarre and seconded by David Gaboni to approve the board policies second reading.

Dr. Moirao said BP 5146 was pulled, he is looking further into the policy. It will be brought back next month as a first reading after it has been fixed.

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

Swearing in of Appointed Board Member

Dr. Moirao administered the oath of office to Leslie Girard.

Paulette Bumbalough told Mike LeBarre it was a pleasure working with him, he did his research, she learned from him. Ms. Bumbalough presented Mr. LeBarre with a certificate for his leadership and dedication as a member of the Board of Education and small gift.

Dr. Moirao said he has worked for several districts. He has been blessed working with this Board of Education and felt this was one of the finest Boards he has worked with.

Mr. LeBarre was a dedicated Board member and did his investigating and research before board meetings. Dr. Moirao said it was a pleasure working with Mr. LeBarre and appreciated his support.

Mike LeBarre said he has learned a lot and appreciated working with the Board members. Everyone worked as a team, no one had a personal agenda. As a member of the King City Council he will support the district anyway he can. He appreciated being given the opportunity to serve on the Board of Education.

Promoting District

Ms. Bumbalough explained to the audience what promoting the district was about.

Ms. Bumbalough said she would recommend getting a picture tonight of the parents who made the presentation.

Paul Dake recommended promoting both bargaining units having a 3-year contract. This demonstrates the relationship and respect between the district and employees.

Paulette Bumbalough said it is a huge achievement to have the contracts in place. She appreciates the staff and administration working together so well.

Leslie Girard said she especially liked the presentation from the DLAC committee.

Paul Dake thanked Mike LeBarre for his tenure as a member of the Board and wished him luck.

Future Agenda Items/Meeting Dates

June 9, 2016 – Regular Board Meeting – 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

Dr. Moirao said there may be a short meeting in July based on when the budget is signed by the Governor. The superintendents' contract will also need to be ratified.

Signing of Papers

Dr. Moirao signed appropriate papers.

Adjournment

Paulette Bumbalough adjourned the meeting at 8:01 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 (May 2016) **MEETING:** June 9, 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 May 2016.

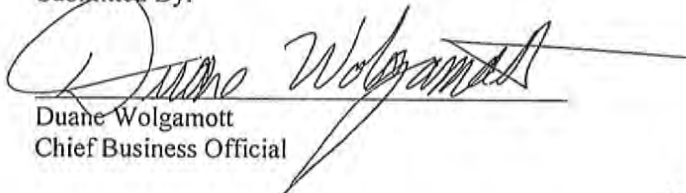
Recommendation:

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 05/01/2016 through 05/31/2016

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
12232424	05/05/2016	Monica Serrato	01-5200	payroll meeting		48.17
12232425	05/05/2016	Cristina Jimenez	01-5200	Aeries EOY training in Fresno		181.50
12232426	05/05/2016	Shirley J. Laws	01-4300	Admin Prof. Day supplies for staff		54.93
12232427	05/05/2016	Veronica Lopez	01-5200	Aeries workshop in fresno		171.83
12232428	05/05/2016	Daniel R. Moirao	01-5200	Rotary Lunches, meetings, airfare, meals, taxi		1,692.77
12232429	05/05/2016	A T & T CALNET 2	01-5910	CALNET		13.67
12232430	05/05/2016	Ashley Glassick	01-5200	Reimbursements for A. Glassick NCTM 2016		1,188.63
12232431	05/05/2016	AUS-WEST Lockbox	01-4300	Staff Uniforms	30.66	
12232432	05/05/2016	California Western Visuals	01-5800	Shop Towels and Mechanic's Coveralls	30.56	61.22
12232433	05/05/2016	CARMEL MARINA CORPORATION	01-4400	SpEd Smart Boards		6,019.06
12232434	05/05/2016	DELL MARKETING LP	01-5550	KCHS Water & Garbage		1,849.43
12232435	05/05/2016	Foster Farms Dairy	01-4400	Laptop		24,459.69
12232436	05/05/2016	KING CITY INDUSTRIAL SUPPLY	13-4700	Dairy / Cafeteria		236.79
12232437	05/05/2016	KING CITY TRUE VALUE HARDWARE	01-4300	Supplies for Operations		23.24
12232438	05/05/2016	Marisol Cisneros	01-4300	Maintenance Supplies		25.10
12232438	05/05/2016	Marisol Cisneros	01-5200	Reimbursements for NCTM 2016 M. Cisneros		328.87
12232439	05/05/2016	MATRANGA WHOLESALE FLORISTS	01-4300	ROP Supplies		1,572.10
12232440	05/05/2016	Mission Trail Athletic/MTAL	01-5300	League dues.Miileage. Please specify GHS on check.	405.57	
12232441	05/05/2016	Novacoast Inc	01-5800	PSI Officials Mileage Bill	328.44	734.01
12232442	05/05/2016	O'Reilly Automotive Stores, Inc	01-5850	License Renewal		6,613.52
12232443	05/05/2016	OFFICE DEPOT BUSINESS SERVICES	01-4300	Parts for Fleet		124.42
12232443	05/05/2016	OFFICE DEPOT BUSINESS SERVICES	01-4300	Open PO for Office Supplies	9.49	
12232444	05/05/2016	PACIFIC GAS AND ELECTRIC CO		open PO supplies	70.40	79.89
12232444	05/05/2016	PACIFIC GAS AND ELECTRIC CO	01-5510	PGE	53.78	
12232445	05/05/2016	Professional Tutors of America	01-5520	PGE	34.76	88.54
12232445	05/05/2016	Professional Tutors of America	01-5800	Supplemental Educational Services 2015-16		68.00
12232446	05/05/2016	SAFEWAY INC	01-4300	supplies--C. Gillespie KCHS classroom		20.35
12232447	05/05/2016	Scofield Graphics	01-4300	Signs		311.40
12232448	05/05/2016	Shred-It San Francisco	01-5800	Shredding Fees		119.18
12232449	05/05/2016	Sysco San Francisco	13-4300	Food Service	436.93	
12232450	05/05/2016	TORO PETROLEUM CORP	13-4700	Food Service	5,040.47	5,477.40
12232450	05/05/2016	TORO PETROLEUM CORP	01-4310	Diesel, Unleaded, & Vehicle Oils		2,088.96
12232451	05/05/2016	WILCO SUPPLY	01-4300	Replacement Door Hardware and Keys		2,007.50

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

Checks Dated 05/01/2016 through 05/31/2016

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
12233427	05/10/2016	Jennifer L. Beach				
12233428	05/10/2016	Megan L. Munoz	01-5200	HS Math Performance Tasks Bundles		96.00
12233429	05/10/2016	Marisol Cisneros	01-5200	Constructing Meaning Symposium		202.35
12233430	05/10/2016	Ericka A. Radcliff	01-5200	LaCosta canyon HS Visit		42.46
			01-5200	El Acheive Symposium Parking Fees	31.00	
				LaCosta Canyon HS MVP Observation	422.72	
				NCTM Annual Conference Parking Tax	24.78	478.50
12233431	05/10/2016	Angel Torrez Lopez	01-5800	First Aid Certificate/Training		60.00
12233432	05/10/2016	Diana M. Jimenez	01-5200	San Dieguit HS Visit		512.27
12233433	05/10/2016	4imprint	01-4300	Supplies		448.71
12233434	05/10/2016	A & G PUMPING, INC	01-5630	Port-o-let Rental	407.14	
				Portable Restroom Rental	71.76	478.90
12233435	05/10/2016	ACCREDITING COMMISSION	01-4300	ACS WASC Flag and Banner (GHS)		175.00
12233436	05/10/2016	AMERICAN SUPPLY COMPANY	01-4300	Custodial Supplies		414.82
12233437	05/10/2016	AUS-WEST Lockbox	01-4300	Staff Uniforms	116.20	
			01-5800	Shop Towels and Mechanic's Coveralls	30.56	
			13-5800	Services	110.67	257.43
12233438	05/10/2016	Beyond Speech Therapy	01-5800	Speech Therapy		390.00
12233439	05/10/2016	CA Department of Justice	01-5860	Fingerprinting		96.00
12233440	05/10/2016	CA Fire Protection Inc	01-5620	Post Indicating Valve Repairs at GHS		725.00
12233441	05/10/2016	CA Water Service Company	01-5530	Water Fees		29.75
12233442	05/10/2016	CARMEL MARINA CORPORATION	01-5550	KCHS Water & Garbage		802.99
12233443	05/10/2016	CENTRAL COAST SYSTMS INC	01-5800	Quarterly Fire Alarm Monitoring		114.00
12233444	05/10/2016	Coalition for Adequate School Housing	01-5300	Annual Membership Dues		586.00
12233445	05/10/2016	CSBA	01-5300	CSBA		6,943.00
12233446	05/10/2016	Foster Farms Dairy	13-4700	Dairy / Cafeteria		697.91
12233447	05/10/2016	GRAINGER INC,W W	01-4300	Maintenance Supplies		192.55
12233448	05/10/2016	GREENFIELD TRUE VALUE	01-4300	Maintenance Supplies	73.33	
				Supplies	163.04	236.37
12233449	05/10/2016	HOME DEPOT CREDIT SERVICES Dept. 32-2501271344	01-4300	ROP Supplies		1,221.34
12233450	05/10/2016	James Schierer	01-5200	Reimbursements for J. Schierer NCTM 2016		1,884.92
12233451	05/10/2016	JB Tire	01-4311	Tires and Caps		361.38
12233452	05/10/2016	Jessica Souza	01-5200	CATA Conference		650.00
12233453	05/10/2016	KING CITY INDUSTRIAL SUPPLY	01-4300	Supplies for Operations		4.33
12233454	05/10/2016	KING CITY TRUE VALUE HARDWARE	01-4300	Maintenance Supplies		103.56
12233455	05/10/2016	MCOE	01-5200	ELA/ELD trainer of Trainers E. Radcliff	50.00	
				R. Chen Reg, for Reading/Writing support	200.00	250.00

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

ESCAPE **ONLINE**

Checks Dated 05/01/2016 through 05/31/2016

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
12233456	05/10/2016	OFFICE DEPOT BUSINESS SERVICES	01-4300	Blanket Open PO for Office Depot	165.13	
				DO office supplies	10.21	
				Office Supplies	210.74	
				Open PO	7.99	
				Open PO for Office Supplies	189.92	
				OPEN PO FOR SUPPLIES	259.46	
				ROP Supplies KCHS	283.18	
12233457	05/10/2016	Pacific AP Institute	01-5200	N. Barron to attend AP Calculus Prep		1,126.63
12233458	05/10/2016	PACIFIC GAS AND ELECTRIC CO	01-5510	PGE	1,185.04	800.00
			01-5520	PGE	12,052.79	
12233459	05/10/2016	PAQ Inc. DBA Food 4 Less/Rncho S Miguel	01-4300	supplies sped--T. Torres GHS		13,237.83
12233460	05/10/2016	Pinnacle Educators	01-5800	Contracted Services w/ Pinnacle Educators		55.63
12233461	05/10/2016	SAFEWAY INC	01-4300	Supplies for Aeries/Tech Meetings		22,995.00
12233462	05/10/2016	SOUTH COUNTY NEWSPAPERS INC	01-5800	Bid Advertising	930.00	15.48
				Newspaper Advertisement	930.00	
12233463	05/10/2016	Sysco San Francisco	13-4700	Food Service		1,860.00
12233464	05/10/2016	TORO PETROLEUM CORP	01-4310	Fuel PO Ag program		2,977.78
12233465	05/10/2016	UNITED PARCEL SERVICE	01-5930	UPS Services		201.64
12233466	05/10/2016	Uretsky Security	01-5800	Security Contract		49.52
12233467	05/10/2016	US BANCORP EQUIPMENT FINANCE	01-5630	Copier Lease		9,345.00
12233468	05/10/2016	WARD'S NATURAL SCIENCE	01-4300	ROP Supplies		3,283.98
12233469	05/10/2016	Bobbie Joe Garcia	01-8699	Scheid writing contest winner 13/14 & 15/16		1,374.82
				Scheid Writing Contest Winenr 13/14 & 15/16		500.00
12233470	05/10/2016	Bobbie Joe Garcia	01-8699	Scheid Writing Contest Winenr 13/14 & 15/16		450.00
12233471	05/10/2016	Kathryn L. Beilby	01-9514	Premium Payment Refund		109.97
12235925	05/19/2016	ACSA EdCal Job Board	01-5300	ACSA membership - Superintendent		2,303.00
12235926	05/19/2016	CA Ag Teachers' Assoc	01-5200	Reg. for K. Councilman to attend 2016 CATA Conf		186.00
12235927	05/19/2016	CA State Board of Equalization	01-5800	Exempt Bus Operator Diesel Fuel		66.22
12235928	05/19/2016	CA State University Sacramento	01-5200	AP Summer Institute Reg. Anita Leonard		750.00
12235929	05/19/2016	CAL Poly Pomona Foundation Att: PLTW	01-5200	PLTW Training Reg. and Hotel Reg. for R. Guzman		4,255.00
12235930	05/19/2016	CDW-G	01-4300	glass screen protector for surface pro		94.23
12235931	05/19/2016	CITY OF GREENFIELD	01-5530	Water, Garbage, Sewer	187.77	
			01-5540	Water, Garbage, Sewer	1,042.84	
			01-5550	Water, Garbage, Sewer	2,727.50	
12235932	05/19/2016	CSU, Chico Research Foundation	01-5200	PLTW Training Reg. for Barge and Carter		3,958.11
						5,000.00

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

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Checks Dated 05/01/2016 through 05/31/2016

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
12235933	05/19/2016	EDD-CA Employment Dvlpmnt Dept	01-3401	GHS Liabilities	1,071.72	
				KCHS Liabilities	1,071.72	2,143.44
12235934	05/19/2016	Follett School Solutions, Inc	01-5850	Library Software		1,400.00
12235935	05/19/2016	Foster Farms Dairy	13-4700	Dairy / Cafeteria		385.24
12235936	05/19/2016	Holiday Inn Express Airport	01-5200	Hotel Stay M. Carter Teach Like an MVP		472.48
12235937	05/19/2016	Holiday Inn Express Fremont	01-5200	S. James to attend IEP Transition meeting		196.90
12235938	05/19/2016	Jar Systems LLC	01-4400	AG Cart for Laptops (GHS)		3,261.76
12235939	05/19/2016	Johnson Electronics	01-5620	Johnson Electronics Fire Alarm Replacement		87,753.92
12235940	05/19/2016	La Plaza Bakery	01-4300	ROP Exec Board Dinner Supplies		337.50
12235941	05/19/2016	LinkCrew Boomerang Project	01-5200	Link Crew training Reg for Jaime Cortes-Ortiz		2,795.00
12235942	05/19/2016	OFFICE DEPOT BUSINESS SERVICES	01-4300	Blanket Open PO for Office Depot	873.80	
				Open PO	170.24	1,044.04
12235943	05/19/2016	Prabhu Corporation	01-5200	Hotel Stay D. Glassick AP Sem. Silicon Val. -W. His		579.48
12235944	05/19/2016	PURE WATER	01-5800	Drinking Water		274.25
12235945	05/19/2016	SAFEWAY INC	01-4300	Blanket Open PO For Safeway-ADCO Meeting		68.62
12235946	05/19/2016	Sysco San Francisco	13-4300	Food Service	161.56	
			13-4700	Food Service	3,717.16	3,878.72
12235947	05/19/2016	University of San Diego	01-5200	Registration-Teach Like an MVP		395.00
12235948	05/19/2016	Uretsky Security	01-5800	Security Contract		6,552.00
12237393	05/24/2016	VOX Network Solutions	01-6500	New IP Phone System		95,538.71
12238645	05/31/2016	Monica Serrato	01-5200	Monthly Payroll Meeting @ MCOE		48.28
12238646	05/31/2016	Daniel R. Moirao	01-4200	Supplies and Meeting/Travel Reimbursements	332.60	
			01-5200	Supplies and Meeting/Travel Reimbursements	164.37	496.97
12238647	05/31/2016	Elizabeth Rodriguez	01-5200	Mileage for Finance, Yr End Closing, & Benefits Training		119.99
12238648	05/31/2016	California's Valued Trust	01-9513	Benefits coverage June 16		79,015.34
12238649	05/31/2016	DELL MARKETING LP	01-4400	AG Laptops GHS		23,638.41
12238650	05/31/2016	Delaney Walker	01-5800	Gordon Copley Memorial Scholarship		500.00
12238651	05/31/2016	Delaney Walker	01-5800	Gordon Copley Memorial Scholarship		500.00
Total Number of Checks					105	460,507.60

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

ESCAPE ONLINE

Checks Dated 05/01/2016 through 05/31/2016

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	99	446,743.09
13	Cafeteria Fund	7	13,764.51
Total Number of Checks		105	460,507.60
Less Unpaid Sales Tax Liability			.00
Net (Check Amount)			460,507.60

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

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

SUBJECT: Approval of Purchase Orders – May 2016

MEETING: June 9, 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 May 2016.

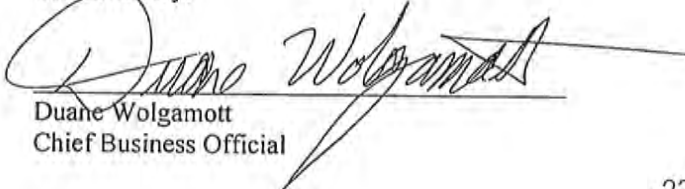
Recommendation:

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 05/01/2016 - 05/31/2016

PO Number	Vendor Name	Requisition Information	Ordr Loc	Req Fund	Resource Description	Req Fund Order Amt
B16-00345	WestAir Gases & Equ	Welders Supplies KCHS	021	01	Agricultural Vo	5,000.00
B16-00346	OFFICE DEPOT BUSINE	Athletic Packets	029	01	State Lottery	893.82
B16-00347	Uretsky Security	Security Contract	011	01	Supplemental	36,902.00
B16-00348	Carlton's Fire Extin	PIV Repairs	009	01	Ongoing & Major	6,000.00
B16-00349	KLEINFELDER INC	GHS Classroom site testing lab	029	01	Ongoing & Major	3,227.80
B16-00350	Johnson Electronics	GHS fire alarm monitoring services	023	01	UNRESTRICTED R	200.00
B16-00351	SOUTH COUNTY NEWSP	Bid Advertising	009	01	Emergency Repai	3,500.00
B16-00352	O'Reilly Automotive	Supplies for fleet	009	01	UNRESTRICTED R	500.00
B16-00353	GRAINGER INC,W W	Maintenance Supplies	009	01	Ongoing & Major	2,000.00
B16-00354	OFFICE DEPOT BUSINE	OPEN PO FOR SUPPLIES	029	01	UNRESTRICTED R	3,500.00
B16-00355	Southern Computer W	OPEN PO FOR SUPPLIES	029	01	UNRESTRICTED R	3,500.00
B16-00356	GRAINGER INC,W W	OPEN PO FOR SUPPLIES	029	01	UNRESTRICTED R	1,500.00
B17-00003	Johnson Electronics	GHS fire alarm monitoring services	023	01	UNRESTRICTED R	1,000.00
PO16-00687	Coalition for Adequ	Annual Membership Dues	009	01	UNRESTRICTED R	586.00
PO16-00688	DELL MARKETING LP	AG Laptops GHS	023	01	Vocational Prog	23,638.41
PO16-00689	Jar Systems LLC	AG Cart for Laptops (GHS)	023	01	Agricultural Vo	3,261.76
PO16-00690	Jessica Souza	CATA Conference	011	01	Vocational Prog	650.00
PO16-00691	Norma A. Barron	N. Barron Reim Pacific AP Institute @ CSUMB	011	01	Educator Effect	398.52
PO16-00692	Pacific AP Institut	N. Barron to attend AP Calculus Prep	011	01	Educator Effect	800.00
PO16-00693	The Instrumentalist	Music Supplies	021	01	Other Local	366.19
PO16-00694	CDW-G	Printer for Library (KCHS)	021	01	State Lottery	759.64
PO16-00695	La Plaza Bakery	ROP Exec Board Dinner Supplies	021	01	ROC/P	337.50
PO16-00696	KING CITY TRUE VALU	Blanket Open PO	021	01	Agricultural Vo	750.00
PO16-00697	DELL MARKETING LP	Server infrastructure	029	01	State Lottery	39,358.05
PO16-00698	CA Fire Protection	Post Indicating Valve Repairs at GHS	009	01	Ongoing & Major	725.00
PO16-00699	ACCREDITING COMMISS	ACS WASC Flag and Banner (GHS)	023	01	State Lottery	175.00
PO16-00700	Baudville, Inc.	Pins for Volunteer Lunch-In	029	01	UNRESTRICTED R	105.43
PO16-00701	Longstreth Sportling	Field Hockey Gear	023	01	UNRESTRICTED R	3,586.48
PO16-00703	CA Ag Teachers' Ass	Reg. for K. Councilman to attend 2016 CATA Conf	011	01	Vocational Prog	186.00
PO16-00704	La Cuesta Inn	Hotel stay for K. Councilman, CATA SLO	011	01	Vocational Prog	966.15
PO16-00705	La Cuesta Inn	Hotel stay for D. Benson, CATA SLO	011	01	Vocational Prog	775.18
PO16-00706	La Cuesta Inn	Hotel stay for Daniel & Desiree V, CATA SLO	011	01	Vocational Prog	966.15
PO16-00707	Freestyle Event Ser	Sound System for 2016 Graduation Ceremony	021	01	State Lottery	2,000.00
PO16-00709	Newsela, Inc	Newsela training	029	01	Educator Effect	2,750.00
PO16-00710	EL Achieve	CM Units for CM Training	021	01	Economic Impact	4,739.18
PO16-00711	SHI International C	Microsoft Licensing	029	01	UNRESTRICTED R	6,754.50
PO16-00712	DELL MARKETING LP	PLTW Teacher Laptops	029	01	UNRESTRICTED R	4,358.30
PO16-00713	DecoTech Systems, I	Wireless Access Points	029	01	UNRESTRICTED R	2,249.10

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

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Description

Includes Purchase Orders dated 05/01/2016 - 05/31/2016

PO Number	Vendor Name	Requisition Information	Ord Loc	Req Fund	Resource Description	Req Fund Order Amt
PO16-00714	Holiday Inn Express	S. James to attend IEP Transition meeting	011	01	Special Educati	196.90
PO16-00715	Jaime Cortez-Ortiz	Reimbursements J. Cortes-Ortiz for LC Basic Train	011	01	Supplemental	420.88
PO16-00716	LinkCrew Boomerang	Link Crew training Reg for Jaime Cortes-Ortiz	011	01	Supplemental	2,795.00
PO16-00718	Print Manager	Software	029	01	UNRESTRICTED R	750.00
PO16-00719	CDW-G	Network Upgrades- Switches	029	01	UNRESTRICTED R	3,508.31
PO16-00720	DELL MARKETING LP	Vmware Software	029	01	UNRESTRICTED R	40,295.97
PO16-00721	JB Jordan & Associa	Summer Carpeting - Piggyback bid	029	01	Ongoing & Major	125,420.52
PO16-00722	Generation Ready In	Generation Ready	029	01	NCLB Title II,	10,000.00
PO16-00723	VOX Network Solutio	New IP Phone System	029	01	UNRESTRICTED R	186,601.24
PO16-00724	Virco Inc.	Furniture	009	01	UNRESTRICTED R	26,573.23
PO16-00725	CDW-G	Network Upgrades- Switches	029	01	UNRESTRICTED R	3,508.31
PO16-00726	DELL MARKETING LP	PLTW Laptops	029	01	Supplemental	137,749.11
PO16-00727	Southern Computer W	Engineering Tablets	029	01	Supplemental	31,432.72
PO16-00728	AMERICAN SUPPLY COM	Maintenance Equipment	009	01	Ongoing & Major	159.77
PO16-00729	Fastenal Company	Maintenance Equipment	009	01	Ongoing & Major	650.06
PO16-00730	GRAINGER INC,W W	Maintenance Equipment	009	01	Ongoing & Major	736.66
PO16-00731	Bizchair.com, dba	Maintenance Equipment	009	01	Ongoing & Major	1,057.24
PO16-00732	HOME DEPOT/GECF	Maintenance Equipment	009	01	Ongoing & Major	874.19
PO16-00733	DELL MARKETING LP	Memory	029	01	UNRESTRICTED R	4,517.75
PO17-00023	Newsela, Inc	Newsela PRO	029	01	State Lottery	11,000.00
PO17-00024	University of San D	Registration-Teach Like an MVP	011	01	Educator Effect	395.00
PO17-00025	Holiday Inn Express	Hotel Stay M. Carter Teach Like an MVP	011	01	Educator Effect	472.48
PO17-00026	Michael Carter	Reimb for M. Carter to Attend Teach Like an MVP	011	01	Educator Effect	485.56
PO17-00027	Anita Leonard	A. Leonard reimb AP Summer Institute Sacramento	011	01	Educator Effect	388.90
PO17-00028	CA State University	AP Summer Institute Reg. Anita Leonard	011	01	Educator Effect	750.00
PO17-00029	ORGANIZED SPORTSWEA	Students P.E. Clothes	023	01	UNRESTRICTED R	4,959.54
PO17-00030	Snap-on Industrial,	Tools for Ag Mech & Engines Class.	023	01	State Lottery	5,407.19
PO17-00031	CSBA	CSBA	029	01	UNRESTRICTED R	6,943.00
PO17-00032	Prabhu Corporation	Hotel Stay D. Glassick AP Sem. Silicon Val.-W. His	011	01	Educator Effect	579.48
PO17-00033	Edlio, Inc	Websites	029	01	UNRESTRICTED R	5,400.00
PO17-00035	ACSA EdCal Job Boar	ACSA membership - Superintendent	029	01	UNRESTRICTED R	2,303.00
PO17-00036	Follett School Solu	Library Software	011	01	State Lottery	1,400.00
PO17-00037	Heartland Payment S	16-17 Nutrikids	029	13	Child Nutrition	1,207.00
PO17-00038	Generation Ready In	Generation Ready	029	01	NCLB Title II,	22,500.00
PO17-00040	Creekside Inn, dba	Hotel Stay for M. Cisneros for HP AP Calc Training	029	01	Educator Effect	645.16

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 05/01/2016 - 05/31/2016

PO Number	Vendor Name	Requisition Information	Ordr Loc	Req Fund	Resource Description	Req Fund Order Amt
PO17-00041	Marisol Cisneros	HP Prime AP-CALC Reimbursements for M. Cisneros	029	01	Educator Effect	363.84
PO17-00042	Houghton Mifflin Ha	Scholastic Software	029	01	UNRESTRICTED R	5,900.00
					Total	817,314.17

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

ESCAPE ONLINE

Page 3 of 3

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

SUBJECT: Approval of Amended and Restated Joint Exercise of Powers Agreement for the Mission Trails Regional Occupational Program **MEETING:** June 9, 2016

AGENDA SECTION:

- ACTION
- INFORMATION
- ACTION/CONSENT

Board Goals:

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

Summary:

The District is a member of the Mission Trails Regional Occupational Program (ROP). This agreement is our renewal.

Recommendation:

The recommendation is being made for the State Administrator to approve the Amended and Restated Joint Exercise of Powers Agreement for the Mission Trails Regional Occupational Program


Fiscal Impact:

None

Submitted By:


Duane Wolgamott
Chief Business Official

Approved:


Daniel R. Moirao, Ed.D.
State Administrator

**AMENDED AND RESTATED
JOINT EXERCISE OF POWERS AGREEMENT
FOR THE MISSION TRAILS REGIONAL OCCUPATIONAL PROGRAM**

This is an amended and restated joint exercise of powers agreement ("Agreement") by and between the CARMEL UNIFIED SCHOOL DISTRICT, GONZALES UNIFIED SCHOOL DISTRICT, MONTEREY PENINSULA UNIFIED SCHOOL DISTRICT, NORTH MONTEREY COUNTY UNIFIED SCHOOL DISTRICT, SOLEDAD UNIFIED SCHOOL DISTRICT, SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT (each, a "party" or "participating districts") and SALINAS UNION HIGH SCHOOL DISTRICT ("party" or "lead LEA") and collectively, the "parties" or "participating districts"). The effective date of this Agreement is July 1, 2015 - June 30, 2017.

RECITALS

WHEREAS, the Parties previously entered in a Joint Exercise of Powers Agreement by which they created and established the Mission Trails Regional Occupational Program to develop, administer, and operate a regional occupational program ("ROP") throughout Monterey County; and

WHEREAS, the Parties now find it desirable to amend and restate that agreement to provide further clarity and conformity with administration of this Agreement.

NOW, THEREFORE, the Parties agree as follows:

TERMS AND CONDITIONS

1. ESTABLISHMENT. The parties to this Agreement have determined and declared that it is in the best public interest that these parties cooperate in the establishment of a Regional Occupational Program pursuant to Section 52300 through 52331 of the Education Code.

Section 52301 provides: "The county superintendent of schools of each county, with the consent of the State Board of Education, may establish and maintain, or with one or more counties may establish and maintain, at least one regional occupational center, or regional occupational program, in the county to provide education and training in vocational courses. The governing boards of any school district maintaining high schools in the county may, with the consent of the State Board of Education and of the county superintendent of schools, cooperate in the establishment and maintenance of a regional occupational center, or regional occupational program, except that if such a school district also maintains five hundred (500) or more schools its governing board may establish and maintain one or more regional occupational center, or regional occupational program, without such restrictions. A regional occupational center or regional occupational program may be established by two or more school districts maintaining high schools through the use of the staff and facilities of a community college or community colleges serving the same geographic area as the school districts maintaining the high schools, with the consent of the State Board of Education and the county superintendent of schools. The establishment and maintenance of a regional occupational center, or occupational program, by two or more school districts may be undertaken pursuant to Article 1 (commencing with Section 6500 of Chapter 5 of Division 7 of Title 1 of the Government Code). If a school district or school districts establish and maintain

such a regional occupational center, or regional occupational program, pursuant to this chapter, the county superintendent of schools may, with the consent of the State Board of Education, establish and maintain a separate regional occupational center or centers, or regional occupational program or programs."

It is the purpose of the parties to this Agreement to provide education in occupational areas and to enable a broader curriculum in said area while avoiding unnecessary duplication of courses and expensive training equipment.

2. TERM: The term of this Agreement shall be on a fiscal year basis to be automatically renewed from year to year subject to the provisions herein contained. The JPA agreement shall be brought to the Executive Board meeting for review each year in March.
3. LOCATION: Each participating district will choose the site or sites for all regional occupational programs it will conduct.
4. CAPITAL INVESTMENT: It is hereby mutually agreed that each participating district has or will make initial capital investments as necessary and desirable for all regional occupational programs that they plan to operate.
5. ADMINISTRATION:

- a. It is agreed that there shall be an administrative body to be known as the ROP Board ("Board"), which will be the policy-making body and governing board of the JPA. The Board shall consist of two representatives from each of the participating districts, one of whom shall be a governing board member selected by and serving on the governing board of such district, and one of whom shall be an officer or employee of the participating district appointed by the superintendent of that participating district. The Board shall select its own officers, except that the superintendent of the Salinas Union High School District or designee shall serve as Chairperson of the Board. All of the powers of the JPA, except as may be expressly delegated to others pursuant to the provisions of applicable law, this Agreement or by direction of the Board, shall be exercised by and through the Board. Members of the Board shall not receive compensation for serving on the Board.

The Board may adopt bylaws for the conduct of meetings, the selection of a chair and vice chair, and any other matters necessary to perform its duties pursuant to this Agreement. The Board shall establish the time, place, and date of its regular meetings. A majority of the Board shall constitute a quorum for the transaction of business, except that less than a quorum may adjourn meetings from time to time.

The Board shall appoint a chief executive officer of the JPA, to be known as the Director. Said Director shall be accountable to the Board for the operation of the programs that are a part of the regional occupational program. Serving at the will of the Board and subject to its policies, rules, regulations and instructions, the Director shall have the powers described in this Agreement and those delegated and assigned by the Board, including without limitation:

(i) To enforce all orders, rules and regulations adopted by the Board relating to the regulation, operation or control of educational programs, funds, facilities, and properties of the JPA.

(ii) To act as the Secretary of the Board. The Board may, at any time, appoint someone other than the Director as the Secretary of the Board in accordance with applicable law.

- b. Unless the Board directs otherwise, the JPA will be housed at offices made available for that purpose by the Salinas Union High School District. It is agreed that the Salinas Union High School District, as the fiscal agent of the Career Technical Education Incentive Grant, will receive an indirect fee not to exceed 5% to cover all administrative costs required to manage the grant. Payment of the JPA's budgeted administrative costs is authorized to be made by transfers of funds to be processed through the Monterey County Office of Education.
- c. The JPA shall have an administrative council that shall carry out the daily operations of the ROP programs. Such council shall consist of the participating district superintendent or his or her representative and the ROP Coordinator of each of the participating districts. The Director shall meet with the council members individually and as a group to carry out the daily operations of the ROP.
- d. Meetings. The Board shall hold at least six (6) regular meetings each year. The dates times and locations of regular meetings shall be set annually by resolution of the Board. The Board may also hold special meetings. All meetings of the Board shall be called, held and conducted in accordance with the terms and provisions of Title 5, Division 2, Part 1, Chapter 9 (Sections 54950 et seq.), of the California Government Code, or as said chapter may be modified by subsequent legislation

Except as otherwise provided or permitted by law, all meetings of the Board shall be open and public. The Board shall keep minutes of its meetings and transmit to the Board minutes of the meetings.

The director shall convene meetings of participating districts business officials prior to each regular Board meeting. The superintendent of each participating district shall designate the business official to represent the participating district. The purpose of the business officials meeting will be to review and set business-related agenda items for the next regular Board meeting. Such agenda items would include allocation reports, proposed contracts and agreements and any other fiscally relevant items. Meetings of the business officials shall be open and public unless otherwise provided. The director will provide a report of the each business officials meeting to the Board at its next regular meeting.

The director shall convene at least six (6) meetings of the administrative council (as described in section 5c). The purpose of the administrative council, whose members will be known as District Coordinators, will be to provide for the daily operations of the ROP.

- e. Treasurer. There shall be a Treasurer of the JPA. Initially, the Treasurer of the JPA shall be the Monterey County Office of Education Treasurer. The Board may, at any time, appoint someone other than the Monterey County Treasurer as the Treasurer of the JPA in accordance with applicable law.
 - f. Controller. There shall be a Controller of the JPA. Initially, the Controller of the JPA shall be the Manager of Fiscal Services of the Salinas Union High School District. The JPA may, at any time, appoint someone other than the Manager of Fiscal Services of the Salinas Union High School District as the Controller of the JPA in accordance with applicable law. The Controller shall draw warrants to pay demands against the JPA when such demands have been approved by the Board or by any other person authorized to so approve such by this Agreement or by resolution of the Board. The Controller shall perform such duties as are set forth in this Agreement and such other duties as are specified by the Board. There shall be strict accountability of all funds and reporting of all receipts and disbursements. The Controller shall establish and maintain such procedures, funds and accounts as may be required by sound accounting practices. The books and records of the JPA in the hands of the Controller shall be open to inspection at all reasonable times by representatives of the parties to this Agreement.
 - g. Unless the Board directs otherwise, the JPA's annual fiscal year shall be from July 1 through the following June 30.
6. **ADMISSION AND RETENTION:** Any pupil eligible to attend a high school of any district party hereto is eligible to attend the regional occupational programs, subject to the following:
- a. General admission requirements as established by the administrative body in concurrence with the participating districts.
 - b. Preference for entrance into regional occupational program classes will be given to students from the operating districts.
 - c. Entrance into regional occupational programs for students from other than the operating district shall be on a space available basis.

Retention of pupils in the regional occupational program shall be governed by the policies established by the administrative body with the concurrence of the participating districts.

Mission Trails Regional Occupational Programs, the parties hereto or contracting agents, will not discriminate on the basis of race, color, national origin, sex, handicap or age, in employment, enrollment or attendance, in any of its educational programs and activities. Provisions will be made to accommodate students of limited English proficiency or physical handicap in all vocational programs.

7. **CONTRACTING WITH OUTSIDE AGENCIES:** It is hereby agreed and stipulated by each of the participating parties hereto that any of the participating districts may contract with a community college, non-profit organization or private agency for facilities and/or instruction if the needs of the students would best be served in this manner, and if it is in the best interest of the ROP. Contracts affecting more than a single district shall be approved by the Board before being approved by a participating district.
8. **PRORATION OF COST:**
 - a. Participating districts shall establish and submit a budget for each program that is a part of the regional occupational program. This budget will be submitted to the Director by June 1. The format for the budget will be uniform for all districts.
 - b. The district of attendance shall collect and report any required data for the purpose of meeting local, state and federal funding requirements.
9. **AUDIT:**
 - a. JPA Audit - The JPA is responsible for compliance with the requirements of Education Code Section 41023 (effective January 1, 1989). Education Code Section 41023 requires that all JPA's consisting solely of school districts are subject to the same audit reporting requirements applicable to local educational agencies (primarily Education Code Sections 14505 and 41020). The JPA shall fulfill these requirements through the individual audits performed by each participating district as described below.
 - b. District Audit - Each participating district will be responsible at its expense, for compliance with requirements of Education Code Section 41020 for annual financial audits and reports covering regional occupational programs conducted by the district, in accordance with the standards set forth in the publication Standards and Procedures for Audits of California Local Educational Agencies.
10. **REVENUES AND ALLOCATIONS**
 - a. Allocation of Funds Allocation of funding will be determined by the requirements of each grant application.
12. **TRANSPORTATION:** Each participating district is to provide transportation at its expense for students transported to another participating district's program.
13. **LIABILITY:** It is hereby agreed and stipulated by each of the participating parties hereto, as authorized by Section 895.6, Government Code, that each participating party shall assume total liability for injury to its participating students due to any negligent or wrongful acts or omissions occurring in the performance of this Agreement, without right of indemnification or contribution from each of the other participating parties. In this connection it is further stipulated, recognized and agreed that the County Superintendent of Schools is not a party to this Agreement, but is a consenting agency required by Section 52301, Education Code.

- 14 **MEDIATION:** It is mutually agreed hereby that whenever an unresolved dispute arises as to any matter concerning the operation or program of the regional occupational program, it shall be submitted to the administrative council and participating district business officials for discussion and a recommended decision to the Board. The Board shall adopt a final decision regarding the dispute.
- 15 **WITHDRAWAL:** It is hereby agreed that withdrawal by any participating district shall be on an orderly basis.
- a. **Preliminary Notice of Intent to Withdraw**
Any participating District considering withdrawal from this Agreement must provide a written Preliminary Notice of Intent to Withdraw to all Participating Districts, to the MTROP Board, and Director no later than May 31, effective June 30, of the following fiscal year. The Preliminary Notice shall be in the form of a resolution adopted by the withdrawing Participating District's governing board. The Preliminary Withdrawal Notice must describe with particularity the withdrawing party's reasons for its intent to withdraw. The Director shall submit the withdrawing party's reasons for withdrawal to the mediation process outlined in Section 14 of this Agreement.
- b. **Actual Notice of Withdrawal**
After exhausting the dispute resolution process provided in this Agreement, a Participating District may withdraw from this Agreement by giving written notice to all Participating Districts, the MTROP Board and Director no later than December 31 of the fiscal year preceding withdrawal. The withdrawing Participating District must notify all of the Participating Districts' governing boards, the MTROP Board, and the Director, no later than December 31 of its intent to withdraw effective June 30 of the current fiscal year. The written withdrawal notice shall be in the form of a resolution adopted by the withdrawing Participating District's governing board. In order to constitute adequate and sufficient actual notice of withdrawal under this Agreement, the resolution shall affirmatively state that the withdrawing district shall withdraw effective June 30 of the current fiscal year. A resolution stating that the withdrawing district "may" withdraw shall not satisfy this section. If the actual notice to withdraw is not received by December 31, the intent to withdraw becomes null and void.
- c. Land, improvements and equipment purchased for the occupational programs shall be the property of and remain with the withdrawing district.
- 16 **ADMISSION:** A public school district not currently served by MTROP may apply for admission to the JPA. The application to become a participating district would need to be submitted in the form of a letter and specify the number of students in grades 9-12, ROP courses to be offered and include a copy of a resolution to apply for admission to the JPA by the applying district's Board of Trustees along with a copy of the district's Career Technical Education Plan. The applying district also would need to provide a written plan on how it would adhere to ROCP guidelines as set forth by the California Department of Education. The completed application for admission to the JPA would be considered along with its expected fiscal impact on the JPA and voted upon by the MTROP Board. The Board may set

specific terms or requirements for admission to the JPA. A 2/3 approval vote would be required for approval.

- 17 ASSIGNMENT: Neither the JPA nor any participating district shall assign or subcontract any of its obligations, rights, or duties under this Agreement without prior written consent of the other parties. Any assignment or subcontract made without such prior written consent shall be void.
- 18 NOTICES: Notices and other communications under this Agreement to the participating districts shall be sufficient if delivered to the clerk of the governing board of each participating district.
- 19 VENUE: Any action or proceeding seeking any relief under or with respect to this Agreement shall be brought solely in the Superior Court of the State of California for the County of Monterey.
- 20 COUNTERPARTS: This Agreement may be signed in one or more counterparts, each of which when signed, irrespective of the date signed and delivered, will be deemed to constitute one instrument. Facsimile signature pages transmitted to other parties to this Agreement shall be deemed equivalent to original signatures on counterparts.
- 21 ENTIRE AGREEMENT: This Agreement, including all attached Exhibits, if any, contains the entire understanding between the parties concerning the matters described in this Agreement. This Agreement supersedes all prior understandings, negotiations, agreements, representations, correspondence and documents relating to the matters contained in this Agreement.
- 22 SEVERABILITY: The provisions of this Agreement are severable. The invalidity or unenforceability of any one provision in this Agreement shall not affect the other provisions.
- 23 INTERPRETATION: The participating districts acknowledge that this Agreement in its final form is the result of the combined efforts of the participating districts and that, should any provision of this Agreement be found to be ambiguous in any way, such ambiguity shall not be resolved by construing this Agreement in favor of or against any participating district, but rather by construing the terms in accordance with their generally accepted meaning.
- 24 WAIVER: The waiver of any breach of any term, covenant, or condition shall not be deemed to be a waiver any subsequent breach of the same, or any other term, covenant, or condition herein contained.
- 25 WARRANTY OF AUTHORITY. Each of the persons signing this Agreement represents and warrants that such person has been duly authorized to sign this Agreement on behalf of the party indicated, and each of the parties by signing this Agreement warrants and represents that such party is legally authorized and entitled to enter into this Agreement.
25. AMENDMENTS: This Agreement may be amended by mutual agreement of all districts party hereto.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of June 8, 2016.

CARMEL UNIFIED SCHOOL DISTRICT
of Monterey County

SALINAS UNION HIGH SCHOOL
DISTRICT of Monterey County

By _____
Superintendent

By _____
Superintendent

GONZALES UNIFIED SCHOOL
DISTRICT of Monterey County

SOLEDAD UNIFIED SCHOOL DISTRICT
of Monterey County

By _____
Superintendent

By _____
Superintendent

MONTEREY PENINSULA UNIFIED
SCHOOL DISTRICT of Monterey County

SOUTH MONTEREY COUNTY JOINT UNION HIGH
SCHOOL DISTRICT of Monterey County

By _____
Superintendent

By _____
State Administrator

NORTH MONTEREY COUNTY UNIFIED
SCHOOL DISTRICT of Monterey County

MONTEREY COUNTY SUPERINTENDENT
OF SCHOOLS, as consenting agency only

By _____
Superintendent

By _____
Superintendent

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

SUBJECT: Approval of Agreement for Legal Services with
Lozano Smith Attorneys at Law

MEETING: June 9, 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:

School districts often enter agreements with multiple legal firms for a variety of purposes. This district has worked with Lozano, Smith Attorneys at Law previously and would like to have the option remain open to continue working with that firm as needed.

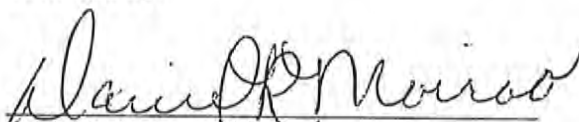
Recommendation:

The State Administrator recommends that the South Monterey County Joint Union High School District enter into an Agreement with Lozano, Smith Attorneys at Law for legal services as needed.

Fiscal Impact:

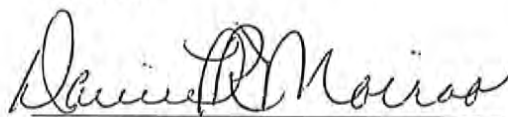
Dependent on the amount of need the district has for this firms' use. There is an amount budgeted for legal cost in the district budget.

Submitted By:



Daniel R. Moirao, Ed.D.
State Administrator

Approved:



Daniel R. Moirao, Ed.D.
State Administrator

AGREEMENT FOR LEGAL SERVICES

THIS AGREEMENT is effective July 1, 2016, between the SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT (“Client”) and the law firm of LOZANO SMITH, LLP (“Attorney”) (each a “Party” and collectively the “Parties”). Attorney shall provide legal services as requested by Client on the following terms and conditions:

I. **ENGAGEMENT.** Client hires Attorney as its legal counsel with respect to matters the Client refers to Attorney. Attorney shall provide legal services to represent Client in such matters, keep Client informed of significant developments and respond to Client’s inquiries regarding those matters. Client understands that Attorney cannot guarantee any particular results, including the costs and expenses of representation. Client agrees to be forthcoming with Attorney, to cooperate with Attorney in protecting Client’s interests, to keep Attorney fully informed of developments material to Attorney’s representation of client, and to abide by this Agreement. Client is hereby advised of the right to seek independent legal advice regarding this Agreement.

II. **RATES TO BE CHARGED.** Client agrees to pay Attorney for services rendered based on the attached rate schedule. Agreements for legal fees on other-than-an-hourly basis may be made by mutual agreement for special projects (including as set forth in future addenda to this Agreement).

III. **REIMBURSEMENT.** Client agrees to reimburse Attorney for actual and necessary expenses and costs incurred in the course of providing legal services to Client, including but not limited to expert, consultant, mediation and arbitration fees. Attorney shall not be required to advance costs on behalf of Client over the amount of \$1,000 unless otherwise agreed to in writing by Attorney. Typical expenses advanced for Client, without prior authorization, include messenger fees, witness fees, expedited delivery charges, travel expenses, court reporter fees and transcript fees. Client authorizes Attorney to retain experts or consultants to perform services for Client in relation to litigation or Specialized Services.

IV. **MONTHLY INVOICES.** Attorney shall send Client a statement for fees and costs incurred every calendar month (the “Statement”). Statements shall set forth the amount, rate and description of services provided. Client shall pay Attorney’s Statements within thirty (30) calendar days after receipt. An interest charge of one percent (1%) per month shall be assessed on balances that are more than thirty (30) calendar days past due, not to exceed 10% per annum.

V. **COMMUNICATIONS BETWEEN ATTORNEY AND CLIENT.** The Parties recognize that all legal advice provided by Attorney is protected by the Attorney-Client and Work Product Privileges. In addition to regular telephone, mail and other common business communication methods, Client hereby authorizes Attorney to use facsimile transmissions, cellular telephone calls and text, unencrypted email, and other electronic transmissions in communicating with

Client. Unless otherwise instructed by Client, any such communications may include confidential information.

VI. **POTENTIAL AND ACTUAL CONFLICTS OF INTEREST.** If Attorney becomes aware of any potential or actual conflict of interest between Client and one or more other clients represented by Attorney, Attorney will comply with applicable laws and rules of professional conduct.

VII. **INDEPENDENT CONTRACTOR.** Attorney is an independent contractor and not an employee of Client.

VIII. **TERMINATION.**

a. **Termination by Client.** Client may discharge Attorney at any time, with or without cause, by written notice to Attorney.

b. **Termination by Mutual Consent or by Attorney.** Attorney may terminate its services at any time with Client's consent or for good cause. Good cause exists if (a) Client fails to pay Attorney's Statement within sixty (60) calendar days of its date, (b) Client fails to comply with other terms of this Agreement, including Client's duty to cooperate with Attorney in protecting Client's interests, (c) Client has failed to disclose material facts to Attorney or (d) any other circumstance exists that requires termination of this engagement under the ethical rules applicable to Attorney. Additionally, to the extent allowed by law, Attorney may decline to provide services on new matters or may terminate the Agreement without cause upon written notice to Client if Attorney is not then providing any legal services to Client.

c. **Following Termination.** Upon termination by either Party: (i) Client shall promptly pay all unpaid fees and costs for services provided or costs incurred pursuant to this Agreement up to the date of termination; (ii) unless otherwise required by law or agreed to by the Parties, Attorney will provide no legal services following notice of termination; (iii) Client will cooperate with Attorney in facilitating the orderly transfer of any outstanding matters to new counsel, including promptly signing a substitution of counsel form at Attorney's request; and (iv) Client shall, upon request, be provided the Client's file maintained for the Client by Attorney and shall sign acknowledgment of receipt upon delivery of that file. For all Statements received by Client from Attorney prior to the date of termination, Client's failure to notify Attorney in writing of any disagreement with either the services performed or the charges for those services as shown in the Statement within thirty (30) calendar days of the date of termination shall be deemed Client's acceptance of and agreement with the Statement. For any billing appearing for the first time on a Statement received by Client from Attorney after the date of termination, failure to notify Attorney in writing of any disagreement with either the services performed or the charges for those services within thirty (30) calendar days from receipt of the Statement shall be deemed to signify Client's acceptance of and agreement with the Statement.

IX. MAINTENANCE OF INSURANCE. Attorney agrees that, during the term of this Agreement, Attorney shall maintain liability and errors and omissions insurance.

X. CONSULTANT SERVICES. Attorney works with professional consultants that provide services, including but not limited to investigations, public relations, educational consulting, leadership mentoring and development, financial, budgeting, management auditing, board/superintendent relations, administrator evaluation and best practices, and intergovernmental relations. Attorney does not share its legal fees with such consultants. Attorney may offer these services to Client upon request.

XI. DISPUTE RESOLUTION.

a. Mediation. Except as otherwise set forth in this section, Client and Attorney agree to make a good faith effort to settle any dispute or claim that arises under this Agreement through discussions and negotiations and in compliance with applicable law. In the event of a claim or dispute, either Party may request, in writing to the other Party, to refer the dispute to mediation. This request shall be made within thirty (30) calendar days of the action giving rise to the dispute. Upon receipt of a request for mediation, both Parties shall make a good faith effort to select a mediator and complete the mediation process within sixty (60) calendar days. The mediator's fee shall be shared equally between Client and Attorney. Each Party shall bear its own attorney fees and costs. Whenever possible, any mediator selected shall have expertise in the area of the dispute and any selected mediator must be knowledgeable regarding the mediation process. No person shall serve as mediator in any dispute in which that person has any financial or personal interest in the outcome of the mediation. The mediator's recommendation for settlement, if any, is non-binding on the Parties. Mediation pursuant to this provision shall be private and confidential. Only the Parties and their representatives may attend any mediation session. Other persons may attend only with the written permission of both Parties. All persons who attend any mediation session shall be bound by the confidentiality requirements of California Evidence Code section 1115, et seq., and shall sign an agreement to that effect. Completion of mediation shall be a condition precedent to arbitration, unless the other Party refuses to cooperate in the setting of mediation.

b. Dispute Regarding Fees. Any dispute as to attorney fees and/or costs charged under this Agreement shall to the extent required by law be resolved under the California Mandatory Fee Arbitration Act (Bus. & Prof. Code §§ 6200, et seq.).

c. Binding Arbitration. Except as otherwise set forth in section (b) above, Client and Attorney agree to submit all disputes to final and binding arbitration, either following mediation which fails to resolve all disputes or in lieu of mediation as may be agreed by the Parties in writing. Either Party may make a written request to the other for arbitration. If made in lieu of mediation, the request must be made within sixty (60) calendar days of the action giving rise to the dispute. If the request for arbitration is made following an unsuccessful attempt to mediate the Parties' disputes, the request must be made within ten (10) calendar days of termination of the mediation. The Parties shall

make a good faith attempt to select an arbitrator and complete the arbitration within ninety (90) calendar days. If there is no agreement on an arbitrator, the Parties shall use the Judicial Arbitration and Mediation Service (JAMS). The arbitrator's qualifications must meet the criteria set forth above for a mediator, except, in addition, the arbitrator shall be an attorney unless otherwise agreed by the Parties. The arbitrator's fee shall be shared equally by both Parties. Each Party shall bear its own attorney fees and other costs. The arbitrator shall render a written decision and provide it to both Parties. The arbitrator may award any remedy or relief otherwise available in court and the decision shall set forth the reasons for the award. The arbitrator shall not have any authority to amend or modify this agreement. Any arbitration conducted pursuant to this paragraph shall be governed by California Code of Civil Procedure sections 1281, et seq. By signing this Agreement, Client acknowledges that this agreement to arbitrate results in a waiver of Client's right to a court or jury trial for any fee dispute or malpractice claim. This also means that Client is giving up Client's right to discovery and appeal. If Client later refuses to submit to arbitration after agreeing to do so, Client maybe ordered to arbitrate pursuant to the provisions of California law. Client acknowledges that before signing this Agreement and agreeing to binding arbitration, Client is entitled, and has been given a reasonable opportunity, to seek the advice of independent counsel.

d. Effect of Termination. The terms of this section shall survive the termination of the Agreement.

XII. ENTIRE AGREEMENT. This Agreement with its exhibit supersedes any and all other prior or contemporaneous oral or written agreements between the Parties. Each Party acknowledges that no representations, inducements, promises or agreements have been made by any person which are not incorporated herein, and that any other agreements shall be void. Furthermore, any modification of this Agreement shall only be effective if in writing signed by all Parties hereto.

XIII. SEVERABILITY. Should any provision of this Agreement be held by a court of competent jurisdiction to be invalid, void or unenforceable, but the remainder of the Agreement can be enforced without failure of material consideration to any Party, then this Agreement shall not be affected and it shall remain in full force and effect, unless amended or modified by mutual consent of the Parties; provided, however, that if the invalidity or unenforceability of any provision of this Agreement results in a material failure of consideration, then, to the extent allowed by law, the Party adversely affected thereby shall have the right in its sole discretion to terminate this Agreement upon providing written notice of such termination to the other Party.

XIV. NON-WAIVER. None of the provisions of this Agreement shall be considered waived by either Party unless such waiver is specified in writing.

XV. NO THIRD PARTY RIGHTS. This Agreement shall not create any rights in, or inure to the benefit of, any third party.

XVI. ASSIGNMENT. The terms of this Agreement may not be assigned to any third party. Neither Party may assign any right of recovery under or related to the Agreement to any third party.

SO AGREED:

CLIENT

LOZANO SMITH, LLP

Daniel R. Moirao Ed.D.
State Administrator

Date

Karen M Rezendes May 27, 2016
Karen M. Rezendes Date
Managing Partner

PROFESSIONAL RATE SCHEDULE
FOR CLIENT
(Effective May 12, 2016)

1. HOURLY PROFESSIONAL RATES

Client agrees to pay Attorney by the following standard hourly rate*:

Partner / Senior Counsel / Of Counsel	\$ 260 - \$ 295 per hour
Associate	\$ 200 - \$ 260 per hour
Paralegal / Law Clerk	\$ 135 - \$ 150 per hour
Consultant	\$ 135 - \$ 195 per hour

* Rates for individual attorneys within each category above vary based upon years of experience. Specific rates for each attorney are available upon request.

2. BILLING PRACTICE

Lozano Smith will provide a monthly, itemized Statement for services rendered. Time billed is broken into 1/10 (.10) hour increments, allowing for maximum efficiency in the use of attorney time. Invoices will clearly indicate the department or individuals for whom services were rendered.

Written responses to audit letter inquiries will be charged to Client on an hourly basis, with the minimum charge for such responses equaling .5 hours. Travel time shall be prorated if the assigned attorney travels for two or more clients on the same trip.

3. COSTS AND EXPENSES

In-office copying/electronic communication printing	\$ 0.25 per page
Facsimile	\$ 0.25 per page
Postage	Actual Usage
Mileage	IRS Standard Rate

Other costs, such as messenger, meals, and lodging shall be charged on an actual and necessary basis.

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

SUBJECT: Approval of Agreement for Professional Services
with Dannis, Woliver, and Kelly

MEETING: June 9, 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:

School districts often enter agreements with multiple legal firms for a variety of purposes. This district has worked with Dannis, Woliver and Kelly previously and would like to have the option remain open to continue working with that firm as needed.

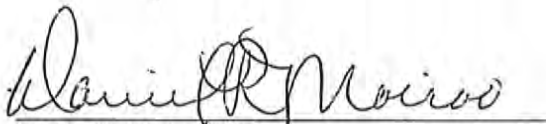
Recommendation:

The State Administrator recommends that the South Monterey County Joint Union High School District enter into a Professional Agreement with Dannis, Woliver, and Kelly for legal services as needed.

Fiscal Impact:

Dependent on the amount of need the district has for this firm's use. There is an amount budgeted for legal cost in the district budget.

Submitted By:



Daniel R. Moirao Ed.D.
State Administrator

Approved:



Daniel R. Moirao, Ed.D.
State Administrator

AGREEMENT FOR PROFESSIONAL SERVICES

This Agreement is made and entered into on July 1, 2016, by and between the South Monterey County Joint Union High School District, hereinafter referred to as District, and Dannis Woliver Kelley, a professional corporation, hereinafter referred to as Attorney.

In consideration of the promises and the mutual agreements hereinafter contained, District and Attorney agree as follows:

District appoints Attorney to represent, advise, and counsel it from July 1, 2016, through and including June 30, 2017, and continuing thereafter as approved. Any services performed during the period between the above commencement date and the date of Board action approving this Agreement are hereby ratified by said Board approval. Attorney agrees to prepare periodic reviews of relevant court decisions, legislation, and other legal issues. Attorney agrees to keep current and in force at all times a policy covering incidents of legal malpractice.

District shall be truthful with Attorney, cooperate with Attorney, keep Attorney informed of developments, perform the obligations it has agreed to perform under this Agreement and pay Attorney bills in a timely manner.

Except as hereinafter provided, District agrees to pay Attorney two hundred twenty-five dollars (\$225) to three hundred ten dollars (\$310) per hour for shareholders, special counsel and of counsel; one hundred eighty-five dollars (\$185) to two hundred twenty-five dollars (\$225) per hour for associates; and one hundred twenty dollars (\$120) to one hundred forty dollars (\$140) per hour for paralegals and law clerks. The rate for Gregory J. Dannis will be three hundred fifty dollars (\$350) per hour. Rates for individual attorneys may vary within the above ranges depending on the level of experience and qualifications and the nature of the legal services provided. Substantive communications advice (telephone, voice-mail, e-mail) is billed in a minimum increment of one-tenth (.1) of an hour, except for the first such advice in any business day, which is charged in a minimum of three-tenths (.3) of an hour. In the course of travel it may be necessary for Attorney to work for and bill other clients while in transit. If, during the course of representation of District, an insurance or other entity assumes responsibility for payment of all or partial fees of Attorney on a particular case or matter, District shall remain responsible for the difference between fees paid by the other entity and Attorney's hourly rates as specified in this Agreement unless otherwise agreed by the parties.

Agreements for legal fees at other than the hourly rate set forth above may be made by mutual agreement for special projects or particular scopes of work.

District further agrees to reimburse Attorney for actual and necessary expenses and costs with respect to providing the above services, including support services such as copying costs, express postage, and facsimile transmittals. District agrees that such actual and necessary expenses may vary according to special circumstances necessitated by request of District or emergency conditions which occasionally arise.

District further agrees to pay for major costs and expenses by paying third parties directly including, but not limited to, costs of serving pleadings, filing fees and other charges assessed by courts and other public agencies, arbitrators' fees, court reporters' fees, jury fees, witness fees, investigation expenses, consultants' fees, and expert witness fees. Upon mutual consent of District and Attorney, Attorney may pay for such costs and expenses and District shall advance costs and expenses to Attorney.

Occasionally Attorney may provide District officials and/or employees with food or meals at Attorney-sponsored trainings or when working with District officials and/or employees. Attorney may provide such food or meals without additional charge in exchange for the consideration provided by the District under this Agreement.

Attorney shall send District a statement for fees and costs incurred every calendar month. Attorney's statements shall clearly state the basis thereof, including the amount, rate and basis for calculations or other methods of determination of Attorney's fees. District shall pay Attorney's statements within thirty (30) days after each statement's date. Upon District office's request for additional statement information, Attorney shall provide a bill to District no later than ten (10) days following the request. District is entitled to make subsequent requests for bills at intervals of no less than thirty (30) days following the initial request.

It is expressly understood and agreed to by both parties that Attorney, while carrying out and complying with any of the terms and conditions of this Agreement, is an independent contractor and is not an employee of the District.

Because Attorney represents many school and community college districts, county offices of education, joint powers authorities, SELPAs and other educational entities, conflicts of interest may arise in the course of Attorney's representation. If Attorney becomes aware of any potential or actual conflicts of interest, Attorney will inform the District of the conflict and comply with the legal and ethical requirements to fulfill its duties of loyalty and confidentiality to District. If District has any question about whether Attorney has a conflict of interest in its representation of District in any matter, it may contact Attorney or other legal counsel for clarification.

District or Attorney may terminate this Agreement by giving thirty (30) days written notice of termination to the other party.


IN WITNESS WHEREOF, the parties hereto have signed this Agreement for Professional Services.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Dr. Daniel Moirao
State Administrator

Date

DANNIS WOLIVER KELLEY



Amy R. Levine
Attorney at Law

5/26/16

Date

At its public meeting of _____, 2016, the Board approved this Agreement and authorized the Board President, Superintendent or Designee to execute this Agreement.

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

SUBJECT: Approval of GHS Agricultural Career Technical Education Incentive Grant for 2016-2017

MEETING: June 9, 2016

AGENDA SECTION:

ACTION

INFORMATION

ACTION/CONSENT

Board Goals:

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

Summary:

The District is applying for a grant for Greenfield High School for the 2016-2017 school year from the California Department of Education in the amount of \$14,944 to enhance the current Career Technical Educational programs.

Recommendation:

The recommendation is being made for the State Administrator to approve the application for the Career Technical Education Incentive Grant.

Fiscal Impact:


Revenue of \$14,944 – restricted for use in CTE programs in 2016-2017.

Submitted By:



Duane Wolgamott
Chief Business Official

Approved:



Daniel R. Moirao, Ed.D.
State Administrator

California Department of Education
**AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT
 2016-17 APPLICATION FOR FUNDING**

(Due Date: To be received in Regional Supervisor's Office by June 30, 2016)

DATES OF PROJECT DURATION - JULY 1, 2016, TO JUNE 30, 2017

Greenfield High School

South Monterey County JUHSD

(School Site)

(District)

Certification: I hereby certify that all applicable state and federal rules and regulations will be observed; that to the best of my knowledge, the information contained in this application is correct and complete; and that the attached assurances are accepted as the basic conditions of the operations in this project/program for local participation and assistance.

Danielle R. Morais
 Signature of Authorized Agent

State Administrator

Daniel Vilosero
 Signature of Agriculture Teacher Responsible for the Program

Francis J. Paul
 Signature of Principal

Contact Phone Number: (831) 674-2751 Ext. 1401

Date of Approval of Local Agency Board:

Funds Requested - Part I	\$5,000.00
Part II	\$3,944.00
Part III	\$6,000.00
Part IV	\$0.00
Total	\$14,944.00

Number of Different Agriculture Teachers at Site: 3

PART I - QUALITY CRITERIA 1-9 (REQUIRED) ALLOCATION

Quality Criteria	Will Meet Criteria	Variance Requested
1. Curriculum and Instruction	X	
2. Leadership and Citizenship Development	X	
3. Practical Application of Occupational Skills	X	
4. Qualified and Competent Personnel	X	
5. Facilities, Equipment, and Materials	X	
6. Community, Business, and Industry Involvement	X	
7. Career Guidance	X	
8. Program Promotion	X	
9. Program Accountability and Planning	X	

Formal Variance Request must be included if requesting a variance. A variance is a proposed plan for bringing the program into compliance with required quality criteria. Variances should result in compliance prior to the following year's application. All variances must be approved with the application. Non-compliance with the terms of the approved variance will result in a loss of funds.

PART I - CONTINUED

Departmental Allocation: Meeting the criteria in PART I makes the program eligible for the following amounts based on the number of teachers in the program.

Total Number of Teachers	Amount Eligible	Amount Requested
One Teacher or Less	\$4,000	
Two Teachers	\$4,500	
Three Teachers or More	\$5,000	\$5,000.00

PART II - PROGRAM ENROLLMENT ALLOCATION

Total Number of Students	2015-16 R2 Number	Amount Requested
List Number from R2 Report (\$8/Member)	493	\$3,944.00

PART III - QUALITY CRITERIA 10-11 (OPTIONAL) ALLOCATION

Schools which qualify for a Departmental Allocation may apply for additional amounts for each specific Quality Criteria (10 and 11) met.

- * Amounts requested in Quality Criterion 10 will be the indicated amount for that criterion, multiplied by the full-time equivalent (FTE). To count a preparation period, the teacher must be teaching Career Technical Education courses in Agriculture for 50 percent or more of their teaching periods.
- * Amounts requested in Quality Criterion 11A will be the indicated amount for each teacher who was compensated a minimum of \$2,000 for year-round employment.
- * Amounts requested in Quality Criterion 11B will be the indicated amount for each teacher who is provided a project supervision period. Project periods will be counted if the teacher has a preparation period as part of the regular teaching day.

Number of FTE Agriculture Teachers at Site:

3

List the Names of the Agriculture Teachers:

Daniel Villasenor

4.

Desiree Villasenor

5.

Kelsey Councilman

6.

	Number Meeting Criteria	Amount Requested
Criterion 10 - Student/Teacher Ratio		\$0.00
Criterion 11A - Year-Round Employment	3	\$6,000.00
Criterion 11B - Project Supervision Period		\$0.00
TOTAL FUNDS REQUESTED PART IV		\$6,000.00

PART IV - QUALITY CRITERION 12 (OPTIONAL) ALLOCATION

Quality Criterion 12 Form is attached and all criteria has been met. If the answer is yes, list \$7,500 (funds requesting) in space to the right.

PART V - FINANCIAL SCHEDULE

Part A

Line	Acct. No.	Classification	A	B	C
			Description of Item for Which Funds Will be Expended	Incentive Grant Funds	Matching Funds
1	4000	Books & Supplies		12,000.00	16,000.00
2			Subtotal for 4000	\$12,000.00	\$16,000.00
3	5000	Services and Other Operating Expenses such as: Services of Consultants, Staff Travel, and Conference; Rentals, Leases, and Repairs; Bus Transportation	1. Transportation	2,900.00	
4			2. Conferences		2,400.00
5			3.		
6			4.		
			5.		
7			6.		
8			Subtotal for 5000	\$2,900.00	\$2,400.00
9	6000	Capital Outlay: Includes Sites and Improvements of Sites; Buildings and Improvement of Buildings; Equipment	1.		
10			2.		
11			3.		
			4.		
12			5.		
13			Subtotal for 6000	\$0.00	\$0.00
14			Total for 4000-6000 Lines 2, 8, 13	\$14,900.00	\$18,400.00

TOTAL 2016-17 Incentive Grant Allocation:

\$14,944.00

Part B - Complete this portion if a waiver of the matching requirement is requested:

Line	Acct No.	Classification	A	B	C
			Description of Item for Which Funds Were Expended	Incentive Grant Funds	Amount of Salary and Benefits
15	1000	Salaries	Teachers' Summer Service Salaries		
16	1000	Salaries	Teachers' Salaries for Project Supervision Period		
17	3000	Benefits	Benefits for the Above Items (1000)		
18			TOTAL		\$0.00

TOTAL Amount of Waiver Requested:

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

SUBJECT: Approval of KCHS Agricultural Career Technical Education Incentive Grant for 2016-2017 **MEETING:** June 9, 2016

AGENDA SECTION:

- ACTION
- INFORMATION
- ACTION/CONSENT

Board Goals:

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

Summary:

The District is applying for a grant for King City High School for the 2016-2017 school year from the California Department of Education in the amount of \$25,372 to enhance the current Career Technical Educational programs.

Recommendation:

The recommendation is being made for the State Administrator to approve the application for the Career Technical Education Incentive Grant.

Fiscal Impact:


Revenue of \$25,372 – restricted for use in CTE programs in 2016-2017.

Submitted By:



Duane Wolgamott
Chief Business Officer

Approved:



Daniel R. Moirao, Ed.D.
State Administrator

California Department of Education
**AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT
 2016-17 APPLICATION FOR FUNDING**

(Due Date: To be received in Regional Supervisor's Office by June 30, 2016)

DATES OF PROJECT DURATION - JULY 1, 2016, TO JUNE 30, 2017

King City High School

SMCJUHSD

(School Site)

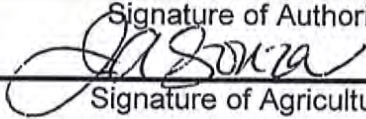
(District)

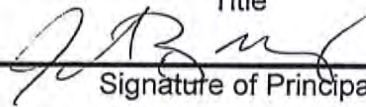
Certification: I hereby certify that all applicable state and federal rules and regulations will be observed; that to the best of my knowledge, the information contained in this application is correct and complete; and that the attached assurances are accepted as the basic conditions of the operations in this project/program for local participation and assistance.

Signature of Authorized Agent

State Administrator

Title





Signature of Agriculture Teacher
Responsible for the Program

Signature of Principal

Contact Phone Number: 831-385-5461

Date of Approval of Local Agency Board:

6/15/2016

Funds Requested - Part I

\$5,000.00

Part II

\$4,872.00

Part III

\$8,000.00

Part IV

\$7,500.00

Total

\$25,372.00

Number of Different Agriculture Teachers at Site:

4

PART I - QUALITY CRITERIA 1-9 (REQUIRED) ALLOCATION

Quality Criteria	Will Meet Criteria	Variance Requested
1. Curriculum and Instruction	X	
2. Leadership and Citizenship Development	X	
3. Practical Application of Occupational Skills	X	
4. Qualified and Competent Personnel	X	
5. Facilities, Equipment, and Materials	X	
6. Community, Business, and Industry Involvement	X	
7. Career Guidance	X	
8. Program Promotion	X	
9. Program Accountability and Planning	X	

Formal Variance Request must be included if requesting a variance. A variance is a proposed plan for bringing the program into compliance with required quality criteria. Variances should result in compliance prior to the following year's application. All variances must be approved with the application. Non-compliance with the terms of the approved variance will result in a loss of funds.

PART I - CONTINUED

Departmental Allocation: Meeting the criteria in PART I makes the program eligible for the following amounts based on the number of teachers in the program.

Total Number of Teachers	Amount Eligible	Amount Requested
One Teacher or Less	\$4,000	
Two Teachers	\$4,500	
Three Teachers or More	\$5,000	\$5,000.00

PART II - PROGRAM ENROLLMENT ALLOCATION

Total Number of Students	2015-16 R2 Number	Amount Requested
List Number from R2 Report (\$8/Member)	609	\$4,872.00

PART III - QUALITY CRITERIA 10-11 (OPTIONAL) ALLOCATION

Schools which qualify for a Departmental Allocation may apply for additional amounts for each specific Quality Criteria (10 and 11) met.

- * Amounts requested in Quality Criterion 10 will be the indicated amount for that criterion, multiplied by the full-time equivalent (FTE). To count a preparation period, the teacher must be teaching Career Technical Education courses in Agriculture for 50 percent or more of their teaching periods.
- * Amounts requested in Quality Criterion 11A will be the indicated amount for each teacher who was compensated a minimum of \$2,000 for year-round employment.
- * Amounts requested in Quality Criterion 11B will be the indicated amount for each teacher who is provided a project supervision period. Project periods will be counted if the teacher has a preparation period as part of the regular teaching day.

Number of FTE Agriculture Teachers at Site:

4

List the Names of the Agriculture Teachers:

Debbie Benson

Lauren Fontes

Jessica Souza

Patrick Smith

	Number Meeting Criteria	Amount Requested
Criterion 10 - Student/Teacher Ratio		\$0.00
Criterion 11A - Year-Round Employment	4	\$8,000.00
Criterion 11B - Project Supervision Period		\$0.00
TOTAL FUNDS REQUESTED PART IV		\$8,000.00

PART IV - QUALITY CRITERION 12 (OPTIONAL) ALLOCATION

Quality Criterion 12 Form is attached and all criteria has been met. If the answer is yes, list \$7,500 (funds requesting) in space to the right.

\$7,500.00

PART V - FINANCIAL SCHEDULE

Part A

Line	Acct. No.	Classification	A Description of Item for Which Funds Will be Expended	B Incentive Grant Funds	C Matching Funds
1	4000	Books & Supplies		19,872.00	30,000.00
2			Subtotal for 4000	\$19,872.00	\$30,000.00
3	5000	Services and Other Operating Expenses such as: Services of Consultants, Staff Travel, and Conference; Rentals, Leases, and Repairs; Bus Transportation	1. National Convention	3,000.00	
4			2. Staff Travel	1,000.00	
5			3. CATA		5,000.00
6			4. Inservices		500.00
			5. Prof Development	500.00	
7			6. Vehicle Repairs	1,000.00	
8			Subtotal for 5000	\$5,500.00	\$5,500.00
9	6000	Capital Outlay: Includes Sites and Improvements of Sites; Buildings and Improvement of Buildings; Equipment	1.		
10			2.		
11			3.		
			4.		
12			5.		
13			Subtotal for 6000	\$0.00	\$0.00
14			Total for 4000-6000 Lines 2, 8, 13	\$25,372.00	\$35,500.00

TOTAL 2016-17 Incentive Grant Allocation:

\$25,372.00

Part B - Complete this portion if a waiver of the matching requirement is requested:

Line	Acct No.	Classification	A Description of Item for Which Funds Were Expended	B Incentive Grant Funds	C Amount of Salary and Benefits
15	1000	Salaries	Teachers' Summer Service Salaries		
16	1000	Salaries	Teachers' Salaries for Project Supervision Period		
17	3000	Benefits	Benefits for the Above Items (1000)		
18			TOTAL		\$0.00

TOTAL Amount of Waiver Requested:

California Department of Education
AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT
QUALITY CRITERION 12

Agricultural programs meeting all of the required Quality Criteria (Criteria 1–9) and Criterion 12 may qualify for an additional \$7,500. This form along with the appropriate verification must be attached to the Agricultural Career Technical Education Incentive Grant Application. The Incentive Grant application is due in the Regional Supervisor's office on June 30, 2016.

Number of Students on Previous Year's R-2 Report: 609

12A Leadership and Citizenship Development

Number of activities on the approved FFA Activity list in which the local chapter participated (must participate in at least 80 percent of 22 the activities)

12B Practical Application of Occupational Skills

Number of students who received the State FFA Degree (must be 56 at least 5 percent of the R2 number)

12C Qualified and Professional Activities

Number of teachers who attended a minimum of five professional inservice activities (must attach approved Inservice Activities 4 Verification Page)

12D Community, Business, and Industry Involvement

Number of meetings held by the local Agriculture Advisory 3 Committee (must be at least three, with minutes attached)

Name of Agriculture Advisory Committee Chair: Mr. Mike Hardoy

Phone Number of Agriculture Advisory Committee Chair: 831-262-4880

12E Retention

Number of students from the 2012 Freshman cohort who completed 3 or 4 years of Agriculture Education courses must be 87 at least 30% of the 2012 Freshman cohort

12F Graduate Follow-Up

48 Number of program completers graduating last year

Number of those who graduated who are employed in agriculture, in the military, or continuing their education (must be at least 75 percent of the program completers). Attach graduate follow-up 48 report

ANNUAL FFA CHAPTER ACTIVITIES CHECK SHEET

Year 2015-16 School King City

Must meet at least 12 areas

ACTIVITY	NUMBER OF PARTICIPANTS	
Attended the following:		
Greenhand Conference	29	
Made For Excellence Conference	9	
Advanced Leadership Academy	10	
Chapter Officer Leadership Conference	7	
Spring Region Meeting	40	
State Leadership Conference	24	
National Convention	6	
Submitted the following:		
State Degree Application	57	
American Degree Application	9	
Proficiency Award Application - Section	29	
Chapter Award Application - State	6	
Scholarship Application - State	1	
Participated in the following:		
Opening and Closing Contest - Section	36	
Best Informed Greenhand Contest - Section	5	
Co-Op Marketing Quiz - Section	3	
Creed Recitation - Section	4	
Extemporaneous Speaking - Section	4	
Job Interview - Section	3	
Impromptu Speaking - Section	1	
Prepared Speaking - Section	2	
Parliamentary Procedure - Section	0	
County/District Fair/Show	75	
Career Development Teams (other than those identified above)		
1	Farm Power	4
2		
3		
Other Activity Above the Chapter Level (Leadership Events/Additional CDE Teams)		
1		
2		
3		
4		
5		
TOTAL AREAS MET		22

INCENTIVE GRANT IN-SERVICE ACTIVITIES DOCUMENTATION

CRITERIA 4.B

School Year

15-16

School

King City High School

Based on the previous year's record, every agriculture teacher, teaching at least ½ time agriculture, attends a minimum of four of the following professional development activities:

Qualified and Competent Personnel

ACTIVITIES	TEACHERS NAMES							
	Benson	Souza	Smith	Fontes				
Fall Region Meeting	X		X	X				
Region In-service Day	X	X	X	X				
Spring Region Meeting	X		X	X				
Section In-service*	X	X	X	X				
Section In-service*	X	X	X	X				
Section In-service*	X	X	X	X				
Section In-service*	X	X	X	X				
Summer Conference	X	X	X	X				
University AgEd Skills Week	X	X	X	X				
Professional Development **	1, 2							

* Four Section In-service Meetings equals one Professional Development Activity

** Can utilize a maximum of two other "Agriculturally Related" Professional Development activities than those listed above. Explain the Professional Development:

1 CTE Training- Educating for Careers

2 Supervising and Mentoring Conference

3 _____

4 _____

5 _____

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

SUBJECT: Approval of Fourth Quarterly Williams Report

MEETING: June 9, 2016

AGENDA SECTION:

ACTION

INFORMATION

ACTION/CONSENT

GOVERNING BOARD

Board Goals:

- Improve/Sustain Student Achievement through CAASSP 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:

By law, the South Monterey County Joint Union High School District must report quarterly during every academic year to the Board its compliance with the Williams lawsuit. Attached is the fourth report for the 2015-2016 school year.

Recommendation:

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

Fiscal Impact:

No cost to the district.

Submitted By:



Claudia Arellano
Sr. Director Human Resources

Approved:



Daniel R. Moirao, Ed.D.
State Administrator

Quarterly Report on Williams Uniform Complaints

[Education Code § 35186]

District: South Monterey County Joint Union High School District

Person completing this form: Claudia Arellano Title: Sr. Director Human Resources

Quarterly Report Submission Date: October 2015
 (Please check one) January 2016
 April 2016
 July 2016

Date for information to be reported publicly at governing board meeting: June 2016

Please check the box that applies:

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

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

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

Signature of District Superintendent

June 9, 2016
Date

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

SUBJECT: AB1200 Public Hearing – Proposed Settlement with
the California School Employees Association (CSEA)

MEETING: June 9, 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 disclosure document which clearly states the impact of the proposed agreement for the current fiscal year and for the subsequent two years.

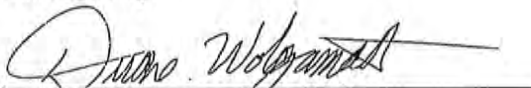
Recommendation:

It is recommended that the South Monterey County Joint Union High School Board of Education conduct its 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 \$807,792 over the 2015/16, 2016/17 & 2017/18 fiscal years. This amount includes the prior CSEA negotiated amounts for this period.

Submitted By:



Duane Wolgamott
Business Manager

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: June 9, 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	\$ -	\$ 312,564.00	\$ 280,010
		0.00%	13.12%	10.39%
2 Other Compensation - Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc.	\$ 399,852	\$ -	\$ 52,460	\$ 46,995
		0.00%	13.12%	10.39%
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	\$ -	\$ 63,790	\$ 51,973
		0.00%	9.62%	7.15%
5 Total Compensation - Add Items 1 thru 4	\$ 4,130,947	\$ -	\$ 428,814	\$ 378,978
		0.000%	10.38%	8.31%
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	\$ -	\$ 6,537	\$ 5,606
		0.000%	10.06%	7.84%

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 = 8.2% increase

17-18 = 2.5% increase

18-19 = 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

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.

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

Combined 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)
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	\$ 22,839,806	\$ 24,617,845
Remaining Revenues (8100-8799)	\$ 2,068,070	\$ 1,154,659	\$ 1,000,513
TOTAL UNRESTRICTED REVENUES	\$ 22,920,704	\$ 23,994,465	\$ 25,618,358
UNRESTRICTED EXPENDITURES			
Certificated Salaries (1000-1999)	\$ 7,107,712	\$ 8,447,116.00	\$ 9,218,993
Classified Salaries (2000-2999)	\$ 2,129,283	\$ 2,296,504	\$ 2,588,323
Employee Benefits (3000-3999)	\$ 3,087,244	\$ 3,594,141	\$ 4,025,440
Books and Supplies (4000-4999)	\$ 1,664,589	\$ 1,270,308	\$ 1,350,000
Services, Other Operating Expenses (5000-5999)	\$ 2,824,865	\$ 3,179,728	\$ 3,100,000
Capital Outlay (6000-6999)	\$ 135,634	\$ 335,619	\$ 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)	\$ (40,450)	\$ (66,250)
Other Adjustments		\$ -	\$ -
TOTAL UNRESTRICTED EXPENDITURES	\$ 18,178,623	\$ 20,472,895	\$ 21,706,435
OPERATING SURPLUS (DEFICIT)	\$ 4,742,081	\$ 3,521,570	\$ 3,911,923
Transfers In and Other Sources (8910-8979)	\$ -	\$ -	\$ -
Transfers Out and Other Uses (7610-7699)	\$ -	\$ -	\$ -
Contributions (8980-8999) (Enter as a contribution)	\$ (2,627,308)	\$ (3,104,096)	\$ (3,765,348)
CURRENT YEAR INCREASE (DECREASE) IN UNRESTRICTED FUND BALANCE	\$ 2,114,773	\$ 417,474	\$ 146,575
UNRESTRICTED BEGINNING FUND BALANCE	\$ 5,941,082	\$ 8,055,855	\$ 8,473,329
Pri Yr Audit Adjustmnts/Restatemnts (9793/9795)	\$ -		
UNRESTRICTED ENDING FUND BALANCE	\$ 8,055,855	\$ 8,473,329	\$ 8,619,904
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	\$ 7,230,629	\$ 7,320,495

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	\$ 7,230,629	\$ 7,320,495
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	\$ 11,454,673	\$ 11,601,248
f.	Reserve for Economic Uncertainties Percentage	41.81%	46.50%	44.70%

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)

1-Jun-16

 Date

I hereby certify I am unable to certify



 Chief Business Official
 (Signature)

1-Jun-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: June 9, 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
800 Broadway Street, King City, CA 93930 • 831-385-0606 • FAX 831-385-0695

May 16, 2016

Teresa Gama, President, CSEA Chapter 529

Dear Teresa:

On March 14, 2016 we finalized our negotiated contract agreements through 2019. On March 24, 2016 you notified this office that your association ratified the agreement.

For Article VI Pay and Allowances we agreed to the following: *The district agrees to adjust salaries and benefits in accord with other than non-management employees, "me-too" clause."*

To that end CSEA Chapter 529 will receive:

1. 2% of the negotiated salary rate as of July 1, 2016
2. 2.5% increase on the negotiated salary as of July 1, 2017
3. \$1500 annually for any employee with a Master's Degree
4. The maximum contribution for health benefits will be raised to \$12,250 effective July 1, 2017
 - a. 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, 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 or Vision Care Insurance through the negotiated District provider.

In addition, we have negotiated with the teacher's association, two additional workdays on their calendar for professional development. The additional compensation for these additional work days is the equivalent of 2.2% on the salary schedule and is tied directly to the Local Control Funding Formula (LCFF) and the Local Control Accountability Plan (LCAP). Further language indicates that "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 negotiated language is *"The salary adjustments shall remain in effect as long as the Local Control Funding Formula and the Local Control Accountability Plan can fund such provision or until the end of the term of the current negotiated contract with the Association, which ever may come first."*

Therefore, all salary increases are directly tied to the LCFF and LCAP. The additional work days for CSEA for 10.5 and 11 month employees can be worked out as additional days on the calendar. However, there are no additional days that can be added for twelve month employees. These additional days must be Professional Development days for reasons associated with LCAP requirements.



Sincerely,

Daniel R. Moirao Ed.D.

CC: Claudia Arellano, Sr. Director Human Resources
Duane Wolgamott, Chief Business Official
Matt Fennell, CSBA Field Representative

GREENFIELD High School
225 S. El. Camino Real
Greenfield, CA 93927
831-674-2751

KING CITY High School
720 Broadway Street
King City, CA 93930
831-385-5161

PORTOLA-BUTLER
Continuation High School
760 Broadway Street
King City, CA 93930
831-385-1661

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
800 Broadway Street, King City, CA 93930 • 831-385-0606 • FAX 831-385-0695

MEMORANDUM OF UNDERSTANDING
between
CSEA Chapter 529
and the
South Monterey County Joint Union High School District

In lieu of the negotiated with the teacher's association, two additional workdays on their calendar for professional development. The additional compensation for these additional work days is the equivalent of 2.2% on the salary schedule and is tied directly to the Local Control Funding Formula (LCFF) and the Local Control Accountability Plan (LCAP). Further language indicates that "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 negotiated language is "The salary adjustments shall remain in effect as long as the Local Control Funding Formula and the Local Control Accountability Plan can fund such provision or until the end of the term of the current negotiated contract with the Association, which ever may come first."

Therefore, all salary increases are directly tied to the LCFF and LCAP. The additional work days for CSEA for 10.5 and 11 month employees can be worked out as additional days on the calendar. However, there are no additional days that can be added for twelve month employees. These additional days must be Professional Development days for reasons associated with LCAP requirements.

In lieu of the above the District will adjust the base salary (Range 1, year 1) to work toward achieving the State minimum salary requirements as outlined in Senate Bill 3 (chapter 4/2016) as follows

July 1, 2016 12.34 per hour (2.2% increase)
July 1, 2017 12.65 per hour (2.5 % increase)
July 1, 2018 12.97 per hour (2.5% increase)

Date: May 24, 2016

Date: May 24, 2016

For CSEA:
[Signature]
Isabel Aguirre
[Signature]
[Signature]

For the District:
[Signature]
Daniel R. Moirao Ed.D. State Administrator

GREENFIELD High School
225 S. El. Camino Real
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831-674-2751

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720 Broadway Street
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831-385-5461

PORTOLA-BUTLER
Continuation High School
760 Broadway Street
King City, CA 93930
831-385-4661

South Monterey County Joint Union High School District
CLASSIFIED SALARY SCHEDULE
Proposed Effective 7/1/16

Year Range	1		2		3		4		5	
1	12.34	2139.29	12.96	2246.36	13.60	2357.90	14.29	2476.13	15.00	2599.94
2	12.65	2192.82	13.28	2302.13	13.94	2417.01	14.64	2537.47	15.37	2664.63
3	12.97	2247.48	13.61	2359.01	14.29	2477.24	15.01	2601.05	15.76	2731.55
4	13.29	2303.25	13.95	2418.13	14.65	2539.70	15.39	2666.86	16.15	2799.59
5	13.62	2361.25	14.30	2479.47	15.02	2603.28	15.77	2732.66	16.56	2869.86
6	13.96	2420.36	14.66	2540.82	15.39	2667.97	16.16	2801.82	16.97	2941.24
7	14.31	2480.59	15.03	2604.40	15.78	2734.90	16.56	2870.97	17.39	3014.85
8	14.67	2541.94	15.40	2669.09	16.17	2802.93	16.98	2943.47	17.83	3090.70
9	15.03	2605.51	15.78	2736.01	16.58	2873.20	17.41	3017.08	18.27	3167.66
10	15.41	2671.32	16.18	2805.16	16.99	2944.59	17.84	3091.81	18.73	3246.85
11	15.80	2738.24	16.58	2874.32	17.41	3018.20	18.29	3169.89	19.20	3328.27
12	16.19	2806.28	17.00	2946.82	17.85	3094.05	18.74	3249.08	19.68	3410.81
13	16.60	2876.55	17.43	3020.43	18.29	3171.01	19.21	3330.50	20.17	3496.70
14	17.01	2947.93	17.86	3096.28	18.75	3250.20	19.69	3413.04	20.68	3583.69
15	17.44	3022.66	18.31	3173.24	19.22	3331.62	20.19	3498.93	21.20	3674.04
16	17.87	3097.39	18.76	3252.43	19.70	3415.27	20.69	3585.93	21.72	3765.50
17	18.32	3175.47	19.23	3333.85	20.20	3501.16	21.20	3675.15	22.26	3859.19
18	18.78	3254.66	19.72	3417.50	20.70	3588.16	21.74	3767.73	22.82	3956.23
19	19.25	3336.08	20.21	3502.27	21.22	3677.39	22.28	3861.42	23.39	4054.38
20	19.73	3419.73	20.71	3590.39	21.75	3769.96	22.84	3958.46	23.98	4155.88
21	20.22	3504.50	21.23	3679.62	22.29	3863.65	23.41	4057.73	24.57	4259.61
22	20.73	3592.62	21.76	3772.19	22.85	3960.69	24.00	4159.23	25.19	4366.69
25	22.32	3868.85	23.44	4062.30	24.61	4265.42	25.84	4478.68	27.13	4702.62

6% over 15/16
+ additional 2.2%

Longevity:

- 1.80% After 6 years
- 3.50% After 8 years
- 4.25% After 10 years
- 5.00% After 12 years
- 5.63% After 14 years
- 6.25% After 16 years
- 6.88% After 18 years
- 12.875% After 20 years

Adopted:
Revised:

South Monterey County Joint Union High School District
CLASSIFIED SALARY SCHEDULE
Proposed Effective 7/1/17

Year Range	1		2		3		4		5	
1	12.65	2192.77	13.28	2302.52	13.94	2416.85	14.64	2538.03	15.37	2664.93
2	12.97	2247.64	13.61	2359.68	14.29	2477.44	15.01	2600.91	15.76	2731.24
3	13.29	2303.66	13.95	2417.99	14.65	2539.18	15.38	2666.08	16.15	2799.84
4	13.62	2360.83	14.30	2478.58	15.02	2603.20	15.77	2733.53	16.56	2869.58
5	13.96	2420.28	14.66	2541.46	15.39	2668.36	16.16	2800.98	16.97	2941.60
6	14.31	2480.87	15.03	2604.34	15.78	2734.67	16.57	2871.86	17.39	3014.77
7	14.67	2542.60	15.40	2669.51	16.17	2803.27	16.98	2942.75	17.83	3090.23
8	15.03	2605.48	15.78	2735.82	16.58	2873.01	17.41	3017.06	18.28	3167.97
9	15.41	2670.65	16.18	2804.41	16.99	2945.03	17.84	3092.51	18.73	3246.85
10	15.80	2738.10	16.59	2875.29	17.41	3018.20	18.28	3169.11	19.20	3328.02
11	16.19	2806.70	17.00	2946.17	17.85	3093.66	18.75	3249.14	19.68	3411.48
12	16.59	2876.44	17.43	3020.49	18.30	3171.40	19.21	3330.31	20.17	3496.08
13	17.01	2948.46	17.86	3095.94	18.75	3250.28	19.69	3413.77	20.68	3584.11
14	17.43	3021.63	18.31	3173.68	19.22	3331.45	20.18	3498.37	21.19	3673.29
15	17.87	3098.23	18.76	3252.57	19.70	3414.91	20.69	3586.40	21.73	3765.89
16	18.32	3174.83	19.23	3333.74	20.20	3500.65	21.21	3675.57	22.27	3859.64
17	18.78	3254.85	19.71	3417.20	20.70	3588.69	21.73	3767.03	22.82	3955.67
18	19.25	3336.03	20.21	3502.94	21.22	3677.86	22.28	3861.92	23.40	4055.13
19	19.73	3419.48	20.71	3589.83	21.75	3769.32	22.83	3957.96	23.98	4155.74
20	20.22	3505.23	21.23	3680.15	22.29	3864.21	23.41	4057.42	24.58	4259.78
21	20.72	3592.12	21.76	3771.61	22.85	3960.24	24.00	4159.17	25.19	4366.10
22	21.24	3682.43	22.31	3866.50	23.42	4059.71	24.60	4263.21	25.82	4475.85
25	22.88	3965.58	24.02	4163.86	25.22	4372.05	26.48	4590.65	27.81	4820.18

2.5% over 16/17

Longevity:

- 1.80% After 6 years
- 3.50% After 8 years
- 4.25% After 10 years
- 5.00% After 12 years
- 5.63% After 14 years
- 6.25% After 16 years
- 6.88% After 18 years
- 12.875% After 20 years

Adopted:
Revised:

South Monterey County Joint Union High School District
CLASSIFIED SALARY SCHEDULE
Proposed Effective 7/1/18

Year Range	1		2		3		4		5	
1	12.97	2247.59	13.62	2360.08	14.29	2477.27	15.01	2601.48	15.76	2731.56
2	13.29	2303.84	13.95	2418.68	14.65	2539.38	15.38	2665.93	16.15	2799.52
3	13.62	2361.26	14.30	2478.44	15.02	2602.65	15.77	2732.73	16.56	2869.83
4	13.96	2419.85	14.66	2540.55	15.39	2668.28	16.16	2801.87	16.97	2941.32
5	14.31	2480.78	15.03	2605.00	15.78	2735.07	16.56	2871.01	17.40	3015.14
6	14.67	2542.89	15.40	2669.45	16.17	2803.04	16.98	2943.66	17.83	3090.14
7	15.04	2606.17	15.79	2736.24	16.58	2873.35	17.40	3016.31	18.27	3167.48
8	15.41	2670.62	16.18	2804.21	16.99	2944.83	17.84	3092.48	18.73	3247.17
9	15.79	2737.42	16.58	2874.52	17.42	3018.66	18.29	3169.82	19.20	3328.02
10	16.19	2806.55	17.00	2947.18	17.85	3093.66	18.74	3248.34	19.68	3411.22
11	16.60	2876.86	17.42	3019.83	18.29	3171.00	19.21	3330.37	20.17	3496.77
12	17.01	2948.35	17.86	3096.00	18.75	3250.68	19.69	3413.57	20.67	3583.48
13	17.44	3022.17	18.31	3173.34	19.22	3331.54	20.19	3499.11	21.19	3673.72
14	17.87	3097.17	18.77	3253.03	19.70	3414.74	20.69	3585.83	21.72	3765.12
15	18.32	3175.68	19.23	3333.88	20.19	3500.28	21.21	3676.06	22.27	3860.04
16	18.77	3254.20	19.71	3417.08	20.70	3588.17	21.74	3767.46	22.82	3956.13
17	19.25	3336.23	20.21	3502.63	21.22	3678.40	22.28	3861.21	23.39	4054.56
18	19.73	3419.43	20.71	3590.51	21.75	3769.81	22.84	3958.47	23.98	4156.51
19	20.22	3504.97	21.23	3679.57	22.29	3863.55	23.41	4056.91	24.57	4259.63
20	20.73	3592.86	21.76	3772.15	22.85	3960.82	23.99	4158.86	25.19	4366.27
21	21.24	3681.92	22.30	3865.90	23.42	4059.25	24.60	4263.15	25.82	4475.25
22	21.78	3774.49	22.86	3963.16	24.01	4161.20	25.21	4369.79	26.47	4587.75
25	23.45	4064.72	24.62	4267.96	25.85	4481.35	27.15	4705.41	28.50	4940.69

2.5% over 17/18

Longevity:

- 1.80% After 6 years
- 3.50% After 8 years
- 4.25% After 10 years
- 5.00% After 12 years
- 5.63% After 14 years
- 6.25% After 16 years
- 6.88% After 18 years
- 12.875% After 20 years

Adopted:
Revised:

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

SUBJECT: Site Enrollment, Attendance and Referral Statistics

MEETING: June 9, 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. These reports are for May 2016.


Recommendation:

This is an information item only.

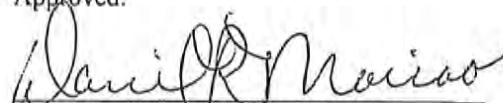
Fiscal Impact:

None

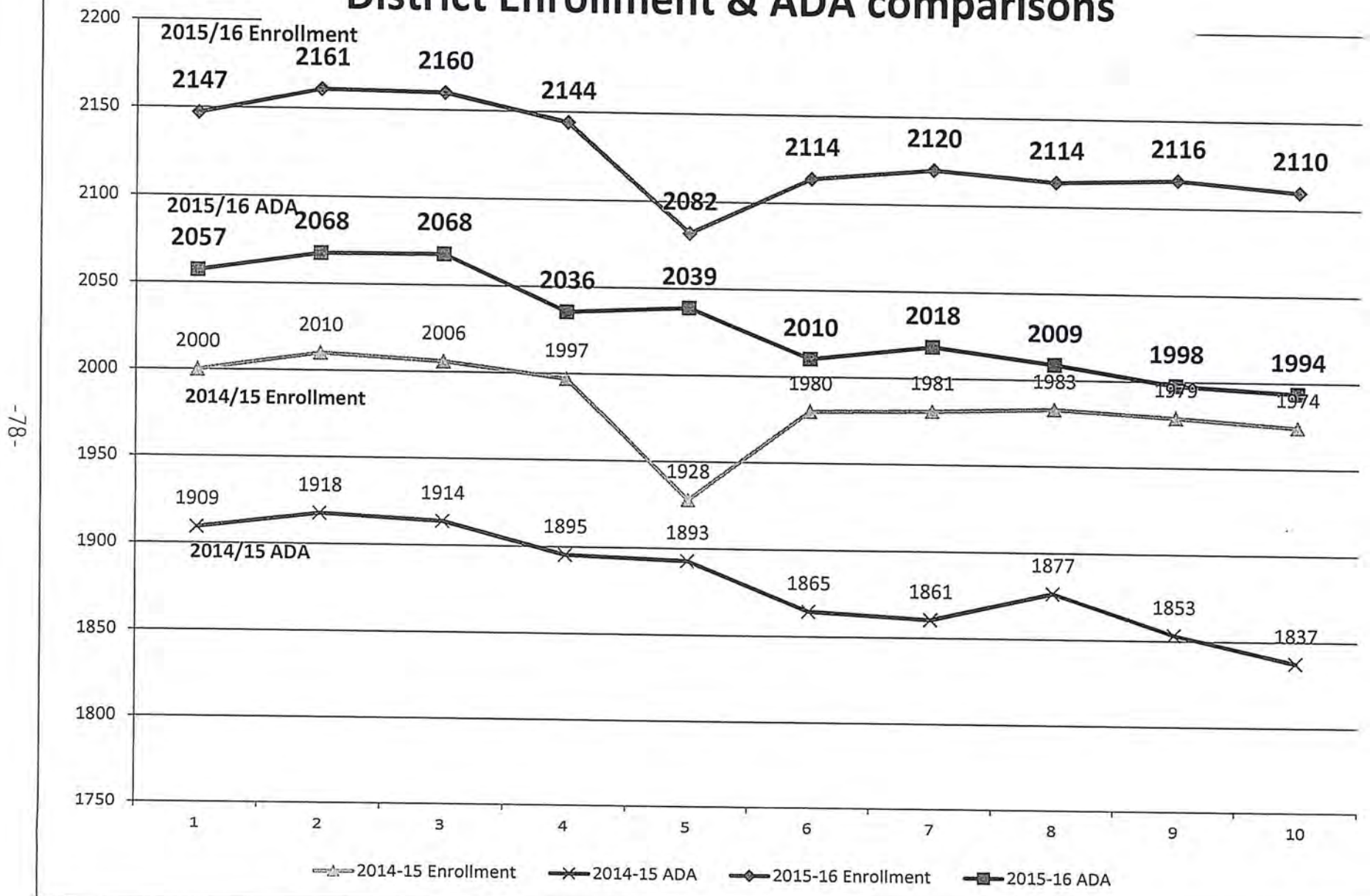
Submitted By:


Duane Wolgamott
Chief Business Official

Approved:


Daniel R. Moirao, Ed.D.
State Administrator

District Enrollment & ADA comparisons



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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%	

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	1017.00	1018.00	1011.00	997.00	973.00	984.00	987.00	987.00	987.00	986.00	0.00
Total ADA	982.45	981.00	974.73	949.76	957.20	933.44	936.16	944.84	945.21	936.11	0.00
Percentage Attendance	96.60%	96.37%	96.41%	95.26%	98.38%	94.86%	94.85%	95.73%	95.77%	94.94%	

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%	

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	1040.00	0.00
Total ADA	1020.35	1009.89	1007.26	1000.95	1004.79	986.21	992.99	978.74	971.36	977.78	0.00
Percentage Attendance	96.53%	95.63%	95.38%	94.52%	97.18%	94.65%	95.30%	94.02%	93.31%	94.02%	

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%

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	84.00	0.00
Total ADA	54.52	76.61	85.85	84.94	76.93	90.61	89.07	85.22	81.11	79.85	0.00
Percentage Attendance	74.68%	88.06%	92.31%	96.52%	102.57%	102.97%	97.88%	99.09%	92.17%	95.06%	

District

2013-14	1940	1954	1951	1933	1858	1901	1897	1897	1885	1878	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	2147	2161	2160	2144	2082	2114	2120	2114	2116	2110	
ADA	2057	2068	2068	2036	2039	2010	2018	2009	1998	1994	
Enroll Diff 14-15 to 15-16	147.00	151.00	154.00	147.00	154.00	134.00	139.00	131.00	137.00	136.00	
ADA Diff	148.09	149.86	154.03	140.25	146.08	145.70	157.59	132.19	144.37	156.29	

Greenfield High School

6/1/2016

2015-2016

Discipline Distribution Report from 5/1/2016 to 5/31/2016

Page 1

Code # and Name	Total	Grade				Sex		Hispanic/Latino?	Race (Not Hispanic)						
		9	10	11	12	F	M	Y	100	200	300	400	600	700	
04 *Assault (E) 48900 (a)(2)	2	-	1	1	-	-	2	2	-	-	-	-	-	-	-
10 *Drugs, Use of (E) 48900 (c)	1	-	-	1	-	-	1	1	-	-	-	-	-	-	-
36 Behavior, Defiance (E) 48900 (	3	-	1	2	-	1	2	3	-	-	-	-	-	-	-
38 Behavior, Disruptive (E) 48900	4	-	-	3	1	-	4	4	-	-	-	-	-	-	-
47 Disruption of School Activities (	2	-	1	1	-	1	1	2	-	-	-	-	-	-	-
52 Fighting (E) 48900 (a)(1)	14	7	3	4	-	5	9	14	-	-	-	-	-	-	-
84 Threats to Others (E) 48900 (a)	1	-	-	-	1	-	1	1	-	-	-	-	-	-	-
Totals:	27	7	6	12	2	7	20	27	-	-	-	-	-	-	-

Greenfield High School

06/01/2016

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2015-2016

MONTHLY ATTENDANCE SUMMARY

Page 1

Month 10 - From 04/18/2016 Through 05/13/2016

Regular 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	18	304	2	306	3	303	47	330	5508	5131	285.06	93.96%	0	48217	168	287.01
10 TOTAL	18	262	1	263	2	261	30	320	4734	4384	243.56	93.20%	0	41499	168	247.02
11 TOTAL	18	235	2	237	3	234	65	224	4266	3977	220.94	94.67%	0	38598	168	229.75
12 TOTAL	18	203	1	204	2	202	36	180	3672	3456	192.00	95.05%	0	33161	168	197.39
TOTAL 9-12	18	1004	6	1010	10	1000	178	1054	18180	16948	941.56	94.15%	0	161475	168	961.16
PROGRAM	18	1004	6	1010	10	1000	178	1054	18180	16948	941.56	94.15%	0	161475	168	961.16

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Principal Signature

Date

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Greenfield High School

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2015-2016

MONTHLY ATTENDANCE SUMMARY

Page 2

Month 10 - From 04/18/2016 Through 05/13/2016

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)
9 TOTAL	18	2	0	2	0	2	0	0	36	36	2.00	100.00%	0	204	168	1.21
11 TOTAL	18	1	2	3	1	2	12	0	54	42	2.33	100.00%	0	234	168	1.39
12 TOTAL	18	2	0	2	0	2	0	11	36	25	1.39	69.44%	0	163	168	0.97
TOTAL 9-12	18	5	2	7	1	6	12	11	126	103	5.72	90.35%	0	601	168	3.58
PROGRAM	18	5	2	7	1	6	12	11	126	103	5.72	90.35%	0	601	168	3.58

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Principal Signature

Date

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Greenfield High School

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2015-2016

MONTHLY ATTENDANCE SUMMARY

Page 3

Month 10 - From 04/18/2016 Through 05/13/2016

Program I Independent Study

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	18	0
10 TOTAL	18	3	0	3	0	3	0	0	54	54	3.00	100.00%	0	289	168	1.72
11 TOTAL	18	5	0	5	0	5	0	6	90	84	4.67	93.33%	0	687	168	4.09
12 TOTAL	18	1	1	2	0	2	6	6	36	24	1.33	80.00%	0	393	168	2.34
TOTAL 9-12	18	9	2	11	0	11	11	19	198	168	9.33	89.84%	0	1375	168	8.18
PROGRAM	18	9	2	11	0	11	11	19	198	168	9.33	89.84%	0	1375	168	8.18

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Principal Signature

Date

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Greenfield High School

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2015-2016

MONTHLY ATTENDANCE SUMMARY

Page 4

Month 10 - From 04/18/2016 Through 05/13/2016

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	18	3	0	3	0	3	0	1	54	53	2.94	98.15%	0	453	168	2.70
10 TOTAL	18	8	0	8	0	8	0	8	144	136	7.56	94.44%	0	1257	168	7.48
11 TOTAL	18	1	0	1	0	1	0	1	18	17	0.94	94.44%	0	150	168	0.89
12 TOTAL	18	5	0	5	0	5	0	23	90	67	3.72	74.44%	0	809	168	4.82
TOTAL 9-12	18	17	0	17	0	17	0	33	306	273	15.17	89.22%	0	2669	168	15.89
PROGRAM	18	17	0	17	0	17	0	33	306	273	15.17	89.22%	0	2669	168	15.89

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Principal Signature

Date

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Ventana ATP

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2015-2016

MONTHLY ATTENDANCE SUMMARY

Page 1

Month 10 - From 04/18/2016 Through 05/13/2016

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	18	6	0	6	0	6	0	0	108	108	6.00	100.00%	0	1238	168	7.37
TOTAL 9-12	18	6	0	6	0	6	0	0	108	108	6.00	100.00%	0	1238	168	7.37
PROGRAM	18	6	0	6	0	6	0	0	108	108	6.00	100.00%	0	1238	168	7.37

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Principal Signature

Date

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King City High School

6/1/2016

2015-2016

Discipline Distribution Report from 5/1/2016 to 5/31/2016

Page 1

Code # and Name	Total	Grade				Sex		Hispanic/Latino?	Race (Not Hispanic)						
		9	10	11	12	F	M	Y	100	200	300	400	600	700	
04 *Assault (E) 48900 (a)(2)	1	-	-	1	-	-	1	1	-	-	-	-	-	-	-
07 *Drugs, Paraphernalia (E) 489C	2	-	2	-	-	-	2	2	-	-	-	-	-	-	-
08 *Drugs, Possession of (E) 489C	1	-	-	-	1	-	1	1	-	-	-	-	-	-	-
39 Behavior, Inappropriate (E) 489C	1	-	-	1	-	-	1	1	-	-	-	-	-	-	-
47 Disruption of School Activities (E) 489C	2	1	-	-	1	1	1	2	-	-	-	-	-	-	-
52 Fighting (E) 48900 (a)(1)	2	2	-	-	-	-	2	2	-	-	-	-	-	-	-
79 Stolen Property, Possession of (E) 489C	1	-	1	-	-	1	-	1	-	-	-	-	-	-	-
Totals:	10	3	3	2	2	2	8	10	-	-	-	-	-	-	-

King City High School

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Page 1

2015-2016

MONTHLY ATTENDANCE SUMMARY

Month 10 - From 4/18/2016 Through 5/13/2016

Regular Program

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	N O P		
														YEAR TO DATE		
														Total Apport Attendance	Days Taught	Total ADA (N/O)
9 TOTAL	18	250	2	252	2	250	25	233	4536	4278	237.67	94.83%	1	40221	168	239.41
10 TOTAL	18	257	0	257	1	256	16	234	4626	4376	243.11	94.92%	0	42287	168	251.71
11 TOTAL	18	215	0	215	1	214	8	174	3870	3688	204.89	95.49%	0	36576	168	217.71
12 TOTAL	18	198	0	198	1	197	3	150	3564	3411	189.50	95.79%	0	32251	168	191.97
TOTAL 9-12	18	920	2	922	5	917	52	791	16596	15753	875.17	95.22%	1	151335	168	900.80
PROGRAM	18	920	2	922	5	917	52	791	16596	15753	875.17	95.22%	1	151335	168	900.80

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Principal Signature _____

Date _____

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King City High School

6/1/2016
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2015-2016

MONTHLY ATTENDANCE SUMMARY

Page 2

Month 10 - From 4/18/2016 Through 5/13/2016

Program C Concurrent

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 Attendance	O Days Taught	P Total ADA (N/O)
														11 TOTAL	18	1
TOTAL 9-12 PROGRAM	18	1	0	1	0	1	0	0	18	18	1.00	100.00%	0	153	168	0.91

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Principal Signature

Date

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King City High School

6/1/2016

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2015-2016

MONTHLY ATTENDANCE SUMMARY

Page 3

Month 10 - From 4/18/2016 Through 5/13/2016

Program H Home-Hospital

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 Attendance	O Days Taught	P Total ADA (N/O)
11 TOTAL	18	2	0	2	0	2	0	3	36	33	1.83	91.67%	0	97	168	0.58
12 TOTAL	18	0	0	0	0	0	0	0	0	0	0.00	0	0	63	168	0.38
TOTAL 9-12	18	2	0	2	0	2	0	3	36	33	1.83	91.67%	0	160	168	0.95
PROGRAM	18	2	0	2	0	2	0	3	36	33	1.83	91.67%	0	160	168	0.95

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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

6/1/2016

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2015-2016

MONTHLY ATTENDANCE SUMMARY

Page 4

Month 10 - From 4/18/2016 Through 5/13/2016

Program I Independent Study

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 Attendance	O Days Taught	P Total ADA (N/O)
10 TOTAL	18	4	1	5	0	5	2	29	90	59	3.28	67.05%	0	382	168	2.27
11 TOTAL	18	4	0	4	0	4	0	15	72	57	3.17	79.17%	0	344	168	2.05
12 TOTAL	18	11	1	12	0	12	15	27	216	174	9.67	86.57%	0	1091	168	6.49
TOTAL 9-12	18	19	2	21	0	21	17	71	378	290	16.11	80.33%	0	1817	168	10.82
PROGRAM	18	19	2	21	0	21	17	71	378	290	16.11	80.33%	0	1817	168	10.82

-06-

Principal Signature _____

Date _____

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

King City High School

6/1/2016

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2015-2016

MONTHLY ATTENDANCE SUMMARY

Page 5

Month 10 - From 4/18/2016 Through 5/13/2016

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 Attendance	O Days Taught	P Total ADA (N/O)
														9 TOTAL	18	26
10 TOTAL	18	6	0	6	0	6	0	9	108	99	5.50	91.67%	0	929	168	5.53
11 TOTAL	18	2	0	2	0	2	0	1	36	35	1.94	97.22%	0	327	168	1.95
12 TOTAL	18	9	0	9	0	9	0	23	162	139	7.72	85.80%	0	1283	168	7.64
TOTAL 9-12	18	43	0	43	0	43	0	54	774	720	40.00	93.02%	0	6797	168	40.46
PROGRAM	18	43	0	43	0	43	0	54	774	720	40.00	93.02%	0	6797	168	40.46

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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

6/1/2016

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2015-2016

MONTHLY ATTENDANCE SUMMARY

Page 6

Month 10 - From 4/18/2016 Through 5/13/2016

Program X Fifth year senior

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 Attendance	O Days Taught	P Total ADA (N/O)
														12 TOTAL	18	3
TOTAL 9-12	18	3	0	3	0	3	0	0	54	54	3.00	100.00%	0	476	168	2.83
PROGRAM	18	3	0	3	0	3	0	0	54	54	3.00	100.00%	0	476	168	2.83

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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

6/1/2016

2015-2016

Discipline Distribution Report from 5/1/2016 to 5/31/2016

Page 1

Code # and Name	Total	Grade				Sex		Hispanic/Latino?	Race (Not Hispanic)						
		9	10	11	12	F	M	Y	100	200	300	400	600	700	
08 *Drugs, Possession of (E) 4890	1	-	-	-	1	-	1	1	-	-	-	-	-	-	-
36 Behavior, Defiance (E) 48900 (	1	-	-	1	-	-	1	1	-	-	-	-	-	-	-
38 Behavior, Disruptive (E) 48900	3	-	-	2	1	-	3	3	-	-	-	-	-	-	-
47 Disruption of School Activities (	1	-	-	-	1	-	1	1	-	-	-	-	-	-	-
52 Fighting (E) 48900 (a)(1)	1	-	-	1	-	-	1	1	-	-	-	-	-	-	-
Totals:	7	-	-	4	3	-	7	7	-	-	-	-	-	-	-

Portola-Butler Contin. High School

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2015-2016

MONTHLY ATTENDANCE SUMMARY/CONTINUATION

Month 10 - From 04/18/2016 Through 05/13/2016

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	18	1	1	2	0	2	14	66.00	66.00	0.00	66.00	1.22
11 TOTAL	18	33	1	34	1	33	10	1763.00	1614.57	19.20	1633.76	30.25
12 TOTAL	18	39	2	41	5	36	61	2018.00	1859.80	22.30	1882.10	34.85
PROGRAM TOTAL	18	73	4	77	6	71	85	3847.00	3540.36	41.50	3581.86	66.33

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	18	1	0	1	0	1	0	54.00	54.00	0.00	54.00	1.00
10 TOTAL	18	5	0	5	0	5	0	270.00	270.00	0.00	270.00	5.00
11 TOTAL	18	3	0	3	0	3	0	162.00	162.00	0.00	162.00	3.00
12 TOTAL	18	1	0	1	0	1	0	54.00	54.00	0.00	54.00	1.00
PROGRAM TOTAL	18	10	0	10	0	10	0	540.00	540.00	0.00	540.00	10.00

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	18	5	0	5	2	3	24	240.00	190.20	0.00	190.20	3.52
PROGRAM TOTAL	18	5	0	5	2	3	24	240.00	190.20	0.00	190.20	3.52

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

SUBJECT: Revenue and Expenditures Report for 2015-16

MEETING: June 9, 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 Revenue and Expenditures report is for the 2015-2016 school year and covers through May 2016. The report is listed by 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 05/31/2016				
		Budget	Actual	Encumbrance	Balance	Avail
REVENUES						
LCFF Revenue Sources	(8010-8099)	20,852,634.00	19,764,290.72		1,088,343.28	5%
Federal Revenue	(8100-8299)	1,187,748.00	402,380.58		785,367.42	66%
Other State Revenue	(8300-8599)	3,672,369.00	3,371,492.27		300,876.73	8%
Other Local Revenue	(8600-8799)	1,657,870.00	1,479,364.32		178,505.68	11%
Total Revenues		27,370,621.00	25,017,527.89		2,353,093.11	9%
EXPENDITURES						
Certificated Salaries	(1000-1999)	8,691,798.00	7,550,888.80	710,990.60	429,918.60	5%
Classified Salaries	(2000-2999)	2,787,720.00	2,436,072.55	171,310.21	180,337.24	6%
Employee Benefits	(3000-3999)	3,922,191.00	3,257,670.28	285,218.12	379,302.60	10%
Books and Supplies	(4000-4999)	2,388,219.53	1,619,376.02	527,342.20	241,501.31	10%
Services & Operating Expenses	(5000-5999)	7,113,126.18	3,031,062.50	1,086,242.37	2,995,821.31	42%
Capital Outlay	(6000-6999)	327,593.00	148,197.65	149,514.36	29,880.99	9%
Other Outgo	(7100-7299, 7400-7499)	1,724,529.00	1,641,643.13	.00	82,885.87	5%
Transfer of Indirect Costs	(7300-7399)	(4.00)	.00	.00	(4.00)	100%
Total Expenditures		26,955,172.71	19,684,910.93	2,930,617.86	4,339,643.92	16%
Operating Surplus/(Deficit)		415,448.29	5,332,616.96	2,401,999.10		
Beginning Fund Balance		5,776,786.00	5,776,778.20	5,776,778.20		
Net Ending Fund Balance		6,192,234.29	11,109,395.16	8,178,777.30		
		<i>*** calculated ***</i>				
Components of Ending Fund Balance						
	Undesignated/Unappropriated - 9790	6,192,234.29	.00			
	Ending Fund Balance	6,192,234.29	.00			

Fund 11 - Adult Education Fund		Fiscal Year 2016 through 05/31/2016				
		Budget	Actual	Encumbrance	Balance	Avail
REVENUES						
Other State Revenue	(8300-8599)	78,500.00	.00		78,500.00	100%
Other Local Revenue	(8600-8799)	.00	450.63		(450.63)	0%
Total Revenues		78,500.00	450.63		78,049.37	99%
EXPENDITURES						
Certificated Salaries	(1000-1999)	20,490.00	15,616.80	.00	4,873.20	24%
Classified Salaries	(2000-2999)	5,384.00	2,910.70	.00	2,473.30	46%
Employee Benefits	(3000-3999)	9,006.00	2,205.23	.00	6,800.77	76%
Books and Supplies	(4000-4999)	17,062.00	13,092.23	3,013.44	956.33	6%
Services & Operating Expenses	(5000-5999)	26,558.00	6,392.50	20,000.00	165.50	1%
Total Expenditures		78,500.00	40,217.46	23,013.44	15,269.10	19%
Operating Surplus/(Deficit)		.00	(39,766.83)	(62,780.27)		
Net Surplus/(Deficit)		.00	(39,766.83)	(62,780.27)		
Net Ending Fund Balance		.00	(39,766.83)	(62,780.27)		
			<i>*** calculated ***</i>			

Fund 13 - Cafeteria Fund		Fiscal Year 2016 through 05/31/2016				
		Budget	Actual	Encumbrance	Balance	Avail
REVENUES						
Federal Revenue	(8100-8299)	455,000.00	346,975.81		108,024.19	24%
Other State Revenue	(8300-8599)	36,500.00	26,454.28		10,045.72	28%
Other Local Revenue	(8600-8799)	164,971.00	161,602.54		3,368.46	2%
Total Revenues		656,471.00	535,032.63		121,438.37	18%
EXPENDITURES						
Classified Salaries	(2000-2999)	126,433.00	117,539.45	3,158.57	5,734.98	5%
Employee Benefits	(3000-3999)	79,778.00	59,259.86	1,306.56	19,211.58	24%
Books and Supplies	(4000-4999)	411,878.00	345,925.36	7,873.41	58,079.23	14%
Services & Operating Expenses	(5000-5999)	24,641.00	12,871.62	10,023.79	1,745.59	7%
Capital Outlay	(6000-6999)	10,300.00	.00	10,270.36	29.64	0%
Total Expenditures		653,030.00	535,596.29	32,632.69	84,801.02	13%
Operating Surplus/(Deficit)		3,441.00	(563.66)	(33,196.35)		
Beginning Fund Balance		150,936.00	150,935.39	150,935.39		
Net Ending Fund Balance		154,377.00	150,371.73	117,739.04		
		<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 05/31/2016				
		Budget	Actual	Encumbrance	Balance	Avail
REVENUES						
Other Local Revenue	(8600-8799)	16,266.00	24,449.50		(8,183.50)	(50)%
Total Revenues		16,266.00	24,449.50		(8,183.50)	(50)%
Operating Surplus/(Deficit)		16,266.00	24,449.50	24,449.50		
Beginning Fund Balance		2,997,390.00	2,997,389.10	2,997,389.10		
Net Ending Fund Balance		3,013,656.00	3,021,838.60	3,021,838.60		
		*** calculated ***				
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 05/31/2016				
		Budget	Actual	Encumbrance	Balance	Avail
REVENUES						
Other Local Revenue	(8600-8799)	174,685.00	222,459.67		(47,774.67)	(27)%
Total Revenues		174,685.00	222,459.67		(47,774.67)	(27)%
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)	35,910.92	(123,821.81)		
Beginning Fund Balance		293,696.00	293,695.01	293,695.01		
Net Ending Fund Balance		101,157.00	329,605.93	169,873.20		
	<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 05/31/2016				
		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 05/31/2016			
	Budget	Actual	Encumbrance	Balance	Avail
Beginning Fund Balance	1,248,728.00	1,248,727.02	1,248,727.02		
Net Ending Fund Balance	1,248,728.00	1,248,727.02	1,248,727.02		
<i>*** calculated ***</i>					
Components of Ending Fund Balance					
Undesignated/Unappropriated - 9790	1,248,728.00	.00			
Ending Fund Balance	1,248,728.00	.00			

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

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

MEETING: June 9, 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 May 31, 2016)

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

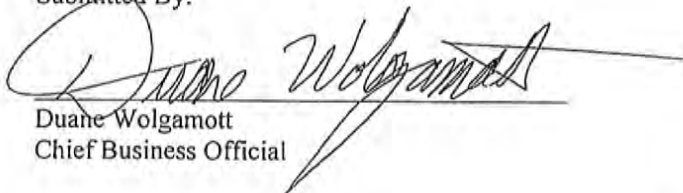
Recommendation:

This is an information item only.


Fiscal Impact:

None

Submitted By:


Duane Wolgamott
Chief Business Official

Approved:


Daniel R. Moirao, Ed.D.
State Administrator

Fund 01 - Actuals through May

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
Materials and Supplies	4000-4999		201,887.88	272,570.16	180,711.92	213,673.28	196,222.78	82,646.84
Grants	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								
Assets and Deferred Outflows								
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 = 11, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

ESCAPE ONLINE

Fund 01 - Actuals through May		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 May

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	10,930,671.49			
B. RECEIPTS									
LCFF Revenue Sources									
Principal Apportionment	8010-8019	724,130.00	1,391,485.50	1,751,884.00	773,264.00	773,264.00		14,110,291.50	15,313,309.00
Property Taxes	8020-8079	223,836.36	138,062.34	119,775.84	1,938,357.22	64,351.75		5,653,999.22	5,539,325.00
Miscellaneous Funds	8080-8099								
Federal Revenues	8100-8299	16,348.00	154,728.00	36,424.79		21,524.00		402,380.58	1,187,748.00
Other State Revenues	8300-8599	619,009.74	113,678.10	57,664.00	213,627.94	59,556.00		3,371,492.27	3,672,369.00
Other Local Revenues	8600-8799	403,977.39	250,376.79	90,375.01	144,926.06	145,438.68		1,479,364.32	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	1,064,134.43	.00	25,017,527.89	27,370,621.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	739,927.11	727,262.51	751,053.51	745,838.43	740,424.41		7,550,888.80	8,691,798.00
Classified Salaries	2000-2999	221,561.49	216,745.31	284,270.72	239,068.47	227,053.47		2,436,072.55	2,787,720.00
Employee Benefits	3000-3999	316,591.23	317,321.56	328,254.35	321,433.48	318,758.00		3,257,670.28	3,922,191.00
Supplies	4000-4999	164,181.08	66,697.27	106,965.44	63,059.91	70,759.46		1,619,376.02	2,388,219.53
Services	5000-5999	320,422.25	340,713.02	389,223.83	225,702.34	175,825.90		3,031,062.50	7,113,126.18
Capital Outlay	6000-6599		52,658.94			95,538.71		148,197.65	327,593.00
Other Outgo	7000-7499	1,367,942.10	48,440.73	48,902.60	43,450.22	43,236.34		1,641,643.13	1,724,525.00
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	1,671,596.29	.00	19,684,910.93	26,955,172.71
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			21,524.00		975,344.48	
Due From Other Funds	9310								
Stores	9320								
Prepaid Expenditures	9330				8,375.69	22,097.96		30,473.65	
Other Current Assets	9340								
Deferred Outflows of Resrcs	9490								
Undefined Objects									
SUBTOTAL ASSETS		1,186,505.83	212,802.31	.00	8,375.69	43,621.96	.00	1,009,166.83	
(continued)									

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

ESCAPE ONLINE

Fund 01 - Actuals through May		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	35,830.01		1,496,149.81-	
Due To Other Funds	9610							4,927.57-	
Current Loans	9640								
Unearned Revenues	9650								
Deferred Inflows of Resrcs	9690							66,332.19-	
Undefined Objects		164,296.00-						164,296.00-	
SUBTOTAL LIABILITIES		217,319.70-	574,979.22-	46,605.01-	34,238.73	35,478.92	.00	1,731,891.38-	
Nonoperating									
Suspense Clearing	9910	9.90-	38.00-	165.28		351.09-		185.81-	
TOTAL BALANCE SHEET ITEMS		969,186.13	362,176.91-	46,605.01-	25,863.04	8,143.04-	.00	722,724.55-	
E. NET INCREASE/DECREASE									
B - C + D		174,137.64-	311,041.72-	100,848.18	1,457,485.41	615,604.90-	.00	4,609,892.41	415,448.29
F. ENDING CASH (A + E)		9,683,379.62	9,372,337.90	9,473,186.08	10,930,671.49	10,315,066.59			
G. Ending Cash, Plus Cash Accruals and Adjustments									

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Fund 09 - Actuals through May

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							
Materials and Supplies	4000-4999							
Utilities	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 = 11, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

ESCAPE ONLINE

Fund 09 - Actuals through May		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 May

Fiscal Year 2015/16

	Object	January	February	March	April	May	June	Total	Budget
A. BEGINNING CASH	9110	.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								
Grants and Supplies	4000-4999								
Indirect Expenses	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 = 11, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

ESCAPE ONLINE

Fund 09 - Actuals through May		Fiscal Year 2015/16							
	Object	January	February	March	April	May	June	Total	Budget
Liabilities and Deferred Inflows									
Accounts Payable	9500-9599								
Due To Other Funds	9610								
Current Loans	9640								
Unearned Revenues	9650								
Deferred Inflows of Resrcs	9690								
Undefined Objects									
SUBTOTAL LIABILITIES		.00	.00	.00	.00	.00	.00	.00	
Nonoperating									
Suspense Clearing	9910								
TOTAL BALANCE SHEET ITEMS		.00	.00	.00	.00	.00	.00	.00	
E. NET INCREASE/DECREASE									
B - C + D		.00	.00	.00	.00	.00	.00	.00	
F. ENDING CASH (A + E)		.00	.00	.00	.00	.00	.00	.00	.00
G. Ending Cash, Plus Cash									
Accruals and Adjustments									

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Fund 11 - Actuals through May

Fiscal Year 2015/16

	Object	Beginning Balance	July	August	September	October	November	December	
A. BEGINNING CASH	9110		.00	.00	.00	.00	.00	.00	
B. RECEIPTS									
LCFF Revenue Sources									
Principal Apportionment	8010-8019								
Property Taxes	8020-8079								
Miscellaneous Funds	8080-8099								
Federal Revenues	8100-8299								
Other State Revenues	8300-8599								
Other Local Revenues	8600-8799								
Interfund Transfers In	8910-8929								
All Other Financing Sources	8930-8979								
Undefined Objects									
TOTAL RECEIPTS		.00	.00	.00	.00	.00	.00	.00	
C. DISBURSEMENTS									
Certificated Salaries	1000-1999								
Classified Salaries	2000-2999								
Employee Benefits	3000-3999								
Books and Supplies	4000-4999								
Services	5000-5999								
Capital Outlay	6000-6599								
Other Outgo	7000-7499								
Interfund Transfers Out	7600-7629								
All Other Financing Uses	7630-7699								
Undefined Objects									
TOTAL DISBURSEMENTS		.00	.00	.00	.00	.00	.00	.00	
D. BALANCE SHEET ITEMS									
<u>Assets and Deferred Outflows</u>									
Cash Not In Treasury	9111-9199								
Accounts Receivable	9200-9299								
Due From Other Funds	9310								
Stores	9320								
Prepaid Expenditures	9330								
Other Current Assets	9340								
Deferred Outflows of Resrcs	9490								
Undefined Objects									
SUBTOTAL ASSETS		.00	.00	.00	.00	.00	.00	.00	
(continued)									

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

ESCAPE ONLINE

Fund 11 - Actuals through May

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	.00
Nonoperating									
Suspense Clearing	9910								
TOTAL BALANCE SHEET ITEMS		.00	.00	.00	.00	.00	.00	.00	.00
E. NET INCREASE/DECREASE									
B - C + D			.00	.00	.00	.00	.00	.00	.00
F. ENDING CASH (A + E)			.00	.00	.00	.00	.00	.00	.00
G. Ending Cash, Plus Cash Accruals and Adjustments									

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Fund 11 - Actuals through May

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	32,225.84			
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								78,500.00
Other Local Revenues	8600-8799					450.63		450.63	
Interfund Transfers In	8910-8929								
All Other Financing Sources	8930-8979								
Undefined Objects									
TOTAL RECEIPTS		.00	.00	.00	.00	450.63	.00	450.63	78,500.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999			2,073.60	6,760.80	6,782.40		15,616.80	20,490.00
Classified Salaries	2000-2999			216.97	2,321.81	371.92		2,910.70	5,384.00
Employee Benefits	3000-3999			288.65	1,079.28	837.30		2,205.23	9,006.00
Materials and Supplies	4000-4999		1,689.48	6,534.49	4,868.26			13,092.23	17,062.00
Travel	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	7,991.62	.00	40,217.46	78,500.00
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 = 11, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

ESCAPE ONLINE

Fund 11 - Actuals through May		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-	7,540.99-	.00	39,766.83-	.00
F. ENDING CASH (A + E)		.00	2,049.48-	16,765.69-	32,225.84-	39,766.83-			
G. Ending Cash, Plus Cash Accruals and Adjustments									

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Fund 13 - Actuals through May

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			
Interfund Transfers In	8910-8929							208.68	
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	
Grants	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									
Assets and Deferred Outflows									
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 = 11, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

ESCAPE ONLINE

Fund 13 - Actuals through May		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 May										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	44,873.61					
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		94,125.35		346,975.81	455,000.00		
Other State Revenues	8300-8599		15,499.12	2,665.92		7,331.70		26,454.28	36,500.00		
Other Local Revenues	8600-8799		1,484.92	96,479.74		36,930.05		161,602.54	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	138,387.10	.00	535,032.63	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	12,612.58		117,539.45	126,433.00		
Employee Benefits	3000-3999	5,381.23	5,298.52	6,573.84	6,458.04	6,563.38		59,259.86	79,778.00		
Books and Supplies	4000-4999	24,500.09	33,458.24	46,584.41	33,089.54	13,653.84		345,925.36	411,878.00		
Services	5000-5999	1,679.77	479.91	2,441.60	1,602.58	110.67		12,871.62	24,641.00		
Capital Outlay	6000-6599								10,300.00		
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	32,940.47	.00	535,596.29	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	.00	1,479.74			
(continued)											

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

ESCAPE ONLINE

Fund 13 - Actuals through May		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-	105,446.63	.00	1,836.01-	3,441.00
F. ENDING CASH (A + E)		134,818.90-	32,587.67	98,355.98	44,873.61	150,320.24			
G. Ending Cash, Plus Cash Accruals and Adjustments									

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Fund 17 - Actuals through May

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							
Interfund Transfers In	8910-8929					5,298.01		5,386.59
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							
s and Supplies	4000-4999							
ces	5000-5999							
al 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 = 11, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

ESCAPE ONLINE

Fund 17 - Actuals through May		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								
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 May

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	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			8,185.07		24,449.50	16,266.00
Interfund Transfers In	8910-8929								
All Other Financing Sources	8930-8979								
Undefined Objects									
TOTAL RECEIPTS		.00	5,579.83	.00	.00	8,185.07	.00	24,449.50	16,266.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999								
Classified Salaries	2000-2999								
Employee Benefits	3000-3999								
Grants and Supplies	4000-4999								
Debt 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	.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	.00
(continued)									

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

ESCAPE ONLINE

Fund 17 - Actuals through May		Fiscal Year 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	8,185.07	.00	24,449.50	16,266.00
F. ENDING CASH (A + E)		3,008,073.70	3,013,653.53	3,013,653.53	3,013,653.53	3,021,838.60			
G. Ending Cash, Plus Cash Accruals and Adjustments									

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Fund 25 - Actuals through May

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							
Interfund Transfers Out	7600-7629							105,223.78
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 = 11, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

ESCAPE ONLINE

Fund 25 - Actuals through May		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 May

Fiscal Year 2015/16

	Object	January	February	March	April	May	June	Total	Budget
A. BEGINNING CASH	9110	170,606.99	161,923.21	282,429.28	285,914.84	285,329.16			
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		44,276.77		222,459.67	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	44,276.77	.00	222,459.67	174,685.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999								
Classified Salaries	2000-2999								
Employee Benefits	3000-3999								
Materials and Supplies	4000-4999	6,219.48	1,585.79					9,709.56	10,000.00
Travel	5000-5999	2,464.30		240.44	585.68			71,615.41	100,000.00
Capital Outlay	6000-6599								152,000.00
Other Outgo	7000-7499							105,223.78	105,224.00
Interfund Transfers Out	7600-7629								
All Other Financing Uses	7630-7699								
Undefined Objects									
TOTAL DISBURSEMENTS		8,683.78	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 = 11, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

ESCAPE ONLINE

Fund 25 - Actuals through May								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-	44,276.77	.00	55,650.36-	192,539.00-
F. ENDING CASH (A + E)									
		161,923.21	282,429.28	285,914.84	285,329.16	329,605.93			
G. Ending Cash, Plus Cash Accruals and Adjustments									

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Fund 35 - Actuals through May		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							
Supplies and Supplies	4000-4999							
Services	5000-5999							
Capital Outlay	6000-6599							
Other Outgo	7000-7499							
Interfund Transfers Out	7600-7629							
All Other Financing Uses	7630-7699							
Undefined Objects								
TOTAL DISBURSEMENTS		.00	.00	.00	.00	.00	.00	.00
D. BALANCE SHEET ITEMS								
<u>Assets and Deferred Outflows</u>								
Cash Not In Treasury	9111-9199							
Accounts Receivable	9200-9299							
Due From Other Funds	9310	4,927.57-				4,927.57		
Stores	9320							
Prepaid Expenditures	9330							
Other Current Assets	9340							
Deferred Outflows of Resrcs	9490							
Undefined Objects								
SUBTOTAL ASSETS		4,927.57-	.00	.00	.00	4,927.57	.00	.00
(continued)								

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

ESCAPE ONLINE

Fund 35 - Actuals through May		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 May		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-	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	.00	17.70-	18.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999								
Classified Salaries	2000-2999								
Employee Benefits	3000-3999								
Trucks and 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	.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	.00	4,927.57	
(continued)									

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

ESCAPE ONLINE

Fund 35 - Actuals through May								Fiscal Year 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-	17.70-			
G. Ending Cash, Plus Cash Accruals and Adjustments									

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Fund 56 - Actuals through May

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								
Materials 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 = 11, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

ESCAPE ONLINE

Fund 56 - Actuals through May		Fiscal Year 2015/16						
	Object	Beginning Balance	July	August	September	October	November	December
Liabilities and Deferred Inflows								
Accounts Payable	9500-9599							
Due To Other Funds	9610							
Current Loans	9640							
Unearned Revenues	9650							
Deferred Inflows of Resrcs	9690							
Undefined Objects								
SUBTOTAL LIABILITIES		.00	.00	.00	.00	.00	.00	.00
Nonoperating								
Suspense Clearing	9910							
TOTAL BALANCE SHEET ITEMS		1,248,727.02-	.00	.00	.00	.00	.00	.00
E. NET INCREASE/DECREASE								
B - C + D			.00	.00	.00	.00	.00	.00
F. ENDING CASH (A + E)			.00	.00	.00	.00	.00	.00
G. Ending Cash, Plus Cash Accruals and Adjustments								

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Fund 56 - Actuals through May

Fiscal Year 2015/16

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

ESCAPE ONLINE

Fund 56 - Actuals through May

Fiscal Year 2015/16

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

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

SUBJECT: Board Policies -First Reading

MEETING: June 9, 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:
E 0420.41 Charter School Oversight (new)

BP 1230 School Connected Organizations (revised)
AR 1230 School Connected Organizations (new)

BP 3311 Bids (revised)
AR 3311 Bids (revised)

BP 3541.2 Transportation for Students with Disabilities (revised)

BP 3580 District Records (revised)

AR 4217.11 Preretirement Part-Time Employment (new)

BP 6200 Adult Education (revised)
AR 6200 Adult Education (revised)

BB 9222 Resignation (revised)

BB 9270 Conflict of Interest (revised)
E 9270 Conflict of Interest (new)


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

Philosophy, Goals, Objectives and Comprehensive Plans

Charter School Oversight

REQUIREMENTS FOR CHARTER SCHOOLS

~~***Note: Pursuant to Education Code 47610, charter schools are exempt from Education Code provisions governing school districts unless otherwise specified in law. The following Exhibit lists some, but not necessarily all, legal requirements that apply to charter schools and may be used by the district to monitor a charter school's compliance with law. Violation of any law may subject the charter school to revocation pursuant to Education Code 47607; see BP 0420.43 - Charter School Revocation.***~~

Charter schools shall be subject to the terms of their charters, any memorandum of understanding with their chartering authority, and other legal requirements that expressly include charter schools, including, but not limited to, requirements that each charter school:

1. Be nonsectarian in its programs, admission policies, employment practices, and all other operations (Education Code 47605)
2. Not discriminate against any student on the basis of the characteristics listed in Education Code 220 (Education Code 47605)
3. Not charge tuition (Education Code 47605)

~~***Note: Education Code 47605 specifically prohibits a charter school from charging tuition, but does not mention fees or other charges. As clarified in the California Department of Education's (CDE) advisory Pupil Fees, Deposits, and Other Charges, because charter schools are subject to the California Constitution, the free school guarantee of the California Constitution, Article IX, Section 5, applies to charter schools. Charter schools may only charge fees authorized by law that have been made explicitly applicable to charter schools. For example, charter schools may charge fees for meals and field trips pursuant to Education Code 35330, 38082, and 38084 because those provisions apply to charter schools, but charter schools may not necessarily charge other fees authorized by law for school districts. In addition, Education Code 49011 prohibits all public schools from requiring services or donations as a condition of enrollment or continued enrollment.***~~

4. Not charge student fees for any activity that is an integral component of the educational program, except as authorized by those Education Code provisions that explicitly apply to charter schools
5. Adhere to all laws establishing the minimum age for public school attendance (Education Code 47610)

6. Serve students who are California residents and who, if over 19 years of age, are continuously enrolled in a public school and making "satisfactory progress" toward a high school diploma as defined in 5 CCR 11965 (Education Code 47612)

~~***Note: Education Code 56145 requires charter schools to serve students with disabilities in the same manner as other public schools. Pursuant to Education Code 47646, districts must ensure that each charter school that is deemed to be a public school of the district and is not its own local educational agency for special education purposes receives an equitable share of state and federal special education funding and/or any necessary special education services provided by the district on behalf of disabled students in the charter school.***~~

~~***Note: If a charter school is operating as a public school of the district for purposes of providing special education, the district retains responsibility and must determine how best to ensure that all special education students receive a free appropriate public education (FAPE). However, the California Office of Administrative Hearings has ruled (Student v. Horizon Instructional Systems Charter School) that a charter school operating as its own local educational agency for purposes of special education, including a charter school offering an independent study program, is solely responsible for providing special education students with FAPE.***~~

7. Serve students with disabilities in the same manner as such students are served in other public schools (Education Code 47646, 56145)

8. Admit all students who wish to attend the school, according to the following criteria and procedures:

a. Admission to the charter school shall not be determined according to the student's place of residence, or that of his/her parents/guardians, within the state, except that any existing public school converting partially or entirely to a charter school shall adopt and maintain a policy giving admission preference to students who reside within the school's former attendance area. (Education Code 47605)

If a charter school will be physically located in a public elementary school attendance area in which 50 percent or more of the student enrollment is eligible for free or reduced-price meals, it may also establish an admissions preference for students who are currently enrolled in the public elementary school and for students who reside in the public school attendance area. (Education Code 47605.3)

b. If the number of students who wish to attend the charter school exceeds the school's capacity, attendance shall be determined by a public random drawing. However, preference shall be extended to students currently attending the charter school and students who reside in the district, except as provided for in Education Code 47614.5. (Education Code 47605)

c. Other admissions preferences may be permitted by the chartering district on an individual school basis consistent with law. (Education Code 47605)

9. Immediately enroll a homeless student, except where such enrollment would conflict with Education Code 47605(d) (Education Code 48850; 42 USC 11431-11435)

~~***Note: Education Code 48859, as amended by SB 445 (Ch. 289, Statutes of 2015), requires all charter schools to comply with state law regarding the enrollment and placement of foster youth.***~~

10. Comply with the requirements of Education Code 48850-48859 regarding the enrollment and placement of foster youth (Education Code 48853.5, 48859)

11. ~~If the school offers a kindergarten program: (Education Code 48000)~~

a. ~~Offer a transitional kindergarten (TK) program to students whose fifth birthday is from September 2 through December 2~~

~~***Note: Pursuant to Education Code 48000, charter schools must ensure that credentialed teachers who are first assigned to a TK class after July 1, 2015 possess certain qualifications by August 1, 2020. These requirements include at least 24 units in early childhood education and/or child development, comparable experience in a preschool setting, and/or a child development teacher permit issued by the Commission on Teacher Credentialing (CTC).***~~

b. ~~Ensure that any credentialed teacher first assigned to teach a TK class after July 1, 2015 meets the qualifications specified in Education Code 48000 by August 1, 2020~~

~~***Note: The Every Student Succeeds Act (P.L. 114-95) repealed 20 USC 6319 to eliminate the requirement that teachers who teach core academic subjects meet requirements for "highly qualified" teachers, as defined. Guidance from the U.S. Department of Education (USDOE), Transitioning to the Every Student Succeeds Act (ESSA): Frequently Asked Questions, clarifies that local educational agencies, including charter schools, will not be required to comply with "highly qualified" teacher requirements beginning in the 2016-17 school year. Thus, hiring practices should be based solely upon state licensure requirements.***~~

12. Require its teachers to hold a certificate, permit, or other document issued by the Commission on Teacher Credentialing (CTC) equivalent to that which a teacher in other public schools would be required to hold (Education Code 47605)

13. Provide annual training on child abuse and neglect reporting requirements to employees and persons working on their behalf who are mandated reporters, within the first six weeks of each school year or within six weeks of employment (Education Code 44691)

~~***Note: Education Code 44830.1 and 45122.1 prohibit charter schools from hiring any person who has been convicted of a violent or serious felony as defined in Penal Code 667.5 and 1192.7, unless that person has received a certificate of rehabilitation and a pardon. Schools also may not retain in employment any temporary, substitute, or probationary employee who has been~~

convicted of a violent or serious felony. See AR 4112.5/4212.5/4312.5—Criminal Record Check.***

14. Not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law (Education Code 44830.1, 45122.1)

~~***Note: Education Code 44030.5 requires charter schools to report to the CTC any change in employment status due to an allegation of misconduct. See AR 4117.7/4317.7—Employment Status Reports for further information about these reports.***~~

15. Report to the CTC any change in a certificated employee's employment status (dismissal, nonreelection, resignation, suspension, unpaid administrative leave for more than 10 days, retirement, or other decision not to employ or reemploy) as a result of an allegation of misconduct or while an allegation of misconduct is pending (Education Code 44030.5)

16. Meet the requirements of Education Code 47611 regarding the State Teachers' Retirement System (Education Code 47610)

17. Meet the requirements of Government Code 3540-3549.3 related to collective bargaining in public education employment (Education Code 47611.5)

~~***Note: Education Code 51224.7, as added by SB 359 (Ch. 508, Statutes of 2015), requires charter schools that serve students in grade 9 to adopt a mathematics placement policy with specified components.***~~

18. If the school serves students in grade 9, adopt a fair, objective, and transparent mathematics placement policy, with specified components (Education Code 51224.7)

~~***Note: Education Code 47605 requires charter schools to conduct statewide assessments, including, but not limited to, the California High School Exit Examination (Education Code 60850-60859). However, Education Code 60851.5, as added by SB 172 (Ch. 572, Statutes of 2015), suspends the administration of the exit examination through the 2017-18 school year.***~~

19. Meet all statewide standards and conduct any statewide assessments applicable to noncharter public schools (Education Code 47605, 47612.5, 60605, 60850-60859)

~~***Note: Education Code 60851.6, as added by SB 172 (Ch. 572, Statutes of 2015), requires charter schools to retroactively grant diplomas to students who met all graduation requirements except for passage of the high school exit examination, as provided in item #20 below.***~~

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

Code 60851.6)

~~***Note:—Education Code 47612.5 specifies, by grade level, the minimum number of instructional minutes that must be offered each fiscal year. Any charter school that fails to meet the requirement will have its state apportionment reduced in proportion to the percentage of instructional minutes that the school fails to offer. Education Code 47612.5 and 47612.6 provide that neither the State Board of Education nor the Superintendent of Public Instruction may waive the required number of instructional minutes but may waive the fiscal penalties under specified conditions.***~~

21. Offer at least the number of instructional minutes required by law for the grade levels provided by the charter school (Education Code 46201.2, 47612.5)

~~***Note: Education Code 47612.5 provides that charter schools offering independent study are subject to Education Code 51745-51749.3. Education Code 51745 requires that no course included among the courses required for graduation may be offered solely through independent study. However, pursuant to 5 CCR 11705, a charter school offering grades 9-12 shall be deemed to be an "alternative school" for purposes of independent study and thus, according to the CDE, would comply with this provision because students in such alternative schools are enrolled voluntarily and, if they wished, could attend any other district high school in which the courses were offered via classroom instruction.***~~

22. If the school provides independent study, meet the requirements of Education Code 51745-51749.3, except that the school may be allowed to offer courses required for graduation solely through independent study as an exception to Education Code 51745(e) (Education Code 47612.5, 51747.3; 5 CCR 11705)

23. Identify and report to the Superintendent of Public Instruction (SPI) any portion of its average daily attendance that is generated through nonclassroom-based instruction, including, but not limited to, independent study, home study, work study, and distance and computer-based education (Education Code 47612.5, 47634.2; 5 CCR 11963.2)

24. If the school offers competitive athletics, annually post on the school's web site or on the web site of the charter operator the total enrollment of the school classified by gender, the number of students who participate in competitive athletics classified by gender, and the number of boys' and girls' teams classified by sport and by competition level (Education Code 221.9)

25. If the school offers an athletic program, annually provide an information sheet about concussion and head injury to athletes and their parents/guardians, which must be signed and returned to the school before the athlete initiates practice or competition. In the event that an athlete is suspected of sustaining a concussion or head injury in an athletic activity, he/she shall be immediately removed from the activity for the remainder of the day and shall not be permitted to return to the activity until he/she is evaluated by a licensed health care provider and receives written clearance to return to the activity. (Education Code 49475)

26. On a regular basis, consult with parents/guardians and teachers regarding the school's educational programs (Education Code 47605)

~~***Note: Education Code 48907 requires charter schools to establish a written "publications code" related to students' rights to freedom of speech and of the press. These written rules and regulations must include reasonable provisions for the time, place, and manner in which free expression may take place within the charter school's jurisdiction.***~~

27. Provide students the right to exercise freedom of speech and of the press including, but not limited to, the use of bulletin boards; the distribution of printed materials or petitions; the wearing of buttons, badges, and other insignia; and the right of expression in official publications (Education Code 48907, 48950)

28. Maintain written contemporaneous records that document all student attendance and make these records available for audit and inspection (Education Code 47612.5)

29. If a student subject to compulsory full-time education is expelled or leaves the charter school without graduating or completing the school year for any reason, notify the Superintendent of the school district of the student's last known address within 30 days and, upon request, provide that district with a copy of the student's cumulative record, including a transcript of grades or report card, and health information (Education Code 47605)

30. Electronically submit the grade point average of all students in grade 12 to the Student Aid Commission each academic year for use in the Cal Grant program, after notifying the students and their parents/guardians as applicable, by October 15 of each year, of the opportunity to opt out of being deemed a Cal Grant applicant within a specified period of time of at least 30 days (Education Code 69432.9)

31. Comply with the California Building Standards Code as adopted and enforced by the local building enforcement agency with jurisdiction over the area in which the charter school is located, unless the charter school facility meets either of the following conditions: (Education Code 47610, 47610.5)

a. The facility complies with the Field Act pursuant to Education Code 17280-17317 and 17365-17374.

b. The facility is exclusively owned or controlled by an entity that is not subject to the California Building Standards Code, including, but not limited to, the federal government.

~~***Note: Education Code 222, as added by AB 302 (Ch. 690, Statutes of 2015), requires charter schools to provide reasonable lactation accommodations to students as provided in item #32 below.***~~

32. Provide reasonable accommodations on campus to a lactating student to express breast

milk, breastfeed an infant child, or address other needs related to breastfeeding (Education Code 222)

33. Ensure the availability and proper use of emergency epinephrine auto-injectors by:
(Education Code 49414)

a. Providing school nurses or other voluntary, trained personnel with at least one regular and one junior device for elementary schools and, for secondary schools, one regular device if there are no students who require a junior device

b. Distributing a notice at least once per school year to all staff requesting volunteers and describing the training that volunteers will receive

c. Providing defense and indemnification to volunteers for any and all civil liability from such administration

34. Promptly respond to all reasonable inquiries from the district, the county office of education, or the SPI, including, but not limited to, inquiries regarding the school's financial records (Education Code 47604.3)

35. Annually prepare and submit financial reports to the district Governing Board and the County Superintendent of Schools in accordance with the following reporting cycle:

a. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 47605(g) will satisfy this requirement. (Education Code 47604.33)

b. By July 1 each year, an update of the school's goals and the actions to achieve those goals as identified in the charter, developed using the local control and accountability plan template in 5 CCR 15497.5. This report shall include a review of the progress toward the goals, an assessment of the effectiveness of the specific actions toward achieving the goals, a description of changes the school will make to the specific actions as a result of the review and assessment, and a listing and description of expenditures for the fiscal year implementing the specific actions. (Education Code 47604.33, 47606.5; 5 CCR 15497.5)

When conducting this review, the governing body of the school may consider qualitative information including, but not limited to, findings that result from any school quality reviews conducted pursuant to Education Code 52052 or any other reviews. To the extent practicable, data shall be reported in a manner consistent with how information is reported on a school accountability report card. The update shall be developed in consultation with teachers, principals, administrators, other school personnel, parents/guardians and students. (Education Code 47606.5)

c. By December 15, an interim financial report for the current fiscal year reflecting changes

through October 31. (Education Code 47604.33)

d. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31. (Education Code 47604.33)

e. By September 15, a final unaudited report for the full prior year. The report submitted to the Board shall include an annual statement of all the charter school's receipts and expenditures for the preceding fiscal year. (Education Code 42100, 47604.33)

f. By December 15, a copy of the charter school's annual, independent financial audit report for the preceding fiscal year, unless the charter school's audit is encompassed in the district's audit. The audit report shall also be submitted to the state Controller and the California Department of Education. (Education Code 47605)

~~***Note: Pursuant to 5 CCR 4600, direct funded charter schools are subject to state requirements to adopt uniform complaint procedures for investigating and resolving specified types of complaints in accordance with 5 CCR 4600-4670. See BP/AR 1312.3—Uniform Complaint Procedures for further information about types of complaints addressed through these procedures, required notifications, timelines, and other requirements.***~~

36. If a direct-funded charter school, adopt and implement uniform complaint procedures to resolve complaints of unlawful discrimination or alleged violation of a state or federal law or regulation governing educational programs, in accordance with 5 CCR 4600-4670 (5 CCR 4600)

37. Annually adopt a school accountability report card (Education Code 47612; California Constitution, Article XVI, Section 8.5)

~~***Note: Districts should consult with legal counsel regarding the applicability of state law other than the Education Code to charter schools.***~~

In addition, charter schools shall comply with the state and federal constitutions, applicable federal laws, and state laws that apply to governmental agencies in general, such as the Brown Act requirements in Government Code 54950-54963 and the conflict of interest laws in Government Code 1090-1099 and 87100-91014.

(10/13 4/15) 5/16

Exhibit: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

First Reading: June 9, 2016

Adopted:

King City, California

Community Relations

School-Connected Organizations

The Governing Board recognizes that parents/guardians and community members may wish to organize parent organizations and/or booster clubs for the purpose of supporting district and extracurricular programs, such as athletic teams, debate teams, or musical groups. The Board appreciates the contributions made by such organizations and encourages their interest and participation in supporting district activities and helping to achieve the district's vision for student learning.

(cf. 0200 – Goals for the School District)

(cf. 6020 – Parent Involvement)

Note: For purposes of this Board policy, the term "school-connected organization" includes booster clubs, parent teacher associations aligned with the California State PTA, or other parent teacher organizations. These organizations generally raise funds for classroom activities or activities at specific schools. For policy regarding educational foundations, see BP 1260—Educational Foundation. For policy regarding associated student body organizations, see BP 3452—Student Activity Funds.

Note: In some districts, there may be legal or equity concerns that result from the benefit provided to a particular school while other schools in the district do not receive the benefit from the additional resources. For example, pursuant to state and federal law (Education Code 200-262.4; 5 CCR 4900-4965; 20 USC 1681-1688), the Governing Board is responsible for ensuring that the district's athletic program provides equivalent opportunities for both males and females. Booster club activities must be included in the district's analysis of the equivalent opportunities provided by each school. See BP/AR 6145.2—Athletic Competition. Because school-connected organizations are generally separate legal entities, if a concern arises regarding the equitable distribution of funds, the Superintendent or designee should consult with the leadership of such organizations and district legal counsel. For language regarding acceptance of gifts and grants, see BP 3290—Gifts, Grants, and Bequests.

The Governing Board recognizes that parents/guardians and community members may wish to organize parent organizations and/or booster clubs for the purpose of supporting the district's educational and extracurricular programs. The Board appreciates the contributions made by such organizations toward the Board's vision for student learning and for providing all district students with high-quality educational opportunities.

(cf. 0200 - Goals for the School District)

(cf. 6020 - Parent Involvement)

The Board recognizes that school-connected organizations are separate legal entities, independent of the district. However, in order to help the Board fulfill its legal and fiduciary

responsibility to manage district operations, any school-connected organization that desires to raise money to benefit any district student shall submit a request for authorization to the Board, in accordance with Board policy and administrative regulation. In order to protect the district and students, the State Administrator/Superintendent or designee shall establish appropriate internal controls for the relationship between school-connected organizations and the district.

(cf. 1321 - Solicitation of Funds from and by Students)
(cf. 1330 - Use of School Facilities)
(cf. 3452 - Student Activity Funds)

~~The Board encourages school-connected organizations to consider the impact of fund-raising activities on the overall school and district program. School-connected organizations may consult with the principal to determine school needs and priorities. Activities by school-connected organizations shall not conflict with law, Board policies, administrative regulations, or any rules of the sponsoring school.~~

~~*(cf. 3290 - Gifts, Grants and Bequests)*
(cf. 3554 - Other Food Sales)
(cf. 5030 - Student Wellness)
(cf. 6145 - Extracurricular and Co-curricular Activities)
(cf. 6145.2 - Athletic Competition)~~

Legal Reference:

EDUCATION CODE

~~200-262.4 Prohibition of discrimination on the basis of sex
 35160 Authority of governing boards
 38130-38138 Civic Center Act, use of school property for public purposes
 48931 Authorization for sale of food by student organization
 48932 Authorization for fund-raising activities by student organization
 49431 Sale of food to elementary students during the school day
 49431.2 Sale of food to middle, junior, or high school students
 49431.5 Sale of beverages at elementary, middle, or junior high schools
 51520 Prohibited solicitation on school premises
 51521 Fund-raising project~~

BUSINESS AND PROFESSIONS CODE

~~17510-17510.95 Solicitations for charitable purposes
 25608 Alcohol on school property; use in connection with instruction~~

GOVERNMENT CODE

~~12580-12599.7 Fundraisers for Charitable Purposes Act~~

PENAL CODE

~~319-329 Lottery, raffle~~

CODE OF REGULATIONS, TITLE 5

~~4900-4965 Nondiscrimination in elementary and secondary education programs
 15500 Food sales in elementary schools
 15501 Food sales in high schools and junior high schools~~

CODE OF REGULATIONS, TITLE 11

300-312.1 Fundraising for charitable purposes

UNITED STATES CODE, TITLE 20

1681-1688 Discrimination based on sex or blindness, Title IX

COURT DECISIONS

Serrano v. Priest, (1976) 18 Cal. 3d 728

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION LEGAL ADVISORIES

1101.89 School District Liability and "Hold Harmless" Agreements, LO: 4-89

WEB SITES

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

California Office of the Attorney General, charitable trust registry:

<http://caag.state.ca.us/charities>

California State PTA: <http://www.capta.org>

~~(9/90-12/90)-7/07~~

A school-connected organization, including a booster club, parent-teacher association or organization, or other organization that does not include an associated student body or other student organization, shall be established and maintained as a separate entity from the school or district. Each school-connected organization shall be subject to its own bylaws and operational procedures or to the rules or bylaws of its affiliated state or national organization, as applicable.

~~***Note: School-connected organizations are required to comply with applicable laws. For example, food sales by outside organizations must not compete with the district's school nutrition program and must comply with state and/or federal nutritional standards (Education Code 49431-49431.7; 5 CCR 15500-15501, 15575-15578; 7 CFR 210.11, 220.12). See BP/AR 3554 - Other Food Sales.***~~

In addition, activities by school-connected organizations shall be conducted in accordance with law, Board policies, administrative regulations, and any rules of the sponsoring school.

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

(cf. 3290 - Gifts, Grants and Bequests)

(cf. 3554 - Other Food Sales)

(cf. 5030 - Student Wellness)

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

~~***Note: The following optional paragraph may be revised to reflect district practice. The Fiscal Crisis and Management Assistance Team (FCMAT), in its 2015 ASB Accounting Manual, Fraud Prevention Guide and Desk Reference, suggests rules governing the relationship between the district and booster clubs and other school-connected organizations. For examples of such rules,~~

see the accompanying administrative regulation.***

The Superintendent or designee shall establish appropriate rules for the relationship between school-connected organizations and the district.

~~***Note: Education Code 51521 requires that any fundraising activity designed to raise money to benefit a school or its students receive approval from the Board or the Board's designee. The following paragraph delegates this authority to the Superintendent or designee and may be revised to reflect district practice.***~~

A school-connected organization shall obtain the written approval of the Superintendent or designee prior to soliciting funds upon the representation that the funds will be used wholly or in part for the benefit of a district school or the students at that school. (Education Code 51521)

(cf. 1321 - Solicitation of Funds from and by Students)
(cf. 1330 - Use of School Facilities)
(cf. 3452 - Student Activity Funds)

A school-connected organization may consult with the principal to determine school needs and priorities.

~~***Note: Pursuant to Education Code 49011, the district is permitted to solicit voluntary donations, participate in fundraising activities, or provide prizes or other recognition for participants in fundraising activities. However, the district must not offer or award to a student any course credit or privileges related to educational activities in exchange for voluntary donations or participation in fundraising activities by or on behalf of the student and shall not remove, or threaten to remove, from a student any course credit or privileges related to educational activities, or otherwise discriminate against the student, due to a lack of voluntary donations or participation in fundraising activities by or on behalf of the student. See BP 3260 - Fees and Charges.***~~

Any participation in fundraising activities by students and their parents/guardians and/or any donation of funds or property shall be voluntary. (Education Code 49011)

(cf. 3260 - Fees and Charges)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex

35160 Authority of governing boards

38130-38138 Civic Center Act, use of school property for public purposes

48931 Authorization for sale of food by student organization
48932 Authorization for fund-raising activities by student organization
49011 Student fees
49431-49431.7 Nutritional standards
51520 Prohibited solicitation on school premises
51521 Fund-raising project
BUSINESS AND PROFESSIONS CODE
17510-17510.95 Solicitations for charitable purposes
25608 Alcohol on school property; use in connection with instruction
GOVERNMENT CODE
12580-12599.7 Fundraisers for Charitable Purposes Act
PENAL CODE
319-329 Lottery, raffle
CODE OF REGULATIONS, TITLE 5
4900-4965 Nondiscrimination in elementary and secondary education programs
15500 Food sales in elementary schools
15501 Food sales in high schools and junior high schools
15575-15578 Requirements for foods and beverages outside the federal meals program
CODE OF REGULATIONS, TITLE 11
300-312.1 Fundraising for charitable purposes
UNITED STATES CODE, TITLE 20
1681-1688 Discrimination based on sex or blindness, Title IX
CODE OF FEDERAL REGULATIONS, TITLE 7
210.11 Competitive food services
220.12 Competitive food services
COURT DECISIONS
Serrano v. Priest, (1976) 18 Cal. 3d 728

Management Resources:

FISCAL CRISIS AND MANAGEMENT ASSISTANCE TEAM PUBLICATIONS

2015 ASB Accounting Manual, Fraud Prevention Guide and Desk Reference

WEB SITES

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

California Office of the Attorney General, charitable trust registry:

<http://caag.state.ca.us/charities>

California State PTA: <http://www.capta.org>

Fiscal Crisis and Management Assistance Team (FCMAT); <http://www.fcmat.org>

(12/90 7/07) 5/16

Policy: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

First reading: June 9, 2016

Adopted:

King City, California

Community Relations

School-Connected Organizations

~~***Note: The following optional administrative regulation should be modified to reflect district practice.***~~

~~***Note: Although school connected organizations are generally separate legal entities and in some cases may be subject to the financial policies and bylaws of a state or national organization, districts have the authority to approve the ability of a school connected organization to operate within the district or a district school. The Fiscal Crisis and Management Assistance Team (FCMAT), in its 2015 ASB Accounting Manual, Fraud Prevention Guide and Desk Reference, recommends that persons be required to complete an application, containing at least the information reflected in items #1-10 below, in order to form a school connected organization. A sample application form is available in the FCMAT manual.***~~

A school-connected organization's request for authorization to operate within the district or at a district school shall contain, as appropriate:

1. The name and purpose of the organization
2. The date of application
3. Bylaws, rules, and procedures under which the organization will operate, including procedures for maintaining the organization's finances, membership qualifications, if any, and an agreement that the group will not engage in unlawful discrimination

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

4. The names, addresses, and phone numbers of all officers
5. A list of specific objectives
6. An agreement to grant the district the right to audit the group's financial records, either by district personnel or a certified public accountant, whenever any concern is raised regarding the use of the funds
7. The name of the bank where the organization's account will be located and the names of those authorized to withdraw funds
8. The signature of the principal of the supporting school
9. Planned use for any money remaining at the end of the year if the organization is not continued or authorized to continue in the future

~~***Note: Education Code 38134 requires school-connected organizations to insure against any liability resulting from the organization's negligence during an organization-sponsored event on school facilities. See BP/AR 1330 Use of School Facilities.***~~

10. An agreement to provide evidence of liability and/or directors and officers insurance when and in the manner required by law

(cf. 1330 - Use of School Facilities)

~~***Note: The following optional paragraph requires an organization to request renewal of the authorization from the Superintendent or designee on an annual basis. Districts that allow for an automatic renewal or that require approval from the Governing Board should modify the following paragraph accordingly.***~~

Requests for subsequent authorization shall be annually submitted to the Superintendent or designee, along with a financial statement showing all income and expenditures from fundraisers. If the Superintendent or designee proposes to deny the request for reauthorization, he/she shall present his/her recommendation to the Governing Board for approval.

When deemed necessary by the Board or the Superintendent or designee, the authorization for a school-connected organization to conduct activities in the district may be revoked at any time.

~~***Note: Items #1-5 below reflect recommendations in FCMA's 2015 ASB Accounting Manual, Fraud Prevention Guide and Desk Reference and may be revised to reflect district practice.***~~

Each school-connected organization shall abide by the following rules:

1. The organization shall not act as an agent of the district or school.
2. The organization shall not use the district's tax-exempt status and identification number. It shall be responsible for its own tax status, accounting, internal controls, financial reporting, retention of records, and other operations.
3. The organization shall use a separate name and logo. Any use of a name or logo affiliated with the district, a district school, or a school team shall require the prior consent of the Superintendent or designee.
4. Funds of the school-connected organization shall not be co-mingled with district funds, including associated student body funds.
5. The organization shall not hire or directly pay any district employee. If a school-connected organization wishes to pay for additional and/or extracurricular services, the person to provide the services shall be hired through the district's personnel department, provided

the Board approves the position. At their discretion, employees may volunteer to perform activities for school-connected organizations during nonworking hours.

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

(12/90 7/07) 5/16

Regulation: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

First Reading: June 9, 2016

Adopted:

King City, California

Business and Noninstructional Operations

Bids

The Governing Board is committed to promoting public accountability and ensuring prudent use of public funds. In leasing or purchasing equipment, materials, supplies, or services for the district and when contracting for public projects involving district facilities, the Board shall explore lawful opportunities to obtain the greatest possible value for its expenditure of public funds. When required by law, or if the Board determines that it is in the best interest of the district, such leases and purchases shall be made using competitive bidding.

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

(cf. 3000 - Concepts and Roles)

(cf. 3300 - Expenditures and Purchases)

In order to ensure transparency and the prudent expenditure of public funds, the Governing Board shall award contracts in an objective manner and in accordance with law. District equipment, supplies, and services shall be purchased using competitive bidding when required by law or if the Board determines that it is in the best interest of the district to do so.

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

(cf. 3000 - Concepts and Roles)

(cf. 3300 - Expenditures and Purchases)

The ~~State Administrator~~/Superintendent or designee shall establish comprehensive bidding procedures for the district in accordance with law. The procedures shall include a process for advertising bids, instructions and timelines for submitting and opening bids, and other relevant requirements.

No work, project, service, or purchase shall be split or separated into smaller work orders or projects for the purpose of evading the legal requirements of Public Contract Code 20111-20118.4. (Public Contract Code 20116)

~~***Note: Pursuant to Public Contract Code 20111.5, the district is permitted, but not required, to establish prequalification procedures for any contract for which bids are legally required; see the accompanying administrative regulation. However, pursuant to Public Contract Code 20111.6, a district with average daily attendance of 2,500 or greater is required to prequalify all general contractors and electrical, mechanical, and plumbing subcontractors for public projects of \$1 million or more awarded on or after January 1, 2014, if School Facilities Program funds (Education Code 17070.10-17079.30) or other future state school bonds are used. In addition, the Governing Board is required to adopt a uniform system of rating bidders based on completed questionnaires and financial statements which must address, at a minimum, the issues covered by the standardized questionnaire and model guidelines developed by the Department of Industrial Relations for such purpose.***~~

For award of contracts which, by law or Board policy, require prequalification, the procedures shall identify a uniform system for rating bidders and shall address the issues covered by the standardized questionnaire and model guidelines developed by the Department of Industrial Relations pursuant to Public Contract Code 20101.

(cf. 9270 - Conflict of Interest)

When calling for bids, the State Administrator/Superintendent or designee shall ensure that the bid specification clearly describes in appropriate detail the quality, delivery, and service required and includes all information which the district knows, or has in its possession, that is relevant to the work to be performed or that may impact the cost of performing the work.

The State Administrator/Superintendent or designee shall develop the procedures to be used for rating bidders for award of contracts which, by law or Board policy, require prequalification. The procedures shall identify a uniform system for rating bidders and shall address the issues covered by the standardized questionnaire and model guidelines developed by the Department of Industrial Relations pursuant to Public Contract Code 20101.

(cf. 9270 - Conflict of Interest)

Except as authorized by law and specified in the administrative regulation, contracts shall be let to the lowest responsible and responsive bidder who shall give such security as the Board requires, or else all bids shall be rejected. (Public Contract Code 20111)

When the Board has determined that it is in the best interest of the district, the district may piggyback onto the contract of another public agency or corporation to lease or purchase equipment or supplies to the extent authorized by law. (Public Contract Code 20118)

Bid specifications shall be carefully designed and shall describe in detail the quality, delivery, and service required.

To assist the district in determining whether bidders are responsible, the Board may require prequalification procedures as allowed by law and specified in administrative regulation.

(cf. 9270 - Conflict of Interest)

~~***Note: The following optional paragraph is for use by districts that have elected to use the alternative contracting procedure for public works pursuant to the UPCCAA (Public Contract Code 22030-22045) and should be deleted by districts that have not elected to use such alternative procedure. Pursuant to Public Contract Code 22030, the district may participate in the UPCCAA only if the Board adopts a resolution requiring the use of the UPCCAA in district contracting and notifies the State Controller of that action. In the event of a conflict with any other provision of law relative to bidding procedures, the UPCCAA shall apply to any district that has adopted a resolution and so notified the Controller. According to the California Uniform~~

~~Construction Cost Accounting Commission's "Frequently Asked Questions," available on its web site, withdrawal from the UPCCAA requires the Board to file a resolution of the election to withdraw with the State Controller.***~~

~~***Note: In electing to be subject to the UPCCAA, a district thereby agrees to follow the cost accounting procedures set forth in the Cost Accounting Policies and Procedures Manual of the California Uniform Construction Cost Accounting Commission. According to the "Frequently Asked Questions" on the Commission's web site, school districts may use the statewide Standardized Account Code Structure to comply with tracking requirements.***~~

~~***Note: Pursuant to Public Contract Code 22032, projects of \$45,000 or less may be performed by the district's own work force; projects of \$175,000 or less may use a more informal bidding procedure as specified; and projects over \$175,000 require formal bidding procedures. See the accompanying administrative regulation for related requirements.***~~

~~***Note: In circumstances where the informal bidding procedure is authorized, Public Contract Code 22034 allows the Board to delegate the authority to award contracts to an appropriate district administrator. Public Contract Code 22039 allows the Board to delegate the adoption of plans, specifications, and working details for projects subject to formal bidding procedures. The following paragraph may be revised to reflect district practice.***~~

For use in contracting for public works projects, the Board has, by resolution, adopted the procedures set forth in the Uniform Public Construction Cost Accounting Act pursuant to Public Contract Code 22030-22045, including the required cost accounting procedures and the informal bidding procedures when allowed by law. The Board delegates to the Superintendent or designee the responsibilities to award any contract eligible for informal bidding procedures and to develop plans, specifications, and working details for all public projects requiring formal bidding procedures.

Legal Reference:

EDUCATION CODE

17070.10-17079.30 Leroy F. Greene School Facilities Act

17250.10-17250.55 Design-build contracts

17406 Lease-leaseback contract

17595 Purchase of supplies through Department of General Services

17602 Purchase of surplus property from federal agencies

38083 Purchase of perishable foodstuffs and seasonable commodities

38110-38120 Apparatus and supplies

39802 Transportation services

CODE OF CIVIL PROCEDURE

446 Verification of pleadings

GOVERNMENT CODE

4217.10-4217.18 Energy conservation contracts
4330-4334 Preference for California-made materials
6252 Definition of public record
53060 Special services and advice
54201-54205 Purchase of supplies and equipment by local agencies

PUBLIC CONTRACT CODE

1102 Emergencies
2000-2002 Responsive bidders
3000-3010 Roofing projects
3400 Bids, specifications by brand or trade name not permitted
3410 United States produce and processed foods
6610 Bid visits
12200 Definitions, recycled goods, materials and supplies
20101-20103.7 Public construction projects, requirements for bidding
20103.8 Award of contracts
20107 Bidder's security
20110-20118.4 Contracting by school districts
20189 Bidder's security, earthquake relief
22002 Definition of public project
22030-22045 Alternative procedures for public projects (UPCCAA)
22050 Alternative emergency procedures
22152 Recycled product procurement

COURT DECISIONS

McGee v. Balfour Beatty Construction, LLC, et al. (4/12/16, No. B262850)
Davis v. Fresno Unified School District, (2015) 237 Cal.App.4th 261
Los Angeles Unified School District v. Great American Insurance Co., (2010) 49 Cal.4th 739
Great West Contractors Inc. v. Irvine Unified School District, (2010) 187 Cal.App.4th 1425
Marshall v. Pasadena Unified School District, (2004) 119 Cal.App.4th 1241
Konica Business Machines v. Regents of the University of California, (1988) 206 Cal.App.3d 449
City of Inglewood-Los Angeles County Civic Center Authority v. Superior Court, (1972) 7 Cal.3d 861

ATTORNEY GENERAL OPINIONS

89 Ops.Cal.Atty.Gen. 1 (2006)

Management Resources:

CALIFORNIA UNIFORM CONSTRUCTION COST ACCOUNTING COMMISSION PUBLICATIONS

Cost Accounting Policies and Procedures Manual
Frequently Asked Questions

WEB SITES

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

California Association of School Business Officials: <http://www.casbo.org>

California Uniform Construction Cost Accounting Commission:
http://www.sco.ca.gov/ard_cuccac.html

(7/08 8/13) 5/16

Legal Reference:

~~EDUCATION CODE~~

~~17070.10-17079.30 Leroy F. Greene School Facilities Act~~

~~17406 Lease-leaseback contract~~

~~17595 Purchase of supplies through Department of General Services~~

~~17602 Purchase of surplus property from federal agencies~~

~~38083 Purchase of perishable foodstuffs and seasonable commodities~~

~~38110-38120 Apparatus and supplies~~

~~39802 Transportation services~~

~~GOVERNMENT CODE~~

~~4217.10-4217.18 Energy conservation contracts~~

~~4330-4334 Preference for California-made materials~~

~~6252 Definition of public record~~

~~53060 Special services and advice~~

~~54201-54205 Purchase of supplies and equipment by local agencies~~

~~PUBLIC CONTRACT CODE~~

~~1102 Emergencies~~

~~2000-2002 Responsive bidders~~

~~3000-3010 Roofing projects~~

~~3400 Bids, specifications by brand or trade name not permitted~~

~~3410 United States produce and processed foods~~

~~6610 Bid visits~~

~~12200 Definitions, recycled goods, materials and supplies~~

~~20101-20103.7 Public construction projects, requirements for bidding~~

~~20103.8 Award of contracts~~

~~20107 Bidder's security~~

~~20111-20118.4 Contracting by school districts~~

~~20189 Bidder's security, earthquake relief~~

~~22002 Definition of public project~~

~~22030-22045 Alternative procedures for public projects (UPCCAA)~~

~~22050 Alternative emergency procedures~~

~~22152 Recycled product procurement~~

~~COURT DECISIONS~~

~~Los Angeles Unified School District v. Great American Insurance Co., (2010) 49 Cal.4th 739~~

~~Great West Contractors Inc. v. Irvine Unified School District, (2010) 187 Cal.App.4th 1425~~

~~Marshall v. Pasadena Unified School District, (2004) 119 Cal.App.4th 1241
Konica Business Machines v. Regents of the University of California, (1988) 206 Cal.App.3d
449~~

~~City of Inglewood Los Angeles County Civic Center Authority v. Superior Court, (1972) 7
Cal.3d 861~~

~~ATTORNEY GENERAL OPINIONS~~

~~89 Ops. Cal. Atty. Gen. 1 (2006)~~

~~Management Resources:~~

~~WEB SITES~~

~~CSBA: [http:// www.esba.org](http://www.esba.org)~~

~~California Association of School Business Officials: <http://www.casbo.org>~~

~~————(11/00-7/08) 8/13~~

Policy SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

First Reading: June 9, 2016

Adopted:

King City, California

Business and Noninstructional Operations

Bids

Advertised/Competitive Bids

The district shall seek competitive bids through advertisement for contracts involving an expenditure of \$15,000 or more for a public project. Public project means construction, reconstruction, erection, alteration, renovation, improvement, painting, repainting, demolition, and repair work involving a district owned, leased, or operated facility. (Public Contract Code 20111, 22002)

The district shall also seek competitive bids through advertisement for contracts exceeding the amount specified in law, and as annually adjusted by the State Administrator/Superintendent of Public Instruction, for any of the following: (Government Code 53060; Public Contract Code 20111)

1. The purchase of equipment, materials, or supplies to be furnished, sold, or leased to the district
2. Services, not including construction services or special services and advice in accounting, financial, legal, or administrative matters
3. Repairs, including maintenance that is not a public project

Maintenance means routine, recurring, and usual work for preserving, protecting, and keeping a district facility operating in a safe, efficient, and continually usable condition for the intended purpose for which it was designed, improved, constructed, altered, or repaired. Maintenance includes, but is not limited to, carpentry, electrical, plumbing, glazing, and other craft work designed to preserve the facility, as well as repairs, cleaning, and other operations on machinery and other permanently attached equipment. This definition does not include, among other types of work, janitorial or custodial services and protection provided by security forces, nor does it include painting, repainting, or decorating other than touchup. (Public Contract Code 20115)

Unless otherwise authorized by law, contracts shall be let to the lowest responsible bidder who shall give such security as the Governing Board requires, or else all bids shall be rejected. (Public Contract Code 20111)

When letting a contract for the procurement and/or maintenance of electronic data processing systems and supporting software, the Board may contract with any one of the three lowest responsible bidders. (Public Contract Code 20118.1)

The Board shall secure bids pursuant to Public Contract Code 20111 and 20112 for any transportation service expenditure of more than \$10,000 when contemplating that such a contract

may be made with a person or corporation other than a common carrier, municipally owned transit system, or a parent/guardian of students who are to be transported. The Board may let this contract to other than the lowest bidder. (Education Code 39802)

No work, project, service, or purchase shall be split or separated into smaller work orders or projects for the purpose of evading the legal requirements of Public Contract Code 20111-20118.4 for contracting after competitive bidding. (Public Contract Code 20116)

Instructions and Procedures for Advertised Bids

The State Administrator/Superintendent or designee shall call for bids by placing a notice at least once a week for two weeks in a local newspaper of general circulation published in the district, or if no such newspaper exists, then in some newspaper of general circulation circulated in the county. The State Administrator/Superintendent or designee also may post the notice on the district's web site or through an electronic portal. The notice shall state the work to be done or materials or supplies to be furnished and the time and place and web site where bids will be opened. The district may accept a bid that has been submitted electronically or on paper. (Public Contract Code 20112)

The notice shall contain the time, date, and location of any mandatory prebid conference, site visit, or meeting. The notice shall also detail when and where project documents, including final plan and specifications, are available. Any such mandatory visit or meeting shall not occur within a minimum of five calendar days of the publication of the initial notice. (Public Contract Code 6610)

Bid instructions and specifications shall include the following requirements and information:

1. All bidders shall certify the minimum, if not exact, percentage of post-consumer materials in products, materials, goods, or supplies offered or sold. (Public Contract Code 22152)
2. All bids for construction work shall be presented under sealed cover and shall be accompanied by one of the following forms of bidder's security: (Public Contract Code 20107, 20111)
3. The security of unsuccessful bidders shall be returned in a reasonable period of time, but in no event later than 60 days after the bid is awarded. (Public Contract Code 20111)
 - a. Cash
 - b. A cashier's check made payable to the district
 - c. A certified check made payable to the district

- d. A bidder's bond executed by an admitted surety insurer and made payable to the district

The security of unsuccessful bidders shall be returned in a reasonable period of time, but in no event later than 60 days after the bid is awarded. (Public Contract Code 20111)

3. When a standardized proposal form is provided by the district, bids not presented on the standard form shall be disregarded. (Public Contract Code 20111.5)

- 4. Bids shall not be accepted after the advertised bid opening time, regardless of whether the bids are actually opened at that time. (Public Contract Code 20112)
- 5. When two or more identical lowest or highest bids are received, the Board may determine by lot which bid shall be accepted. (Public Contract Code 20117)
- 6. If the district requires that the bid include prices for items that may be added to or deducted from the scope of work in the contract, the bid solicitation shall specify which one of the following methods will be used to determine the lowest bid. In the absence of such a specification, only the method provided in item #a below shall be used. (Public Contract Code 20103.8)
 - a. The lowest bid shall be the lowest total of the bid prices on the base contract without consideration of the prices on the additive or deductive items.
 - b. The lowest bid shall be the lowest total of the bid prices on the base contract and those additive or deductive items that were specifically identified in the bid solicitation as being used for the purpose of determining the lowest bid price.
 - c. The lowest bid shall be the lowest total of the bid prices on the base contract and those additive or deductive items that, when taken in order from a specifically identified list of those items in the solicitation, and added to or subtracted from the base contract, are less than or equal to a funding amount publicly disclosed by the district before the first bid is opened.

The lowest bid shall be determined in a manner that prevents any information that would identify any of the bidders or proposed subcontractors or suppliers from being revealed to the district before the ranking of all bidders from lowest to highest has been determined. (Public Contract Code 20103.8)

- 7. The district shall consider only responsive bids from responsible bidders in determining the lowest bid.

8. Any subsequent change or alteration of a contract shall be governed by the provisions of Public Contract Code 20118.4.

9. After being opened, all submitted bids become public records pursuant to Government Code 6252 and shall be made available for review pursuant to law, Board policy, and administrative regulation.

(cf. 1340 - Access to District Records)

10. When a bid is disqualified as nonresponsive based on district investigation or other information not obtained from the submitted bid, the State Administrator/Superintendent or designee shall notify the bidder and give him/her an opportunity to respond to the information.

Prequalification Procedure

When required by law or the Board, the ~~State Administrator~~/Superintendent or designee shall establish a uniform system for rating bidders on the basis of completed questionnaires and financial statements in order to determine the size of contracts on which each bidder is qualified to bid. For this purpose, the State Administrator/Superintendent or designee shall furnish prospective bidders a standardized proposal form which, when completed, shall indicate a bidder's statement of financial ability and experience in performing public works. The bidder's information shall be verified under oath in the manner in which civil law pleadings are verified. The questionnaires and financial statements shall not be public records and shall not be open to public inspection. (Code of Civil Procedure 446; Public Contract Code 20111.5, 20111.6)

When any public project involves an expenditure of \$1,000,000 or more and is funded or reimbursed wholly or partly by the School Facilities Program funds or other future state school bond, the district shall prequalify prospective bidders either quarterly or annually. The prequalification shall be valid for one year and the following requirements shall apply: (Education Code 17406, 17407; Public Contract Code 20111.6)

1. Prospective bidders, including, but not limited to, prime, general engineering, and general building contractors and electrical, mechanical, and plumbing subcontractors, as defined in the Business and Professions Code 4113, 7056, or 7057, as applicable, shall submit a standardized questionnaire and financial statement 10 or more business days, as determined by the district, before the date fixed for the public opening of sealed bids.

2. Prospective bidders shall be prequalified by the district five or more business days, as determined by the district, before the date fixed for the public opening of sealed bids.

If the project includes electrical, mechanical, or plumbing components that will be performed by electrical, mechanical, or plumbing contractors, the State Administrator/Superintendent or designee shall make available to all bidders a list of prequalified general contractors and electrical, mechanical, and plumbing subcontractors five or more business days, as determined by the district, before the date fixed for the public opening of sealed bids.

For all other contracts requiring competitive bidding, the district may establish a procedure for prequalifying bidders on a quarterly basis and may authorize that prequalification be considered valid for up to one calendar year following the date of the initial prequalification. Prospective bidders for such contracts shall submit the questionnaire and financial statement at least five days before the date fixed for public opening of sealed bids and shall be prequalified by the district at least one day before the fixed bid-opening date. (Public Contract Code 20111.5)

Award of Contract

The district shall award each contract to the lowest responsible bidder except in the following circumstances:

1. When the contract is for the procurement and/or maintenance of electronic data processing systems and supporting software, in which case the Board may contract with any one of the three lowest responsible bidders (Public Contract Code 20118.1)
2. When the contract is for any transportation service which involves an expenditure of more than \$10,000 and which will be made with any person or corporation other than a common carrier, municipally owned transit system, or a parent/guardian of students who are to be transported, in which case the Board may contract with other than the lowest bidder (Education Code 39802)

~~***Note: Pursuant to Public Contract Code 2000-2002, a district is permitted to establish bidding requirements that facilitate the participation of minority, women, disabled veteran, and small business enterprises in contracts. Though minorities and women are included in Public Contract Code 2000, Article 1, Section 31(a) of the California Constitution prohibits the granting of preferences based on race, sex, color, ethnicity, etc., in state employment and contracting. The district should consult legal counsel if there is any question about the granting of preferences to any such business.***~~

3. When the contract is one for which the Board has established goals and requirements relating to participation of disabled veteran or small business enterprises in accordance with Public Contract Code 2000-2002, in which case the Board may contract with the lowest responsible bidder who submits a responsive bid and complies or makes a good faith effort to comply with the goals and requirements (Public Contract Code 2000-2002)

(cf. 9270 - Conflict of Interest)

Protests by Bidders

A bidder may protest a bid award if he/she believes that the award is not in compliance with law, Board policy, or the bid specification. A protest must be filed in writing with the State Administrator/Superintendent or designee within five working days after receipt of notification

of the contract award and shall include all documents supporting or justifying the protest. A bidder's failure to file the protest documents in a timely manner shall constitute a waiver of his/her right to protest the award of the contract.

The ~~State Administrator~~/Superintendent or designee shall review the documents submitted with the bidder's claims and render a decision in writing within 30 working days. The State Administrator/Superintendent or designee may also convene a meeting with the bidder in order to attempt to resolve the problem.

The bidder may appeal the State Administrator/Superintendent or designee's decision to the Board. The State Administrator/Superintendent or designee shall provide notice to the bidder of the date and time for Board consideration of the protest at least three business days before the Board meeting. The Board's decision shall be final.

Alternative Bid Procedures for Technological Supplies and Equipment

Rather than seek competitive bids, the Board may use competitive negotiation when it makes a finding that district procurement is for computers, software, telecommunications equipment, microwave equipment, and other related electronic equipment and apparatus. Competitive negotiation shall not be used to contracts for construction or for the procurement of any product that is available in substantial quantities to the general public. (Public Contract Code 20118.2)

The competitive negotiation process shall include, but not be limited to, the following requirements: (Public Contract Code 20118.2)

1. The ~~State Administrator~~/Superintendent or designee shall prepare a request for proposals (RFP) that shall be submitted to an adequate number of qualified sources, as determined by the district, to permit reasonable competition consistent with the nature and requirement of the procurement.
2. Notice of the RFP shall be published at least twice in a newspaper of general circulation, at least 10 days before the date for receipt of the proposals.
3. The State Administrator/Superintendent or designee shall make every effort to generate the maximum feasible number of proposals from qualified sources and shall make a finding to that effect before proceeding to negotiate if only a single response to the RFP is received.
4. The RFP shall identify all significant evaluation factors, including price, and their relative importance.
5. The State Administrator/Superintendent or designee shall provide reasonable procedures for the technical evaluation of the RFPs received, the identification of qualified sources, and the selection for the award of the contract.

6. The Board shall award the contract to the qualified bidder whose proposal meets the evaluation standards and will be most advantageous to the district with price and all other factors considered.
7. If the Board does not award the contract to the bidder whose proposal contains the lowest price, then the Board shall make a finding setting forth the basis for the award.
8. The Board, at its discretion, may reject all proposals and request new RFPs.
9. Provisions in any contract concerning utilization of small business enterprises that are in accordance with the RFP shall not be subject to negotiation with the successful proposer.

Design-Build Contracts

~~***Note: As an alternative to the more traditional design-bid-build process (Public Contract Code 20110-20118.4) or a lease-leaseback process (Education Code 17406), the district may enter into a design-build contract for a public works project in excess of \$1 million pursuant to Education Code 17250.10-17250.55, as added by AB 1358 (Ch. 752, Statutes of 2015). As defined by Education Code 17250.15, "design-build" means a project delivery process in which both the design and construction of a project are procured from a single entity. Education Code 17250.15 and 17250.25 provide that such contracts may be awarded to either the low bid or best value, as defined. Pursuant to Education Code 17250.50 and 17250.55, this authority applies to bid requests issued on or after July 1, 2016 and will be repealed January 1, 2025 unless legislation is enacted to delete or extend that date.***~~

When it is in the best interest of the district, the Board may approve a contract with a single entity for both design and construction of any school facility in excess of \$1,000,000, awarding the contract to either the low bid or the best value as determined by evaluation of objective criteria. (Education Code 17250.20)

The procurement process for design-build projects shall be as follows: (Education Code 17250.25)

- 1. The district shall prepare a set of documents setting forth the scope and estimated price of the project. The documents may include, but are not limited to, the size, type, and desired design character of the project; performance specifications covering the quality of materials, equipment, workmanship, preliminary plans, or building layouts; or any other information deemed necessary to describe adequately the district's needs. The documents may include operations during a training or transition period, but shall not include long-term operations for a project. The performance specifications and any plans shall be prepared by a design professional who is duly licensed and registered in California.**
- 2. The district shall prepare and issue a request for qualifications in order to prequalify or develop a short list of the design-build entities whose proposals shall be evaluated for final selection. The request for qualifications shall include, but is not limited**

to, all of the following elements:

- a. Identification of the basic scope and needs of the project or contract, the expected cost range, the methodology that will be used by the district to evaluate proposals, the procedure for final selection of the design-build entity, and any other information deemed necessary by the district to inform interested parties of the contracting opportunity
- b. Significant factors that the district reasonably expects to consider in evaluating qualifications, including technical design and construction experience, acceptable safety record, and all other non-price-related factors
- c. A standard template request for statements of qualifications prepared by the district, which shall contain all of the information required pursuant to Education Code 17250.25

The district also may identify specific types of subcontractors that must be included in the statement of qualification and proposal.

A design-build entity shall not be prequalified or short-listed unless the entity provides an enforceable commitment to the district that the entity and its subcontractors at every tier will use a skilled and trained workforce, as defined in Education Code 17250.25, to perform all work on the project or contract that falls within an apprenticeable occupation in the building and construction trades. The entity may demonstrate such commitment through a project labor agreement, by becoming a party to the district's project labor agreement, or through an agreement with the district to provide evidence of compliance on a monthly basis during the performance of the project or contract. (Education Code 17250.25)

3. The district shall prepare a request for proposals that invites prequalified or short-listed entities to submit competitive sealed proposals in a manner prescribed by the district. The request for proposals shall include the information identified in items #2a and 2b above and the relative importance or weight assigned to each of the factors. If the district uses a best value selection method, the district may reserve the right to request proposal revisions and hold discussions and negotiations with responsive proposers, in which case the district shall so specify in the request for proposals and shall publish separately or incorporate into the request for proposals applicable procedures to be observed by the district to ensure that any discussions or negotiations are conducted in good faith.
4. For those projects utilizing low bid as the final selection method, the bidding process shall result in lump-sum bids by the prequalified or short-listed design-build entities, and the contract shall be awarded to the lowest responsible bidder.
5. For those projects utilizing best value as a selection method, the following procedures shall be used:

- a. **Competitive proposals shall be evaluated using only the criteria and selection procedures specifically identified in the request for proposals. Criteria shall be weighted as deemed appropriate by the district and shall, at a minimum, include price, unless a stipulated sum is specified; technical design and construction experience; and life-cycle costs over 15 or more years.**
- b. **Following any discussions or negotiations with responsive proposers and completion of the evaluation process, the responsive proposers shall be ranked on a determination of value provided, provided that no more than three proposers are required to be ranked.**
- c. **The contract shall be awarded to the responsible entity whose proposal is determined by the district to have offered the best value to the public.**
- d. **The district shall publicly announce the contract award, identifying the entity to which the award is made and the basis of the award. This statement and the contract file shall provide sufficient information to satisfy an external audit.**

Sole Sourcing

~~In any contract for the construction, alteration, or repair of school facilities, the State Administrator/Superintendent or designee shall not draft the bid specification in a manner that, either directly or indirectly, limits bidding to any one specific concern or calls for a designated material, product, thing, or service by a specific brand or trade name, unless the specification designating the specific material, product, thing, or particular brand name is followed by the words "or equal" so that bidders may furnish any equal material, product, thing, or service. In such cases, the bid specification shall provide a time period, before and/or after the award of the contract, for the contractor to submit data substantiating the request for substituting the designated material, product, thing, or service. If no such time period is specified, the contractor may submit the data within 35 days after the award of the contract. (Public Contract Code 3400)~~

~~However, the State Administrator/Superintendent or designee may designate a specific concern, material, product, thing, or service by brand or trade name (sole sourcing), if the Board has made a finding, described in the invitation for bids or RFP, that a particular material, product, thing, or service is designated for any of the following purposes: (Public Contract Code 3400)~~

- ~~1. To conduct a field test or experiment to determine its suitability for future use~~
- ~~2. To match others in use on a particular public improvement that has been completed or is in the course of completion~~
- ~~3. To obtain a necessary item that is only available from one source~~
- ~~4. To respond to the Board's declaration of an emergency, as long as the declaration has been approved by four fifths of the Board when issuing the invitation for bid or RFP~~

Prequalification Procedure

~~For any contract for which bids are legally required, the Board may require that each prospective bidder complete and submit a standardized questionnaire and financial statement. For this purpose, the Superintendent or designee shall supply a form which requires a complete statement of the bidder's financial ability and experience in performing public works. The information shall be verified under oath in the manner in which civil law pleadings are verified. The questionnaires and financial statements shall not be public records and shall not be open to public inspection. (Public Contract Code 20111.5)~~

~~Prospective bidders shall submit the questionnaire and financial statement at least five days before the date fixed for public opening of sealed bids. (Public Contract Code 20111.5)~~

~~The Superintendent or designee shall establish a uniform system for rating bidders on the basis of completed questionnaires and financial statements in order to determine the size of contracts on which each bidder is qualified to bid. Bidders must be deemed prequalified by the district at least one day before the fixed bid opening date. (Public Contract Code 20111.5)~~

~~The district may establish a procedure for prequalifying bidders on a quarterly basis and may authorize that prequalification be considered valid for up to one calendar year following the date of the initial prequalification. (Public Contract Code 20111.5)~~

~~***Note: "Sole sourcing" is the practice by which one brand name product is specified, although comparable, competitive products are available. Public Contract Code 3400 allows sole sourcing in limited circumstances and requires that the specification of the designated product be followed by the words "or equal," so that bidders for such a contract are able to base their bids on the use of other products of equal functionality that may result in cost savings for the district. The following section is optional.***~~

In any contract for the construction, alteration, or repair of school facilities, the Superintendent or designee shall ensure that the bid specification: (Public Contract Code 3400)

1. **Does not directly or indirectly limit bidding to any one specific concern**
2. **Does not call for a designated material, product, thing, or service by a specific brand or trade name, unless the specification is followed by the words "or equal," so that bidders may furnish any equal material, product, thing, or service**

In any such case, the bid specification shall provide a time period, before and/or after the award of the contract, for the contractor to submit data substantiating the request for substituting the designated material, product, thing, or service. If no such time period is specified, the contractor may submit the data within 35 days after the award of the contract.

When the bid is for a roof project, a material, product, thing, or service is considered "equal" to that designated if it is equal in quality, durability, design, and appearance; will perform the intended function equally well; and conforms substantially to the detailed requirements in the bid specification. (Public Contract Code 3002)

However, the Superintendent or designee may designate a specific material, product, thing, or service by brand or trade name (sole sourcing) if the Board has made a finding, described in the invitation for bids or RFP, that a particular material, product, thing, or service is designated for any of the following purposes: (Public Contract Code 3400)

1. To conduct a field test or experiment to determine its suitability for future use
2. To match others in use on a particular public improvement that has been completed or is in the course of completion
3. To obtain a necessary item that is only available from one source
4. To respond to the Board's declaration of an emergency, as long as the declaration has been approved by four-fifths of the Board when issuing the invitation for bid or RFP

(cf. 9323.2 - Actions by the Board)

~~***Note: The following optional paragraph is for use by districts with ADA of more than 2,500. For the repair or replacement of the roof of a public facility, a material must meet the requirements specified below to be considered "equal" pursuant to Public Contract Code 3000-3010.***~~

Protests by Bidders

~~A bidder may protest a bid award if he/she believes that the award is inconsistent with Board policy, the bid's specifications, or is not in compliance with law. A protest must be filed in writing with the Superintendent or designee within five working days after receipt of notification of the contract award. The bidder shall submit all documents supporting or justifying the protest. A bidder's failure to file the protest documents in a timely manner shall constitute a waiver of his/her right to protest the award of the contract.~~

~~The Superintendent or designee shall review the documents submitted with the bidder's claims and render a decision in writing within 30 working days. The Superintendent or designee may also convene a meeting with the bidder in order to attempt to resolve the problem.~~

~~The bidder may appeal the Superintendent or designee's decision to the Board. The Superintendent or designee shall provide reasonable notice to the bidder of the time for Board consideration of the protest. The Board's decision shall be final.~~

(3/06-7/08)-11/10

Bids Not Required

Without advertising for bids and upon a determination that it is in the best interest of the district, the Board may authorize another public corporation or agency, by contract, lease, requisition, or purchase order, to lease data-processing equipment or to purchase materials, supplies, equipment, automotive vehicles, tractors, and other personal property for the district in the manner that the other public corporation or agency is authorized to make the leases or purchases from a vendor ("piggyback"). Alternatively, if the public corporation or agency has an existing contract with a vendor for the lease or purchase of personal property, the district may authorize the lease or purchase of personal property directly from the vendor and make payments under the same terms that are available to the public corporation or agency under the contract. (Public Contract Code 20118)

(cf. 3300 - Expenditures and Purchases)

(cf. 3512 - Equipment)

In addition, upon a determination that it is in the best interest of the district and without advertising for bids, the Board may lease currently owned district property to any person, firm, or corporation for a minimum of \$1 per year, as long as the lease requires the person, firm, or corporation to construct a building or buildings on the property for the district's use during the lease and the property and building(s) will vest in the district at the expiration of the lease ("lease-leaseback"). Prior to entering into a lease-leaseback agreement, the State Administrator/Superintendent or designee shall have on file the contractor's enforceable commitment that the contractor and its subcontractors at every tier will use a skilled and trained workforce to perform all work on the project or contract that falls within an apprenticeable occupation in the building and construction trades. (Education Code 17406, 17407.5)

(cf. 3280 - Sale or Lease of District-Owned Real Property)

Any lease-leaseback agreement shall include a lease term that specifies the district's occupancy of the building or improved property and a financing component as may be determined on a case-by-case basis.

Regardless of the funding source, when any lease-leaseback agreement is for a public project, involves an expenditure of \$1,000,000 or more, and meets other criteria in Public Contract Code 20111.6, the prequalification requirements specified in the "Prequalification Procedure" section above shall be followed. (Education Code 17406)

Without advertising for bids, the Board may enter into an energy service contract and any related

facility ground lease, when it determines that the terms of the contract and lease are in the best interest of the district. The Board's determination shall be made at a regularly scheduled public hearing of which notice is given to the public at least two weeks in advance and shall be based on cost comparison findings specified in Government Code 4217.12. (Government Code 4217.12)

(cf. 3511 - Energy and Water Management)
(cf. 9320 - Meetings and Notices)

Supplementary textbooks, library books, educational films, audiovisual materials, test materials, workbooks, instructional computer software packages, or periodicals may be purchased in any amount without taking estimates or advertising for bids. (Public Contract Code 20118.3)

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)
(cf. 6161.11 - Supplementary Instructional Materials)
(cf. 6163.1 - Library Media Centers)

Perishable foodstuffs and seasonal commodities needed in the operations of cafeterias may be purchased through bid or on the open market. (Education Code 38083)

(cf. 3551 - Food Service Operations/Cafeteria Fund)

Bids shall not be required for day labor under circumstances specified in Public Contract Code 20114. Day labor shall include the use of maintenance personnel employed on a permanent or temporary basis. (Public Contract Code 20114)

In an emergency when any repairs, alterations, work, or improvement to any school facility is necessary to permit the continuance of existing school classes or to avoid danger to life or property, the Board may, by unanimous vote and with the approval of the County Superintendent of Schools, contract for labor and materials or supplies without advertising for or inviting bids or may authorize the use of day labor or force account for the emergency purpose. (Public Contract Code 1102, 20113)

(cf. 3517 - Facilities Inspection)

The district may purchase any surplus property from the federal government or any of its agencies in any quantity needed for the operation of its schools without taking estimates or advertising for bids. (Education Code 17602)

(11/10-8/13) 10/15

Lease-Leaseback Contract

~~***Note: The following optional section addresses construction financing contracts that are commonly described as "lease-leaseback" contracts. This construction financing method should only be used in coordination with competent technical consultants and legal counsel to ensure all legal requirements are met. Pursuant to Education Code 17407.5, as added by AB 566 (Ch. 214, Statutes of 2015), the contractor must provide an enforceable commitment to the district that it will use a certain percentage of skilled and trained workers to complete project-related work that is within an "apprenticeable occupation" as defined in Labor Code 3075.***~~

Upon a determination that it is in the best interest of the district and without advertising for bids, the Board may lease currently owned district property to any person, firm, or corporation for a minimum of \$1 per year, as long as the lease requires the person, firm, or corporation to construct a building or buildings on the property for the district's use during the lease and the property and building(s) will vest in the district at the expiration of the lease ("lease-leaseback"). Prior to entering into a lease-leaseback agreement, the Superintendent or designee shall have on file the contractor's enforceable commitment that the contractor and its subcontractors at every tier will use a skilled and trained workforce to perform all work on the project or contract that falls within an apprenticeable occupation in the building and construction trades. (Education Code 17406, 17407.5)

(cf. 3280 - Sale or Lease of District-Owned Real Property)

~~***Note: Different California appellate courts have identified conflicting requirements for a valid lease-leaseback contract. In Davis v. Fresno Unified School District, an appellate court ruled that, to be valid, a lease-leaseback agreement must contain a lease term and a financing component. Conversely, in McGee v. Balfour Beatty Construction LLC, another appellate court ruled that, to be valid, the plain language of Education Code 17406 only requires that (1) the real property involved belong to the district, (2) the lease is for construction purposes, and (3) the title to the property vest in the district at the end of the lease term. Until the resolution of this conflict, CSBA recommends that, as a precaution, any district considering the use of lease-leaseback include elements of the requirements stated in Davis and consult legal counsel accordingly.***~~

Any lease-leaseback agreement shall be reviewed by the district's legal counsel to ensure that all required terms, including a lease term that provides for the district's occupancy of the building or improved property during the lease and an appropriate financing component, are included in the agreement.

(cf. 9124 - Attorney)

~~***Note: Pursuant to Education Code 17406, the prequalification requirements for contracts that meet the criteria specified in Public Contract Code 20111.6 are also applicable to lease-leaseback contracts. As amended by AB 566 (Ch. 214, Statutes of 2015), Education Code 17406 requires prequalification for such projects irrespective of whether or not they are funded locally or through state sources and makes the provision applicable to all districts, not just those with ADA of 2,500 or more. See "Prequalification Procedure" section above.***~~

Regardless of the funding source, when any lease-leaseback agreement is for a public project, involves an expenditure of \$1,000,000 or more, and meets other criteria in Public Contract Code 20111.6, the prequalification requirements specified in the "Prequalification Procedure" section above shall be followed. (Education Code 17406)

Uniform Public Construction Cost Accounting Act

~~***Note: The following section is for use by districts whose board has adopted a resolution to use the alternative procedures of the UPCCAA (Public Contract Code 22030-22045) for awarding public works projects; see the accompanying Board policy. According to the California Uniform Construction Cost Accounting Commission's "Frequently Asked Questions," available on its web site, a district participating in the UPCCAA is subject to other requirements of the Public Contract Code in areas where the UPCCAA is silent. For further information about this option, see the California Uniform Construction Cost Accounting Commission's "Frequently Asked Questions," available on its web site.***~~

~~***Note: Public Contract Code 22032 establishes the following requirements based on the amount of the public project. Pursuant to Public Contract Code 22020, the Commission reviews these monetary limits every five years and recommends to the State Controller whether they need to be adjusted. The State Controller is required to notify all public agencies of any adjustment to these limits.***~~

Procedures for awarding contracts for public works projects shall be determined on the basis of the amount of the project, as follows:

1. Public projects of \$45,000 or less may be performed by district employees by force account, negotiated contract, or purchase order. (Public Contract Code 22032)

~~***Note: Public Contract Code 22034 requires any public agency participating in UPCCAA to adopt an informal bidding ordinance, with specified components, to govern the selection of contractors to perform public projects of \$175,000 or less, as described in item #2 below. The Commission's "Frequently Asked Questions" clarify that, for school districts and other agencies that cannot legally adopt ordinances, a board policy, administrative regulation, or other legally applicable action of the board may be substituted.***~~

2. Contracts for public projects of \$175,000 or less may be awarded through the following informal procedures: (Public Contract Code 22032, 22034, 22038)

a. The Superintendent or designee shall maintain a list of qualified contractors, identified according to categories of work.

~~***Note: Public Contract Code 22034, as amended by SB 184 (Ch. 269, Statutes of 2015), authorizes distribution of the following bid notice by fax or email as well as by mail.***~~

b. The Superintendent or designee shall prepare a notice inviting informal bids which describes the project in general terms, explains how to obtain more information about the project, and states the time and place for submission of bids. The notice shall be disseminated by mail, fax, or email to one or both of the following:

(1) To all contractors on the district's list for the category of work being bid, unless the product or service is proprietary, at least 10 calendar days before bids are due

(2) To all construction trade journals identified pursuant to Public Contract Code 22036

c. The district shall review the informal bids and award the contract, except that:

(1) If all bids received through the informal process are in excess of \$175,000, the contract may be awarded to the lowest responsible bidder, provided that the Board adopts a resolution with a four-fifths vote to award the contract at \$187,500 or less and the Board determines the district's cost estimate was reasonable.

(2) If no bids are received through the informal bid procedure, the project may be performed by district employees by force account or negotiated contract.

3. Public projects of more than \$175,000 shall, except as otherwise provided by law, be subject to formal bidding procedures, as follows: (Public Contract Code 22032, 22037, 22038)

~~***Note: Pursuant to Public Contract Code 22037, if there is no newspaper of general circulation published in the jurisdiction of the district, the district must post the bid notice in three locations as described below. Public Contract Code 22037 requires that these locations be identified in the agency's ordinance or regulation. Item #3a(1) may be revised to include such locations.***~~

a. Notice inviting formal bids shall state the time and place for receiving and opening sealed bids and distinctly describe the project. The notice shall be disseminated in both of the following ways:

(1) Through publication in a newspaper of general circulation in the district's jurisdiction or, if there is no such newspaper, then by posting the notice in at least three places designated by the district as places for posting its notices. Such notice shall be published at least 14 calendar days before the date that bids will be opened.

(2) By mail and electronically, if available, by either fax or email, to all construction trade journals identified pursuant to Public Contract Code 22036. Such notice shall be sent at least 15 calendar days before the date that bids will be opened.

In addition to notice required above, the district may give such other notice as it deems proper.

b. The district shall award the contract as follows:

(1) The contract shall be awarded to the lowest responsible bidder. If two or more bids are the same and the lowest, the district may accept the one it chooses.

(2) At its discretion, the district may reject all bids presented and declare that the project can be more economically performed by district employees, provided that the district notifies an apparent low bidder, in writing, of the district's intention to reject the bid. Such notice shall be mailed at least two business days prior to the hearing at which the district intends to reject the bid.

(3) If no bids are received through the formal bid procedure, the project may be performed by district employees by force account or negotiated contract.

In cases of emergency when repair or replacements are necessary, the Board may proceed at once to replace or repair a facility without adopting plans, specifications, strain sheets, or working details, or giving notice for bids to let contracts, in accordance with the contracting procedures in Public Contract Code 22050. The work may be done by day labor under the direction of the Board and/or contractor. (Public Contract Code 22035)

(8/13 10/15) 5/16

Policy SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

First Reading: June 9, 2016

Adopted:

King City, California

Business and Noninstructional Operations

~~Transportation For Students With Disabilities—~~

~~The Governing Board shall ensure that appropriate transportation services are provided for students with disabilities as specified in their individualized education program (IEP) or accommodation plan. The district shall make home-to-school transportation available for students at no cost to parents/guardians as specified in the student's IEP.~~

~~(cf. 0430—Comprehensive Local Plan for Special Education)~~

~~(cf. 3250—Transportation Fees)~~

~~(cf. 6159—Individualized Education Program (IEP))~~

~~(cf. 6159.2—Nonpublic, Nonsectarian School and Agency Services for Special Education)~~

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

~~(cf. 6164.6—Identification and Education Under Section 504)~~

The Superintendent or designee shall establish criteria and procedures for determining the most appropriate mode of transportation for an individual student based on identified needs as determined in the IEP or accommodation plan.

~~(cf. 3540—Transportation)~~

~~***Note: Education Code 56195.8 mandates that entities providing special education adopt a policy which describes how special education transportation is coordinated with regular home-to-school transportation and sets forth criteria for meeting the transportation needs of special education students. The district should revise the following policy for consistency with the policy and regulations of the special education local plan area (SELPA) in which the district participates.***~~

~~***Note: Pursuant to the federal Individuals with Disabilities Education Act (IDEA) (20 USC 1400-1482), districts are required to provide bus service to students with disabilities equivalent to that provided for students without disabilities. According to the U.S. Department of Education's (USDOE) Questions and Answers on Serving Children with Disabilities Eligible for Transportation, special education transportation may include travel to and from school and between schools, travel in and around school buildings, and specialized equipment such as special or adapted buses, lifts, and ramps. A student's individualized education program (IEP) team is responsible for determining if transportation is required to assist a student with a disability to benefit from special education and related services, and how the transportation services should be implemented. The California Department of Education's (CDE) Special Education Transportation Guidelines provides assistance to IEP teams with these decisions.***~~

~~***Note: In addition, Section 504 of the federal Rehabilitation Act of 1973 (29 USC 794; 34 CFR 104.4) requires districts to provide a free, appropriate public education to each qualified student with a disability. According to Frequently Asked Questions About Section 504 and the Education of Children with Disabilities, available on the web site of the USDOE's Office for Civil Rights, an appropriate education for a student with a disability under Section 504 could consist of special education and related services, which might include transportation. The CDE's~~

~~Special Education Transportation Guidelines recommends that district policy on the transportation of special education students also address the needs of students who may be eligible for transportation services under Section 504.***~~

The Governing Board desires to meet the transportation needs of students with disabilities to enable them to benefit from special education and related services. The district shall provide appropriate transportation services for a student with disabilities when the district is the student's district of residence and the transportation services are required by his/her individualized education program (IEP) or Section 504 accommodation plan.

(cf. 0430 - Comprehensive Local Plan for Special Education)

(cf. 3540 - Transportation)

(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)

~~***Note: Education Code 56195.8 mandates that the district's policy set forth criteria for meeting the transportation needs of special education students. The CDE's Special Education Transportation Guidelines recommends that the IEP team give primary consideration to the specific needs of the student when making decisions about transportation services to be provided, and presents possible considerations which include, but are not limited to, those specified in the following paragraph. The following paragraph may be revised to reflect district practice.***~~

The specific needs of the student shall be the primary consideration when an IEP team is determining the student's transportation needs. Considerations may include, but are not limited to, the student's health needs, travel distances, physical accessibility and safety of streets and sidewalks, accessibility of public transportation systems, midday or other transportation needs, extended-year services, and, as necessary, implementation of a behavioral intervention plan.

~~***Note: Because the authority to make decisions regarding services for students with disabilities rests with the IEP team, the CDE's Special Education Transportation Guidelines recommends that IEP team leaders and members be provided with information regarding available district transportation resources. The guidelines also recommend that the IEP team identify with specificity the mode of transportation (e.g., walking/wheeling, riding the regular school bus, utilizing available public transportation, riding a special bus, being transported by parent/guardian) and when, from where, and to where transportation will be provided.***~~

The Superintendent or designee shall provide IEP teams with information about district transportation services in order to assist them in making decisions as to the mode, schedule, and location of transportation services that may be available to each student with disabilities. The IEP team may communicate with district transportation staff and/or invite transportation staff to attend IEP team meetings where the student's transportation needs will be discussed.

~~***Note: Pursuant to Education Code 56040, a student who is eligible to receive special education instruction and related services must be provided such instruction and services at no cost. Special education transportation is defined in 34 CFR 300.34 as a related service. Thus, transportation fees may not be charged to students whose IEP requires the provision of transportation services, even if the district charges transportation fees to other students. See BP 3250—Transportation Fees.***~~

Transportation services specified in a student's IEP or Section 504 plan shall be provided at no cost to the student or his/her parent/guardian.

(cf. 3250 - Transportation Fees)

~~***Note: Education Code 48915.5 provides that the district must provide alternative transportation at no cost whenever a disabled student is excluded from school bus transportation for any reason, such as suspension, expulsion, or other reason. If a student receiving special education services is excluded from transportation as a disciplinary measure and is not provided another mode of transportation, it may constitute a significant change of placement which would require a meeting of the IEP team to review the student's IEP.***~~

If a student whose IEP or accommodation plan specifies transportation needs is excluded from school bus transportation for any reason, such as suspension, expulsion, or other reason, the district shall provide alternative transportation at no cost to the student or parent/guardian. (Education Code 48915.5)

(cf. 5131.1 - Bus Conduct)

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

~~***Note: The following paragraph is for use by single-district SELPAs or districts that contract individually with nonpublic, nonsectarian schools or agencies.***~~

When contracting with a nonpublic, nonsectarian school or agency to provide special education services, the Superintendent or designee shall ensure that the contract includes general administrative and financial agreements related to the provision of transportation services if specified in the student's IEP. (Education Code 56366)

(cf. 6159.2 - Nonpublic, Nonsectarian School and Agency Services for Special Education)

The Superintendent or designee shall arrange transportation schedules so that students with disabilities do not spend an excessive amount of time on buses compared to other students. Arrivals and departures shall not reduce the length of the school day for these students except as may be prescribed on an individual basis.

(cf. 3541 - Transportation Routes and Services)

The Superintendent or designee shall establish procedures to ensure compatibility between mobile seating devices and bus securement systems.

(cf. 3542 - School Bus Drivers)

The Superintendent or designee shall ensure that any mobile seating devices used on district buses are compatible with bus securement systems required by 49 CFR 571.222. (Education Code 56195.8)

(cf. 3542 - School Bus Drivers)

As necessary, a student with disabilities may be accompanied on school transportation by a service animal, as defined in 28 CFR 35.104, including a specially trained guide dog, signal dog, or service dog. (Education Code 39839; Civil Code 54.1-54.2; 28 CFR 35.136)

(cf. 6163.2 - Animals at School)

When transportation is not specifically required by the IEP or Section 504 plan of a student with disabilities, the student shall be subject to the rules and policies regarding regular transportation offerings within the district.

Legal Reference:

EDUCATION CODE

39807.5 Payment of transportation cost

39839 Guide dogs, signal dogs, and service dogs on bus

41850-41854 Allowances for transportation

48300-48315 Alternative interdistrict attendance program

48915.5 Expulsion of students with exceptional needs

56040 No cost for special education and related services

56195.8 Adoption of policies

56327 Assessment for special education and related services

56345 Individualized education program

56365-56366.1 Nonpublic nonsectarian schools or agencies

CIVIL CODE

54.1-54.2 Service animals

CODE OF REGULATIONS, TITLE 5

15243 Physically handicapped minors

15271 Exclusion from report

UNITED STATES CODE, TITLE 20

1400-1482 Individuals with Disabilities Education Act

UNITED STATES CODE, TITLE 29

794 Section 504 of the Rehabilitation Act of 1973

CODE OF FEDERAL REGULATIONS, TITLE 28

35.104 Definitions

35.136 Service animals

CODE OF FEDERAL REGULATIONS, TITLE 34

104.4 Equal opportunity under the Rehabilitation Act of 1973, Section 504

300.1-300.818 Individuals with Disabilities Education Act, especially:

300.34 Transportation defined as related service

CODE OF FEDERAL REGULATIONS, TITLE 49

571.222 Federal requirements for bus securement systems

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Special Education Transportation Guidelines

Pupil Fees, Deposits and Other Charges, Fiscal Management Advisory 12-02, April 24, 2013

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Protecting Students with Disabilities: Frequently Asked Questions About Section 504 and the Education of Children with Disabilities, 2009

Questions and Answers on Serving Children with Disabilities Eligible for Transportation, 2009

WEB SITES

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

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

(2/95 10/97) 5/16

Legal Reference:

EDUCATION CODE

~~39807.5 Payment of transportation cost~~

~~39839 Guide dogs, signal dogs and service dogs on bus~~

~~41850-41854 Allowances for transportation~~

~~48300-48315 Alternative interdistrict attendance program~~

~~48915.5 Expulsion of students with exceptional needs~~

~~56195.8 Adoption of policies~~

~~56327 Assessment for special education and related services~~

~~56345 Individualized education program~~

~~56366 Nonpublic nonsectarian schools or agencies~~

~~56366.1 Waiver of requirements under section 56365 and 56366~~

CODE OF REGULATIONS, TITLE 5

~~15050 Transfer of funds to child development fund and development center for handicapped pupils fund~~

~~15243 Physically handicapped minors~~

~~15271 Exclusion from report~~

~~UNITED STATES CODE, TITLE 20~~

~~1400-1487 Individuals with Disabilities Education Act~~

~~UNITED STATES CODE, TITLE 29~~

~~794 Section 504 of the Rehabilitation Act of 1973~~

~~CODE OF FEDERAL REGULATIONS, TITLE 34~~

~~104.4 Equal opportunity under the Rehabilitation Act of 1973, Section 504~~

~~CODE OF FEDERAL REGULATIONS, TITLE 49~~

~~571.222 Federal requirements for bus securement systems~~

~~Management Resources:~~

~~CDE MANAGEMENT ADVISORIES~~

~~0500.92 Implementation of Special Education Transportation Apportionment (#92-02)~~

~~CDE PROGRAM ADVISORIES~~

~~0609.95 School transportation fee exemption for handicapped children and pupils whose parents or guardians are indigent (LO: 2-95)~~

~~(6/93-2/95) 10/97~~

Policy: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

First Reading: June 6 2016

Adopted:

King City, California

Business and Noninstructional Operations

District Records

The Governing Board recognizes the importance of securing and retaining district documents. The Superintendent or designee shall ensure that district records are developed, maintained, and disposed of in accordance with law, Board policy, and administrative regulation.

(cf. 1340 - Access to District Records)
(cf. 3440 - Inventories)

The Superintendent or designee shall consult with district legal counsel, site administrators, district information technology staff, personnel department staff, and others as necessary to develop a secure document management system that provides for the storage, retrieval, archiving, and destruction of district documents, including electronically stored information such as email. This document management system shall be designed to comply with state and federal laws regarding security of records, record retention and destruction, response to "litigation hold" discovery requests, and the recovery of records in the event of a disaster or emergency.

(cf. 0440 - District Technology Plan)
(cf. 3516 - Emergencies and Disaster Preparedness Plan)
(cf. 4040 - Employee Use of Technology)
(cf. 9011 - Board Member Electronic Communications)

The Superintendent or designee shall ensure the confidentiality of records as required by law and shall establish regulations to safeguard data against damage, loss, or theft.

(cf. 4112.6/4212.6/4312.6 - Personnel Files)
(cf. 5125 - Student Records)
(cf. 5125.1 - Release of Directory Information)

~~In the event of any known or reasonably suspected breach of the security of district records containing confidential personal information including, but not limited to, a social security number, driver's license or identification card number, medical information, health insurance information, or an account number in combination with an access code or password that would permit access to a financial account, the Superintendent or designee shall immediately notify local law enforcement agencies and any affected persons. Notification of affected individuals may be delayed if a law enforcement agency determines that the notification would impede a criminal investigation.~~

~~The Superintendent or designee shall ensure that employees receive information about the district's document management system, including retention and confidentiality requirements and an employee's obligations in the event of a litigation hold established on the advice of legal counsel.~~

~~*(cf. 4131 - Staff Development)*~~

(cf. 4231— Staff Development)

(cf. 4331— Staff Development)

~~***Note: Pursuant to Civil Code 1798.29, districts are required to disclose any breach of security of any records that contain personal information, as defined. The required formatting and contents of the notification are detailed in Civil Code 1798.29. A district may maintain its own notification procedure as part of an information security policy provided that the notification is consistent with the requirements in Civil Code 1798.29 regarding timing of the notification.***~~

If the district discovers or is notified that a breach of security of district records containing unencrypted personal information has occurred, the Superintendent or designee shall notify every individual whose personal information was, or is reasonably believed to have been, acquired by an unauthorized person. Personal information includes, but is not limited to, a social security number, driver's license or identification card number, medical information, health insurance information, or an account number in combination with an access code or password that would permit access to a financial account. (Civil Code 1798.29)

The Superintendent or designee shall provide the notice in a timely manner either in writing or electronically, unless otherwise provided in law. The notice shall include the material specified in Civil Code 1798.29, be formatted as required, and be distributed in a timely manner, consistent with the legitimate needs of law enforcement to conduct an uncompromised investigation or any measures necessary to determine the scope of the breach and restore reasonable integrity of the data system. (Civil Code 1798.29)

(cf. 1112 - Media Relations)

(cf. 1113 - District and School Web Sites)

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

(cf. 5145.6 - Parental Notifications)

Safe at Home Program

District public records shall not include the actual addresses of students, parents/guardians, or employees when a substitute address is designated by the Secretary of State pursuant to the Safe at Home program. (Government Code 6206, 6207)

When a substitute address card is provided pursuant to this program, the confidential, actual address may be used only to establish district residency requirements for enrollment and for school emergency purposes.

(cf. 5111.1 - District Residency)

(cf. 5141 - Health Care and Emergencies)

Legal Reference:**EDUCATION CODE**~~35145 Public meetings~~~~35163 Official actions, minutes and journal~~~~35250-35255 Records and reports~~~~44031 Personnel file contents and inspection~~~~49065 Reasonable charge for transcripts~~~~49069 Absolute right to access~~**CODE OF CIVIL PROCEDURE**~~1985.8 Electronic Discovery Act~~~~2031.010-2031.060 Civil Discovery Act, scope of discovery demand~~~~2031.210-2031.320 Civil Discovery Act, response to inspection demand~~**GOVERNMENT CODE**~~6205-6210 Confidentiality of addresses for victims of domestic violence, sexual assault or stalking~~~~6252-6265 Inspection of public records~~~~12946 Retention of employment applications and records for two years~~**PENAL CODE**~~11170 Retention of child abuse reports~~**CODE OF REGULATIONS, TITLE 5**~~430 Individual student records; definition~~~~432 Varieties of student records~~~~16020-16022 Records, general provisions~~~~16023-16027 Retention of records~~**UNITED STATES CODE, TITLE 20**~~1232g Family Educational Rights and Privacy Act~~**CODE OF FEDERAL REGULATIONS, TITLE 34**~~99.1-99.8 Family Educational Rights and Privacy Act~~**Management Resources:****WEB SITES**California Secretary of State: <http://www.sos.ca.gov/safeathome>~~———— (11/06-11/09) 4/13~~**Legal Reference:****EDUCATION CODE****35145 Public meetings****35163 Official actions, minutes and journal****35250-35255 Records and reports****44031 Personnel file contents and inspection****49065 Reasonable charge for transcripts****49069 Absolute right to access**

CIVIL CODE

1798.29 Breach of security involving personal information

CODE OF CIVIL PROCEDURE

1985.8 Electronic Discovery Act

2031.010-2031.060 Civil Discovery Act, scope of discovery demand

2031.210-2031.320 Civil Discovery Act, response to inspection demand

GOVERNMENT CODE

6205-6210 Confidentiality of addresses for victims of domestic violence, sexual assault or stalking

6252-6265 Inspection of public records

12946 Retention of employment applications and records for two years

PENAL CODE

11170 Retention of child abuse reports

CODE OF REGULATIONS, TITLE 5

430 Individual student records; definition

432 Varieties of student records

16020-16022 Records, general provisions

16023-16027 Retention of records

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act

CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.8 Family Educational Rights and Privacy Act

Management Resources:

WEB SITES

California Secretary of State: <http://www.sos.ca.gov/safeathome>

(11/09 4/13) 5/16

Policy SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

First Reading: June 9, 2016

Adopted:

King City, California

Personnel

Preretirement Part-Time Employment

~~***Note: The following administrative regulation is for use only by districts that choose to offer a reduced workload program as authorized by Education Code 45139 and Government Code 20905. In such districts, classified employees who are members of the Public Employees' Retirement System may reduce their workload from full time to part time while continuing to receive the service credit and other benefits they would have received as full time employees and having their retirement allowance calculated based on their final compensation as if employed on a full time basis, provided that the district and employee both contribute to the retirement fund the amount that would have been contributed if the employee was employed on a full time basis. For any district that chooses to allow classified employees to reduce their workload in this manner, Education Code 45139 mandates that its regulation include at least the conditions specified in items #1-9 below.***~~

When the Governing Board has adopted the reduced workload program, any classified employee may reduce his/her workload from full time to part time in accordance with applicable law, district regulations, in the best interest of the district, and collective bargaining agreement.

When so authorized, any classified employee who is a member of the Public Employees' Retirement System may reduce his/her workload from full time to part time without losing retirement benefits, if all of the following conditions are met: (Education Code 45139)

1. The employee shall have reached the age of 55 prior to the workload reduction.
2. The employee shall have been employed full time in a classified position for at least 10 years, of which the immediately preceding five years were full-time employment.
3. During the period immediately preceding a request for reduction in workload, the employee shall have been employed full time in a classified position for a total of at least five years without a break in service.
4. The option of part-time employment shall be exercised at the request of the employee and can be revoked only with the mutual consent of the employee and the district.
5. The employee shall be paid a salary that is the pro rata share of the salary he/she would be earning had the employee not elected to exercise the option of part-time employment.

~~***Note: Education Code 45139 requires the district to provide health insurance benefits pursuant to Government Code 53201 to an employee who reduces his/her workload, in the same manner as full time employees. Thus, if full time employees are required to make payments towards their health insurance, then an employee who wishes to reduce his/her workload must make the payment to receive the health insurance benefit. In Praiser v. Biggs Unified School~~

~~District, the court held that a certificated employee who reduced his workload was entitled to receive the district provided health insurance benefit for free since he would not have had to pay if he was a full-time employee.***~~

6. The employee shall retain all other rights and benefits for which he/she makes the payments that would be required if he/she remained in full-time employment. The employee shall receive health benefits in the same manner as a full-time classified employee.

(cf. 4154/4254/4354 - Health and Welfare Benefits)

7. The minimum part-time employment shall be the equivalent of one-half of the number of hours of service required by the employee's contract during his/her final year of service in a full-time classified position.

8. The period of the part-time employment shall not exceed five years.

9. The period of part-time employment shall not extend beyond the end of the school year during which the employee reaches his/her 70th birthday.

Prior to the reduction of an employee's workload, the Superintendent or designee shall verify the employee's eligibility for the reduced workload program. (Government Code 20905)

The Superintendent or designee shall maintain the necessary records to separately identify each employee who participates in the reduced workload program. (Government Code 20905)

(cf. 3580 - District Records)

~~***Note:—The following optional paragraph allows the Board to enter into an agreement for reducing the workload of classified employees who do not satisfy the provisions of Education Code 45139.—Districts that do not wish to allow reduction in workload other than as specified under Education Code 45139 should delete this paragraph.***~~

The district may allow any classified employee who is not eligible for the reduction of workload pursuant to Education Code 45139 to reduce his/her workload from full time to part time after determining that it is in the best interest of the district. In any such case, the Board shall specify the terms and conditions under which the reduction in workload shall take place.

Legal Reference:

EDUCATION CODE

45139 Reduced workload for classified employees

GOVERNMENT CODE

20000-21703 Public Employees' Retirement System, especially:

20905 Reduced workload program, classified employees

53201 Health and welfare benefits

COURT DECISIONS

Praiser v. Biggs Unified School District (2001) 87 Cal.App.4th 398

Management Resources:

WEB SITES

California Public Employees' Retirement System: <http://www.calpers.ca.gov>

(12/90) 5/16

Regulation: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT.

First Reading: June 9, 2016

Adopted:

King City, California

Instruction

Adult Education

The Governing Board recognizes that education is a lifelong process and that it is important for individuals to continuously develop new skills.

The Superintendent or designee shall develop and oversee the district's adult education program. The Board shall approve all courses to be offered in this program.

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

Legal Reference:

EDUCATION CODE

~~8500-8538 Adult education~~

~~41505-41508 Pupil Retention Block Grant~~

~~41975-41976.2 Adult education; authorized classes and courses~~

~~44865 Qualifications for home teachers and teachers in special classes~~

~~46190-46192 Adult school; days of attendance~~

~~46300.4 Independent study in adult education~~

~~46351-46352 Adult classes~~

~~51040 Prescribed courses~~

~~51225.3 Requirements for graduation~~

~~51241-51246 Exemptions from attendance~~

~~51730-51732 Elementary school special day and evening classes~~

~~51810-51815 Community service classes~~

~~51938 Parental excuse from sexual education or HIV/AIDS prevention education~~

~~52500-52523 Adult schools~~

~~52530-52531 Use of hospitals~~

~~52540-52544 Adult English classes~~

~~52550-52556 Classes in citizenship~~

~~52570-52572 Disabled adults~~

~~52610-52616.24 Finances~~

~~52651-52656 Immigrant Workforce Preparation Act~~

~~60410 Books for adult classes~~

CODE OF REGULATIONS, TITLE 5

~~10501 Adult education~~

~~10508 Records and reports~~

~~10530-10560 Standards~~

~~10600-10615 Adult education innovation~~

UNITED STATES CODE, TITLE 8

~~1184 Foreign students~~

Management Resources:

CDE PUBLICATIONS

Adult Education Handbook for California, 1997

CDE LEGAL ADVISORIES

0319.97 Amendments to F-1 Student Visa Requirements, LO: 1-97

CDE PROGRAM ADVISORIES

0600.92 Using Independent Study in Adult Education Programs: An Option

0609.88 Education Fees for F-1 Visa Students

0622.87 Discrimination Against the Handicapped in Adult Education Programs
(6/95-6/97) 7/99

~~***Note: The following Board policy is for use by any high school district or unified school district that maintains an adult education school or program or that participates in a program offered by the county office of education.***~~

~~***Note: Education Code 84900-84920, as added by AB 104 (Ch. 13, Statutes of 2015), establish the Adult Education Block Grant to provide adult education services through a regional consortium of school districts, county offices of education, community college districts, and joint powers authorities consisting of those entities. Other funding for adult education may be available through local control funding formula apportionments, California Work Opportunity and Responsibility to Kids (CalWORKs) funds for education and job training (Welfare and Institutions Code 11320-11329.5), the federal Workforce Innovation and Opportunity Act (29 USC 3101-3255), Adult Education and Literacy Act (29 USC 3271-3333), and/or Carl D. Perkins Career and Technical Education Act (20 USC 2301-2415). The district may revise the following policy to reflect requirements of the program(s) it offers.***~~

The Governing Board believes that education is a lifelong process and that it is important for individuals to continuously develop new skills. Eligible adults shall be offered opportunities to enroll in programs and courses that develop academic and workforce skills and, as appropriate, lead to completion of requirements for high school graduation.

~~***Note: Option 1 below is for use by districts that maintain classes for adults as authorized by Education Code 52501. Option 2 is for use by districts whose students may participate in an adult education program administered by a county office of education in geographically isolated, sparsely populated areas as authorized by Education Code 52616.21.***~~

~~***Note: Education Code 51056 and 52515 require approval by the California Department of Education (CDE) of courses offered in adult education programs. See the accompanying administrative regulation and the CDE's Adult Education Handbook for California.***~~

OPTION 1: The Superintendent or designee shall recommend, for approval by the Board and the California Department of Education, courses to be offered through the district's adult education program.

~~OPTION 2: The district shall participate in the adult education program administered by the county office of education. District students enrolled in this program shall be under the immediate supervision of a certificated district employee.~~

~~***Note: The following two optional paragraphs may be used by districts that select either Option 1 or 2 above and participate in the regional consortium established for purposes of the Adult Education Block Grant pursuant to Education Code 84900-84920, as added by AB 104 (Ch. 13, Statutes of 2015). The consortium is required to approve an adult education plan containing the components specified in Education Code 84906 at least once every three years and to update the plan at least once each year based on available data.***~~

~~***Note: Funds allocated through this block grant may be used in accordance with Education Code 84913, including to provide support for adult education programs related to elementary and secondary basic skills, entry or reentry into the workforce, career technical education, pre-apprenticeship training, knowledge and skills to assist K-12 students to succeed academically, and programs for immigrants and adults with disabilities. See the accompanying administrative regulation.***~~

To ensure efficient and coordinated adult education services, the district shall collaborate with other local educational agencies and the community college district in the region's adult education consortium. The district shall participate in the consortium's identification of the educational needs of adults in the region, identification of available funding and services, development and approval of an adult education plan pursuant to Education Code 84906, and implementation of strategies to address the identified needs, improve the effectiveness of district services, and improve students' transitions into postsecondary education and the workforce.

The district's representative to the region's adult education consortium shall be designated by the Board. (Education Code 84905)

(cf. 9140 - Board Representatives)

~~***Note: The remainder of this policy is for use by districts selecting Option 1 above, but may be adapted for use by districts selecting Option 2.***~~

~~***Note: Classes organized primarily for adults may be taught by holders of the designated subjects adult teaching credential pursuant to Education Code 44260.2-44260.3. See the Commission on Teacher Credentialing's web site for further information and credential requirements.***~~

The Superintendent or designee shall ensure that all teachers of adult education classes possess an appropriate credential issued by the Commission on Teacher Credentialing and have access to high-quality professional development to continuously enhance their knowledge and skills.

(cf. 4112.2 - Certification)

(cf. 4131 - Staff Development)

Adult education classes may be offered any day or evening, including weekends, for such length of time during the school year as determined by the Board. (Education Code 52505, 52513)

~~***Note: If the district's adult school or program offers a course in elementary subjects appropriate to the needs of adults, as authorized by Education Code 52516 and 84913, the Board is mandated pursuant to Education Code 52510 to prescribe requirements for eighth grade graduation. Items #1-2 below should be revised to reflect district practice.***~~

A certificate of completion of the eighth grade shall be awarded through the adult school upon successful completion of both of the following:

- 1. At least one term in the adult elementary program**
- 2. Overall eighth-grade placement on a recognized standardized achievement test**

~~***Note: Education Code 52509 mandates the Board of any district maintaining an adult school or program to prescribe requirements for the granting of a high school diploma. Courses required for a high school diploma in California are specified in Education Code 51225.3; see BP 6146.1—High School Graduation Requirements. Students seeking their high school diploma through adult education must meet those course requirements. However, the district may waive any high school graduation requirements established by the district. Districts that have so revised their local graduation requirements for adult education students should modify the following paragraph as appropriate.***~~

Adult education students who fulfill the district's graduation requirements shall receive a diploma of high school graduation.

(cf. 6142.7 - Physical Education and Activity)

(cf. 6146.1 - High School Graduation Requirements)

~~***Note: The following paragraph may be revised to reflect indicators of program effectiveness identified by the district and/or adult education regional consortium in which the district participates. Education Code 84920, as added by AB 104 (Ch. 13, Statutes of 2015), requires the Superintendent of Public Instruction and California Community College Chancellor to identify common measures for determining the effectiveness of school districts and other consortium members in meeting the educational needs of adults. In addition, for districts participating in the federal Adult Education and Family Literacy Act, the CDE requires the use of the Comprehensive Adult Student Assessment Systems (CASAS), a set of standardized assessment instruments developed by the nonprofit organization CASAS, to track the progress of adult students.***~~

The Superintendent or designee shall regularly report to the Board on the effectiveness of the district's adult education program. This report shall include, but not be limited to, the

number of adults and high school students participating in the program, student participation in each type of adult education course or class, and the extent to which students successfully completed these programs, including, as applicable, the completion of requirements for the high school diploma or certificate of equivalency.

(cf. 0500 - Accountability)

Legal Reference:

EDUCATION CODE

8500-8538 Adult education

10200 CalWORKs education and job training plan

41975-41976.2 Adult education; authorized classes and courses

44260.2-44260.3 Credential requirements, designated subjects adult education credential

44865 Qualifications for home teachers and teachers in special classes

46190-46192 Adult school; days of attendance

46300.1-46300.4 Independent study

51040 Prescribed courses

51056 Adult education course of study

51225.3 Requirements for graduation

51241 Physical education exemptions

51246 Physical education exemptions

51730-51732 Elementary school special day and evening classes

51745-51749.6 Independent study

51810-51815 Community service classes

52500-52523 Adult schools

52530-52531 Use of hospitals

52540-52544 Adult English classes

52550-52556 Classes in citizenship

52570-52572 Disabled adults

52610-52616.24 Adult schools, finances

52651-52656 Immigrant Workforce Preparation Act

60410 Books for adult classes

84830 Adult education consortium

84900-84920 Adult Education Block Grant

WELFARE AND INSTITUTIONS CODE

11320-11329.5 CalWORKs, including education and job training

CODE OF REGULATIONS, TITLE 5

10501 Adult education

10508 Records and reports

10530-10534 Standards

80034 Teaching credentials, adult education

80034.5 Adult education, substitute teachers

80036-80036.4 Requirements for designated subjects adult education credential
80040.2-80040.2.7 Programs of personalized preparation for the designated subjects adult education teaching credentialing

UNITED STATES CODE, TITLE 20

2301-2415 Carl D. Perkins Career and Technical Education Act

UNITED STATES CODE, TITLE 29

3101-3255 Workforce Innovation and Opportunity Act

3271-3333 Adult Education and Family Literacy Act

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Adult Education Handbook for California, 2005

Pupil Fees, Charges, and Other Deposits, Fiscal Management Advisory 12-02, April 24, 2013

WEB SITES

California Council for Adult Education: <http://www.ccaestate.org>

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

**California Department of Industrial Relations, Division of Apprenticeship Standards:
<http://www.dir.ca.gov/das>**

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

Comprehensive Adult Student Assessment Systems: <http://www.casas.org>

(6/97 7/99) 5/16

Policy: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

First Reading: June 9, 2016

Adopted:

King City, California

Instruction

Adult Education

~~As added and amended by SBX3-4 (Ch. 12, Third Extraordinary Session, Statutes of 2009) and ABX4-2 (Ch. 2, Fourth Extraordinary Session, Statutes of 2009), Education Code 42605 grants districts flexibility in "Tier 3" categorical programs and provides that districts are deemed in compliance with the program and funding requirements for these programs for the 2008-09 through 2012-13 fiscal years. As a result of this flexibility, the district may choose to temporarily suspend certain provisions of administrative regulation that reflect those requirements.~~

~~All adult education programs, courses and classes and their enrollment period shall be listed in the district's catalog of adult education classes provided to the public. (Education Code 52523)~~

Enrollment

~~Adults shall have first priority for enrollment in any adult education class, provided they enroll during the regular enrollment period. (Education Code 52523)~~

~~For purposes of these programs, "adults" include persons age 18 or older or other persons not concurrently enrolled in a regular high school program. (Education Code 52610)~~

~~Students or seeking an F-1 visa designation shall not be enrolled in district adult school programs. Students currently enrolled with an F-1 visa designation shall continue to be eligible for enrollment in district adult schools until their visas expire or until they leave the United States. (8 USC 1184)~~

(cf. 5111.2—Nonresident Foreign Students)

Enrollment

With the exception of programs specified in Education Code 52570, adult education classes shall be located in a facility which clearly identifies the class as being open to the general public. (Education Code 52517, 52570)

Adults shall have first priority for enrollment in any adult education class, provided they enroll during the regular enrollment period. (Education Code 52523)

*****Note:** The following paragraph may be revised to reflect programs in which the district participates.*******

For purposes of the Adult Education Block Grant pursuant to Education Code 84900-84920, adults include persons 18 years of age or older. For other adult education programs, adults include persons age 18 or older and other persons not concurrently enrolled in a

regular high school program. However, high school students may be concurrently enrolled in adult education under the conditions specified in the section "Concurrent Enrollment of High School Students" below. (Education Code 52610, 84901)

Concurrent Enrollment of High School Students

High school students shall be permitted to enroll in an adult education program, course or class for sound educational purposes. Such classes shall supplement and not supplant the regular high school curriculum. Sound educational purposes include, but are not limited to, the following: (Education Code 52523)

1. The adult education program, course or class is not offered in the regular high school curriculum.
2. The student needs the adult education program, course or class in order to make up deficient credits for graduation from high school.
3. The adult education program, course or class allows the student to gain vocational and technical skills beyond that provided by the regular high school's vocational and technical education program.

(cf. 6178 - Career Technical Education)

4. The adult education program, course or class supplements and enriches the high school student's educational experience.

High school students are expected to enroll in regular high school classes before seeking admission to any similar classes offered in the adult education program. A failed course, however, may be repeated through adult education.

Before enrolling in an adult education class, the high school student shall complete a counseling session that includes his/her parent/guardian and a certificated representative of the high school. The certificated high school representative shall ensure that the student's school record includes written documentation of the meeting and both of the following statements: (Education Code 52500.1, 52523)

1. That the student is enrolling voluntarily in the adult education class
2. That this enrollment will enhance the student's progress toward meeting educational requirements for high school graduation

The above statement shall be signed by the student, the parent/guardian and the certificated high school representative.

(cf. 6164.2 - Guidance/Counseling Services)

Classes offered in the district's adult education program shall supplement and not supplant the regular high school curriculum. No course required by the district for high school graduation or necessary for students to maintain satisfactory academic progress shall be offered exclusively through the adult education program. (Education Code 52523)

Courses

A proposed adult education class shall have an educational purpose and meet the following criteria required for approval by the California Department of Education:

1. ~~The class shall be located in a facility which clearly identifies the class as being open to the general public, with the exception of apprenticeship training classes, classes designed to serve the needs of disabled adults, classes in state hospitals and classes in jails and prisons. (Education Code 52517, 52570)~~

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

2. ~~Class time shall be devoted to instruction.~~
3. ~~Course content shall be educational and intended to teach a skill or knowledge unrelated to repetitive practices.~~
4. ~~The course title shall clearly indicate its educational nature.~~

Adult education classes or courses shall offer instruction in one or more of the following categories: (Education Code 41976)

1. ~~Parenting, including parent cooperative preschools, classes in child growth and development, and parent-child relationships~~
2. ~~Elementary and secondary basic skills and other courses and classes required for the high school diploma~~
3. ~~English as a second language (ESL)~~
4. ~~Programs for immigrants eligible for educational services in citizenship, English as a second language, and workforce preparation classes in the basic skills of speaking, listening, reading, writing, mathematics, decision-making and problem-solving, and other classes required for preparation to participate in job-specific technical training~~
5. ~~Programs for substantially disabled persons~~

- ~~6. Short term vocational programs with high employment potential~~
- ~~7. Programs for older adults~~
- ~~8. Programs for apprentices~~
- ~~9. Home economics~~
- ~~10. Health and safety education~~

~~Classes for adults may be offered any day or evening, including weekends, for such length of time during the school year as determined by the Governing Board. (Education Code 52505, 52513)~~

~~***Note: The following list should be revised to reflect the types of adult education programs offered by the district. Education Code 84913, as added by AB 104 (Ch. 13, Statutes of 2015), authorizes the use of Adult Education Block Grant funds to support the programs listed in items #1-7 below. Education Code 41976, as amended by AB 104, authorizes the use of local control funding formula and/or other district funds for many of these same purposes, as well as the purposes listed in items #8-12 below.***~~

Community Service Classes

As part of the adult education program, the Board may establish and maintain community service classes to provide instruction that contributes to the physical, mental, moral, economic or civil development of any persons who may wish to enroll. (Education Code 51810)

Certificates of skill or accomplishment may be provided upon the satisfactory completion of community service classes. (Education Code 51813)

Independent Study

The Superintendent or designee may make independent study available as an instructional strategy for students enrolled in adult education as appropriate to meet their individual needs.

(cf. 6158 - Independent Study)

Participation in independent study shall be voluntary. (Education Code 51747)

For students 21 years of age or older, or students 19 years of age or older who have not been continuously enrolled in school since their 18th birthday, any course taken through independent study must be a course listed in Education Code 51225.3 or otherwise required by the Board as a prerequisite to receiving a diploma for high school graduation. (Education Code 46300.4)

(cf. 6143 - Courses of Study)

**Adult education classes or courses shall offer instruction in one or more of the following:
(Education Code 41976, 84913)**

1. Programs in elementary and secondary basic skills, including programs leading to a high school diploma or high school equivalency certificate

(cf. 6146.2 - Certificate of Proficiency/High School Equivalency)

~~***Note: Education Code 52550-52556 set conditions for establishing citizenship programs in high school districts when 25 or more persons residing in the district apply for such training.***~~

2. Programs for immigrants eligible for educational services in citizenship, English as a second language, and workforce preparation

3. Programs for adults, including, but not limited to, older adults, that are primarily related to entry or reentry into the workforce

4. Programs for adults, including, but not limited to, older adults, that are primarily designed to develop knowledge and skills to assist elementary and secondary students to succeed academically in school

5. Programs for adults with disabilities

6. Short-term career technical education programs with high employment potential

~~***Note: Education Code 84913, as added by AB 104 (Ch. 13, Statutes of 2015), authorizes the use of Adult Education Block Grant funds to support pre-apprenticeship training activities, as provided in item #7 below. Pre-apprenticeship training activities must be conducted in coordination with apprenticeship programs approved by the California Department of Industrial Relations' Division of Apprenticeship Standards for the occupation and geographic area.***~~

7. Programs offering pre-apprenticeship training activities in coordination with one or more approved apprenticeship programs

~~***Note: The types of programs listed in optional items #8-12 below are not authorized uses of the Adult Education Block Grant. However, Education Code 41976 authorizes the use of other district funds for these purposes, as well as the purposes listed in items #1-2 and #5-7 above.***~~

8. Programs in parenting, including parent cooperative preschools, and classes in child growth and development, parent-child relationships, and parenting

~~***Note: Education Code 52540-52544 set conditions for establishing English as a second language classes in high school districts when 20 or more adults residing in the district apply for such classes.***~~

9. **English as a second language**
10. **Programs for older adults**
11. **Home economics**
12. **Health and safety education**

~~***Note: Pursuant to Education Code 51056 and 52515, adult education courses must be approved by the CDE. According to the CDE's Adult Education Handbook for California, districts must annually submit a list of course titles to the CDE for approval. Authorized courses are listed in the Adult Education Course Approval System (A-22) on the CDE's web site.***~~

The Superintendent or designee shall annually submit to the California Department of Education for approval the titles of classes that have been approved by the Governing Board to be offered in any of the program areas listed above.

~~***Note: The following optional paragraph is for use by districts that offer community service classes; see BP 6146.4 - Service Learning/Community Service Classes. Pursuant to Education Code 51810, the district may provide community service classes in specified subjects without the approval of the CDE.***~~

**Adults also may be enrolled in community service classes offered by the district.
(Education Code 51811)**

(cf. 6146.4 - Service Learning/Community Service Classes)

**All adult education programs, courses, and classes and their enrollment period shall be published in the district's catalog of adult education classes provided to the public.
(Education Code 52523)**

Fees

The district may charge adult education students a registration fee for each adult education class, with the following exceptions:

1. No fee shall be charged for a class for which high school credit is granted if the class is taken by an individual who does not hold a high school diploma. (Education Code 52612)
2. No charge shall be made for a class in an elementary subject or a class in English or citizenship for immigrants unless the student is a nonimmigrant alien with an F-1 visa status. Any nonimmigrants enrolled in these classes shall be charged a fee to cover the full cost of the instruction, not to exceed actual costs. The fee shall be adopted by the

Board at a regular meeting at least 90 days before the beginning of the class for which the fee is charged. (Education Code 52612, 52613)

Except for those fees required by law, at the recommendation of the Superintendent or designee, the payment of fees may be waived in cases of unusual hardship.

The Board may fix a charge, not to exceed costs, for books furnished to adult education students. In some cases books may be obtained from the district at cost or may be obtained on loan with the payment of a refundable deposit. In addition, materials purchased from the incidental expense account may be sold to adult school students for use in their classes. (Education Code 52615, 60410)

(cf. 3260 - Fees and Charges)

Graduation Requirements

A certificate of completion of the eighth grade shall be awarded through the adult school upon successful completion of the following:

1. At least one term in the adult elementary program which includes reading, writing, arithmetic, spelling, current events, geography, California and U.S. history, civics and natural science
2. Overall eighth-grade placement on a recognized standard achievement test
3. Successful passage of a district test in U.S. history and Constitution

Adult education students who fulfill the district's graduation requirements shall receive a diploma of high school graduation.

(cf. 6146.1 - High School Graduation Requirements)

(6/95 6/97) 7/99

Regulation: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

First Reading: June 9, 2016

Adopted:

King City, California

Board Bylaws

Resignation

A Governing Board member who wishes to resign may do so by filing a written resignation with the County Superintendent of Schools. (Education Code 5090)

A copy shall be given to the Board secretary.

The written resignation is effective when filed, except when a deferred effective date is specified in the resignation. (Education Code 5090)

A Board member may not defer the effective date of his/her resignation for more than 60 days after filing. (Education Code 5091)

A written resignation, whether specifying a deferred effective date or otherwise, shall be irrevocable upon being filed. (Education Code 5090)

Upon resignation, the Board member may continue to exercise all his/her powers, save that of voting for a successor, until the effective date of resignation. (Education Code 35178)

(cf. 9270 - Conflict of Interest)

A Board member who resigns shall file, within 30 days of leaving office, a revised Statement of Economic Interest/Form 700 covering the period of time between the closing date of the last statement required to be filed and the date he/she leaves office. (Government Code 87302, 87500)

(cf. 9270 - Conflict of Interest)

Legal Reference:

EDUCATION CODE

5090-5095 Vacancies on the board

35178 Resignation with deferred effective date

GOVERNMENT CODE

1770 Vacancy on the board

87300-87313 Conflict of interest code

87500 Statement of economic interests

Management Resources:

CSBA PUBLICATIONS

Filling a Board Vacancy, rev. December 2010

WEB SITES

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

(7/84 9/89) 5/16

Legal Reference:

EDUCATION CODE

~~5090 Definition (vacancy)~~

~~5091 Special Election~~

~~35178 Resignation with deferred effective date~~

Bylaw SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
First Reading: June 9, 2016
Adopted: King City, California

Board Bylaws

Conflict Of Interest

~~The Governing Board desires to maintain the highest ethical standards and help ensure that decisions are made in the best interest of the district and the public. In accordance with law, Board members and designated employees shall disclose any conflict of interest and, as necessary, shall abstain from participating in the decision.~~

~~(cf. 9005—Governance Standards)~~

~~The Board shall adopt a resolution that specifies the terms of the district's conflict of interest code, the district's designated positions, and the disclosure categories required for each position.~~

~~Upon direction by the code reviewing body, the Board shall review the district's conflict of interest code and submit any changes to the code reviewing body.~~

~~When a change in the district's conflict of interest code is necessitated due to changed circumstances, such as the creation of new designated positions, changes to the duties assigned to existing positions, amendments, or revisions, the amended code shall be submitted to the code reviewing body within 90 days. (Government Code 87306)~~

~~When reviewing and preparing the district's conflict of interest code, the Superintendent or designee shall provide officers, employees, consultants, and members of the community adequate notice and a fair opportunity to present their views. (Government Code 87311)~~

~~(cf. 9320—Meetings and Notices)~~

~~Board members and designated employees shall annually file a Statement of Economic Interest/Form 700 in accordance with the disclosure categories specified in the district's conflict of interest code. A Board member who leaves office or a designated employee who leaves district employment shall, within 30 days, file a revised statement covering the period of time between the closing date of the last statement and the date of leaving office or district employment. (Government Code 87302, 87500)~~

~~(cf. 4117.2/4217.2/4317.2—Resignation)~~

~~(cf. 9222—Resignation)~~

~~***Note: The determination as to whether a conflict of interest exists must be analyzed under two separate sets of statutes: (1) the conflict of interest provisions of the Political Reform Act (PRA) (Government Code 87100-87505), detailed in the section below entitled "Conflict of Interest under the Political Reform Act," and (2) Government Code 1090-1098, detailed in the section below entitled "Conflict of Interest under Government Code 1090—Financial Interest in a Contract." Even when a conflict does not exist pursuant to those statutes, a violation might still occur under the common law doctrine against conflict of interest; see the section below entitled "Common Law Doctrine Against Conflict of Interest."***~~

~~***Note: Because the law and definitions are quite complex, it is strongly recommended that~~

~~districts consult with legal counsel and staff from the Fair Political Practices Commission (FPPC) as soon as a potential conflict is presented.***~~

The Governing Board desires to maintain the highest ethical standards and help ensure that decisions are made in the best interest of the district and the public. Accordingly, no Board member, district employee, or other person in a designated position shall participate in the making of any decision for the district when the decision will or may be affected by his/her financial, family, or other personal interest or consideration.

(cf. 9005 - Governance Standards)

Even if a prohibited conflict of interest does not exist, a Board member shall abstain from voting on personnel matters that uniquely affect his/her relatives. However, a Board member may vote on collective bargaining agreements and personnel matters that affect a class of employees to which his/her relative belongs. Relative means an adult who is related to the Board member by blood or affinity within the third degree, as determined by the common law, or an individual in an adoptive relationship within the third degree. (Education Code 35107)

~~***Note: The following paragraph reflects the common law definition of "relative within the third degree."***~~

A relationship within the third degree includes an individual's parents, grandparents, great-grandparents, children, grandchildren, great-grandchildren, brothers, sisters, aunts, uncles, nieces, nephews, and the similar family of the individual's spouse/registered domestic partner unless the individual is widowed or divorced.

~~***Note: The Governing Board is required to adopt a conflict of interest code in compliance with Government Code 87300-87313. Board members and employees designated in the district's conflict of interest code are required by Government Code 87500 to annually file a Statement of Economic Interest/Form 700 to disclose any assets and income which may be materially affected by official actions. Under the PRA, there are two separate categories of Form 700 disclosure requirements. For the first category pursuant to Government Code 87302, which is applicable to most school districts, the disclosure requirements are determined by the district and set forth in the district's conflict of interest code. The second category, pursuant to Government Code 87200, is only applicable to Board members and designated employees who "manage public investments"; see section below entitled "Additional Requirements for Boards that Manage Public Investments." Those Board members and designated employees, referred to by the FPPC as Government Code 87200/Article 2 filers, must file broader disclosure statements pursuant to the disclosure requirements specified in law and FPPC regulation.***~~

~~***Note: Pursuant to Government Code 87303, the district's conflict of interest code must be approved by the appropriate code reviewing body. For districts located entirely in one county, the code reviewing body is the board of supervisors of the county in which the district is located. The FPPC is the code reviewing body for those school districts located in more than one county.***~~

~~***Note: Pursuant to 2 CCR 18730, the requirements of the Government Code are satisfied if a district adopts a conflict of interest code that incorporates 2 CCR 18730 by reference, along with a~~

~~list of designated positions and disclosure categories. The accompanying exhibit (E-9270) contains a sample resolution that includes an appendix with designated positions and disclosure categories which, once adopted by the Board, will comprise the terms of the district's conflict of interest code that should be submitted to the code reviewing body.***~~

The Board shall adopt for the district a conflict of interest code that incorporates the provisions of 2 CCR 18730 by reference, specifies the district's designated positions, and provides the disclosure categories required for each position. The conflict of interest code shall be submitted to the district's code reviewing body for approval, in accordance with Government Code 87303 and within the deadline for submission established by the code reviewing body. (Government Code 87303)

Upon direction by the code reviewing body, the Board shall review the district's conflict of interest code and submit any changes to the code reviewing body or, if no change is required, the Board shall submit a written statement to that effect. (Government Code 87306.5)

When a change in the district's conflict of interest code is necessitated due to changed circumstances, such as the creation of new designated positions, changes to the duties assigned to existing positions, amendments, or revisions, the amended code shall be submitted to the code reviewing body within 90 days after the changed circumstances necessitating the amendments have become apparent. (Government Code 87306)

When reviewing and preparing the district's conflict of interest code, the Superintendent or designee shall provide officers, employees, consultants, and members of the community adequate notice and a fair opportunity to present their views. (Government Code 87311)

(cf. 9320 - Meetings and Notices)

Board members and designated employees shall annually file a Statement of Economic Interest/Form 700 in accordance with the disclosure categories specified in the district's conflict of interest code. A Board member who leaves office or a designated employee who leaves district employment shall, within 30 days, file a revised statement covering the period of time between the closing date of the last required statement and the date of leaving office or district employment. (Government Code 87302, 87302.6)

(cf. 4117.2/4217.2/4317.2 - Resignation)

(cf. 9222 - Resignation)

Conflict of Interest under the Political Reform Act

~~A Board member or designated employee shall not make, participate in making, or in any way use or attempt to use his/her official position to influence a governmental decision in which he/she knows or has reason to know that he/she has a disqualifying conflict of interest. A conflict of interest exists if the decision will have a "reasonably foreseeable material financial effect" on one or more of the Board member's or designated employee's "economic interests," unless the effect is indistinguishable from the effect on the public generally or the Board BB~~

~~member's or designated employee's participation is legally required. (Government Code 87100, 87101, 87103; 2 CCR 18700-18709)~~

~~A Board member or designated employee makes a governmental decision when, acting within the authority of his/her office or position, he/she votes on a matter, appoints a person, obligates or commits the district to any course of action, or enters into any contractual agreement on behalf of the district. (2 CCR 18702.1)~~

~~A Board member who has a disqualifying conflict of interest on an agenda item that will be heard in an open meeting of the Board shall abstain from voting on the matter. He/she may remain on the dais, but his/her presence shall not be counted towards achieving a quorum for that matter. A Board member with a disqualifying conflict of interest shall not be present during a closed session meeting of the Board when the decision is considered and shall not obtain or review a recording or any other nonpublic information regarding the issue. (2 CCR 18702.1)~~

~~***Note: The FPPC has adopted an eight step analysis, detailed in Government Code 87100-87500, 2 CCR 18700-18755, and interpretive opinions, to determine whether a conflict of interest exists under the PRA. When such a conflict exists, the affected Board member must disclose the interest and disqualify himself/herself from participating in the decision, as specified below. Because Family Code 297.5 grants a registered domestic partner the same rights, protections, and benefits as a spouse under state law, analysis of a conflict of interest with regards to a Board member's spouse is also applicable to a registered domestic partner.***~~

A Board member, designated employee, or other person in a designated position shall not make, participate in making, or in any way use or attempt to use his/her official position to influence a governmental decision in which he/she knows or has reason to know that he/she has a disqualifying conflict of interest. A disqualifying conflict of interest exists if the decision will have a "reasonably foreseeable material financial effect," which is distinguishable from the effect on the public generally, on the Board member, designated employee, or other person in a designated position, his/her immediate family, or any financial interest described in 2 CCR 18700. (Government Code 87100, 87101, 87103; 2 CCR 18700-18709)

A Board member, designated employee, or other person in a designated position makes a governmental decision when he/she, acting within the authority of his/her office or position, authorizes or directs any action on a matter, votes or provides information or opinion on it, contacts or appears before a district official for the purpose of affecting the decision, or takes any other action specified in 2 CCR 18704.

~~***Note: 2 CCR 18705 permits a Board member who is financially interested in a contract to participate in making a decision on the contract if (1) he/she discloses the existence of the conflict and describes with particularity the nature of his/her economic interest in the contract; (2) gives a summary description of the circumstances under which he/she believes the conflict may arise; and (3) either he/she, another Board member, or a district employee discloses the legal basis for concluding that no alternative source of decision exists for the district. In general, this rule will permit a district to acquire an essential supply or service. CSBA strongly recommends that legal counsel be consulted when situations arise involving the rule of necessity, as strict compliance is required.***~~

However, a Board member shall participate in the making of a contract in which he/she has a financial interest if his/her participation is required by the rule of necessity or legally required participation pursuant to Government Code 87101 and 2 CCR 18705.

Additional Requirements for Boards that Manage Public Investments

A Board member who manages public investments pursuant to Government Code 87200 and who has a financial interest in a decision shall, upon identifying a conflict or potential conflict of interest and immediately prior to the consideration of the matter, do all of the following: (Government Code 87105; 2 CCR 18702.5)

1. Publicly identify each financial interest that gives rise to the conflict or potential conflict of interest in detail sufficient to be understood by the public, except that disclosure of the exact street address of a residence is not required.
2. Recuse himself/herself from discussing and voting on the matter, or otherwise acting in violation of Government Code 87100. The Board member shall not be counted toward achieving a quorum while the item is discussed.

However, the Board member may speak on the issue during the time that the general public speaks on it and may leave the dais to speak from the same area as members of the public. He/she may listen to the public discussion of the matter with members of the public.

3. Leave the room until after the discussion, vote, and any other disposition of the matter is concluded, unless the matter has been placed on the portion of the agenda reserved for uncontested matters.

If the item is on the consent calendar, the Board member must recuse himself/herself from discussing or voting on that matter, but the Board member is not required to leave the room during consideration of the consent calendar.

4. If the Board's decision is made during closed session, disclose his/her interest orally during the open session preceding the closed session. This disclosure shall be limited to a declaration that his/her recusal is because of a conflict of interest pursuant to

Government Code 87100. He/she shall not be present when the item is considered in closed session and shall not knowingly obtain or review a recording or any other nonpublic information regarding the Board's decision.

(cf. 3430 - Investing)

Conflict of Interest under Government Code 1090

Board members, employees, or district consultants shall not be financially interested in any contract made by the Board on behalf of the district, including in the development, preliminary discussions, negotiations, compromises, planning, reasoning, and specifications and solicitations for bids. If a

Board member has such a financial interest, the district is barred from entering into the contract. (Government Code 1090; *Klistoff v. Superior Court*, (2007) 157 Cal.App. 4th 469)

A Board member shall not be considered to be financially interested in a contract if his/her interest is a "noninterest" as defined in Government Code 1091.5. One such noninterest is when a Board member's spouse/registered domestic partner has been a district employee for at least one year prior to the Board member's election or appointment. (Government Code 1091.5)

A Board member shall not be considered to be financially interested in a contract if he/she has only a "remote interest" in the contract as specified in Government Code 1091 and if the remote interest is disclosed during a Board meeting and noted in the official Board minutes. The affected Board member shall not vote or debate on the matter or attempt to influence any other Board member to enter into the contract. (Government Code 1091)

~~***Note: Pursuant to Government Code 1091.5, certain financial interests are defined as "noninterests," meaning a conflict of interest does not exist and the district can enter into the contract. One of the noninterests listed in Government Code 1091.5 is when a Board member's spouse has been employed by the district for at least one year prior to the Board member's election or appointment. If the spouse has not been employed by the district for at least one year prior to the Board member's election or appointment, the exception does not apply and Government Code 1090 prohibits the district from entering into a new contract to hire the spouse. (80 Ops. Cal. Atty. Gen. 320 (1997))***~~

~~***Note: Attorney General opinions and case law have further clarified the application of this noninterest exception when a previously employed spouse changes to a different position during the Board member's term. Generally, these opinions have held that a lateral transfer or change of classification that does not require Board approval (e.g., second year probationary teacher automatically achieving permanent status, step increase) is the same employment not requiring a new contract and thus constitutes a noninterest. (92 Ops. Cal. Atty. Gen. 26 (2009), 87 Ops. Cal. Atty. Gen. 23 (2004)) However, when a new contract is involved (e.g., promotion from classroom teacher to principal, substitute employee becoming a probationary employee), the exception in Government Code 1091.5 does not apply and the action would be prohibited under Government Code 1090 because Board approval of the contract is required. (Thorpe v. Long Beach Community College District, 69 Ops. Cal. Atty. Gen. 255 (1986))***~~

~~***Note: Because this area of law is complex, it is strongly recommended that district legal counsel be consulted if a Board member's spouse is an employee of the district or when analyzing whether an interest is a noninterest or remote interest.***~~

In addition, a Board member shall not be considered to be financially interested in a contract in which his/her interest is a "noninterest" as defined in Government Code 1091.5.

Noninterest includes a Board member's interest in being reimbursed for his/her actual and necessary expenses incurred in the performance of his/her official duties, in the employment of his/her spouse/registered domestic partner who has been a district employee for at least one year prior to the Board member's election or appointment, or in any other applicable circumstance specified in Government Code 1091.5.

Even if there is not a prohibited conflict of interest, a Board member shall abstain from voting on personnel matters that uniquely affect his/her relatives. However, a Board member may vote on collective bargaining agreements and personnel matters that affect a class of employees to which his/her relative belongs. Relative means an adult who is related to the Board member by blood or affinity within the third degree, as determined by the common law, or an individual in an adoptive relationship within the third degree. (Education Code 35107)

A relationship within the third degree includes an individual's parents, grandparents, great-grandparents, children, grandchildren, great-grandchildren, brothers, sisters, aunts, uncles, nieces, nephews, and the similar family of the individual's spouse/registered domestic partner unless the individual is widowed or divorced.

Common Law Doctrine Against Conflict of Interest

A Board member shall abstain from any official action in which his/her private or personal interest may conflict with his/her official duties.

Rule of Necessity or Legally Required Participation

On a case-by-case basis and upon advice of legal counsel, a Board member with a financial interest in a contract may participate in the making of the contract if the rule of necessity or legally required participation applies pursuant to Government Code 87101 and 2 CCR 18708.

Incompatible Offices and Activities

~~Board members shall not engage in any employment or activity or hold any office which is inconsistent with, incompatible with, in conflict with, or inimical to the Board member's duties as an officer of the district. (Government Code 1099, 1126)~~

~~(cf. 4136/4236/4336—Nonschool Employment)~~

~~***Note: Government Code 1099 and 1126 prohibit Board members and employees from engaging in any employment or activity which is inconsistent, incompatible, in conflict with, or inimical to their duties with the district. Government Code 1126 mandates the district to adopt procedures regarding this prohibition. See BP 4136/4236/4336—Nonschool Employment for language implementing this mandate relative to employees.***~~

~~***Note: Attorney General opinions have indicated that it would be incompatible for Board members to serve on other elected or appointed boards, councils, or commissions that have interests which may conflict with the interests of the district (85 Ops.Cal.Atty.Gen. 60 (2002); 68 Ops.Cal.Atty.Gen. 171 (1985); 65 Ops.Cal.Atty.Gen. 606 (1982)). If a Board member is sworn into an incompatible office, then his/her position in the prior office is automatically terminated.***~~

~~***Note: Pursuant to Education Code 35107, an employee of a school district may not be sworn into office as an elected or appointed member of that district's Board unless he/she resigns as an employee. If the employee does not resign, the employment automatically terminates when he/she is sworn into office. See BB 9220—Governing Board Elections.***~~

~~***Note: The determination as to whether an activity or office is incompatible is complex and requires a case-by-case analysis of the particular activities or duties of the office; therefore, it is recommended that district legal counsel be consulted as appropriate.***~~

Board members shall not engage in any employment or activity or hold any office which is inconsistent with, incompatible with, in conflict with, or inimical to the Board member's duties as an officer of the district. (Government Code 1099, 1126)

(cf. 4136/4236/4336 - Nonschool Employment)

Gifts

Board members and designated employees may accept gifts only under the conditions and limitations specified in Government Code 89503 and 2 CCR 18730.

The limitation on gifts does not apply to wedding gifts and gifts exchanged between individuals on birthdays, holidays, and other similar occasions, provided that the gifts exchanged are not substantially disproportionate in value. (Government Code 89503)

Gifts of travel and related lodging and subsistence shall be subject to the current gift limitation except as described in Government Code 89506.

~~A gift of travel does not include travel provided by the district for Board members and designated employees. (Government Code 89506)~~

~~***Note: Board members and designated employees may, in the circumstances described in Government Code 89506, receive payments, advances, or reimbursements for travel and related lodging and subsistence, which will not be subject to the gift limit set in Government Code 89503.***~~

Gifts of travel and related lodging and subsistence shall be subject to the current gift limitation, except when: (Government Code 89506)

- 1. The travel is in connection with a speech given by a Board member or designated employee, provided the lodging and subsistence expenses are limited to the day immediately preceding, the day of, and the day immediately following the speech and the travel is within the United States.**
- 2. The travel is provided by a person or agency specified in Government Code 89506, including a government, governmental agency or authority, bona fide public or private educational institution, as defined in Revenue and Taxation Code 203, or nonprofit organization exempt from taxation under section 501(c)(3) of the Internal Revenue Code.**

Gifts of travel exempted from the gift limitation, as described in items #1 and 2 above, shall nevertheless be reportable on the recipient's Statement of Economic Interest/Form 700 as required by law.

A gift of travel does not include travel provided by the district for Board members and designated employees. (Government Code 89506)

In addition, the limitation on gifts does not apply to informational materials such as books, reports, pamphlets, calendars, and periodicals. (Government Code 82028)

Honoraria

Board members and designated employees shall not accept any honorarium, which is defined as any payment made in consideration for any speech given, article published, or attendance at any public or private gathering, in accordance with law. (Government Code 89501, 89502)

The term honorarium does not include: (Government Code 89501)

1. Earned income for personal services customarily provided in connection with a bona fide business, trade, or profession unless the sole or predominant activity of the business, trade, or profession is making speeches
2. Any honorarium which is not used and, within 30 days after receipt, is either returned to the donor or delivered to the district for donation into the general fund without being claimed as a deduction from income for tax purposes

Legal Reference:

EDUCATION CODE

1006 Qualifications for holding office

35107 School district employees

35230-35240 Corrupt practices, especially:

35233 Prohibitions applicable to members of governing boards

41000-41003 Moneys received by school districts

FAMILY CODE

297.5 Rights, protections, and benefits of registered domestic partners

GOVERNMENT CODE

1090-1099 Prohibitions applicable to specified officers

1125-1129 Incompatible activities

81000-91014 Political Reform Act of 1974, especially:

82011 Code reviewing body

87100-87103.6 General prohibitions

87200-87210 Disclosure

87300-87313 Conflict of interest code

87500 Statements of economic interests

89501-89503 Honoraria and gifts

91000-91014 Enforcement

PENAL CODE

85-88 Bribes

CODE OF REGULATIONS, TITLE 2

18110-18997 Regulations of the Fair Political Practices Commission, especially:

18702.5 Public identification of a conflict of interest for Section 87200 filers

COURT DECISIONS

~~Klistoff v. Superior Court, (2007) 157 Cal.App.4th 469~~

~~Thorpe v. Long Beach Community College District, (2000) 83 Cal.App.4th 655~~

~~Kunec v. Brea Redevelopment Agency, (1997) 55 Cal.App.4th 511~~

ATTORNEY GENERAL OPINIONS

92 Ops. Cal. Atty. Gen. 26 (2009)

92 Ops. Cal. Atty. Gen. 19 (2009)

89 Ops. Cal. Atty. Gen. 217 (2006)

86 Ops. Cal. Atty. Gen. 138 (2003)

85 Ops. Cal. Atty. Gen. 60 (2002)

82 Ops. Cal. Atty. Gen. 83 (1999)

81 Ops. Cal. Atty. Gen. 327 (1998)

80 Ops. Cal. Atty. Gen. 320 (1997)

69 Ops. Cal. Atty. Gen. 255 (1986)

68 Ops. Cal. Atty. Gen. 171 (1985)

65 Ops. Cal. Atty. Gen. 606 (1982)

63 Ops. Cal. Atty. Gen. 868 (1980)

Management Resources:

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Conflict of Interest: Overview of Key Issues for Governing Board Members, Fact Sheet, July 2010

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Can I Vote? A Basic Overview of Public Officials' Obligations Under the Conflict of Interest Rules, 2005

INSTITUTE FOR LOCAL GOVERNMENT PUBLICATIONS

Understanding the Basics of Public Service Ethics: Personal Financial Gain Laws, 2009

Understanding the Basics of Public Service Ethics: Transparency Laws, 2009

WEB SITES

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

Fair Political Practices Commission: <http://www.fppe.ca.gov>

Institute of Local Government: <http://www.ca-ilg.org>

Legal Reference:

EDUCATION CODE

1006 Qualifications for holding office

35107 School district employees

35230-35240 Corrupt practices, especially:

35233 Prohibitions applicable to members of governing boards

41000-41003 Moneys received by school districts

41015 Investments

FAMILY CODE

297.5 Rights, protections, and benefits of registered domestic partners

GOVERNMENT CODE

1090-1099 Prohibitions applicable to specified officers

1125-1129 Incompatible activities

81000-91014 Political Reform Act of 1974, especially:

82011 Code reviewing body

82019 Definition, designated employee

82028 Definition, gift

82030 Definition, income

82033 Definition, interest in real property

82034 Definition, investment

87100-87103.6 General prohibitions

87200-87210 Disclosure

87300-87313 Conflict of interest code

87500 Statements of economic interests

89501-89503 Honoraria and gifts

89506 Ethics; travel

91000-91014 Enforcement

PENAL CODE

85-88 Bribes

REVENUE AND TAXATION CODE

203 Taxable and exempt property - colleges

CODE OF REGULATIONS, TITLE 2

18110-18997 Regulations of the Fair Political Practices Commission, especially:

18700-18707 General prohibitions

18722-18740 Disclosure of interests

18750.1-18756 Conflict of interest codes

COURT DECISIONS

McGee v. Balfour Beatty Construction, LLC, et al. (4/12/16, No. B262850)

Davis v. Fresno Unified School District (2015) 237 Cal.App.4th 261

Klistoff v. Superior Court, (2007) 157 Cal.App.4th 469

Thorpe v. Long Beach Community College District, (2000) 83 Cal.App.4th 655

Kunec v. Brea Redevelopment Agency, (1997) 55 Cal.App.4th 511

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89 Ops.Cal.Atty.Gen. 217 (2006)

86 Ops.Cal.Atty.Gen. 138(2003)

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80 Ops.Cal.Atty.Gen. 320 (1997)

69 Ops.Cal.Atty.Gen. 255 (1986)

68 Ops.Cal.Atty.Gen. 171 (1985)

65 Ops.Cal.Atty.Gen. 606 (1982)

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INSTITUTE FOR LOCAL GOVERNMENT PUBLICATIONS

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

Fair Political Practices Commission: <http://www.fppc.ca.gov>

Institute of Local Government: <http://www.ca-ilg.org>

(7/10) 5/16

Bylaw SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

First Reading: June 9, 2016

Adopted:

King City, California

Board Bylaws

Conflict Of Interest

RESOLUTION ADOPTING A CONFLICT OF INTEREST CODE

~~***Note:—The Governing Board is required to adopt a conflict of interest code in compliance with Government Code 87300-87313 of the Political Reform Act (PRA). Pursuant to 2 CCR-18730, the requirements of the Government Code are satisfied if a district adopts a conflict of interest code that incorporates 2 CCR-18730 by reference along with a list of designated positions and disclosure categories. Board members and designated employees must annually file a Statement of Economic Interest/Form 700 pursuant to the disclosure requirements of the district's conflict of interest code.***~~

~~***Note:—Government Code 87303 requires a district's conflict of interest code to be approved by a code reviewing body. For school districts located entirely in one county, the code reviewing body is the board of supervisors of the county in which the district is located. The Fair Political Practices Commission (FPPC) is the code reviewing body for school districts with jurisdiction in more than one county.***~~

~~***Note:—The code reviewing body needs to review only the portion of the district's conflict of interest code that specifies the district's designated positions and the disclosure categories as detailed in the following sample Resolution, including its Appendix, and not the other legal requirements related to conflict of interest reflected in the accompanying sample bylaw. The Resolution, including the Appendix, should be adopted by the Board and, as necessary, forwarded to the code reviewing body. Pursuant to Government Code 87306.5, the code reviewing body is required to notify the district in even-numbered years of the need to review the district's conflict of interest code. Upon such notification, the district should review the Appendix and make any necessary changes. In some counties, the code reviewing body requires that a resolution be adopted during each review and that the Board's resolution and amended appendix be submitted to that body. In other counties, only the appendix needs to be submitted. In both cases, districts need not submit BB 9270—Conflict of Interest to the code reviewing body. In addition to the biannual review, districts should modify the Appendix and submit it, and the resolution if required, to the code reviewing body when any changed circumstances within the district require amendments to the Appendix, such as the creation of new designated positions or a change of duties assigned to existing positions.***~~

~~***Note:—The following resolution should be modified to reflect district practice as well as any specific requirements of the district's code reviewing body.***~~

WHEREAS, the Political Reform Act, Government Code 87300-87313, requires each public agency in California to adopt a conflict of interest code; and

WHEREAS, the Governing Board of the South Monterey County Joint Union High School District has previously adopted a local conflict of interest code; and

WHEREAS, past and future amendments to the Political Reform Act and implementing regulations may require conforming amendments to be made to the district's conflict of interest code; and

WHEREAS, a regulation adopted by the Fair Political Practices Commission, 2 CCR 18730, provides that incorporation by reference of the terms of that regulation, along with an agency-specific appendix designating positions and disclosure categories shall constitute the adoption and amendment of a conflict of interest code in conformance with Government Code 87300 and 87306; and

WHEREAS, the South Monterey County Joint Union High School District has recently reviewed its positions, and the duties of each position, and has determined that (changes/no changes) to the current conflict of interest code are necessary; and

WHEREAS, any earlier resolutions, bylaws, and/or appendices containing the district's conflict of interest code shall be rescinded and superseded by this resolution and Appendix; and

NOW THEREFORE BE IT RESOLVED that the South Monterey County Joint Union High School District Governing Board adopts the following Conflict of Interest Code including its Appendix of Designated Employees and Disclosure Categories.

PASSED AND ADOPTED THIS _____ day of _____, _____ at a meeting, by the following vote:

AYES: _____ NOES: _____ ABSENT: _____

Attest:

Secretary/President

Conflict of Interest Code of the _____
School District

The provisions of 2 CCR 18730 and any amendments to it adopted by the Fair Political Practices Commission, together with the attached Appendix specifying designated positions and disclosure categories, are incorporated by reference and shall constitute the district's conflict of interest code.

Governing Board members and designated employees shall file a Statement of Economic Interest/Form 700 in accordance with the disclosure categories listed in the attached Appendix. The Statement of Economic Interest shall be filed with the district's filing officer and/or, if so required, with the district's code reviewing body. The district's filing officer shall make the statements available for public review and inspection.

APPENDIX

Disclosure Categories

~~***Note: The following list must be modified to reflect the specific disclosure categories in the district.***~~

1. Category 1: A person designated Category 1 shall disclose:
 - a. Interests in real property located entirely or partly within district boundaries, or within two miles of district boundaries, or of any land owned or used by the district.
 - b. Investments or business positions in or income from sources which are engaged in the acquisition or disposal of real property within the district, are contractors or subcontractors which are or have been within the past two years engaged in work or services of the type used by the district, or manufacture or sell supplies, books, machinery, or equipment of the type used by the district.
2. Category 2: A person designated Category 2 shall disclose:
 - a. Investments or business positions in or income from sources which are contractors or subcontractors engaged in work or services of the type used by the department which the designated person manages or directs.
 - b. Investments or business positions in or income from sources which manufacture or sell supplies, books, machinery, or equipment of the type used by the department which the designated person manages or directs. For the purposes of this category, a principal's department is his/her entire school.

~~***Note: Item #3 below is for use only by districts in which the Board and Superintendent "manage public investments." All other districts must delete item #3.***~~

~~***Note:—Government Code 87500 requires public officials and designated employees to annually file a Statement of Economic Interest/Form 700 to disclose any assets and income which may be materially affected by official actions.—Under the PRA, there are two separate categories of Form 700 disclosure requirements.—For the first category pursuant to Government Code 87302, which is applicable to most school districts, the disclosure requirements are determined by the district and set forth in the district's conflict of interest code. The second category, pursuant to Government Code 87200, is only applicable to Board members and Superintendents who "manage public investments." Those Board members and designated employees, referred to by the FPPC as Government Code 87200/Article 2 filers, must file broader disclosure statements pursuant to the disclosure requirements specified in law and FPPC regulation.—See section in accompanying bylaw entitled "Additional Requirements for Boards that Manage Public Investments" for a further discussion of this issue.***~~

3. Full Disclosure: Because it has been determined that the district's Board members and/or Superintendent "manage public investments," they and other persons designated for "full disclosure" shall disclose, in accordance with Government Code 87200:

- a. Interests in real property located entirely or partly within district boundaries, or within two miles of district boundaries, or of any land owned or used by the district.
- b. Investments, business positions, and sources of income, including gifts, loans, and travel payments.

Designated Positions

~~***Note: The following list must be modified to reflect the specific designated positions and applicable disclosure categories in the district. For districts in which the Board and Superintendent "manage public investments," the disclosure category for Board members and the Superintendent in the list below must be modified to "Full Disclosure."***~~

Designated Position and Disclosure Category

Governing Board Members	1	
Superintendent of Schools	1	
Assistant/Associate Superintendent	1	
Purchasing Agent	1	
Director	2	
Principal	2	
Assistant Principal	2	
Maintenance and Operations Director		2
Program Coordinator	2	
Project Specialist	2	
Supervisor	2	
Dean of Students	2	

Disclosures for Consultants

~~***Note:—The definition of designated employees in Government Code 82019 includes consultants.—To preclude amending the code whenever retaining a consultant in a decision-making capacity, the following section provides that the Superintendent or designee shall make case-by-case determinations of the disclosures necessary, depending on the range of duties to be performed by the consultant.***~~

Consultants are designated employees who must disclose financial interests as determined on a case-by-case basis by the Superintendent or designee. The Superintendent or designee's written determination shall include a description of the consultant's duties and a statement of the extent of disclosure requirements based upon that description. All such determinations are public records and shall be retained for public inspection along with this conflict of interest code.

A consultant is an individual who, pursuant to a contract with the district, makes a governmental decision whether to: (2 CCR 18700.3)

1. Approve a rate, rule, or regulation
2. Adopt or enforce a law
3. Issue, deny, suspend, or revoke any permit, license, application, certificate, approval, order, or similar authorization or entitlement
4. Authorize the district to enter into, modify, or renew a contract that requires district approval
5. Grant district approval to a contract that requires district approval and in which the district is a party, or to the specifications for such a contract
6. Grant district approval to a plan, design, report, study, or similar item
7. Adopt or grant district approval of district policies, standards, or guidelines

A consultant is also an individual who, pursuant to a contract with the district, serves in a staff capacity with the district and in that capacity participates in making a governmental decision as defined in 2 CCR 18704, subsections (a) and (b), or performs the same or substantially all the same duties for the district that would otherwise be performed by an individual holding a position specified in the district's conflict of interest code. (2 CCR 18700.3)

(7/10) 5/16

Exhibit: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

First Reading: June 9, 2016

Adopted:

King City, California

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

SUBJECT: Approval of 2016-2017 LCAP

MEETING: June 9, 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 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.

Recommendation:

It is recommended that the State Administrator approve the 2016-2017 LCAP.


Fiscal Impact:

Balanced Budget.

Submitted By:


Duane Wolgamott
Business Manager

Approved:


Daniel R. Moirao, Ed.D.
State Administrator

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

SUBJECT: 2016-17 LCAP

MEETING: June 9, 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
- X _____ Develop/Sustain Fiscal Crisis Long-Term Solution
- _____ Ensure Board and Administrator Participation in CSBA's Masters in Governance and Other Trainings
- _____ Ensure that Facilities are Safe for Staff and Students
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Summary:

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Submitted By:


Duane Wolgamott
Business Manager

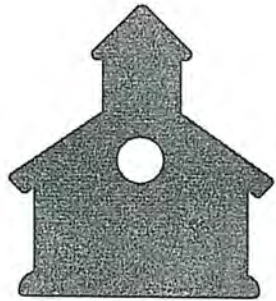
Approved:

Daniel R. Moirao, Ed.D.
State Administrator

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Local Control and Accountability Plan - 2016-17

DISTRICT OVERVIEW



3

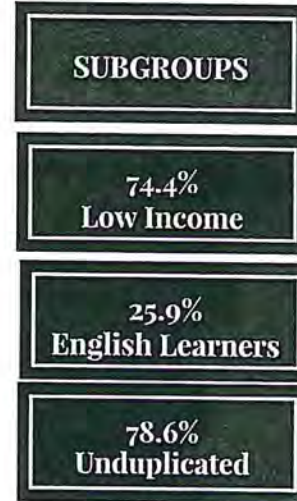
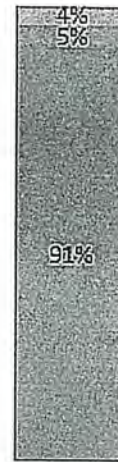
High Schools



2,189 Students

Other White

Hispanic



168

EMPLOYEES

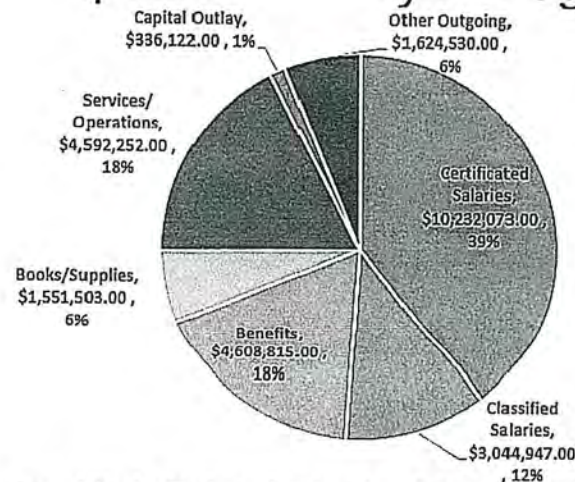
-225-

Annual Revenue



\$26,381,216

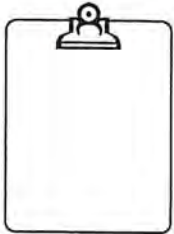
Expenditures by Category



SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

2016-17 LCAP Summary

1 Stakeholder Engagement



2

Surveys



20

Workshops



3

Board Meetings



8

Groups Involved

Groups include:

- Parents
- Students
- District Staff
- Community
- DELAC
- Teacher's Union
- Classified Employee's Union
- Board of Trustees

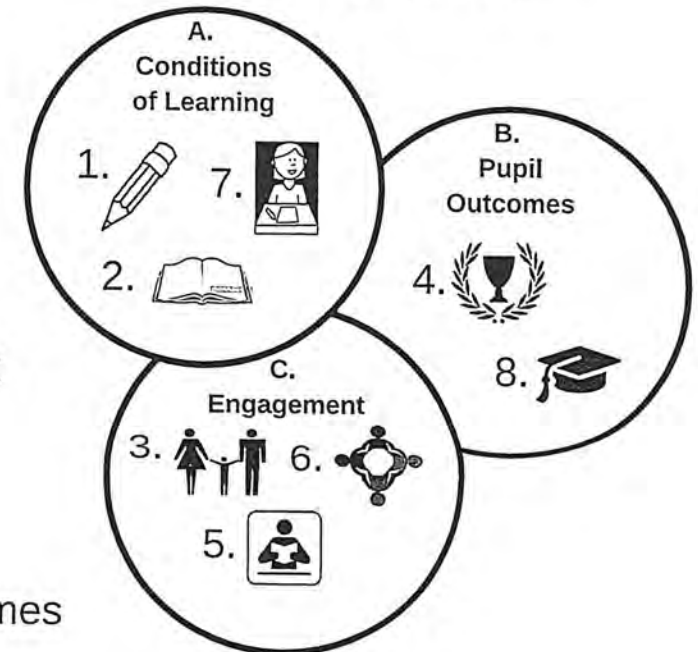
State and Local Priorities

The 8 State Education Priorities



1. Basic Services
2. Academic Standards
3. Parent Involvement
4. Student Achievement
5. Student Engagement
6. School Climate
7. Course Access
8. Other Outcomes

Each State Priority must be addressed and are grouped as:





Contributing
Citizen
Leader
of the
World



Improve conditions
for learning

- Reduce classroom size
- All teachers are Highly Qualified
- Programs will be implemented to promote college and career readiness
- Full implementation of Common Core Standards and ELD Standards
- Campuses shall have adequate security measures to ensure students and staff feel safe and secure allowing for student focus



Improve achievement
and eliminate the
achievement gap

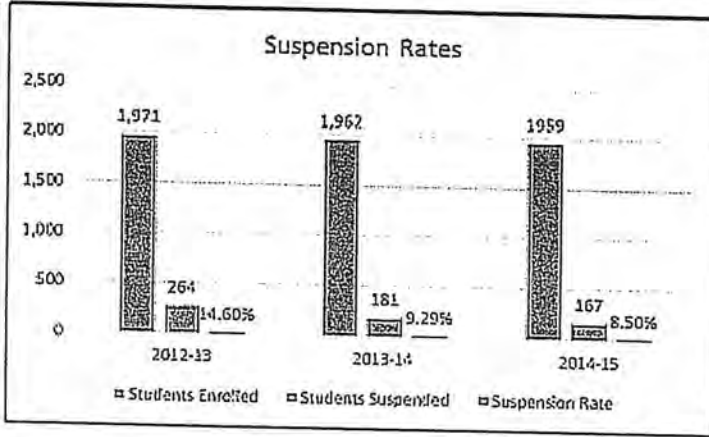
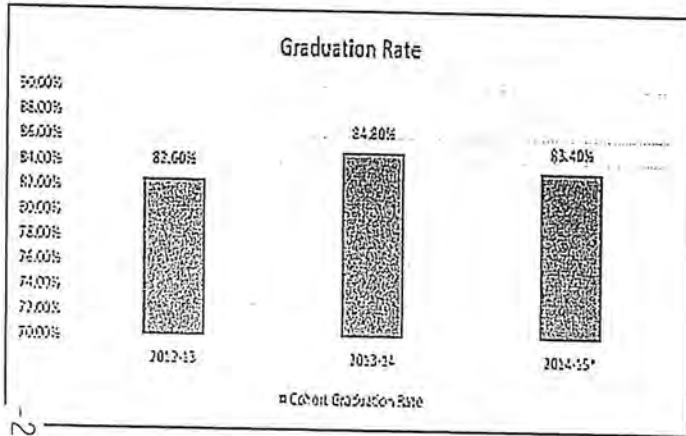
- Increase student achievement
- Improve services and increase reclassification of EL students
- Increase student advancement into college



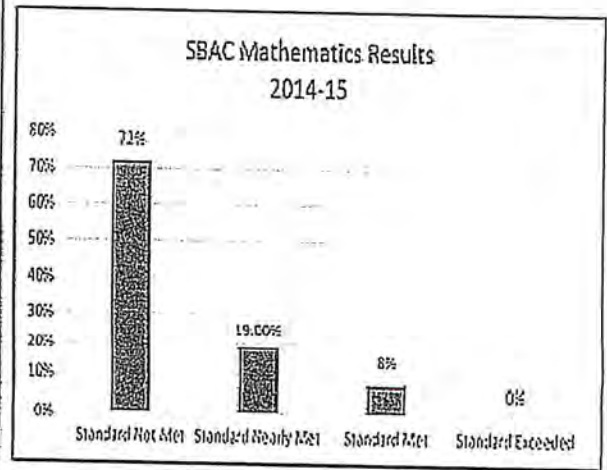
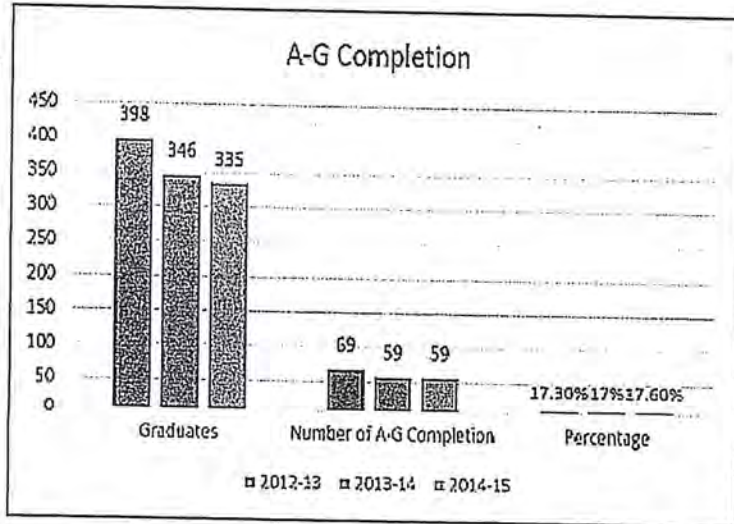
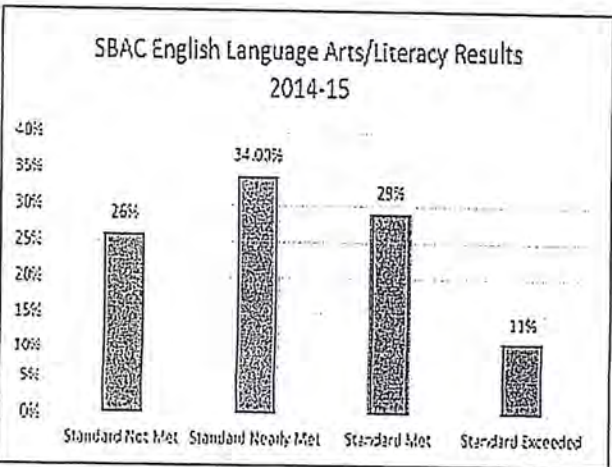
Increase engagement
in learning

- Increase parent engagement in the student learning process
- Increase student attendance

Data Dashboard

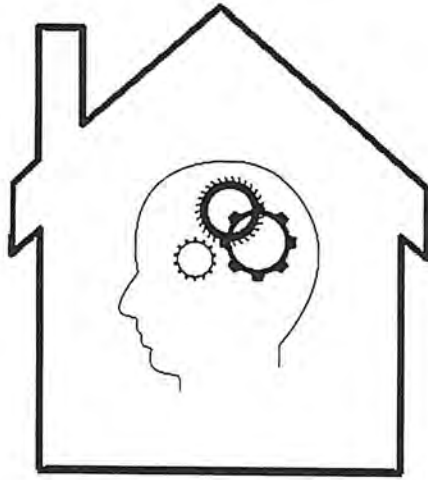


- ### Other Sample Metrics Include:
- Attendance Rates
 - Parent Participation
 - Reclassification Rates
 - English Proficiency of ELs
 - AP Courses
 - AP Exam Passing Rates



SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

2016-17 LCAP Summary



**Goal #1 – The conditions for learning
will be improved for students**

\$3,739,966

-229-

1a	Reduce Class Size	\$ 1,255,562
1b	HQT	\$ 252,254
1c	Motivate for universities / counselors / Link Crew /	\$ 205,413
1d	PD / Instructional coaches	\$ 313,664
1f	Increase core content courses / AP classes	\$ 264,471
1g	Offer College and career pathway courses / PTLW	\$ 112,508
1h	Yr1 Lunch Shelters - KCHS & PBHS - Library renovations /	\$ 837,160
1i	Campus Security and Safety	\$ 498,935

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

2016-17 LCAP Summary



Goal #2 – Pupil Outcomes on Standardized Test and in Core Content Areas will Increase.

Eliminate the Achievements Gap among Students.

\$667,934

2a	Increase Student Achievement / Remedial classes	\$ 358,074
2b	EL reclassifications / Pupil Outcomes on testing and in core	\$ 309,860

-230-

Goal #3 – School Faculty and Staff, Parents and Students will Increase Engagement in Learning



\$462,139

3a	Parent Engagement / PIQE / Marquees	\$ 140,437
3b	Increase Student Attendance / Inhouse suspension / parent	\$ 247,647
3c	Increase Student access to Technology / Library	\$ 74,055

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

2016-17 LCAP Summary

Goal	Description	\$4,870,040 2016-17	Changes 2016-17
1a	Reduce Class Size	\$ 1,255,562	4.0 FTE and increased staff costs
1b	HQT	\$ 252,254	Increased Staff costs - Salary Increase
1c	Motivate for universities / counselors / Link Crew / Freshmen Seminar	\$ 205,413	Increased Staff costs
1d	PD / Instructional coaches	\$ 313,664	Add Math and EL Support costs
1e		\$ -	
1f	Increase core content courses / AP classes	\$ 264,471	Increased Staff costs
1g	Offer College and career pathway courses / PTLW	\$ 112,508	Purchase \$100,000 in technology
1h	Yr1 Lunch Shelters - KCHS & PBHS - Library renovations / Yrs 1-3 EMCS	\$ 837,160	Install Lunch Shelters at KCHS and PBHS + KCHS/GHS Library renovations as well as start EMCS changes for classroom comfort
1i	Campus Security and Safety	\$ 498,935	Start keyless security system on campuses
2a	Increase Student Achievement / Remedial classes	\$ 358,074	Increased Staff costs
2b	EL reclassifications / Pupil Outcomes on testing and in core content will increase	\$ 309,860	No change
3a	Parent Engagement / PIQE / Marquees	\$ 140,437	Replace Marquees at GHS & KCHS for community notifications
3b	Increase Student Attendance / Inhouse suspension / parent liason	\$ 247,647	Increased Staff costs
3c	Increase Student access to Technology / Library	\$ 74,056	Libraries open before and after school @ GHS & KCHS

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

2016-17 LCAP Summary

Goal	Description	\$5,200,000 2017-18	Changes 2017-18
1a	Reduce Class Size	\$ 1,679,456	4.0 FTE and increase staff costs
1b	HQT	\$ 357,374	Increased Staff costs
1c	Motivate for universities / counselors / Link Crew / Freshmen Seminar	\$ 215,591	Increased Staff costs
1d	PD / Instructional coaches	\$ 513,998	Additional Ed Support + Increased Staff costs
1e		\$ -	
1f	Increase core content courses / AP classes	\$ 455,719	Increased Staff and staff costs
1g	Offer College and career pathway courses / PTLW	\$ 63,195	Purchase \$50,000 in technology
1h	Yr1 Lunch Shelters - KCHS & PBHS - Library renovations / Yrs 1-3 EMCS	\$ 244,361	Continue EMCS changes for classroom comfort
1i	Campus Security and Safety	\$ 539,952	Continue keyless security system on campuses
2a	Increase Student Achievement / Remedial classes	\$ 374,810	Increased Staff costs
2b	EL reclassifications / Pupil Outcomes on testing and in core content will increase	\$ 327,185	Increased Staff costs
3a	Parent Engagement / PIQE / Marquees	\$ 113,089	Back to PIQE
3b	Increase Student Attendance / Inhouse suspension / parent liason	\$ 236,709	Increased Staff costs
3c	Increase Student access to Technology / Library	\$ 78,562	Increased Staff costs

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

2016-17 LCAP Summary

Goal	Description	\$5,379,999 2018-19	Changes 2018-19
1a	Reduce Class Size	\$ 1,972,285	Increased staff costs and purchase more prep periods
1b	HQT	\$ 457,041	Increased Staff costs
1c	Motivate for universities / counselors / Link Crew / Freshmen Seminar	\$ 232,094	Increased Staff costs
1d	PD / Instructional coaches	\$ 556,599	Increased Staff costs
1e		\$ -	
1f	Increase core content courses / AP classes	\$ 487,127	Increased Staff costs
1g	Offer College and career pathway courses / PTLW	\$ 85,700	Increased Staff costs
233-1h	Yr1 Lunch Shelters - KCHS & PBHS - Library renovations / Yrs 1-3 EMCS	\$ 20,587	Continue EMCS changes for classroom comfort
1i	Campus Security and Safety	\$ 373,023	Continue keyless security system on campuses
2a	Increase Student Achievement / Remedial classes	\$ 389,826	Increased Staff costs
2b	EL reclassifications / Pupil Outcomes on testing and in core content will increase	\$ 355,894	Increased Staff costs
3a	Parent Engagement / PIQE / Marquees	\$ 116,007	Increased PIQE costs
3b	Increase Student Attendance / Inhouse suspension / parent liason	\$ 249,768	Increased Staff costs
3c	Increase Student access to Technology / Library	\$ 84,048	Increased Staff costs

§ 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</p> <p>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</p> <p>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.</p> <p>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 encourage 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 groups 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 question.

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) _____	\$1,255,562 Supplemental and Concentration LCAP funding - \$1255562.00 Funding Sources: LCFF Supplemental (0000) - \$1255562.00

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LCAP Year 2: 2017-18			
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 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 - \$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

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<p>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.</p>	<p>All for this Goal</p>	<p><input checked="" type="checkbox"/> ALL <input type="checkbox"/> 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 teachers and add facilities to reduce class size - \$1,972,285 - \$1972285.00 Funding Sources: LCFF Supplemental (0000) - \$1972285.00</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:	#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 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 \$5,000 Hiring and moving incentives as well as competitive salaries will be paid \$252,254 - \$252254.00 Funding Sources: LCFF Supplemental

(0000) -
\$252254.00

LCAP Year 2: 2017-18

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 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 - \$357374.00 Funding Sources: LCFF Supplemental (0000) - \$357374.00

LCAP Year 3: 2018-19

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 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 \$15,000 Hiring and moving incentives as well as competitive salaries will be paid \$442,041 - \$457041.00 Funding Sources: LCFF Supplemental (0000) - \$457041.00

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	All for this	<input checked="" type="checkbox"/> ALL	Staff hired for

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<p>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>Goal</p>	<p>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>Link Crew and Freshmen Seminar classes as well as 2nd counselor for each comprehensive school site \$205,413 - \$205413.00 Funding Sources: LCFF Supplemental (0000) - \$205413.00</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</p> <p>- Counselors to review 4-year plans at least twice a year at every grade level Custom Metrics: 4 year plans</p> <p>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>All for this Goal</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</p>

each comprehensive school site
 \$215,591 - \$215591.00
 Funding Sources: LCFF Supplemental (0000) - \$215591.00

LCAP Year 3: 2018-19

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: Pupil access to standards aligned instructional materials
 Custom Metrics: Support for Incoming Freshmen

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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>All for this Goal</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>Hire staff for Freshmen seminar and Link Crew classes as well as a second counselor for each comprehensive school site. \$232,094 - \$232094.00</p>

			Funding Sources: LCFF Supplemental (0000) - \$232094.00
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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:	#1d - The conditions for learning will be improved for students	Related State and/or Local Priorities: 1 _ 2 <u>x</u> 3 _ 4 <u>x</u> 5 _ 6 _ 7 _ 8 <u>x</u> 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 <ul style="list-style-type: none"> -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 <p>Full implementation of Common Core standards and Professional Learning Communities will directly improve:</p> <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 <ul style="list-style-type: none"> - 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 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 employ two instructional coaches as well as District staff to support collaboration, analysis of student data and Site Leadership capacity \$313,664 - \$313664.00 Funding Sources: LCFF Supplemental (0000) - \$313664.00

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: <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
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- 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
<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> <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 - \$305910.00</p> <p>Funding Sources: LCFF Supplemental (0000) - \$305910.00</p>

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> <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> <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 - \$305910.00</p> <p>Funding Sources: LCFF Supplemental (0000) -</p>

			\$305910.00
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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:	#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) _____	Employ staff necessary to maintain existing core content sections offered \$264,471 - \$264471.00

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Funding Sources:
 LCFF
 Supplemental
 (0000) -
 \$264471.00

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 %

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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) _____	Employ staff necessary to maintain existing core content sections offered \$455,719 - \$455719.00 Funding Sources: LCFF Supplemental (0000) - \$455719.00

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.	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) _____	Employ staff necessary to maintain existing core content sections offered \$487,127,827 - \$487127.00 Funding Sources: LCFF Supplemental (0000) - \$487127.00

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

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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:	District will purchase

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		<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) _____	hardware and employ staff for students to have access to a career pathway of choice \$112,508 - \$112508.00 Funding Sources: LCFF Supplemental (0000) - \$112508.00
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

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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 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) _____	
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.	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 teacher summer core training in	All for this	<input checked="" type="checkbox"/> ALL	

Engineering and Computer Science.	Goal	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 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</p> <p>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</p> <p>Provide mandatory summer core professional development for Engineering and Computer Science teachers. 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. 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 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) _____	
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.	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 teacher summer core training in Engineering and Computer Science.	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) _____	

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, Renovate the KCHS and GHS Libraries 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, Renovate GHS and KCHS Libraries, as well as phase one of installation of a working Energy Management system for classroom comfort \$837,160 from LCAP - \$837160.00 Funding Sources: LCFF Supplemental

(0000) -
\$837160.00

LCAP Year 2: 2017-18

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.	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) _____	Phase two of installation of a working Energy Management system for classroom comfort \$44,361 - \$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.	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	Phase three of installation of a working Energy Management

		Other Subgroups:(Specify) _____	system for classroom comfort \$20,587 - \$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 \$233,935 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 -
 \$498935.00
 Funding Sources:
 LCFF
 Supplemental
 (0000) -
 \$498935.00

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

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	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 \$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 -
\$539952.00
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.

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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	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 \$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 - \$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 _ x 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local: Specify _____</p>
<p>Identified Need:</p>	<p>#2a - Increase student achievement -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. During the first semester in 2015-16, 32.35% of students received a D or F in English, and 41.1% received a D or F in math. -Increase the percent of students determined "College Ready" by the Early Assessment Program (EAP) in both English and Math. 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%. 2016 SBAC scores will be available in August.</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>LCAP Year 1: 2016-17</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>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</p>		

- 3 times a year SRI will be given to students to assess and monitor reading comprehension and provide target interventions.
State Metrics: Other indicators of pupil performance required areas of study

- 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

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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. 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. 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 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.</p>	<p>All for this Goal</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 will be employed to staff remediation classes, and summer boot camps \$358,074 - \$358074.00 Funding Sources: LCFF Supplemental (0000) - \$358074.00</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
Maintain SDAIE (Specially Designed Academic Instruction in English) courses offered. Possible increase depending on CELDT results. Intervention/credit recovery classes will be included in the master schedule for students who need targeted intervention	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) _____	Staff will be employed to staff remediation classes, and

or who are falling short of graduation requirements. 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 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.

summer boot camps \$358,157 - \$358157.00
 Funding Sources: LCFF Supplemental (0000) - \$358157.00

LCAP Year 3: 2018-19

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

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

State Metrics: High School Graduation Rates, 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

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>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> <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 - \$358157.00</p> <p>Funding Sources: LCFF Supplemental (0000) - \$358157.00</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.

<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</p>	
	<p>Applicable Pupil Subgroups:</p>	<p>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</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. <p>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</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) 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. <p>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

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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 \$309,860 - \$309860.00 Funding Sources: LCFF Supplemental (0000) - \$309860.00</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 (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 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

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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 \$327,185 - \$327185.00 Funding Sources: LCFF Supplemental</p>

(0000) -
\$327185.00

LCAP Year 3: 2018-19

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 (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
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	All for this Goal	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners	Staff will be employed to staff

<p>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. Offerings of English Language Support classes (SDAIE) will be evident in the master schedule based on need.</p>		<p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>remediation classes, summer boot camps and maintain two English Language Liaison positions \$355,894 - \$355894.00 Funding Sources: LCFF Supplemental (0000) - \$355894.00</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:	#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: <input type="checkbox"/> 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.	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 \$51,616 Parent Involvement

<p>Parents will attend CABE conference with teachers and administrators.</p>		<p>Coordinators \$78,820 - \$140436.00 Funding Sources: LCFF Supplemental (0000) - \$140436.00</p>
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LCAP Year 2: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>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</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>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 administrators.</p>	<p>All for this Goal</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>	

LCAP Year 3: 2018-19

<p>Expected Annual</p>	<p>Priority 3</p>
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Measurable Outcomes: Goals for parent participation:
 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 CABE conference with teachers and administrators.	All for this Goal	x ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	

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

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<p>GOAL:</p>	<p>#3b - School faculty and staff, parents and students will increase engagement in learning.</p>		<p>Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ <u>6</u> <u>7</u> 8__ COE only: 9__ 10__ Local: Specify _____</p>
<p>Identified Need:</p>	<p>#3b - Increase student attendance and reduce suspension and truancy rates</p> <p>Attendance 2015-16 Average attendance rate was 96.3%</p> <p>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%.</p> <p>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.</p> <p>During the 16-17 school year we will begin the research and planning for district-wide Positive Behavior Interventions and Supports (PBIS). Positive Behavior Interventions and Supports (PBIS) is a proactive approach to establishing the behavioral supports and social culture needed for all students in a school to achieve social, emotional and academic success.</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>LCAP Year 1: 2016-17</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>Priority 5</p> <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 <p>State Metrics: Chronic Absenteeism Rates, Efforts to seek parent input</p>		

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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) _____	District staff will support goal \$247,647 - \$247647.00 Funding Sources: LCFF Supplemental (0000) - \$247647.00
During the 16-17 school year we will begin the research and planning for district-wide Positive Behavior Interventions and Supports (PBIS). Positive Behavior Interventions and Supports (PBIS) is a proactive approach to establishing the behavioral supports and social culture needed for all students in a school to achieve social, emotional and academic success.	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 2: 2017-18

Expected Annual Measurable Outcomes:	Priority 5 <ul style="list-style-type: none"> • 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
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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.	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) _____	

Parent Liaison will conduct home visits to truant students. Saturday School will be provided to improve attendance and support academic performance.	grade		
First year of implementation of Positive Behavior Interventions and Supports (PBIS).	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 <ul style="list-style-type: none"> • 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) _____	
Second year of implementation of Positive Behavior Interventions and Supports.	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:	#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: <input type="checkbox"/> 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 \$74,056 - \$74056.00 Funding Sources: LCFF

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Supplemental
(0000) -
\$74056.00

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
<p>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.</p>	<p>All for this Goal</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>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 - \$78562.00 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</p>

			student access to research materials and technology. \$78,562 - \$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.	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 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 - \$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:	<p>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</p> <p>• 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</p> <p>And Class size in the core content will be reduced from 34:1 to 33:1 Custom Metrics: Reduced Class Sizes</p>		Actual Annual Measurable Outcomes:	<p>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.</p> <p>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.</p> <p>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.</p> <p>Custom Metrics: Reduced Class Sizes</p>
LCAP YEAR: 2015-16				
Planned Actions/Services			Actual Actions/Services	

		Budgeted Expenditures			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 - \$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. - \$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</p> <p>100% of SMCJUHSD teacher are appropriately assigned and are fully credentialed 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 - \$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. - \$119470.00	
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?		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:</p>		<p>Schools: All</p>	<p>Applicable Pupil Subgroups: Low Income, English Only</p>
<p>Expected Annual Measurable Outcomes:</p>	<p>Priority 7</p> <ul style="list-style-type: none"> • 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 <p>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</p> <p>Incorporate additional courses. State Metrics: Pupil access and enrollment in required courses of study Custom Metrics: 4 year plans</p> <ul style="list-style-type: none"> • 100% of all Link Crew teachers will attend program training Custom Metrics: PD for Illuminate 	<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 (14-15) to 2 for the 15-16 school year.</p>

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

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		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 - \$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. - \$146549.00
Scope of service:	All for this Goal		Scope of service:		
<input checked="" type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR:			OR:		

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<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"/> 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.

Original GOAL from prior year LCAP:	#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 _____	
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 2 Implementation of content and performance standards for all students, including ELs, as evidenced by: (See Appendix A): <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 Custom Metrics: Constructing Meaning Implementation, PLC Implementation, PD for Illuminate, APEX Online PD Priority 4 Full implementation of Common Core standards and Professional Learning Communities will directly improve: <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 State Metrics: Statewide Assessments, A-G Or CTE	Actual Annual Measurable Outcomes:	During Summer 2015 teachers participated in the following professional development: - 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 During the 2015-16 school year:

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
<p>Year III of the Professional Development plan will be modified as needed and implemented.</p> <ul style="list-style-type: none"> -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. <p>Instructional Coaches will continue to support teachers.</p>	<p>\$52,887 Title 2 funds - \$0.00</p>	<p>Teachers received professional development in the areas of CCSS, ELD standards, MVP math, Constructing Meaning, Illuminate and Apex.</p> <p>Professional development supplies and sub costs \$26,070</p>	<p>Professional Development supplies - \$1,000 Substitute costs for Professional Development - \$25,070</p> <p>Professional Development costs lower due to other one time funding sources used in addition to LCAP. - \$26070.00</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</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><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</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><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 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.</p>
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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>#1f - 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: Schools: All</p>		
<p>Applicable Pupil Subgroups: Students with Disability, Low Income, English Learner (EL), Foster Youth</p>		
<p>Expected Annual Measurable Outcomes:</p>	<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 %</p> <ul style="list-style-type: none"> • 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>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		Actual Actions/Services	
	Budgeted Expenditures		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 - \$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. - \$237883.00
Scope of service:	All for this Goal	Scope of service:	All for this Goal
<input type="checkbox"/> ALL		<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>		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.		

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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.

Original GOAL from prior year LCAP:	#1g - 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 • Creating college and career pathways will allow students to successfully complete CTE sequences and programs. State Metrics: A-G Or CTE completion Custom Metrics: PD for Illuminate • College and career pathways are A-G approved courses that will allow students to earn college admission. State Metrics: A-G Or CTE completion • College and career pathways are open to all students, including English Learners and students with disabilities. State Metrics: Progress For English Fluency, EL Reclassification Rate • Board adoption of participation in the County consortium for the Career pathways grant. Custom Metrics: Support for Incoming Freshmen • Budget allocations from the grant will reflect implementation strategies. State Metrics: Pupil access and enrollment in required		Actual Annual Measurable Outcomes: 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. Introduction to Engineering is A-G approved and has been updated as such on the UC A-G Portal. All CTE courses are open to all students: including English Learners and students with disabilities. This county consortium grant did not materialize. Both IED teachers received two-week Summer Core Training.

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courses of study
 Custom Metrics: 4 year plans

- Both IED teachers will receive 2015 summer Core training 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

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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 - \$0.00	<p>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 lead their own learning.</p> <p>Teachers received mandatory summer core training.</p> <p>Technology was purchased for the Engineering classes.</p>	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 - \$170350.00

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?		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 - \$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 - \$697,491.00	
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:		

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<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 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 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__ <u>x</u> 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 - \$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	

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				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. - \$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?					

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: 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. State Metrics: A-G Or CTE completion • 20% increase in the number of students who pass Summer Boot Camp credit recovery courses with a C or better State Metrics: A-G Or CTE completion, Other indicators of pupil performance required areas of study • 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. 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: Statewide Assessments, Other indicators of pupil performance required areas of study • 3 times a year SRI will be given to students to assess and monitor reading comprehension State Metrics: Other indicators of pupil performance required areas of study • Establish baseline growth for student performance by 	<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. - 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> <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>

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subgroup on the SBAC ELA and Math CAASPP assessments (when data becomes available)

State Metrics: Statewide Assessments

- 20% increase in achievement (meets or exceeds 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

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 tutoring 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. 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 - \$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 District Instructional Coaches were paid for out of another resource for 15-16. - \$137,696.00</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 checked="" 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 checked="" 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: 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>State Metrics: Progress For English Fluency, EL</p>	<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, 2016. 15-16 first semester only data shows 9% of EL</p>

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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

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

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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 - \$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 - \$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-Term 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 <u>x</u> 4 __ 5 <u>x</u> 6 <u>x</u> 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</p> <p>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 atteded CELDT informational night Approximately 588 parents atteded othe parent workshops (Incoming Freshmen Orientation)</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,

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

Promotion of parental participation

LCAP YEAR: 2015-16

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 CABA conference with teachers and administrators.</p>	<p>\$175,000 Supplemental & Concentration LCAP funding - \$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 CABA conference in San Francisco.</p>	<p>PIQE meeting supplies - \$500 PIQE program contract - \$15,000 CABA 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 - \$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</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</p>		

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and/or changes to goals?	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.
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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>#3b - School faculty and staff, parents and students will increase engagement in learning.</p>		<p>Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 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: 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 5</p> <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 <p>State Metrics: Attendance Rates, Chronic Absenteeism Rates, Efforts to seek parent input</p>		<p>Actual Annual Measurable Outcomes:</p>	<p>Attendance</p> <p>2015-16 Average attendance rate was 96.3%</p> <p>Suspension (Local Data)</p> <p>2015-16; Number of Students Enrolled: 2131, Number of Suspension Incidents: 367, Suspension Rate: 17.2%.</p> <p>Our unofficial calculation of rate of suspension has gone up from 14-15 to 15-17 approximately 8%.</p> <p>Sites had truancy meetings with parents and students at least twice a month.</p> <p>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.</p>

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State Metrics: Attendance Rates, Chronic Absenteeism Rates

LCAP YEAR: 2015-16

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures
<p>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.</p>		<p>\$360,000 Supplemental & Concentration LCAP funding - \$0.00</p>	<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 \$117,404The expenditures were lower than expected due to staff related to this goal paid out of other resources. - \$117404.00</p>
Scope of service:	All for this Goal		Scope of service:	All for this Goal	
<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><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>		

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<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 improve and add intervention programs to reduce the rate of suspension and truancy. During the 16-17 school year we will begin research and planning for district-wide Positive Behavior Interventions and Supports (PBIS) implementation.</p>
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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.

Original GOAL from prior year LCAP:	#1e - The conditions for learning will be improved for students District has a need to: Increase CAHSEE passing rates for all students Close the achievement gap that exists for at-risk students, including English Learners (EL) and students with disabilities (SWD)	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local: Specify _____
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: Low Income, English Learner (EL)
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Expected Annual Measurable Outcomes:	<p>Priority 1 Offering CAHSEE prep classes during the instructional day and after school will allow students to have access standardsaligned materials in ELA and math There will be 25% increase in CAHSEE passing rates (both English and math) from 14-15 State Metrics: Statewide Assessments</p> <p>Priority 4 By scheduling CAHSEE prep classes during the instructional day and offering year-long after school tutoring students will have the opportunity to take CAHSEE practice tests, set personal goals and receive targeted interventions in order to perform well on this State assessment.</p>	Actual Annual Measurable Outcomes:	<p>This goal is obsolete. CAHSEE is no longer a graduation requirement.</p> <p>This goal is obsolete. CAHSEE is no longer a graduation requirement.</p>
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LCAP YEAR: 2015-16

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures
Students will have more access to CAHSEE prep classes in order to increase passage rates.		Costs included in Goal 1c - \$0.00	This goal is obsolete. CAHSEE is no longer a graduation requirement.		00 - \$0.00
Scope of service:	All for this Goal		Scope of service:		
__ ALL			__ ALL		
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners			OR: __ Low Income pupils __ English Learners		

<input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		
Planned Actions/Services			Actual Actions/Services		
			Budgeted Expenditures		Estimated Actual Annual Expenditures
Scores will show a steady increase of 25% annually			Costs included in Goal 1c. - \$0.00		00 - \$0.00
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 type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" 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?			This goal is obsolete. The CAHSEE is no longer a requirement for graduation.		

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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>#2c - 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 _ 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>To prepare students for college the District will initiate programs and professional development to increase AP teacher expertise, which will translate to an effective AP course of study with the goal of increasing the number of students who pass AP exams. State Metrics: Statewide Assessments, A-G Or CTE completion</p> <p>15% Increase in AP Exam Passing Rates State Metrics: Statewide Assessments, A-G Or CTE completion</p> <p>Students who engage in a rigorous coursed of study, like Advanced Placement, are much better prepared for excelling on the Early Assessment Program exams and determined to be "College Ready" State Metrics: A-G Or CTE completion, AP Passage %</p> <p>20% increase in A-G completion rate State Metrics: A-G Or CTE completion</p> <p>20% increase in "Ready for College" in ELA as measured by the Early Assessment Program (EAP) State Metrics: Statewide Assessments, Other indicators of pupil performance required areas of study</p>		<p>Actual Annual Measurable Outcomes:</p>	<p>During the Summer of 2015 seven teachers attended week-long AP teacher preparation institutes. Four of those seven teachers were new teachers.</p> <p>Between 13-14 and 14-15 AP exam passing rates increased 1.7%.</p> <p>15-16 AP exam results will available in August, 2016.</p> <p>The 2014-15 A-G completion rate from CDE is still pending. Our local A-G calculation indicates 17.6% of students met A-G requirements. This is an increase of 3.4% from the previous year.</p> <p>2015-16 CDE A-G completion rates will be available no earlier than August, 2016.</p> <p>State Metrics: A-G Or CTE completion EAP- College Readiness is measure by the number of students who met or exceeded the standards in the SBAC assessment.</p>

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20% increase in "Ready for College in math as measured by the Early Assessment Program (EAP)
State Metrics: Statewide Assessments

14-15 College Readiness in ELA: 40%

2015-16 SBAC results will be available in July, 2016.

State Metrics: Statewide Assessments

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

14-15 College Readiness in Math: 8%

2015-16 SBAC results will be available in July, 2016.

State Metrics: Statewide Assessments

LCAP YEAR: 2015-16

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Annual Expenditures

All teachers instructing AP courses will be provided appropriate professional development in teaching such courses in their content area.

Supplemental & Concentration LCAP Funding - \$140000.00
Funding Sources: LCFF Supplemental (0000) - \$70000.00,

100% of new AP teachers received appropriate week-long institute AP training.

Three experienced AP teachers attended week-long institute AP training.

a - \$0.00

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		LCFF Concentration (0000) - \$70000.00			
Scope of service:	All for this Goal		Scope of service:	Greenfield High, King City High	
<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) _____		
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
All staff will be provided professional development in teaching a rigorous course of study.					
Scope of service:	All for this Goal		Scope of service:		
<input checked="" type="checkbox"/> ALL			<input 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) _____		
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
Support study sessions will be provided to students in preparation for the AP examination			During this school year after-school tutoring has occurred on a regular basis. 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 AP student tutoring numbers.	
Scope of service:	All for this Goal	Scope of service:	Greenfield High, King City High
<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?		For 16-17 this goal will be combined with 1F given that they share same identified needs and metrics.	

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:	<u>\$4,870,040.00</u>
<p>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.</p> <p>Services and supports:</p> <ul style="list-style-type: none"> ▪ resources that target academic needs related to CCSS standards, new ELD and NGSS standards, A-G completion, Credit Recovery 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. 	

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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.

23.88	%
<p>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.</p> <p>Services and supports:</p> <ul style="list-style-type: none"> resources that target academic needs related to CCSS standards, new ELD and NGSS standards, A-G completion, Credit Recovery 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. <p>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.</p>	

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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
GOVERNING BOARD**

SUBJECT: Approval of 2016-2017 Budget

MEETING: June 9, 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:

California school districts are required under Education Code 42417 to adopt a subsequent year budget on or before July 1 of each year. The budget is submitted in the required SACS format and includes all funds of the District. By August 15 the County Superintendent of Schools shall either conditionally approve or disapprove a budget that does not provide adequate assurance that the district will meet its current and future obligations and resolve any problems identified in studies, reports, evaluations, or audits.


Recommendation:

It is recommended that the State Administrator approve the 2016-17 Budget.


Fiscal Impact:

Balanced Budget.

Submitted By:


Duane Wolgamott
Chief Business Official

Approved:

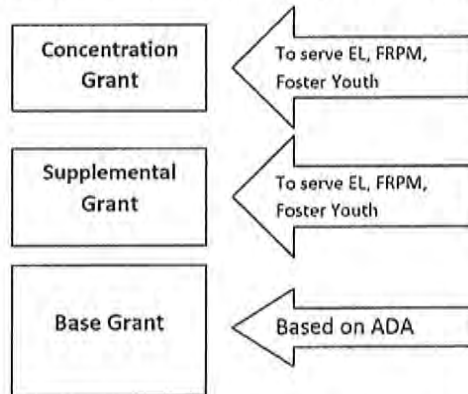

Daniel R. Moirao, Ed.D.
State Administrator

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

800 Broadway Street, King City, CA 93930 • 831-385-0606 • FAX 831-385-0695

Budget Assumptions 2016-2017 Duane Wolgamott, Chief Business Official

Funding for California Schools has experienced a major overhaul in the last three years and what was once known as revenue limits and categorical funding is now the Local Control Funding Formula (LCFF). Under the LCFF all public schools in California receive a **base grant** which is funded on the average daily attendance of the number of students enrolled in the school district. In addition, a school district may receive additional funding known as a **supplemental grant** for students targeted disadvantaged students. These are students who are classified as English learners (EL) or students who receive free or reduced-price meal (FRPM), foster youth or any combination of these factors. On top of these funding criteria a school district may receive a **concentration grant** if over 55% of its student population is English learners, or free or reduced-price meal recipients, or foster youth. The South Monterey County Joint Union High School District qualifies for all three grants. However, funding from the supplemental and concentration grant must be used to provide the necessary support for students listed in the categories above.



The purpose of the budget assumptions is to provide the District with the road map that was used in preparing the 2016-2017 budget. How the district spends its money determines the priorities of the school district. Because public schools are dependent on the Governor's proposed budget for the State of California the assumptions made are based on the most current information we have and are subject to change.

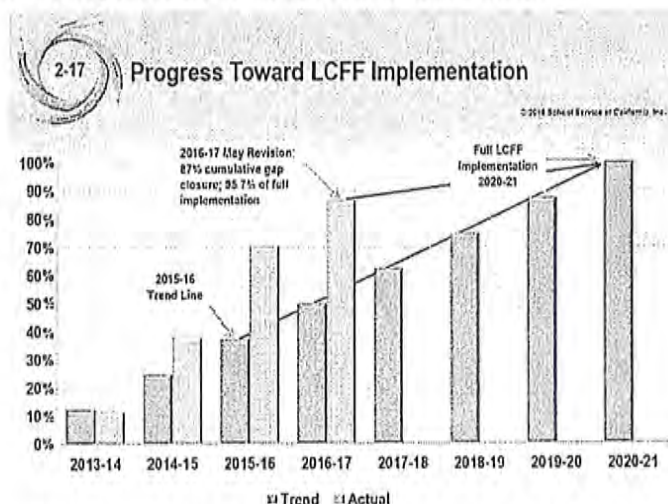


As part of the new LCFF school districts are required to develop a Local Control Accountability Plan (LCAP) that outlines how the monetary resources provided from the state will be spent. In developing the LCAP input was taken from various elements of the community and through three public forums. From that input the following assumptions have guided the development of the 2016-2017 budget.

California school districts are required under Education Code 52060 – 52062 conduct a public hearing on the next fiscal year budget along with a public hearing on the Local Control Accountability Plan (LCAP) prior to the meeting of the Board of Education adopting the completed budget and the LCAP. These were held on May 18, 2016. By August 15 the County Superintendent of Schools shall approve, conditionally approve or disapprove a budget. A budget that does not provide adequate assurance that the district will meet its current and future obligations and resolve any problems identified in studies, reports, evaluations, or audits may be conditionally approved or disapproved.

Overall Assumptions

1. The projected General Fund ending fund balance for the 2015-2016 fiscal year is anticipated to be \$6,463,798. Carrying that balance forward to 2016-2017, it is anticipated that the 2016-17 ending balance will be approximately \$6,817,733. This is subject to change after the 2015-2016 books are closed and after the State budget is approved.
2. While the revenues generated with the Local Control Funding Formula (LCFF) suggest a significant increase for school funding in the proposed Governor’s budget, the current funding level is still below the adjusted 2007-2008 funded target levels.



The combination of increases in Average Daily Attendance (ADA) and the LCFF projected increases have increased district LCFF revenue by an estimated \$1,579,120. The District must dedicate at least \$4,870,040 of LCFF funding to Supplemental and Concentration grants for English Learners (EL), Free or Reduced Meal Program (FRMP) qualified students, or Foster Youth for services to improve their academic achievement. Plans for these expenditures are outlined in the LCAP.

3. Enrollment projections for 2016-2017 estimates an increase in enrollment compared to the 2014-2015 academic year. The projected enrollment for 2016-2017 academic year is estimated at 2189 compared to:
 - 2008/09 - 2134
 - 2009/10 - 2134
 - 2010/11 - 2021
 - 2011/12 - 1841
 - 2012/13 - 1909
 - 2013/14 - 1963
 - 2014/15 - 2033
 - 2015/16 - 2116

4. Funding for 2016-2017 will be based on an estimated ADA of 2080. Actual ADA will not be known until P-2 is completed in mid-April 2017 and will determine the 2016-17 ADA.
 - o 2008/09 – 1977 92.6%
 - o 2009/10 – 1917 92.4%
 - o 2010/11 – 1752 91.3%
 - o 2011/12 – 1759 89.0%
 - o 2012/13 – 1831 92.9%
 - o 2013/14 – 1827 93.1%
 - o 2014/15 – 1902 93.5%
 - o **2015/16 – 2046 96.6%**
5. The staffing formula is currently set at 32:1 for all courses except PE which is staffed at 45:1.

Revenue Assumptions

1. The District base grant is determined on the 2016-2017 ADA with a 0% cost of living adjustment (COLA). The District's 2016-17 base grant is estimated to be \$8,801 per unit of actual attendance. Based upon a funded attendance projection of 2080, the base grant, inclusive of adjustments for beginning teacher and unemployment insurances incentives, is estimated to be \$18,306,080.
2. The Consumer Price index is estimated to be 2.15%.
3. The District supplemental/concentration grants determination is based on an estimate of an 79.7% unduplicated student count. The District's supplemental/concentration grants are estimated to be a combined \$2,085.83 per unit of actual attendance. Based upon a funded attendance projection of 2080, the supplemental/concentration grants are estimated to be \$4,338,520. These funds are for services to improve the academic success of students who are EL, FRMP, or Foster Youth.

The Local Control Accountability Plan has been reviewed and updated for the 2016-17 year.

4. Unrestricted Lottery revenues are projected to be \$126.00 per a formula based on ADA - \$286,953 (allocated to school site for use as program discretionary funds).

Restricted Lottery revenues are projected to be \$30.00 per a formula based on ADA \$90,736.
Restricted Lottery revenues are to be used for adopted textbook and curriculum purchases.

5. The District receives Special Education funding based on its average daily attendance entered into a formula by the Special Education Local Plan Area (SELPA).

6. Actual costs for special education are dependent on the type of services that the District is required to provide each individual student. For the District to provide these specialized services a contribution from the General Education (Base Grant) fund is necessary. For the 2016-2017 academic year, the projected General Fund contribution is anticipated to be \$2,340,084. The Estimated Actuals for General Fund contributions for 2015-2016 is \$1,888,038.
7. Home-to-school transportation funding has been rolled into the LCFF funding and while no longer a restricted account – it must remain the same in 2016-2017 as was received in 2013-14. Although no additional funding is available the district plans to continue to reduce costs where it can with the inclusion of parent provided transportation when appropriate and reimburses the federal mileage reimbursement allocation.
8. In the Governor’s May budget proposal – there is proposal for one time funding grants in the amount of \$237 per ADA for 2016-2017. While the Governor’s May Budget proposal suggests that local educational agencies (LEAs) prioritize these funds for professional development, teacher induction, and instructional materials and technology, this is not a mandate and the funds can be used for “any one-time purpose, as determined by the governing board”.

Due to the fact that this is just a proposal (and that the amount has been changing in the legislature – currently proposed down to \$217/ADA) – the proposed one time funding grant is not currently included in the 2016-2017 Adopted Budget. It will be added into the 45 day budget revision if it remains in the final adopted state budget.

9. With the inception of the LCFF most state funded categorical revenues have been eliminated. The remaining state funded categorical funds are Special Education, Restricted Lottery and Food Service. All other funds are now a part of the base, supplemental and/or concentration grants provided to school districts.
10. The District has fully funded the Routine Restricted Maintenance program at above the 3% of the general Fund minimum requirement. Much of the money has been budgeted into Capital Facility Improvements to continue to catch the District up on the backlog of deferred maintenance and facility projects.
11. The District has allocated \$357,452 in 2016-17 for technology equipment maintenance and replacement.
12. The District has allocated \$100,000 in 2016-17 to continue to build the available funds in the Capital Equipment replacement fund which was started in 2014-15. There are also Capital projects budgeted in the LCAP totaling \$200,000 in 2016-17
13. The District must continue to make an annual payment of \$1.2 million dollars out of the General Fund for the loan debt as a result of SB130. SB130 which provided the District a \$14,395,000.00 loan in 2010.

Through special legislation related to the enactment of LCFF, the State of California will now be providing the District with an amount equal to the difference of the 5.75% interest rate on the loan secured through SB130 and the amount equal to the annual rate of return of the Pooled Money Investment Account for the applicable fiscal year, plus an additional 2%. This amount will vary with the loan interest rates. The State of California will be notifying the District in the early fall on the amount which the District will be receiving for this year. Once this amount is known – the budget will be adjusted in the interim report occurring after notification. In 2015-16, the amount of the “make whole” payment amount was \$195,833.

Expenditure Assumptions

1. Salaries

Certificate salary costs will increase by 17.7% as a result of step and column movement, additional work days and the negotiated salary increase to the salary schedule, increases to the teacher hourly rate and stipends, staffing increases, and other increases in LCAP expenditures.

Column increases are budgeted for those certificated employees who have indicated completion of the required units for movement on the salary schedule.

2. Classified Salary costs will increase by 9.2% as a result of step and column movement, the negotiated salary schedule, and new positions.
3. For categorically funded programs, the positions allocated are reflective of the funding available. Individuals hired into these positions are either hired as temporary employees or have a corresponding temporary employee filling their position while they serve in these categorically funded positions.

4. Benefits

3.1 The following reflects estimated employer rates for all statutory benefits for the budget year:

STRS	12.58%
PERS	13.888%
OASDI (FICA)	6.20%
Medicare	1.45%
Workers Comp	2.268%
Unemployment	0.05%

5. Benefit costs are increasing by 16.4% due to the increases in Certificated and Classified salaries, increases in staffing, increases in the District’s contribution to employee’s medical plans and the increased contribution rate the District is required to contribute to STRS and CalPERS.

6. Costs resulting from early retirement agreements are budgeted under the General Education portion for the General Fund. Payments for retirements for the 2016-2017 year is projected to be \$50,000.
7. Utilities are budgeted for an overall increased rate of 5%.
8. Books and Supplies are decreasing by 41.0% from 2015-2016 estimated actuals. Most of this decline is due to the fact that the adopted budget assumptions do not include any carryover funds or expenditures of them. Once the amount of carryover has been determined, then the expenditures will be adjusted for those categoricals in the 1st Interim budget revisions.
9. The district has again allocated \$100,000.00 into a textbook account for the next year to replace old textbooks and for the purchase of new materials association with the implementation of the new Common Core State Standards and new District course offerings.
10. Service/Operating expenses are decreasing by 34.5% from 2015-2016 estimated actuals. Most of this decline is due to the fact that the adopted budget assumptions do not include any carryover funds or expenditures of them. In 2015-16 there was almost \$2,000,000 in Emergency Repair Grant expenditures in this category. Once the amount of carryover has been determined, then the expenditures will be adjusted for those categoricals in the 1st Interim budget revisions.
11. Capital outlay is increasing by 2.6%. The District is budgeting \$100,000.00 for next year to build the Capital Equipment fund that was started in 2014-2015 for replacement of vehicles and capital equipment.
12. Debt Service and Major Lease Payments:
 - 12.1. Inter-program direct and indirect costs will be calculated at the maximum allowable rate per program.
 - 12.2. Fund 56: This fund is use to record the final payment on the Lease-Lease Back Bonds held with the fiscal agent. The final payment will be made in 2029.
13. Fund 13: The cafeteria Fund is once again expected to be balanced with no encroachment in the 2016-2017 fiscal year.
14. Fund 17: Special Reserve: The monies held in this fund are the final monies from the Lease-Lease Back Bonds that have not been spent. These funds are the District's Special Reserve fund.
15. Fund 25: Capital Facilities: Revenues in this fund have slowly been increasing after years of minimal revenues. These funds are collected to be used for growth related expenditures as well as to go toward the Certificates of Participation (COP) payments for portables and the HVAC overhaul competed in prior years. One of the final payments for these items will be made in the current year and the other will be in fiscal year 2018-19.
16. Fund 56: Debit Service Fund: This fund is the funds held by an external fiscal agent for the final payment of the State Loan bond.

Balances

1. The Reserve for "Economic Uncertainty" of 3% required by CA Education Code 33128 is funded. However, a 3% General Fund reserve for a high school district of our size is inadequate for most uncertainties that may prevail. In 2014-2015, the Board of Trustees revised the Board Policy to now require the District to maintain a 17% General Fund reserve.

The current undesignated fund balance in Fund 01 and Fund 17 are equal to a 33% reserve.

The current legislation limiting District reserves to the 3% minimum has not yet been triggered by all the qualifying factors. School Services of California continues to advise districts "to take no action to reduce reserves below prudent levels. Spend as much as you can on students, but do not reduce reserves below your own judgement of what is required".

Disclaimer

1. The Governor has until June 15 to sign the State Budget. The legislature has sent their proposal to the Governor for review. Current information indicates that the Local Control Funding Formula will be implemented as indicated in this budget. At this time details for final calculations of the revenue are being finalized.

ANNUAL BUDGET REPORT:
July 1, 2016 Budget Adoption

Insert "X" in applicable boxes:

- This budget was developed using the state-adopted Criteria and Standards. It includes the expenditures necessary to implement the Local Control and Accountability Plan (LCAP) or annual update to the LCAP that will be effective for the budget year. The budget was filed and adopted subsequent to a public hearing by the governing board of the school district pursuant to Education Code sections 33129, 42127, 52060, 52061, and 52062.
- If the budget includes a combined assigned and unassigned ending fund balance above the minimum recommended reserve for economic uncertainties, at its public hearing, the school district complied with the requirements of subparagraphs (B) and (C) of paragraph (2) of subdivision (a) of Education Code Section 42127.

Budget available for inspection at:

Public Hearing:

Place: 800 Broadway Street, King City CA
Date: May 18, 2016

Place: 800 Broadway King City
Date: May 18, 2016
Time: 06:30 PM

Adoption Date: June 9th

Signed: _____
Clerk/Secretary of the Governing Board
(Original signature required)

Contact person for additional information on the budget reports:

Name: Duane Wolgamott

Telephone: 831-385-0606 ext 4338

Title: Chief Business Official

E-mail: busoffice@smcjuhsd.org

Criteria and Standards Review Summary

The following summary is automatically completed based on data provided in the Criteria and Standards Review (Form 01CS). Criteria and standards that are "Not Met," and supplemental information and additional fiscal indicators that are "Yes," may indicate areas of potential concern for fiscal solvency purposes and should be carefully reviewed.

CRITERIA AND STANDARDS			Met	Not Met
1	Average Daily Attendance	Budgeted (funded) ADA has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.	X	

CRITERIA AND STANDARDS (continued)			Met	Not Met
2	Enrollment	Enrollment has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.	X	
3	ADA to Enrollment	Projected second period (P-2) ADA to enrollment ratio is consistent with historical ratios for the budget and two subsequent fiscal years.		X
4	Local Control Funding Formula (LCFF)	Projected change in LCFF is within the standard for the budget and two subsequent fiscal years.	X	
5	Salaries and Benefits	Projected ratios of total unrestricted salaries and benefits to total unrestricted general fund expenditures are consistent with historical ratios for the budget and two subsequent fiscal years.	X	
6a	Other Revenues	Projected operating revenues (e.g., federal, other state, and other local) are within the standard for the budget and two subsequent fiscal years.		X
6b	Other Expenditures	Projected operating expenditures (e.g., books and supplies, and services and other operating) are within the standard for the budget and two subsequent fiscal years.		X
7	Ongoing and Major Maintenance Account	If applicable, required contribution to the ongoing and major maintenance account (i.e., restricted maintenance account) is included in the budget.	X	
8	Deficit Spending	Unrestricted deficit spending, if any, has not exceeded the standard for two or more of the last three fiscal years.	X	
9	Fund Balance	Unrestricted general fund beginning balance has not been overestimated by more than the standard for two or more of the last three fiscal years.	X	
10	Reserves	Projected available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the budget and two subsequent fiscal years.	X	

SUPPLEMENTAL INFORMATION			No	Yes
S1	Contingent Liabilities	Are there known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?	X	
S2	Using One-time Revenues to Fund Ongoing Expenditures	Are there ongoing general fund expenditures in excess of one percent of the total general fund expenditures that are funded with one-time resources?	X	
S3	Using Ongoing Revenues to Fund One-time Expenditures	Are there large non-recurring general fund expenditures that are funded with ongoing general fund revenues?		X
S4	Contingent Revenues	Are any projected revenues for the budget or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?	X	
S5	Contributions	Have contributions from unrestricted to restricted resources, or transfers to or from the general fund to cover operating deficits, changed by more than the standard for the budget or two subsequent fiscal years?		X

SUPPLEMENTAL INFORMATION (continued)			No	Yes
S6	Long-term Commitments	Does the district have long-term (multiyear) commitments or debt agreements?		X
		• If yes, have annual payments for the budget or two subsequent fiscal years increased over prior year's (2015-16) annual payment?		X
S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)?		X
		• If yes, are they lifetime benefits?	X	
		• If yes, do benefits continue beyond age 65?	X	
		• If yes, are benefits funded by pay-as-you-go?		X
S7b	Other Self-insurance Benefits	Does the district provide other self-insurance benefits (e.g., workers' compensation)?	X	
S8	Status of Labor Agreements	Are salary and benefit negotiations still open for:		
		• Certificated? (Section S8A, Line 1)	X	
		• Classified? (Section S8B, Line 1)	X	
		• Management/supervisor/confidential? (Section S8C, Line 1)	X	
S9	Local Control and Accountability Plan (LCAP)	• Did or will the school district's governing board adopt an LCAP or approve an update to the LCAP effective for the budget year?		X
		• Approval date for adoption of the LCAP or approval of an update to the LCAP:		Jun 09, 2016
S10	LCAP Expenditures	Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template, Section 3: Actions, Services, and Expenditures?		X

ADDITIONAL FISCAL INDICATORS			No	Yes
A1	Negative Cash Flow	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?	X	
A2	Independent Position Control	Is personnel position control independent from the payroll system?	X	
A3	Declining Enrollment	Is enrollment decreasing in both the prior fiscal year and budget year?	X	
A4	New Charter Schools Impacting District Enrollment	Are any new charter schools operating in district boundaries that are impacting the district's enrollment, either in the prior fiscal year or budget year?	X	
A5	Salary Increases Exceed COLA	Has the district entered into a bargaining agreement where any of the budget or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?		X

ADDITIONAL FISCAL INDICATORS (continued)			No	Yes
A6	Uncapped Health Benefits	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	X	
A7	Independent Financial System	Is the district's financial system independent from the county office system?	X	
A8	Fiscal Distress Reports	Does the district have any reports that indicate fiscal distress? If yes, provide copies to the COE, pursuant to EC 42127.6(a).	X	
A9	Change of CBO or Superintendent	Have there been personnel changes in the superintendent or chief business official (CBO) positions within the last 12 months?		X

ANNUAL CERTIFICATION REGARDING SELF-INSURED WORKERS' COMPENSATION CLAIMS

Pursuant to EC Section 42141, if a school district, either individually or as a member of a joint powers agency, is self-insured for workers' compensation claims, the superintendent of the school district annually shall provide information to the governing board of the school district regarding the estimated accrued but unfunded cost of those claims. The governing board annually shall certify to the county superintendent of schools the amount of money, if any, that it has decided to reserve in its budget for the cost of those claims.

To the County Superintendent of Schools:

Our district is self-insured for workers' compensation claims as defined in Education Code Section 42141(a):

Total liabilities actuarially determined:	\$ _____
Less: Amount of total liabilities reserved in budget:	\$ _____
Estimated accrued but unfunded liabilities:	\$ _____ 0.00

This school district is self-insured for workers' compensation claims through a JPA, and offers the following information:

This school district is not self-insured for workers' compensation claims.

Signed _____
Clerk/Secretary of the Governing Board
(Original signature required)

Date of Meeting: Jun 09, 2016

For additional information on this certification, please contact:

Name: Duane Wolgamott

Title: Chief Business Official

Telephone: 831-385-0606 ext 4338

E-mail: busoffice@smcjuhsd.org

ANNUAL CERTIFICATION REGARDING SELF-INSURED WORKERS' COMPENSATION CLAIMS

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To the County Superintendent of Schools:

Our district is self-insured for workers' compensation claims as defined in Education Code Section 42141(a):

Total liabilities actuarially determined:	\$ _____
Less: Amount of total liabilities reserved in budget:	\$ _____
Estimated accrued but unfunded liabilities:	\$ _____ 0.00

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Signed _____
Clerk/Secretary of the Governing Board
(Original signature required)

Date of Meeting: Jun 09, 2016

For additional information on this certification, please contact:

Name: Duane Wolgamott

Title: Chief Business Official

Telephone: 831-385-0606 ext 4338

E-mail: busoffice@smcjuhsd.org

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)	
REVENUES									
1) LCFF Sources		8010-8099	21,260,786.00	0.00	21,260,786.00	22,839,806.00	0.00	22,839,806.00	7.4%
2) Federal Revenue		8100-8299	13,940.00	1,173,808.00	1,187,748.00	0.00	1,238,681.00	1,238,681.00	4.3%
3) Other State Revenue		8300-8599	1,399,284.00	2,379,515.00	3,778,799.00	393,383.00	329,556.00	722,939.00	-80.9%
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			23,435,286.00	4,449,917.00	27,885,203.00	23,994,465.00	2,372,811.00	26,367,276.00	-5.4%
EXPENDITURES									
1) Certificated Salaries		1000-1999	7,073,653.00	1,618,145.00	8,691,798.00	8,447,116.00	1,784,957.00	10,232,073.00	17.7%
2) Classified Salaries		2000-2999	2,154,369.00	633,351.00	2,787,720.00	2,296,504.00	748,443.00	3,044,947.00	9.2%
3) Employee Benefits		3000-3999	3,093,655.00	830,089.00	3,923,744.00	3,594,141.00	974,234.00	4,568,375.00	16.4%
4) Books and Supplies		4000-4999	1,953,876.47	677,361.06	2,631,237.53	1,270,308.00	281,195.00	1,551,503.00	-41.0%
5) Services and Other Operating Expenditures		5000-5999	2,957,879.18	4,153,694.00	7,111,573.18	3,179,728.00	1,476,063.00	4,655,791.00	-34.5%
6) Capital Outlay		6000-6999	325,634.00	1,959.00	327,593.00	335,619.00	503.00	336,122.00	2.6%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299							
		7400-7499	1,389,929.00	334,600.00	1,724,529.00	1,389,929.00	234,600.00	1,624,529.00	-5.8%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(160,633.00)	160,629.00	(4.00)	(40,450.00)	40,451.00	1.00	-125.0%
9) TOTAL, EXPENDITURES			18,788,362.65	8,409,828.06	27,198,190.71	20,472,895.00	5,540,446.00	26,013,341.00	-4.4%
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			4,646,923.35	(3,959,911.06)	687,012.29	3,521,570.00	(3,167,635.00)	353,935.00	-48.5%
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	(2,792,810.06)	2,792,810.06	0.00	(3,167,635.00)	3,167,635.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(2,792,810.06)	2,792,810.06	0.00	(3,167,635.00)	3,167,635.00	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)	
NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			1,854,113.29	(1,167,101.00)	687,012.29	353,935.00	0.00	353,935.00	-48.5%
FUND BALANCE, RESERVES									
Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	4,521,367.00	1,419,715.00	5,941,082.00	6,211,184.29	252,614.00	6,463,798.29	8.8%
b) Audit Adjustments		9793	(164,296.00)	0.00	(164,296.00)	0.00	0.00	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			4,357,071.00	1,419,715.00	5,776,786.00	6,211,184.29	252,614.00	6,463,798.29	11.9%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			4,357,071.00	1,419,715.00	5,776,786.00	6,211,184.29	252,614.00	6,463,798.29	11.9%
f) Ending Balance, June 30 (E + F1e)			6,211,184.29	252,614.00	6,463,798.29	6,565,119.29	252,614.00	6,817,733.29	5.5%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	6,000.00	0.00	6,000.00	6,000.00	0.00	6,000.00	0.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Capital Expenditures		9713	12,745.00	17,728.65	30,473.65	0.00	0.00	0.00	-100.0%
Others		9719	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	0.0%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments		9780	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Unassigned/unappropriated									
Reserve for Economic Uncertainties		9789	800,000.00	0.00	800,000.00	1,236,700.00	0.00	1,236,700.00	54.6%
Unassigned/Unappropriated Amount		9790	5,392,439.29	(17,728.65)	5,374,710.64	5,322,419.29	0.00	5,322,419.29	-1.0%

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)	
ASSETS									
1) Cash									
a) in County Treasury		9110	9,969,340.47	457,591.12	10,426,931.59				
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	0.00	0.00				
4) Due from Grantor Government		9290	0.00	0.00	0.00				
5) Due from Other Funds		9310	0.00	0.00	0.00				
3) Stores		9320	0.00	0.00	0.00				
7) Prepaid Expenditures		9330	12,745.00	17,728.65	30,473.65				
3) Other Current Assets		9340	0.00	0.00	0.00				
2) TOTAL ASSETS			10,922,754.91	475,319.77	11,398,074.68				
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				
LIABILITIES									
1) Accounts Payable		9500	176,956.52	43.81	177,000.33				
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				
3) TOTAL LIABILITIES			176,956.52	43.81	177,000.33				
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				
FUND EQUITY									
Ending Fund Balance, June 30									

General Fund
Unrestricted and Restricted
Expenditures by Object

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)			10,745,798.39	475,275.96	11,221,074.35				

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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	12,415,749.00	0.00	12,415,749.00	14,013,631.00	0.00	14,013,631.00	12.9%
Education Protection Account State Aid - Current Year		8012	3,238,199.00	0.00	3,238,199.00	3,172,175.00	0.00	3,172,175.00	-2.0%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Disaster 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	5,077,005.00	0.00	5,077,005.00	5,124,167.00	0.00	5,124,167.00	0.9%
Insecured 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 Fund (AF)	304	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			21,260,786.00	0.00	21,260,786.00	22,839,806.00	0.00	22,839,806.00	7.4%
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)	
.CFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			21,260,786.00	0.00	21,260,786.00	22,839,806.00	0.00	22,839,806.00	7.4%
GENERAL 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%
Wild 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%
Food 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%
EMA		8281	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Assessed Property Revenues from Special Districts		8287	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
CLB: 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%
CLB: Title I, Part D, Local Delinquent Programs	3025	8290		0.00	0.00		0.00	0.00	0.0%
CLB: Title II, Part A, Teacher Quality	4035	8290		96,252.00	96,252.00		53,075.00	53,075.00	-44.9%
CLB: 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)	
CLB: Title III, Limited English Proficient (EP) Student Program	4203	8290		70,499.00	70,499.00		54,537.00	54,537.00	-22.6%
CLB: Title V, Part B, Public Charter Schools Grant Program (PCSGP)	4610	8290		0.00	0.00		0.00	0.00	0.0%
Under No Child Left Behind	3012-3020, 3030-3199, 4036-4126, 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	0.00	0.00	0.00	-100.0%
TOTAL, FEDERAL REVENUE			13,940.00	1,173,808.00	1,187,748.00	0.00	1,238,681.00	1,238,681.00	4.3%
OTHER STATE REVENUE									
Other State Apportionments									
ROC/P Entitlement									
Prior Years	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	1,112,331.00	0.00	1,112,331.00	106,430.00	0.00	106,430.00	-90.4%
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			1,399,284.00	2,379,515.00	3,778,799.00	393,383.00	329,556.00	722,939.00	-80.9%

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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)	
HER LOCAL REVENUE									
Her 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%
Penalties and Interest from Delinquent Non-LCFF Tax Sale		8629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
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%
Contribution		8710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
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%
Other Transfers of Apportionments From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			761,276.00	896,594.00	1,657,870.00	761,276.00	804,574.00	1,565,850.00	-5.6%
TOTAL, REVENUES			23,435,286.00	4,449,917.00	27,885,203.00	23,994,465.00	2,372,811.00	26,367,276.00	-5.4%

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)	
CERTIFICATED SALARIES									
Certificated Teachers' Salaries		1100	5,868,295.00	1,335,269.00	7,203,564.00	7,023,681.00	1,346,368.00	8,370,049.00	16.2%
Certificated Pupil Support Salaries		1200	295,171.00	6.00	295,177.00	329,054.00	285,880.00	614,934.00	108.3%
Certificated Supervisors' and Administrators' Salaries		1300	810,185.00	282,870.00	1,093,055.00	994,379.00	152,709.00	1,147,088.00	4.9%
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			7,073,653.00	1,618,145.00	8,691,798.00	8,447,116.00	1,784,957.00	10,232,073.00	17.7%
CLASSIFIED SALARIES									
Classified Instructional Salaries		2100	0.00	477,680.00	477,680.00	0.00	539,665.00	539,665.00	13.0%
Classified Support Salaries		2200	1,089,000.00	94,727.00	1,183,727.00	1,175,541.00	139,341.00	1,314,882.00	11.1%
Classified Supervisors' and Administrators' Salaries		2300	412,484.00	38,384.00	450,868.00	447,719.00	42,923.00	490,642.00	8.8%
clerical, Technical and Office Salaries		2400	548,468.00	22,560.00	571,028.00	573,242.00	26,514.00	599,756.00	5.0%
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			2,154,369.00	633,351.00	2,787,720.00	2,296,504.00	748,443.00	3,044,947.00	9.2%
EMPLOYEE BENEFITS									
TRS		3101-3102	790,348.00	177,974.00	968,322.00	1,033,453.00	224,329.00	1,257,782.00	29.9%
ERS		3201-3202	257,488.00	85,805.00	343,293.00	324,228.00	103,953.00	428,181.00	24.7%
ASDI/Medicare/Alternative		3301-3302	310,312.00	83,133.00	393,445.00	321,073.00	104,983.00	426,056.00	8.3%
Health and Welfare Benefits		3401-3402	1,311,068.00	427,626.00	1,738,694.00	1,523,840.00	482,185.00	2,006,025.00	15.4%
Unemployment Insurance		3501-3502	5,029.00	1,241.00	6,270.00	5,412.00	1,286.00	6,698.00	6.8%
Workers' Compensation		3601-3602	224,428.00	54,310.00	278,738.00	243,611.00	57,498.00	301,109.00	8.0%
PEB, Allocated		3701-3702	194,982.00	0.00	194,982.00	142,524.00	0.00	142,524.00	-26.9%
PEB, 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			3,093,655.00	830,089.00	3,923,744.00	3,594,141.00	974,234.00	4,568,375.00	16.4%
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	86,048.00	37,101.00	123,149.00	58,088.00	20,469.00	78,557.00	-36.2%
Materials and Supplies		4300	787,957.32	193,279.50	981,236.82	564,022.00	101,767.00	665,789.00	-32.1%

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)	
Noncapitalized Equipment		4400	979,871.15	301,878.56	1,281,749.71	548,198.00	68,223.00	616,421.00	-51.9%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			1,953,876.47	677,361.06	2,631,237.53	1,270,308.00	281,195.00	1,551,503.00	-41.0%
SERVICES AND OTHER OPERATING EXPENDITURES									
Subscriptions for Services		5100	0.00	35,785.06	35,785.06	0.00	20,000.00	20,000.00	-44.1%
Travel and Conferences		5200	148,587.58	185,263.04	333,850.62	100,500.00	76,560.00	177,060.00	-47.0%
Fees and Memberships		5300	67,222.06	8,270.00	75,492.06	72,043.00	2,270.00	74,313.00	-1.6%
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	571,220.00	0.00	571,220.00	563,220.00	0.00	563,220.00	-1.4%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	718,575.39	2,100,798.00	2,819,373.39	706,562.00	394,200.00	1,100,762.00	-61.0%
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 Other Expenditures		5800	1,200,475.15	1,811,177.90	3,011,653.05	1,468,619.00	972,593.00	2,441,212.00	-18.9%
Communications		5900	88,909.00	8,400.00	97,309.00	105,894.00	6,440.00	112,334.00	15.4%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			2,957,879.18	4,153,694.00	7,111,573.18	3,179,728.00	1,476,063.00	4,655,791.00	-34.5%

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)	
PITAL 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 - 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	325,634.00	1,959.00	327,593.00	135,634.00	503.00	136,137.00	-58.4%
TOTAL CAPITAL OUTLAY			325,634.00	1,959.00	327,593.00	335,619.00	503.00	336,122.00	2.6%
OTHER OUTGO (excluding Transfers of Indirect Costs)									
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	6,943.00	0.00	6,943.00	6,943.00	0.00	6,943.00	0.0%
Multicultural Services 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	334,600.00	392,602.00	58,002.00	234,600.00	292,602.00	-25.5%
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%

Unrestricted and Restricted Expenditures by Object

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	334,600.00	1,724,529.00	1,389,929.00	234,600.00	1,624,529.00	-5.8%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS									
Transfers of Indirect Costs		7310	(160,633.00)	160,629.00	(4.00)	(40,450.00)	40,451.00	1.00	-125.0%
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)	40,451.00	1.00	-125.0%
TOTAL, EXPENDITURES			18,788,362.65	8,409,828.06	27,198,190.71	20,472,895.00	5,540,446.00	26,013,341.00	-4.4%

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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)	
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%
g) 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: California 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%
h) 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)	
) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
SES									
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%
) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS									
Contributions from Unrestricted Revenues		8980	(2,792,810.06)	2,792,810.06	0.00	(3,167,635.00)	3,167,635.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
) TOTAL, CONTRIBUTIONS			(2,792,810.06)	2,792,810.06	0.00	(3,167,635.00)	3,167,635.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (- b + c - d + e)			(2,792,810.06)	2,792,810.06	0.00	(3,167,635.00)	3,167,635.00	0.00	0.0%

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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	20,490.00	0.00	-100.0%
2) Classified Salaries		2000-2999	5,384.00	0.00	-100.0%
3) Employee Benefits		3000-3999	9,006.00	0.00	-100.0%
4) Books and Supplies		4000-4999	17,062.00	17,193.00	0.8%
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			78,500.00	78,500.00	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	0.00	0.00	0.0%
b) Audit Adjustments					
		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)					
			0.00	0.00	0.0%
d) Other Restatements					
		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)					
			0.00	0.00	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	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	(39,766.83)		
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			(39,766.83)		
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)			(39,766.83)		

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 Equipmen/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	20,490.00	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			20,490.00	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	5,384.00	0.00	-100.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			5,384.00	0.00	-100.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	5,918.00	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	29.00	0.00	-100.0%
Workers' Compensation		3601-3602	1,333.00	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			9,006.00	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	1,788.04	1,944.00	8.7%
Noncapitalized Equipment		4400	780.96	756.00	-3.2%
TOTAL, BOOKS AND SUPPLIES			17,062.00	17,193.00	0.8%

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			78,500.00	78,500.00	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					
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	126,433.00	143,216.00	13.3%
3) Employee Benefits		3000-3999	79,778.00	98,501.00	23.5%
4) Books and Supplies		4000-4999	411,878.00	397,413.00	-3.5%
5) Services and Other Operating Expenditures		5000-5999	24,641.00	17,341.00	-29.6%
6) Capital Outlay		6000-6999	10,300.00	0.00	-100.0%
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)					
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					
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	150,320.24		
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			150,371.73		
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)			150,371.73		

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	126,433.00	143,216.00	13.3%
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			126,433.00	143,216.00	13.3%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	12,903.00	18,143.00	40.6%
OASDI/Medicare/Alternative		3301-3302	9,553.00	10,747.00	12.5%
Health and Welfare Benefits		3401-3402	54,338.00	66,287.00	22.0%
Unemployment Insurance		3501-3502	68.00	74.00	8.8%
Workers' Compensation		3601-3602	2,916.00	3,250.00	11.5%
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			79,778.00	98,501.00	23.5%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	53,500.00	48,954.00	-8.5%
Noncapitalized Equipment		4400	10,000.00	10,000.00	0.0%
Food		4700	348,378.00	338,459.00	-2.8%
TOTAL, BOOKS AND SUPPLIES			411,878.00	397,413.00	-3.5%

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	18,641.00	11,341.00	-39.2%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			24,641.00	17,341.00	-29.6%
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	10,300.00	0.00	-100.0%
TOTAL, CAPITAL OUTLAY			10,300.00	0.00	-100.0%
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%

July 1 Budget

South Monterey County Joint Union High Special Reserve Fund for Other Than Capital Outlay Projects
 Monterey County Expenditures by Object

27 66068 0000000
 Form 17

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	16,266.00	16,266.00	0.0%
5) TOTAL, REVENUES			16,266.00	16,266.00	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)			16,266.00	16,266.00	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%

July 1 Budget

South Monterey County Joint Union High Special Reserve Fund for Other Than Capital Outlay Projects
 Monterey County Expenditures by Object

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Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			16,266.00	16,266.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited					
		9791	2,997,390.00	3,013,656.00	0.5%
b) Audit Adjustments					
		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)					
			2,997,390.00	3,013,656.00	0.5%
d) Other Restatements					
		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)					
			2,997,390.00	3,013,656.00	0.5%
2) Ending Balance, June 30 (E + F1e)					
			3,013,656.00	3,029,922.00	0.5%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash					
		9711	0.00	0.00	0.0%
Stores					
		9712	0.00	0.00	0.0%
Prepaid Expenditures					
		9713	0.00	0.00	0.0%
All Others					
		9719	0.00	0.00	0.0%
b) Restricted					
		9740	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	3,013,656.00	3,029,922.00	0.5%
Unassigned/Unappropriated Amount					
		9790	0.00	0.00	0.0%

July 1 Budget

South Monterey County Joint Union High Special Reserve Fund for Other Than Capital Outlay Projects
 Monterey County Expenditures by Object

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 Form 17

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	3,021,838.60		
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			3,021,838.60		
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)			3,021,838.60		

July 1 Budget

South Monterey County Joint Union High Special Reserve Fund for Other Than Capital Outlay Projects
 Monterey County Expenditures by Object

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 Form 17

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%
Interest		8660	16,266.00	16,266.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			16,266.00	16,266.00	0.0%
TOTAL, REVENUES			16,266.00	16,266.00	0.0%

July 1 Budget

South Monterey County Joint Union High Special Reserve Fund for Other Than Capital Outlay Projects
 Monterey County Expenditures by Object

27 66068 0000000
 Form 17

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund/CSSF		8912	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: General Fund/CSSF		7612	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	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	101,157.00	101,157.00	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	329,605.93		
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			329,605.93		
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)			329,605.93		

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			357,224.00	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)		-403-	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)			1,248,728.00	1,248,728.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Expenditures		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted					
		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	1,248,728.00	1,248,728.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	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%

Description	2015-16 Estimated Actuals			2016-17 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
A. DISTRICT						
1. Total District Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (includes Necessary Small School ADA)	2,051.67	2,051.67	2,051.67	2,086.00	2,086.00	2,086.00
2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
3. Total Basic Aid Open Enrollment Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
4. Total, District Regular ADA (Sum of Lines A1 through A3)	2,051.67	2,051.67	2,051.67	2,086.00	2,086.00	2,086.00
5. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class			3.85			3.85
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools, Technical, Agricultural, and Natural Resource Conservation Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)	0.00	0.00	3.85	0.00	0.00	3.85
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	2,051.67	2,051.67	2,055.52	2,086.00	2,086.00	2,089.85
7. Adults in Correctional Facilities						
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

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	22,839,806.00	7.78%	24,617,845.00	3.97%	25,594,244.00
2. Federal Revenues	8100-8299	1,238,681.00	0.00%	1,238,681.00	0.00%	1,238,681.00
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)		26,367,276.00	5.94%	27,932,343.00	3.50%	28,908,742.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				10,232,073.00		11,096,212.00
b. Step & Column Adjustment				203,257.00		212,506.00
c. Cost-of-Living Adjustment				260,882.00		282,547.00
d. Other Adjustments				400,000.00		400,000.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	10,232,073.00	8.45%	11,096,212.00	8.07%	11,991,265.00
2. Classified Salaries						
a. Base Salaries				3,044,947.00		3,369,990.00
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	3,044,947.00	10.67%	3,369,990.00	7.79%	3,632,551.00
3. Employee Benefits	3000-3999	4,568,375.00	12.60%	5,143,923.00	8.91%	5,602,392.00
4. Books and Supplies	4000-4999	1,551,503.00	5.50%	1,636,820.00	3.41%	1,692,555.00
5. Services and Other Operating Expenditures	5000-5999	4,655,791.00	-3.98%	4,470,680.00	-2.24%	4,370,680.00
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	1.00	-2580100.00%	(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)		26,013,341.00	5.39%	27,416,354.00	5.73%	28,988,172.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)						
		353,935.00		515,989.00		(79,430.00)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1c)		6,463,798.29		6,817,733.29		7,333,722.29
2. Ending Fund Balance (Sum lines C and D1)		6,817,733.29		7,333,722.29		7,254,292.29
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	6,000.00		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	1,236,700.00		0.00		0.00
2. Unassigned/Unappropriated	9790	5,322,419.29		7,333,722.29		7,254,292.29
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		6,817,733.29		7,333,722.29		7,254,292.29

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	1,236,700.00		0.00		0.00
c. Unassigned/Unappropriated	9790	5,322,419.29		7,333,722.29		7,254,292.29
d. Negative Restricted Ending Balances (Negative resources 2000-9999)	979Z			0.00		0.00
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	3,029,922.00		0.00		0.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves - by Amount (Sum lines E1a thru E2c)		9,589,041.29		7,333,722.29		7,254,292.29
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		36.86%		26.75%		25.03%
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):						
<hr/>						
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)		26,013,341.00		27,416,354.00		28,988,172.00
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)		26,013,341.00		27,416,354.00		28,988,172.00
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)		780,400.23		822,490.62		869,645.16
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)		780,400.23		822,490.62		869,645.16
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	22,839,806.00	7.78%	24,617,845.00	3.97%	25,594,244.00
2. Federal Revenues	8100-8299	0.00	0.00%	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	(3,167,635.00)	-0.98%	(3,136,471.00)	13.36%	(3,555,420.00)
6. Total (Sum lines A1 thru A5c)		20,826,830.00	7.95%	22,481,887.00	2.48%	23,039,337.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				8,447,116.00		9,225,842.00
b. Step & Column Adjustment				163,462.00		170,900.00
c. Cost-of-Living Adjustment				215,264.00		234,747.00
d. Other Adjustments				400,000.00		400,000.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	8,447,116.00	9.22%	9,225,842.00	8.73%	10,031,489.00
2. Classified Salaries						
a. Base Salaries				2,296,504.00		2,588,323.00
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	2,296,504.00	12.71%	2,588,323.00	9.55%	2,835,614.00
3. Employee Benefits	3000-3999	3,594,141.00	12.00%	4,025,440.00	10.00%	4,427,985.00
4. Books and Supplies	4000-4999	1,270,308.00	6.27%	1,350,000.00	3.70%	1,400,000.00
5. Services and Other Operating Expenditures	5000-5999	3,179,728.00	-2.51%	3,100,000.00	-3.23%	3,000,000.00
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)				0.00		0.00
11. Total (Sum lines B1 thru B10)		20,472,895.00	6.06%	21,713,284.00	6.47%	23,118,767.00
C. NET INCREASE (DECREASE) IN FUND BALANCE						
(Line A6 minus line B11)		353,935.00		768,603.00		(79,430.00)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1c)		6,211,184.29		6,565,119.29		7,333,722.29
2. Ending Fund Balance (Sum lines C and D1)		6,565,119.29		7,333,722.29		7,254,292.29
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	6,000.00				
b. Restricted	9740					
c. Committed						
1. Stabilization Arrangements	9750	0.00				
2. Other Commitments	9760	0.00				
d. Assigned	9780	0.00				
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	1,236,700.00				
2. Unassigned/Unappropriated	9790	5,322,419.29		7,333,722.29		7,254,292.29
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		6,565,119.29		7,333,722.29		7,254,292.29

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	1,236,700.00		0.00		0.00
c. Unassigned/Unappropriated	9790	5,322,419.29		7,333,722.29		7,254,292.29
(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	3,029,922.00				
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)		9,589,041.29		7,333,722.29		7,254,292.29

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.

B1d and B2d are staffing increases

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	0.00%	1,238,681.00	0.00%	1,238,681.00
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	3,167,635.00	-0.98%	3,136,471.00	13.36%	3,555,420.00
6. Total (Sum lines A1 thru A5c)		5,540,446.00	-1.62%	5,450,456.00	7.69%	5,869,405.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				1,784,957.00		1,870,370.00
b. Step & Column Adjustment				39,795.00		41,606.00
c. Cost-of-Living Adjustment				45,618.00		47,800.00
d. Other Adjustments				0.00		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	1,784,957.00	4.79%	1,870,370.00	4.78%	1,959,776.00
2. Classified Salaries						
a. Base Salaries				748,443.00		781,667.00
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	748,443.00	4.44%	781,667.00	1.95%	796,937.00
3. Employee Benefits	3000-3999	974,234.00	14.81%	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	1,476,063.00	-7.14%	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	40,451.00	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)		5,540,446.00	2.94%	5,703,070.00	2.92%	5,869,405.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)						
		0.00		(252,614.00)		0.00
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		252,614.00		252,614.00		0.00
2. Ending Fund Balance (Sum lines C and D1)		252,614.00		0.00		0.00
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	0.00		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		252,614.00		0.00		0.00

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 E 1a 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.						

July 1 Budget
2015-16 Estimated Actuals
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
1 GENERAL FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
3 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
3 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
1 ADULT EDUCATION FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
2 CHILD DEVELOPMENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
1 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
1 PUPIL TRANSPORTATION EQUIPMENT FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
SCHOOL BUS EMISSIONS REDUCTION FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation							0.00	0.00
SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
BUILDING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
CAPITAL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
STATE SCHOOL BUILDING LEASE/PURCHASE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
COUNTY SCHOOL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
CAP PROJ FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
BOND INTEREST AND REDEMPTION FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
DEBT SVC FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
TAX OVERRIDE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
DEBT SERVICE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
FOUNDATION PERMANENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation							0.00	0.00
CAFETERIA ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00

July 1 Budget
2015-16 Estimated Actuals
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
2 CHARTER SCHOOLS ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
3 OTHER ENTERPRISE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
5 WAREHOUSE REVOLVING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
7 SELF-INSURANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
1 RETIREE BENEFIT FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00			
Fund Reconciliation							0.00	0.00
1 FOUNDATION PRIVATE-PURPOSE TRUST FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00			
Fund Reconciliation							0.00	0.00
1 WARRANT/PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
1 STUDENT BODY FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
TOTALS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

July 1 Budget
2016-17 Budget
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
GENERAL FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
ADULT EDUCATION FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
CHILD DEVELOPMENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
PUPIL TRANSPORTATION EQUIPMENT FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
SCHOOL BUS EMISSIONS REDUCTION FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation								
SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
BUILDING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
CAPITAL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
STATE SCHOOL BUILDING LEASE/PURCHASE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
COUNTY SCHOOL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
CAP PROJ FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
BOND INTEREST AND REDEMPTION FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
DEBT SVC FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
TAX OVERRIDE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
DEBT SERVICE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
FOUNDATION PERMANENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation								
CAFETERIA ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								

July 1 Budget
 2016-17 Budget
 SUMMARY OF INTERFUND ACTIVITIES
 FOR ALL FUNDS

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9510
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
2 CHARTER SCHOOLS ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
3 OTHER ENTERPRISE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
6 WAREHOUSE REVOLVING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
7 SELF-INSURANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
1 RETIREE BENEFIT FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
3 FOUNDATION PRIVATE-PURPOSE TRUST FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
3 WARRANT/PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
5 STUDENT BODY FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
TOTALS	0.00	0.00	0.00	0.00	0.00	0.00		

Provide methodology and assumptions used to estimate ADA, enrollment, revenues, expenditures, reserves and fund balance, and multiyear commitments (including cost-of-living adjustments).

Deviations from the standards must be explained and may affect the approval of the budget.

CRITERIA AND STANDARDS

1. CRITERION: Average Daily Attendance

STANDARD: Funded average daily attendance (ADA) has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the previous three fiscal years by more than the following percentage levels:

Percentage Level	District ADA		
3.0%	0	to	300
2.0%	301	to	1,000
1.0%	1,001	and	over

District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4):

District's ADA Standard Percentage Level:

1A. Calculating the District's ADA Variances

DATA ENTRY: For the Third Prior Year, enter Revenue Limit ADA data in the Original Budget Funded ADA column. For the Second and First Prior Years, enter Estimated Funded ADA in the Original Budget Funded ADA column; enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the Second and First Prior Years. All other data are extracted.

*Please note for FY 2013-14 estimated/unaudited actuals and 2014-15 original budget: Line C4 in Form A reflects total charter school ADA corresponding to financial data reported in funds 01, 09, and 62. Please adjust charter school ADA or explain accordingly.

Fiscal Year	Original Budget Funded ADA (Form RL, Line 5c) (Form A, Lines A4 and C4)* (Form A, Lines A4 and C4) (Form A, Lines A4 and C4)	Estimated/Unaudited Actuals Funded ADA (Form A, Lines A4 and C4)* (Form A, Lines A4 and C4) (Form A, Lines A4 and C4)	ADA Variance Level (If Budget is greater than Actuals, else N/A)	Status
Third Prior Year (2013-14)	1,831.01	1,832.88	N/A	Met
Second Prior Year (2014-15)				
District Regular	1,822.00	1,901.78		
Charter School				
Total ADA	1,822.00	1,901.78	N/A	Met
First Prior Year (2015-16)				
District Regular	1,937.00	2,051.67		
Charter School		0.00		
Total ADA	1,937.00	2,051.67	N/A	Met
Budget Year (2016-17)				
District Regular	2,086.00			
Charter School	0.00			
Total ADA	2,086.00			

1B. Comparison of District ADA to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Funded ADA has not been overestimated by more than the standard percentage level for the first prior year.

Explanation:
(required if NOT met)

1b. STANDARD MET - Funded ADA has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

2. CRITERION: Enrollment

STANDARD: Projected enrollment has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the previous three fiscal years by more than the following percentage levels:

Percentage Level	District ADA		
3.0%	0	to	300
2.0%	301	to	1,000
1.0%	1,001	and	over

District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4):

District's Enrollment Standard Percentage Level:

2A. Calculating the District's Enrollment Variances

DATA ENTRY: Enter data in the Enrollment, Budget, column for all fiscal years and in the Enrollment, CBEDS Actual column for the First Prior Year; all other data are extracted or calculated. CBEDS Actual enrollment data preloaded in the District Regular lines will include both District Regular and Charter School enrollment. Districts will need to adjust the District Regular enrollment lines and the Charter School enrollment lines accordingly. Enter district regular enrollment and charter school enrollment corresponding to financial data reported in the General Fund, only, for the Budget, First and Second Prior Years.

Fiscal Year	Budget	Enrollment	CBEDS Actual	Enrollment Variance Level (If Budget is greater than Actual, else N/A)	Status
Third Prior Year (2013-14)		1,963	1,962	0.1%	Met
Second Prior Year (2014-15)					
District Regular		1,955	2,033		
Charter School					
Total Enrollment		1,955	2,033	N/A	Met
First Prior Year (2015-16)					
District Regular		2,039	2,159		
Charter School					
Total Enrollment		2,039	2,159	N/A	Met
Budget Year (2016-17)					
District Regular		2,189			
Charter School					
Total Enrollment		2,189			

2B. Comparison of District Enrollment to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Enrollment has not been overestimated by more than the standard percentage level for the first prior year.

Explanation:
(required if NOT met)

1b. STANDARD MET - Enrollment has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

3. CRITERION: ADA to Enrollment

STANDARD: Projected second period (P-2) average daily attendance (ADA) to enrollment ratio for any of the budget year or two subsequent fiscal years has not increased from the historical average ratio from the three prior fiscal years by more than one half of one percent (0.5%).

3A. Calculating the District's ADA to Enrollment Standard

DATA ENTRY: All data are extracted or calculated. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

*Please note for Fiscal Year 2013-14 estimated/unaudited actuals: Line C4 in Form A reflects total charter school ADA corresponding to financial data reported in funds 01, 09, and 62. Please adjust charter school ADA or explain accordingly.

Fiscal Year	P-2 ADA Estimated/Unaudited Actuals (Form A, Lines A4 and C4)* (Form A, Lines A4 and C4)	Enrollment CBEDS Actual (Criterion 2, Item 2A)	Historical Ratio of ADA to Enrollment
Third Prior Year (2013-14)	1,829	1,962	93.2%
Second Prior Year (2014-15)			
District Regular	1,901	2,033	
Charter School			
Total ADA/Enrollment	1,901	2,033	93.5%
First Prior Year (2015-16)			
District Regular	2,052	2,159	
Charter School	0		
Total ADA/Enrollment	2,052	2,159	95.0%
Historical Average Ratio:			93.9%
District's ADA to Enrollment Standard (historical average ratio plus 0.5%):			94.4%

3B. Calculating the District's Projected Ratio of ADA to Enrollment

DATA ENTRY: Enter data in the Estimated P-2 ADA column for the two subsequent years. Enter data in the Enrollment column for the two subsequent years. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund only, for all fiscal years. All other data are extracted or calculated.

Fiscal Year	Estimated P-2 ADA Budget (Form A, Lines A4 and C4)	Enrollment Budget/Projected (Criterion 2, Item 2A)	Ratio of ADA to Enrollment	Status
Budget Year (2016-17)				
District Regular	2,086	2,189		
Charter School	0			
Total ADA/Enrollment	2,086	2,189	95.3%	Not Met
1st Subsequent Year (2017-18)				
District Regular	2,216	2,325		
Charter School				
Total ADA/Enrollment	2,216	2,325	95.3%	Not Met
2nd Subsequent Year (2018-19)				
District Regular	2,266	2,398		
Charter School				
Total ADA/Enrollment	2,266	2,398	94.5%	Not Met

3C. Comparison of District ADA to Enrollment Ratio to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD NOT MET - Projected P-2 ADA to enrollment ratio is above the standard for one or more of the budget or two subsequent fiscal years. Provide reasons why the projected ratio exceeds the district's historical average ratio by more than 0.5%.

Explanation:
(required if NOT met)

The District's LCAP programs have shown an increase in ADA to Enrollment percentages and we believe this will continue.

4. CRITERION: LCFF Revenue

STANDARD: Projected local control funding formula (LCFF) revenue for any of the budget year or two subsequent fiscal years has not changed from the prior fiscal year by more than the change in population, plus the district's gap funding or cost-of-living adjustment (COLA)* and its economic recovery target payment, plus or minus one percent.

For basic aid districts, projected LCFF revenue has not changed from the prior fiscal year by more than the percent change in property tax revenues plus or minus one percent.

For districts funded by necessary small school formulas, projected LCFF revenue has not changed from the prior fiscal year amount by more than the district's gap funding or COLA* and its economic recovery target payment, plus or minus one percent.

*Districts that are already at or above their LCFF target funding as described in Education Code Section 42238.03(d) receive no gap funding. These districts have a COLA applied to their LCFF target, but their year-over-year revenue increase might be less than the statutory COLA due to certain local factors and components of the funding formula.

4A. District's LCFF Revenue Standard

Indicate which standard applies:

LCFF Revenue

Basic Aid

Necessary Small School

The District must select which LCFF revenue standard applies.

LCFF Revenue Standard selected: LCFF Revenue

4A1. Calculating the District's LCFF Revenue Standard

DATA ENTRY: Enter LCFF Target amounts for the budget and two subsequent fiscal years.
 Enter data in Step 1a for the two subsequent fiscal years. All other data is extracted or calculated.
 Enter data for Steps 2a through 2d. All other data is calculated.

Projected LCFF Revenue

Has the District reached its LCFF target funding level?

If Yes, then COLA amount in Line 2b2 is used in Line 2e Total calculation.
 If No, then Gap Funding in Line 2c is used in Line 2e Total calculation.

	Budget Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
LCFF Target (Reference Only)	23,882,106.00	25,204,694.00	26,383,431.00
Step 1 - Change in Population			
a. ADA (Funded) (Form A, lines A6 and C4)	2,055.52	2,089.85	2,216.00
b. Prior Year ADA (Funded)	2,055.52	2,089.85	2,216.00
c. Difference (Step 1a minus Step 1b)	34.33	126.15	44.00
d. Percent Change Due to Population (Step 1c divided by Step 1b)	1.67%	6.04%	1.99%
Step 2 - Change in Funding Level			
a. Prior Year LCFF Funding	21,230,786.00	22,839,806.00	24,617,845.00
b1. COLA percentage (if district is at target)	Not Applicable		
b2. COLA amount (proxy for purposes of this criterion)	0.00	0.00	0.00
c. Gap Funding (if district is not at target)	1,265,716.00	512,736.00	478,176.00
d. Economic Recovery Target Funding (current year increment)	0.00	0.00	0.00
e. Total (Lines 2b2 or 2c, as applicable, plus Line 2d)	1,265,716.00	512,736.00	478,176.00
f. Percent Change Due to Funding Level (Step 2e divided by Step 2a)	5.96%	2.24%	1.94%
Step 3 - Total Change in Population and Funding Level (Step 1d plus Step 2f)	7.63%	8.28%	3.93%
LCFF Revenue Standard (Step 3, plus/minus 1%):	6.53% to 8.63%	7.28% to 9.28%	2.93% to 4.93%

4A2. Alternate LCFF Revenue Standard - Basic Aid

DATA ENTRY: If applicable to your district, input data in the 1st and 2nd Subsequent Year columns for projected local property taxes; all other data are extracted or calculated.

Basic Aid District Projected LCFF Revenue

	Prior Year (2015-16)	Budget Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
Projected Local Property Taxes (Form 01, Objects 8021 - 8089)	5,606,838.00	5,654,000.00	5,654,000.00	5,676,572.00
Percent Change from Previous Year		N/A	N/A	N/A
Basic Aid Standard (percent change from previous year, plus/minus 1%):		N/A	N/A	N/A

4A3. Alternate LCFF Revenue Standard - Necessary Small School

DATA ENTRY: All data are extracted or calculated.

Necessary Small School District Projected LCFF Revenue

	Budget Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
Necessary Small School Standard (Gap Funding or COLA, plus Economic Recovery Target Payment, Step 2f, plus/minus 1%):	N/A	N/A	N/A

4B. Calculating the District's Projected Change in LCFF Revenue

DATA ENTRY: Enter data in the 1st and 2nd Subsequent Year columns for LCFF Revenue; all other data are extracted or calculated.

	Prior Year (2015-16)	Budget Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)	21,260,786.00	22,839,806.00	24,617,845.00	25,594,244.00
District's Projected Change in LCFF Revenue:		7.43%	7.78%	3.97%
LCFF Revenue Standard:		6.63% to 8.63%	7.28% to 9.28%	2.93% to 4.93%
Status:		Met	Met	Met

4C. Comparison of District LCFF Revenue to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Projected change in LCFF revenue has met the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

5. CRITERION: Salaries and Benefits

STANDARD: Projected ratio of total unrestricted salaries and benefits to total unrestricted general fund expenditures for any of the budget year or two subsequent fiscal years has not changed from the historical average ratio from the three prior fiscal years by more than the greater of three percent or the district's required reserves percentage.

It is likely that for many districts the 2014-15 and 2015-16 change from the historical average ratio will exceed the standard because certain revenues that were restricted prior to the LCFF are now unrestricted within the LCFF.

5A. Calculating the District's Historical Average Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Estimated/Unaudited Actuals - Unrestricted (Resources 0000-1999)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures
	Salaries and Benefits (Form 01, Objects 1000-3999)	Total Expenditures (Form 01, Objects 1000-7499)	
Third Prior Year (2013-14)	9,567,931.51	13,012,109.89	73.5%
Second Prior Year (2014-15)	10,648,678.42	14,243,982.09	74.8%
First Prior Year (2015-16)	12,321,677.00	18,788,362.65	65.6%
	Historical Average Ratio:		71.3%

	Budget Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
District's Reserve Standard Percentage (Criterion 10B, Line 4):	3.0%	5.0%	5.0%
District's Salaries and Benefits Standard (historical average ratio, plus/minus the greater of 3% or the district's reserve standard percentage):	68.3% to 74.3%	66.3% to 76.3%	66.3% to 76.3%

5B. Calculating the District's Projected Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

DATA ENTRY: If Form MYP exists, Unrestricted Salaries and Benefits, and Total Unrestricted Expenditures data for the 1st and 2nd Subsequent Years will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

Fiscal Year	Budget - Unrestricted (Resources 0000-1999)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures	Status
	Salaries and Benefits (Form 01, Objects 1000-3999) (Form MYP, Lines B1-B3)	Total Expenditures (Form 01, Objects 1000-7499) (Form MYP, Lines B1-B8, B10)		
Budget Year (2016-17)	14,337,761.00	20,472,895.00	70.0%	Met
1st Subsequent Year (2017-18)	15,839,605.00	21,713,284.00	72.9%	Met
2nd Subsequent Year (2018-19)	17,295,088.00	23,118,767.00	74.8%	Met

5C. Comparison of District Salaries and Benefits Ratio to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Ratio of total unrestricted salaries and benefits to total unrestricted expenditures has met the standard for the budget and two subsequent fiscal years.

Explanation:
 (required if NOT met)

6. CRITERION: Other Revenues and Expenditures

STANDARD: Projected operating revenues (including federal, other state, and other local) or expenditures (including books and supplies, and services and other operating), for any of the budget year or two subsequent fiscal years, have not changed from the prior fiscal year amount by more than the percentage change in population and the funded cost-of-living adjustment (COLA) plus or minus ten percent.

For each major object category, changes that exceed the percentage change in population and the funded COLA plus or minus five percent must be explained.

6A. Calculating the District's Other Revenues and Expenditures Standard Percentage Ranges

DATA ENTRY: All data are extracted or calculated.

	Budget Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
1. District's Change in Population and Funding Level (Criterion 4A1, Step 3):	7.63%	8.28%	3.93%
2. District's Other Revenues and Expenditures Standard Percentage Range (Line 1, plus/minus 10%):	-2.37% to 17.63%	-1.72% to 18.28%	-6.07% to 13.93%
3. District's Other Revenues and Expenditures Explanation Percentage Range (Line 1, plus/minus 5%):	2.63% to 12.63%	3.28% to 13.28%	-1.07% to 8.93%

6B. Calculating the District's Change by Major Object Category and Comparison to the Explanation Percentage Range (Section 6A, Line 3)

DATA ENTRY: If Form MYP exists, the 1st and 2nd Subsequent Year data for each revenue and expenditure section will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

Explanations must be entered for each category if the percent change for any year exceeds the district's explanation percentage range.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Change Is Outside Explanation Range
Federal Revenue (Fund 01, Objects 8100-8299) (Form MYP, Line A2)			
First Prior Year (2015-16)	1,187,748.00		
Budget Year (2016-17)	1,238,681.00	4.29%	No
1st Subsequent Year (2017-18)	1,238,681.00	0.00%	Yes
2nd Subsequent Year (2018-19)	1,238,681.00	0.00%	No

Explanation:
(required if Yes)

There is no increase in Federal Revenues budgeted in 17-18 and 18-19

Other State Revenue (Fund 01, Objects 8300-8599) (Form MYP, Line A3)			
First Prior Year (2015-16)	3,778,799.00		
Budget Year (2016-17)	722,939.00	-80.87%	Yes
1st Subsequent Year (2017-18)	557,323.00	-22.91%	Yes
2nd Subsequent Year (2018-19)	557,323.00	0.00%	No

Explanation:
(required if Yes)

In 16-17 there is a decrease in \$3,000,000 in one time funds. Emerg Repair Program Grant and Mandated Cost grant, in 17-18 revenues are reduced to be conservative

Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYP, Line A4)			
First Prior Year (2015-16)	1,657,870.00		
Budget Year (2016-17)	1,565,850.00	-5.55%	Yes
1st Subsequent Year (2017-18)	1,518,494.00	-3.02%	Yes
2nd Subsequent Year (2018-19)	1,518,494.00	0.00%	No

Explanation:
(required if Yes)

Other local revenues are being budgeted slightly lower to be conservative this is not as reliable income as others.

Books and Supplies (Fund 01, Objects 4000-4999) (Form MYP, Line B4)			
First Prior Year (2015-16)	2,631,237.53		
Budget Year (2016-17)	1,551,503.00	-41.04%	Yes
1st Subsequent Year (2017-18)	1,635,820.00	5.50%	No
2nd Subsequent Year (2018-19)	1,692,555.00	3.41%	No

Explanation:
(required if Yes)

Large reduction in this category due to carryover expenditures in 15-16

Services and Other Operating Expenditures (Fund 01, Objects 5000-5999) (Form MYP, Line B5)

First Prior Year (2015-16)	7,111,573.18		
Budget Year (2016-17)	4,655,791.00	-34.53%	Yes
1st Subsequent Year (2017-18)	4,470,680.00	-3.98%	Yes
2nd Subsequent Year (2018-19)	4,370,680.00	-2.24%	Yes

Explanation:
(required if Yes)

Large reduction in this category due to carryover expenditures in 15-16. Solar project will be reducing utility bills and contracted services are anticipated to be reduced

6C. Calculating the District's Change in Total Operating Revenues and Expenditures (Section 6A, Line 2)

DATA ENTRY: All data are extracted or calculated.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Status
Total Federal, Other State, and Other Local Revenue (Criterion 6B)			
First Prior Year (2015-16)	6,624,417.00		
Budget Year (2016-17)	3,527,470.00	-46.75%	Not Met
1st Subsequent Year (2017-18)	3,314,498.00	-6.04%	Not Met
2nd Subsequent Year (2018-19)	3,314,498.00	0.00%	Met
Total Books and Supplies, and Services and Other Operating Expenditures (Criterion 6B)			
First Prior Year (2015-16)	9,742,810.71		
Budget Year (2016-17)	6,207,294.00	-36.29%	Not Met
1st Subsequent Year (2017-18)	6,107,500.00	-1.61%	Met
2nd Subsequent Year (2018-19)	6,063,235.00	-0.72%	Met

6D. Comparison of District Total Operating Revenues and Expenditures to the Standard Percentage Range

DATA ENTRY: Explanations are linked from Section 6B if the status in Section 6C is not met; no entry is allowed below.

- 1a. STANDARD NOT MET - Projected total operating revenues have changed by more than the standard in one or more of the budget or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating revenues within the standard must be entered in Section 6A above and will also display in the explanation box below.

Explanation:
Federal Revenue
(linked from 6B
if NOT met)

There is no increase in Federal Revenues budgeted in 17-18 and 18-19

Explanation:
Other State Revenue
(linked from 6B
if NOT met)

in 16-17 there is a decrease in \$3,000,000 in one time funds. Emerg Repair Program Grant and Mandated Cost grant, in 17-18 revenues are reduced to be conservative

Explanation:
Other Local Revenue
(linked from 6B
if NOT met)

Other local revenues are being budgeted slightly lower to be conservative this is not as reliable income as others.

- 1b. STANDARD NOT MET - Projected total operating expenditures have changed by more than the standard in one or more of the budget or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating expenditures within the standard must be entered in Section 6A above and will also display in the explanation box below.

Explanation:
Books and Supplies
(linked from 6B
if NOT met)

Large reduction in this category due to carryover expenditures in 15-16

Explanation:
Services and Other Exps
(linked from 6B
if NOT met)

Large reduction in this category due to carryover expenditures in 15-16. Solar project will be reducing utility bills and contracted services are anticipated to be reduced

7. CRITERION: Facilities Maintenance

STANDARD: Confirm that the annual contribution for facilities maintenance funding is not less than the amount required pursuant to Education Code Section 17070.75, if applicable, and that the district is providing adequately to preserve the functionality of its facilities for their normal life in accordance with Education Code sections 52060(d)(1) and 17002(d)(1).

Determining the District's Compliance with the Contribution Requirement for EC Section 17070.75 as amended by AB 104 (Chapter 13, Statutes of 2015), effective 2015-16 and 2016-17 - Ongoing and Major Maintenance/Restricted Maintenance Account (OMMA/RMA)

NOTE: AB 104 (Chapter 13, Statutes of 2015) requires the district to deposit into the account, for the 2015-16 and 2016-17 fiscal years, a minimum amount that is the lesser of 3% of the total general fund expenditures and other financing uses for that fiscal year or the amount that the district deposited into the account for the 2014-15 fiscal year.

DATA ENTRY: Click the appropriate Yes or No button for special education local plan area (SELPA) administrative units (AUs); all other data are extracted or calculated. If standard is not met, enter an X in the appropriate box and enter an explanation, if applicable.

1. a. For districts that are the AU of a SELPA, do you choose to exclude revenues that are passed through to participating members of the SELPA from the OMMA/RMA required minimum contribution calculation?
- b. Pass-through revenues and apportionments that may be excluded from the OMMA/RMA calculation per EC Section 17070.75(b)(2)(D) (Fund 10, resources 3300-3499 and 6500-6540, objects 7211-7213 and 7221-7223)

2. Ongoing and Major Maintenance/Restricted Maintenance Account

		3% of Total Current Year General Fund Expenditures and Other Financing Uses (Line 2c times 3%)	Amount Deposited* for 2014-15 Fiscal Year	Required Minimum Contribution/ Lesser of Current Year or 2014-15 Fiscal Year
a. Budgeted Expenditures and Other Financing Uses (Form 01, objects 1000-7999)	26,013,341.00			
b. Plus: Pass-through Revenues and Apportionments (Line 1b, if line 1a is No)	0.00			
c. Net Budgeted Expenditures and Other Financing Uses	26,013,341.00	780,400.23	811,823.00	780,400.23

Budgeted Contribution * to the Ongoing and Major Maintenance Account	Status
811,823.00	Met

* Fund 01, Resource 8150, Objects 8900-8999

d. OMMA/RMA Contribution

If standard is not met, enter an X in the box that best describes why the minimum required contribution was not made:

- Not applicable (district does not participate in the Leroy F. Greene School Facilities Act of 1998)
- Exempt (due to district's small size [EC Section 17070.75 (b)(2)(E)])
- Other (explanation must be provided)

Explanation:
 (required if NOT met
 and Other is marked)

8. CRITERION: Deficit Spending

STANDARD: Unrestricted deficit spending (total unrestricted expenditures and other financing uses is greater than total unrestricted revenues and other financing sources) as a percentage of total unrestricted expenditures and other financing uses, has not exceeded one-third of the district's available reserves¹ as a percentage of total expenditures and other financing uses² in two out of three prior fiscal years.

8A. Calculating the District's Deficit Spending Standard Percentage Levels

DATA ENTRY: All data are extracted or calculated.

	Third Prior Year (2013-14)	Second Prior Year (2014-15)	First Prior Year (2015-16)
1. District's Available Reserve Amounts (resources 0000-1999)			
a. Reserve for Economic Uncertainties (Funds 01 and 17, Object 9789)	497,914.00	0.00	3,813,656.00
b. Unassigned/Unappropriated (Funds 01 and 17, Object 9790)	1,677,690.64	4,515,365.46	5,392,439.29
c. Negative General Fund Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999)	0.00	0.00	0.00
d. Available Reserves (Lines 1a through 1c)	2,175,604.64	4,515,365.46	9,206,095.29
2. Expenditures and Other Financing Uses			
a. District's Total Expenditures and Other Financing Uses (Fund 01, objects 1000-7999)	16,610,631.31	18,624,315.70	27,198,190.71
b. Plus: Special Education Pass-through Funds (Fund 10, resources 3300-3499 and 6500-6540, objects 7211-7213 and 7221-7223)			0.00
c. Total Expenditures and Other Financing Uses (Line 2a plus Line 2b)	16,610,631.31	18,624,315.70	27,198,190.71
3. District's Available Reserve Percentage (Line 1d divided by Line 2c)	13.1%	24.2%	33.8%
District's Deficit Spending Standard Percentage Levels (Line 3 times 1/3):	4.4%	8.1%	11.3%

¹Available reserves are the unrestricted amounts in the Reserve for Economic Uncertainties and the Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

²A school district that is the Administrative Unit of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

8B. Calculating the District's Deficit Spending Percentages

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Net Change in Unrestricted Fund Balance (Form 01, Section E)	Total Unrestricted Expenditures and Other Financing Uses (Form 01, Objects 1000-7999)	Deficit Spending Level (If Net Change in Unrestricted Fund Balance is negative, else N/A)	Status
Third Prior Year (2013-14)	979,389.71	13,025,624.98	N/A	Met
Second Prior Year (2014-15)	2,260,092.90	14,243,982.09	N/A	Met
First Prior Year (2015-16)	1,854,113.29	18,788,362.65	N/A	Met
Budget Year (2016-17) (Information only)	353,935.00	20,472,895.00		

8C. Comparison of District Deficit Spending to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Unrestricted deficit spending, if any, has not exceeded the standard percentage level in two or more of the three prior years.

Explanation:
(required if NOT met)

9. CRITERION: Fund Balance

STANDARD: Budgeted beginning unrestricted general fund balance has not been overestimated for two out of three prior fiscal years by more than the following percentage levels:

Percentage Level ¹	District ADA
1.7%	0 to 300
1.3%	301 to 1,000
1.0%	1,001 to 30,000
0.7%	30,001 to 400,000
0.3%	400,001 and over

¹ Percentage levels equate to a rate of deficit spending which would eliminate recommended reserves for economic uncertainties over a three year period.

District Estimated P-2 ADA (Form A, Lines A6 and C4):

District's Fund Balance Standard Percentage Level:

9A. Calculating the District's Unrestricted General Fund Beginning Balance Percentages

DATA ENTRY: Enter data in the Original Budget column for the First, Second, and Third Prior Years; all other data are extracted or calculated.

Fiscal Year	Unrestricted General Fund Beginning Balance ² (Form 01, Line F1e, Unrestricted Column)		Beginning Fund Balance Variance Level (If overestimated, else N/A)	Status
	Original Budget	Estimated/Unaudited Actuals		
Third Prior Year (2013-14)	595,251.00	1,202,214.93	N/A	Met
Second Prior Year (2014-15)	1,158,356.00	2,261,272.56	N/A	Met
First Prior Year (2015-16)	3,094,150.00	4,357,071.00	N/A	Met
Budget Year (2016-17) (Information only)	6,211,184.29			

² Adjusted beginning balance, including audit adjustments and other restatements (objects 9791-9795)

9B. Comparison of District Unrestricted Beginning Fund Balance to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. **STANDARD MET** - Unrestricted general fund beginning fund balance has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
 (required if NOT met)

10. CRITERION: Reserves

STANDARD: Available reserves¹ for any of the budget year or two subsequent fiscal years are not less than the following percentages or amounts² as applied to total expenditures and other financing uses³:

DATA ENTRY: Budget Year data are extracted. Enter district regular ADA corresponding to financial data reported in the General Fund, only, for the two subsequent years.

Percentage Level	District ADA	
5% or \$66,000 (greater of)	0	to 300
4% or \$66,000 (greater of)	301	to 1,000
3%	1,001	to 30,000
2%	30,001	to 400,000
1%	400,001	and over

¹ Available reserves are the unrestricted amounts in the Reserve for Economic Uncertainties and the Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

² Dollar amounts to be adjusted annually by the prior year statutory cost-of-living adjustment (Education Code Section 42238), rounded to the nearest thousand.

³ A school district that is the Administrative Unit (AU) of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

	Budget Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
District Estimated P-2 ADA (Form A, Line A4):	2,086		
District's Reserve Standard Percentage Level:	3%	5%	5%

10A. Calculating the District's Special Education Pass-through Exclusions (only for districts that serve as the AU of a SELPA)

DATA ENTRY: For SELPA AUs, if Form MYP exists, all data will be extracted including the Yes/No button selection. If not, click the appropriate Yes or No button for item 1 and, if Yes, enter data for item 2a and for the two subsequent years in item 2b; Budget Year data are extracted.

For districts that serve as the AU of a SELPA (Form MYP, Lines F1a, F1b1, and F1b2):

1. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?
2. If you are the SELPA AU and are excluding special education pass-through funds:
 - a. Enter the name(s) of the SELPA(s): _____

	Budget Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
b. Special Education Pass-through Funds (Fund 10, resources 3300-3499 and 6500-6540, objects 7211-7213 and 7221-7223)	0.00		

10B. Calculating the District's Reserve Standard

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for lines 1 and 2 will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

	Budget Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
1. Expenditures and Other Financing Uses (Fund 01, objects 1000-7999) (Form MYP, Line B11)	26,013,341.00	27,416,354.00	28,988,172.00
2. Plus: Special Education Pass-through (Criterion 10A, Line 2b, if Criterion 10A, Line 1 is No)			
3. Total Expenditures and Other Financing Uses (Line B1 plus Line B2)	26,013,341.00	27,416,354.00	28,988,172.00
4. Reserve Standard Percentage Level	3%	5%	5%
5. Reserve Standard - by Percent (Line B3 times Line B4)	780,400.23	1,370,817.70	1,449,408.60
6. Reserve Standard - by Amount (\$66,000 for districts with 0 to 1,000 ADA, else 0)	0.00	0.00	0.00
7. District's Reserve Standard (Greater of Line B5 or Line B6)	780,400.23	1,370,817.70	1,449,408.60

10C. Calculating the District's Budgeted Reserve Amount

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for lines 1 through 7 will be extracted; if not, enter data for the two subsequent years.
 All other data are extracted or calculated.

Reserve Amounts (Unrestricted resources 0000-1999 except Line 4):	Budget Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
1. General Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYP, Line E1a)	0.00		
2. General Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYP, Line E1b)	1,236,700.00		
3. General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYP, Line E1c)	5,322,419.29	7,333,722.29	7,254,292.29
4. General Fund - Negative Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999) (Form MYP, Line E1d)	0.00	0.00	0.00
5. Special Reserve Fund - Stabilization Arrangements (Fund 17, Object 9750) (Form MYP, Line E2a)	0.00		
6. Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYP, Line E2b)	3,029,922.00		
7. Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYP, Line E2c)	0.00		
8. District's Budgeted Reserve Amount (Lines C1 thru C7)	9,589,041.29	7,333,722.29	7,254,292.29
9. District's Budgeted Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	36.86%	26.75%	25.03%
District's Reserve Standard (Section 10B, Line 7):	780,400.23	1,370,817.70	1,449,408.60
Status:	Met	Met	Met

10D. Comparison of District Reserve Amount to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Projected available reserves have met the standard for the budget and two subsequent fiscal years.

Explanation:
 (required if NOT met)

SUPPLEMENTAL INFORMATION

DATA ENTRY: Click the appropriate Yes or No button for items S1 through S4. Enter an explanation for each Yes answer.

S1. Contingent Liabilities

1a. Does your district have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?

1b. If Yes, identify the liabilities and how they may impact the budget:

S2. Use of One-time Revenues for Ongoing Expenditures

1a. Does your district have ongoing general fund expenditures in the budget in excess of one percent of the total general fund expenditures that are funded with one-time resources?

1b. If Yes, identify the expenditures and explain how the one-time resources will be replaced to continue funding the ongoing expenditures in the following fiscal years:

S3. Use of Ongoing Revenues for One-time Expenditures

1a. Does your district have large non-recurring general fund expenditures that are funded with ongoing general fund revenues?

1b. If Yes, identify the expenditures:

S4. Contingent Revenues

1a. Does your district have projected revenues for the budget year or either of the two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?

1b. If Yes, identify any of these revenues that are dedicated for ongoing expenses and explain how the revenues will be replaced or expenditures reduced:

S5. Contributions

Identify projected contributions from unrestricted resources in the general fund to restricted resources in the general fund for the budget year and two subsequent fiscal years. Provide an explanation if contributions have changed from the prior fiscal year amounts by more than \$20,000 and more than ten percent. Explanation should include whether contributions are ongoing or one-time in nature.

Identify projected transfers to or from the general fund to cover operating deficits in either the general fund or any other fund for the budget year and two subsequent fiscal years. Provide an explanation if transfers have changed from the prior fiscal year amounts by more than \$20,000 and more than ten percent. Explanation should include whether transfers are ongoing or one-time in nature.

Estimate the impact of any capital projects on the general fund operational budget.

District's Contributions and Transfers Standard: -10.0% to +10.0%
or -\$20,000 to +\$20,000

S5A. Identification of the District's Projected Contributions, Transfers, and Capital Projects that may Impact the General Fund

DATA ENTRY: For Contributions, enter data in the Projection column for the 1st and 2nd Subsequent Years. Contributions for the First Prior Year and Budget Year will be extracted. For Transfers In and Transfers Out, enter data in the First Prior Year. If Form MYP exists, the data will be extracted for the Budget Year, and 1st and 2nd Subsequent Years. If Form MYP does not exist, enter data in the Budget Year, 1st and 2nd subsequent Years. Click the appropriate button for item 1d; all other data will be calculated.

Description / Fiscal Year	Projection	Amount of Change	Percent Change	Status
1a. Contributions, Unrestricted General Fund (Fund 01, Resources 0000-1999, Object 8980)				
First Prior Year (2015-16)	(2,792,810.06)			
Budget Year (2016-17)	(3,167,635.00)	374,824.94	13.4%	Not Met
1st Subsequent Year (2017-18)	(3,136,471.00)	(31,164.00)	-1.0%	Met
2nd Subsequent Year (2018-19)	(3,555,420.00)	418,949.00	13.4%	Not Met
1b. Transfers In, General Fund *				
First Prior Year (2015-16)	0.00			
Budget Year (2016-17)	0.00	0.00	0.0%	Met
1st Subsequent Year (2017-18)	0.00	0.00	0.0%	Met
2nd Subsequent Year (2018-19)	0.00	0.00	0.0%	Met
1c. Transfers Out, General Fund *				
First Prior Year (2015-16)	0.00			
Budget Year (2016-17)	0.00	0.00	0.0%	Met
1st Subsequent Year (2017-18)	0.00	0.00	0.0%	Met
2nd Subsequent Year (2018-19)	0.00	0.00	0.0%	Met

1d. Impact of Capital Projects
Do you have any capital projects that may impact the general fund operational budget? No

* Include transfers used to cover operating deficits in either the general fund or any other fund.

S5B. Status of the District's Projected Contributions, Transfers, and Capital Projects

DATA ENTRY: Enter an explanation if Not Met for items 1a-1c or if Yes for item 1d.

1a. NOT MET - The projected contributions from the unrestricted general fund to restricted general fund programs have changed by more than the standard for one or more of the budget or subsequent two fiscal years. Identify restricted programs and amount of contribution for each program and whether contributions are ongoing or one-time in nature. Explain the district's plan, with timeframes, for reducing or eliminating the contribution.

Explanation: (required if NOT met) Contributions were reduced in 17-18 to reduce projected restricted fund balance at end of 16-17

1b. MET - Projected transfers in have not changed by more than the standard for the budget and two subsequent fiscal years.

Explanation: (required if NOT met)

1c. MET - Projected transfers out have not changed by more than the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

1d. NO - There are no capital projects that may impact the general fund operational budget.

Project Information:
(required if YES)

S6. Long-term Commitments

Identify all existing and new multiyear commitments¹ and their annual required payments for the budget year and two subsequent fiscal years.

Explain how any increase in annual payments will be funded. Also explain how any decrease to funding sources used to pay long-term commitments will be replaced.

¹ Include multiyear commitments, multiyear debt agreements, and new programs or contracts that result in long-term obligations.

S6A. Identification of the District's Long-term Commitments

DATA ENTRY: Click the appropriate button in item 1 and enter data in all columns of item 2 for applicable long-term commitments; there are no extractions in this section.

1. Does your district have long-term (multiyear) commitments?
(If No, skip item 2 and Sections S6B and S6C)

Yes

2. If Yes to item 1, list all new and existing multiyear commitments and required annual debt service amounts. Do not include long-term commitments for postemployment benefits other than pensions (OPEB); OPEB is disclosed in item S7A.

Type of Commitment	# of Years Remaining	SACS Fund and Object Codes Used For:		Principal Balance as of July 1, 2016
		Funding Sources (Revenues)	Debt Service (Expenditures)	
Capital Leases	3			206,027
Certificates of Participation				
General Obligation Bonds	5			7,072,052
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				
Other Long-term Commitments (do not include OPEB):				
	14			11,935,000
TOTAL:				19,213,079

Type of Commitment (continued)	Prior Year (2015-16)	Budget Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
	Annual Payment (P & I)	Annual Payment (P & I)	Annual Payment (P & I)	Annual Payment (P & I)
Capital Leases	104,673	74,013	74,013	74,012
Certificates of Participation				
General Obligation Bonds	1,601,106	1,641,656	1,689,806	1,730,256
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				
Other Long-term Commitments (continued):				
	1,234,344	1,234,131	1,229,769	1,226,694
Total Annual Payments:	2,940,123	2,949,800	2,993,588	3,030,962
Has total annual payment increased over prior year (2015-16)?		Yes	Yes	Yes

S6B. Comparison of the District's Annual Payments to Prior Year Annual Payment

DATA ENTRY: Enter an explanation if Yes.

- 1a. Yes - Annual payments for long-term commitments have increased in one or more of the budget or two subsequent fiscal years. Explain how the increase in annual payments will be funded.

Explanation:
(required if Yes
to increase in total
annual payments)

Slight changes occur within the loan structure

S6C. Identification of Decreases to Funding Sources Used to Pay Long-term Commitments

DATA ENTRY: Click the appropriate Yes or No button in item 1; if Yes, an explanation is required in item 2.

1. Will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources?

No

2. No - Funding sources will not decrease or expire prior to the end of the commitment period, and one-time funds are not being used for long-term commitment annual payments.

Explanation:
(required if Yes)

S7. Unfunded Liabilities

Estimate the unfunded liability for postemployment benefits other than pensions (OPEB) based on an actuarial valuation, if required, or other method; identify or estimate the annual required contribution; and indicate how the obligation is funded (pay-as-you-go, amortized over a specific period, etc.).

Estimate the unfunded liability for self-insurance programs such as workers' compensation based on an actuarial valuation, if required, or other method; identify or estimate the required contribution; and indicate how the obligation is funded (level of risk retained, funding approach, etc.).

S7A. Identification of the District's Estimated Unfunded Liability for Postemployment Benefits Other than Pensions (OPEB)

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section except the budget year data on line 5b.

1. Does your district provide postemployment benefits other than pensions (OPEB)? (If No, skip items 2-5)

2. For the district's OPEB:
a. Are they lifetime benefits?

b. Do benefits continue past age 65?

c. Describe any other characteristics of the district's OPEB program including eligibility criteria and amounts, if any, that retirees are required to contribute toward their own benefits:

3. a. Are OPEB financed on a pay-as-you-go, actuarial cost, or other method?

b. Indicate any accumulated amounts earmarked for OPEB in a self-insurance or governmental fund

Self-Insurance Fund	Governmental Fund
0	0

4. OPEB Liabilities

- a. OPEB actuarial accrued liability (AAL)
- b. OPEB unfunded actuarial accrued liability (UAAL)
- c. Are AAL and UAAL based on the district's estimate or an actuarial valuation?
- d. If based on an actuarial valuation, indicate the date of the OPEB valuation

2,226,672.00
2,614,898.00
Actuarial
Jul 01, 2014

Data must be entered.

5. OPEB Contributions

- a. OPEB annual required contribution (ARC) per actuarial valuation or Alternative Measurement Method
- b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund) (funds 01-70, objects 3701-3752)
- c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)
- d. Number of retirees receiving OPEB benefits

Budget Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
278,340.00	278,340.00	278,340.00
142,524.00	153,019.00	155,000.00
147,475.00	153,019.00	154,270.00

S7B. Identification of the District's Unfunded Liability for Self-Insurance Programs

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section.

1. Does your district operate any self-insurance programs such as workers' compensation, employee health and welfare, or property and liability? (Do not include OPEB, which is covered in Section S7A) (If No, skip Items 2-4)

No

2. Describe each self-insurance program operated by the district, including details for each such as level of risk retained, funding approach, basis for valuation (district's estimate or actuarial), and date of the valuation:

--

3. Self-Insurance Liabilities

- a. Accrued liability for self-insurance programs
 b. Unfunded liability for self-insurance programs

4. Self-Insurance Contributions

- a. Required contribution (funding) for self-insurance programs
 b. Amount contributed (funded) for self-insurance programs

	Budget Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)

S8. Status of Labor Agreements

Analyze the status of employee labor agreements. Identify new labor agreements, as well as new commitments provided as part of previously ratified multiyear agreements; and include all contracts, including all administrator contracts (and including all compensation). For new agreements, indicate the date of the required board meeting. Compare the increase in new commitments to the projected increase in ongoing revenues, and explain how these commitments will be funded in future fiscal years.

If salary and benefit negotiations are not finalized at budget adoption, upon settlement with certificated or classified staff:

The school district must determine the cost of the settlement, including salaries, benefits, and any other agreements that change costs, and provide the county office of education (COE) with an analysis of the cost of the settlement and its impact on the operating budget.

The county superintendent shall review the analysis relative to the criteria and standards, and may provide written comments to the president of the district governing board and superintendent.

S8A. Cost Analysis of District's Labor Agreements - Certificated (Non-management) Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2015-16)	Budget Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
Number of certificated (non-management) full-time-equivalent (FTE) positions	89.0	99.0	103.0	107.0

Certificated (Non-management) Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year?

Yes

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7.

Negotiations Settled

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

May 18, 2016

2b. Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official?

Yes

If Yes, date of Superintendent and CBO certification:

May 18, 2016

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement?

Yes

If Yes, date of budget revision board adoption:

Jun 01, 2016

4. Period covered by the agreement:

Begin Date: Jul 01, 2016

End Date: Jun 30, 2019

5. Salary settlement:

Budget Year
(2016-17)

1st Subsequent Year
(2017-18)

2nd Subsequent Year
(2018-19)

Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?

Yes	Yes	Yes
-----	-----	-----

One Year Agreement

Total cost of salary settlement

--	--	--

% change in salary schedule from prior year
or

--

Multiyear Agreement

Total cost of salary settlement

1,009,495	432,414	0
-----------	---------	---

% change in salary schedule from prior year
(may enter text, such as "Reopener")

--	--	--

Identify the source of funding that will be used to support multiyear salary commitments:

LCFF Funding

Negotiations Not Settled

6. Cost of a one percent increase in salary and statutory benefits

	Budget Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
7. Amount included for any tentative salary schedule increases	<input type="text"/>	<input type="text"/>	<input type="text"/>

Certificated (Non-management) Health and Welfare (H&W) Benefits

- Are costs of H&W benefit changes included in the budget and MYPs?
- Total cost of H&W benefits
- Percent of H&W cost paid by employer
- Percent projected change in H&W cost over prior year

	Budget Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
1. Are costs of H&W benefit changes included in the budget and MYPs?	Yes	Yes	Yes
2. Total cost of H&W benefits	1,813,024	1,969,725	1,969,725
3. Percent of H&W cost paid by employer	100.0%	100.0%	100.0%
4. Percent projected change in H&W cost over prior year	18.9%	3.1%	0.0%

Certificated (Non-management) Prior Year Settlements

- Are any new costs from prior year settlements included in the budget?
If Yes, amount of new costs included in the budget and MYPs
If Yes, explain the nature of the new costs:

No	<input type="text"/>	<input type="text"/>
----	----------------------	----------------------

Certificated (Non-management) Step and Column Adjustments

- Are step & column adjustments included in the budget and MYPs?
- Cost of step & column adjustments
- Percent change in step & column over prior year

	Budget Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
1. Are step & column adjustments included in the budget and MYPs?	Yes	Yes	Yes
2. Cost of step & column adjustments	200,000	203,257	212,506
3. Percent change in step & column over prior year	2.0%	2.0%	2.0%

Certificated (Non-management) Attrition (layoffs and retirements)

- Are savings from attrition included in the budget and MYPs?
- Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?

	Budget Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
1. Are savings from attrition included in the budget and MYPs?	No	No	No
2. Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?	No	No	No

Certificated (Non-management) - Other

List other significant contract changes and the cost impact of each change (i.e., class size, hours of employment, leave of absence, bonuses, etc.):

S8B. Cost Analysis of District's Labor Agreements - Classified (Non-management) Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2015-16)	Budget Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
Number of classified (non-management) FTE positions	69.0	67.9	70.0	72.0

Classified (Non-management) Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year?

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7.

Negotiations Settled

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

2b. Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official?
If Yes, date of Superintendent and CBO certification:

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement?
If Yes, date of budget revision board adoption:

4. Period covered by the agreement: Begin Date: End Date:

5. Salary settlement:

	Budget Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?	Yes	Yes	Yes

	Budget Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
One Year Agreement			
Total cost of salary settlement			
% change in salary schedule from prior year or			
Multiyear Agreement			
Total cost of salary settlement	365,024	327,005	335,000
% change in salary schedule from prior year (may enter text, such as "Reopener")	4.0%	2.5%	2.5%

Identify the source of funding that will be used to support multiyear salary commitments:

Negotiations Not Settled

6. Cost of a one percent increase in salary and statutory benefits

7. Amount included for any tentative salary schedule increases

	Budget Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)

Classified (Non-management) Health and Welfare (H&W) Benefits

1. Are costs of H&W benefit changes included in the budget and MYPs?
2. Total cost of H&W benefits
3. Percent of H&W cost paid by employer
4. Percent projected change in H&W cost over prior year

Budget Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
Yes	Yes	Yes
726,895	778,868	0
100.0%	100.0%	100.0%
9.6%	7.2%	0.0%

Classified (Non-management) Prior Year Settlements

- Are any new costs from prior year settlements included in the budget?
 If Yes, amount of new costs included in the budget and MYPs
 If Yes, explain the nature of the new costs:

No		
----	--	--

Classified (Non-management) Step and Column Adjustments

1. Are step & column adjustments included in the budget and MYPs?
2. Cost of step & column adjustments
3. Percent change in step & column over prior year

Budget Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
Yes	Yes	Yes
55,644	60,059	62,581
2.0%	2.0%	2.0%

Classified (Non-management) Attrition (layoffs and retirements)

1. Are savings from attrition included in the budget and MYPs?
2. Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?

Budget Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
No	No	No
No	No	No

Classified (Non-management) - Other

List other significant contract changes and the cost impact of each change (i.e., hours of employment, leave of absence, bonuses, etc.):

S8C. Cost Analysis of District's Labor Agreements - Management/Supervisor/Confidential Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2015-16)	Budget Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
Number of management, supervisor, and confidential FTE positions	14.0	14.0	14.0	14.0

Management/Supervisor/Confidential Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year?

If Yes, complete question 2.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 3 and 4.

If n/a, skip the remainder of Section S8C.

Negotiations Settled

2. Salary settlement:

Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?

	Budget Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
Yes	Yes	Yes	Yes
Total cost of salary settlement	65,000	0	0
% change in salary schedule from prior year (may enter text, such as "Reopener")	6.5%	0.0%	0.0%

Negotiations Not Settled

3. Cost of a one percent increase in salary and statutory benefits

4. Amount included for any tentative salary schedule increases

	Budget Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)

Management/Supervisor/Confidential Health and Welfare (H&W) Benefits

- Are costs of H&W benefit changes included in the budget and MYPs?
- Total cost of H&W benefits
- Percent of H&W cost paid by employer
- Percent projected change in H&W cost over prior year

	Budget Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
Yes	Yes	Yes	Yes
Total cost of H&W benefits	168,000	171,500	171,500
Percent of H&W cost paid by employer	100.0%	100.0%	100.0%
Percent projected change in H&W cost over prior year	0.0%	2.0%	0.0%

Management/Supervisor/Confidential Step and Column Adjustments

- Are step & column adjustments included in the budget and MYPs?
- Cost of step and column adjustments
- Percent change in step & column over prior year

	Budget Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
Yes	Yes	Yes	Yes
Cost of step and column adjustments	15,000	15,000	15,000
Percent change in step & column over prior year	1.5%	1.5%	1.5%

Management/Supervisor/Confidential Other Benefits (mileage, bonuses, etc.)

- Are costs of other benefits included in the budget and MYPs?
- Total cost of other benefits
- Percent change in cost of other benefits over prior year

	Budget Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
No	No	No	No
Total cost of other benefits			
Percent change in cost of other benefits over prior year			

S9. Local Control and Accountability Plan (LCAP)

Confirm that the school district's governing board has adopted an LCAP or an update to the LCAP effective for the budget year.

DATA ENTRY: Click the appropriate Yes or No button in item 1, and enter the date in item 2.

1. Did or will the school district's governing board adopt an LCAP or approve an update to the LCAP effective for the budget year?

2. Approval date for adoption of the LCAP or approval of an update to the LCAP.

S10. LCAP Expenditures

Confirm that the school district's budget includes the expenditures necessary to implement the LCAP or annual update to the LCAP.

DATA ENTRY: Click the appropriate Yes or No button.

Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template, Section 3: Actions, Services and Expenditures?

ADDITIONAL FISCAL INDICATORS

The following fiscal indicators are designed to provide additional data for reviewing agencies. A "Yes" answer to any single indicator does not necessarily suggest a cause for concern, but may alert the reviewing agency to the need for additional review.

DATA ENTRY: Click the appropriate Yes or No button for Items A1 through A9 except item A3, which is automatically completed based on data in Criterion 2.

- A1. Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?
- A2. Is the system of personnel position control independent from the payroll system?
- A3. Is enrollment decreasing in both the prior fiscal year and budget year? (Data from the enrollment budget column and actual column of Criterion 2A are used to determine Yes or No)
- A4. Are new charter schools operating in district boundaries that impact the district's enrollment, either in the prior fiscal year or budget year?
- A5. Has the district entered into a bargaining agreement where any of the budget or subsequent years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?
- A6. Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?
- A7. Is the district's financial system independent of the county office system?
- A8. Does the district have any reports that indicate fiscal distress pursuant to Education Code Section 42127.6(a)? (If Yes, provide copies to the county office of education)
- A9. Have there been personnel changes in the superintendent or chief business official positions within the last 12 months?

When providing comments for additional fiscal indicators, please include the item number applicable to each comment.

Comments:
(optional)

End of School District Budget Criteria and Standards Review

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July 1 Budget
2016-17 Budget
Technical Review Checks

South Monterey County Joint Union High

Monterey County

Following is a chart of the various types of technical review checks and related requirements:

- F - Fatal (Data must be corrected; an explanation is not allowed)
- W/WC - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)
- O - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

IMPORT CHECKS

CHECKFUND - (F) - All FUND codes must be valid.	<u>PASSED</u>
CHECKRESOURCE - (W) - All RESOURCE codes must be valid.	<u>PASSED</u>
CHK-RS-LOCAL-DEFINED - (F) - All locally defined resource codes must roll up to a CDE defined resource code.	<u>PASSED</u>
CHECKGOAL - (F) - All GOAL codes must be valid.	<u>PASSED</u>
CHECKFUNCTION - (F) - All FUNCTION codes must be valid.	<u>PASSED</u>
CHECKOBJECT - (F) - All OBJECT codes must be valid.	<u>PASSED</u>
CHK-FUNDxOBJECT - (F) - All FUND and OBJECT account code combinations must be valid.	<u>PASSED</u>
CHK-FDxRS7690x8590 - (F) - Funds 19, 57, 63, 66, 67, and 73 with Object 8590, All Other State Revenue, must be used in combination with Resource 7690, STRS-On Behalf Pension Contributions.	<u>PASSED</u>
CHK-FUNDxRESOURCE - (W) - All FUND and RESOURCE account code combinations should be valid.	<u>PASSED</u>
CHK-FUNDxGOAL - (W) - All FUND and GOAL account code combinations should be valid.	<u>PASSED</u>
CHK-FUNDxFUNCTION-A - (W) - All FUND (funds 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations should be valid.	<u>PASSED</u>
CHK-FUNDxFUNCTION-B - (F) - All FUND (all funds except for 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations must be valid.	<u>PASSED</u>
CHK-RESOURCExOBJECTA - (W) - All RESOURCE and OBJECT (objects 8000 through 9999, except for 9791, 9793, and 9795) account code combinations should be valid.	<u>PASSED</u>
CHK-RESOURCExOBJECTB - (O) - All RESOURCE and OBJECT (objects 9791, 9793, and 9795) account code combinations should be valid.	<u>PASSED</u>
CHK-RES6500xOBJ8091 - (F) - There is no activity in Resource 6500 (Special	

Education) with Object 8091 (LCFF Transfers-Current Year) or 8099 (LCFF/Revenue Limit Transfers-Prior Years). PASSED

CHK-FUNCTIONxOBJECT - (F) - All FUNCTION and OBJECT account code combinations must be valid. PASSED

CHK-GOALxFUNCTION-A - (F) - Goal and function account code combinations (all goals with expenditure objects 1000-7999 in functions 1000-1999 and 4000-5999) must be valid. NOTE: Functions not included in the GOALxFUNCTION table (0000, 2000-3999, 6000-6999, 7100-7199, 7210, 8000-8999) are not checked and will pass the TRC. PASSED

CHK-GOALxFUNCTION-B - (F) - General administration costs (functions 7200-7999, except 7210) must be direct-charged to an Undistributed, Nonagency, or County Services to Districts goal (Goal 0000, 7100-7199, or 8600-8699). PASSED

SPECIAL-ED-GOAL - (F) - Special Education revenue and expenditure transactions (resources 3300-3405, 6500-6540, and 7240, objects 1000-8999) must be coded to a Special Education 5000 goal or to Goal 7110, Nonagency-Educational. This technical review check excludes Early Intervening Services resources 3312, 3318, 3322, 3329, 3332, and 3334. PASSED

GENERAL LEDGER CHECKS

INTERFD-DIR-COST - (F) - Transfers of Direct Costs - Interfund (Object 5750) must net to zero for all funds. PASSED

INTERFD-INDIRECT - (F) - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero for all funds. PASSED

INTERFD-INDIRECT-FN - (F) - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero by function. PASSED

INTERFD-IN-OUT - (F) - Interfund Transfers In (objects 8910-8929) must equal Interfund Transfers Out (objects 7610-7629). PASSED

LCFF-TRANSFER - (F) - LCFF Transfers (objects 8091 and 8099) must net to zero, individually. PASSED

INTRA-FD-DIR-COST - (F) - Transfers of Direct Costs (Object 5710) must net to zero by fund. PASSED

INTRA-FD-INDIRECT - (F) - Transfers of Indirect Costs (Object 7310) must net to zero by fund. PASSED

INTRA-FD-INDIRECT-FN - (F) - Transfers of Indirect Costs (Object 7310) must net to zero by function. PASSED

CONTRIB-UNREST-REV - (F) - Contributions from Unrestricted Revenues (Object 8980) must net to zero by fund. PASSED

CONTRIB-RESTR-REV - (F) - Contributions from Restricted Revenues (Object 8990) must net to zero by fund. PASSED

EPA-CONTRIB - (F) - There should be no contributions (objects 8980-8999) to the Education Protection Account (Resource 1400). PASSED

LOTTERY-CONTRIB - (F) - There should be no contributions (objects 8980-8999) to

the lottery (resources 1100 and 6300) or from the Lottery: Instructional Materials (Resource 6300). PASSED

PASS-THRU-REV=EXP - (W) - Pass-through revenues from all sources (objects 8287, 8587, and 8697) should equal transfers of pass-through revenues to other agencies (objects 7211 through 7213, plus 7299 for resources 3327 and 3328), by resource. PASSED

SE-PASS-THRU-REVENUE - (W) - Transfers of special education pass-through revenues are not reported in the general fund for the Administrative Unit of a Special Education Local Plan Area. PASSED

EXCESS-ASSIGN-REU - (F) - Amounts reported in Other Assignments (Object 9780) and/or Reserve for Economic Uncertainties (REU) (Object 9789) should not create a negative amount in Unassigned/Unappropriated (Object 9790) by fund and resource (for all funds except funds 61 through 73). PASSED

UNASSIGNED-NEGATIVE - (F) - Unassigned/Unappropriated balance (Object 9790) must be zero or negative, by resource, in all funds except the general fund and funds 61 through 73. PASSED

UNR-NET-POSITION-NEG - (F) - Unrestricted Net Position (Object 9790), in restricted resources, must be zero or negative, by resource, in funds 61 through 73. PASSED

RS-NET-POSITION-ZERO - (F) - Restricted Net Position (Object 9797), in unrestricted resources, must be zero, by resource, in funds 61 through 73. PASSED

EFB-POSITIVE - (W) - All ending fund balances (Object 979Z) should be positive by resource, by fund. PASSED

OBJ-POSITIVE - (W) - All applicable objects should have a positive balance by resource, by fund. PASSED

REV-POSITIVE - (W) - Revenue amounts exclusive of contributions (objects 8000-8979) should be positive by resource, by fund. PASSED

EXP-POSITIVE - (W) - Expenditure amounts (objects 1000-7999) should be positive by function, resource, and fund. PASSED

CEFB-POSITIVE - (F) - Components of Ending Fund Balance/Net Position (objects 9700-9789, 9796, and 9797) must be positive individually by resource, by fund. PASSED

SUPPLEMENTAL CHECKS

CB-BUDGET-CERTIFY - (F) - In Form CB, the district checked the box relating to the required budget certifications. PASSED

CB-BALANCE-ABOVE-MIN - (W) - In Form CB, the district checked the box relating to compliance with EC Section 42127(a)(2)(B) and (C). PASSED

CS-EXPLANATIONS - (F) - Explanations must be provided in the Criteria and Standards Review (Form 01CS) for all criteria and for supplemental information items S1 through S6, and S9 if applicable, where the standard has not been met or where the status is Not Met or Yes. PASSED

CS-YES-NO - (F) - Supplemental information items and additional fiscal indicator items in the Criteria and Standards Review (Form 01CS) must be answered Yes or No, where applicable, for the form to be complete. PASSED

EXPORT CHECKS

FORM01-PROVIDE - (F) - Form 01 (Form 01I) must be opened and saved. PASSED

BUDGET-CERT-PROVIDE - (F) - Budget Certification (Form CB) must be provided. PASSED

WK-COMP-CERT-PROVIDE - (F) - Workers' Compensation Certification (Form CC) must be provided. PASSED

ADA-PROVIDE - (F) - Average Daily Attendance data (Form A) must be provided. PASSED

CS-PROVIDE - (F) - The Criteria and Standards Review (Form 01CS) has been provided. PASSED

MYP-PROVIDE - (W) - A Multiyear Projection Worksheet must be provided with your Budget. (Note: LEAs may use a multiyear projection worksheet other than Form MYP, with approval of their reviewing agency, as long as it provides current year and at least two subsequent fiscal years, and separately projects unrestricted resources, restricted resources, and combined total resources.) PASSED

CHK-UNBALANCED-A - (W) - Unbalanced and/or incomplete data in any of the forms should be corrected before an official export is completed. PASSED

CHK-UNBALANCED-B - (F) - Unbalanced and/or incomplete data in any of the forms must be corrected before an official export can be completed. PASSED

CHK-DEPENDENCY - (F) - If data have changed that affect other forms, the affected forms must be opened and saved. PASSED

Checks Completed.

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July 1 Budget
2015-16 Estimated Actuals
Technical Review Checks

South Monterey County Joint Union High

Monterey County

Following is a chart of the various types of technical review checks and related requirements:

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- O - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

IMPORT CHECKS

CHECKFUND - (F) - All FUND codes must be valid.	<u>PASSED</u>
CHECKRESOURCE - (W) - All RESOURCE codes must be valid.	<u>PASSED</u>
CHK-RS-LOCAL-DEFINED - (F) - All locally defined resource codes must roll up to a CDE defined resource code.	<u>PASSED</u>
CHECKGOAL - (F) - All GOAL codes must be valid.	<u>PASSED</u>
CHECKFUNCTION - (F) - All FUNCTION codes must be valid.	<u>PASSED</u>
CHECKOBJECT - (F) - All OBJECT codes must be valid.	<u>PASSED</u>
CHK-FUNDxOBJECT - (F) - All FUND and OBJECT account code combinations must be valid.	<u>PASSED</u>
CHK-FDxRS7690x8590 - (F) - Funds 19, 57, 63, 66, 67, and 73 with Object 8590, All Other State Revenue, must be used in combination with Resource 7690, STRS-On Behalf Pension Contributions.	<u>PASSED</u>
CHK-FUNDxRESOURCE - (W) - All FUND and RESOURCE account code combinations should be valid.	<u>PASSED</u>
CHK-FUNDxGOAL - (W) - All FUND and GOAL account code combinations should be valid.	<u>PASSED</u>
CHK-FUNDxFUNCTION-A - (W) - All FUND (funds 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations should be valid.	<u>PASSED</u>
CHK-FUNDxFUNCTION-B - (F) - All FUND (all funds except for 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations must be valid.	<u>PASSED</u>
CHK-RESOURCExOBJECTA - (W) - All RESOURCE and OBJECT (objects 8000 through 9999, except for 9791, 9793, and 9795) account code combinations should be valid.	<u>PASSED</u>
CHK-RESOURCExOBJECTB - (O) - All RESOURCE and OBJECT (objects 9791, 9793, and 9795) account code combinations should be valid.	<u>PASSED</u>
CHK-RES6500xOBJ8091 - (F) - There is no activity in Resource 6500 (Special	

Education) with Object 8091 (LCFF Transfers-Current Year) or 8099 (LCFF/Revenue Limit Transfers-Prior Years). PASSED

CHK-FUNCTIONxOBJECT - (F) - All FUNCTION and OBJECT account code combinations must be valid. PASSED

CHK-GOALxFUNCTION-A - (F) - Goal and function account code combinations (all goals with expenditure objects 1000-7999 in functions 1000-1999 and 4000-5999) must be valid. NOTE: Functions not included in the GOALxFUNCTION table (0000, 2000-3999, 6000-6999, 7100-7199, 7210, 8000-8999) are not checked and will pass the TRC. PASSED

CHK-GOALxFUNCTION-B - (F) - General administration costs (functions 7200-7999, except 7210) must be direct-charged to an Undistributed, Nonagency, or County Services to Districts goal (Goal 0000, 7100-7199, or 8600-8699). PASSED

SPECIAL-ED-GOAL - (F) - Special Education revenue and expenditure transactions (resources 3300-3405, 6500-6540, and 7240, objects 1000-8999) must be coded to a Special Education 5000 goal or to Goal 7110, Nonagency-Educational. This technical review check excludes Early Intervening Services resources 3312, 3318, 3322, 3329, 3332, and 3334. PASSED

PY-EFB=CY-BFB - (F) - Prior year ending fund balance (preloaded from last year's unaudited actuals submission) must equal current year beginning fund balance (Object 9791). PASSED

PY-EFB=CY-BFB-RES - (F) - Prior year ending balance (preloaded from last year's unaudited actuals submission) must equal current year beginning balance (Object 9791), by fund and resource. PASSED

GENERAL LEDGER CHECKS

INTERFD-DIR-COST - (F) - Transfers of Direct Costs - Interfund (Object 5750) must net to zero for all funds. PASSED

INTERFD-INDIRECT - (F) - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero for all funds. PASSED

INTERFD-INDIRECT-FN - (F) - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero by function. PASSED

INTERFD-IN-OUT - (F) - Interfund Transfers In (objects 8910-8929) must equal Interfund Transfers Out (objects 7610-7629). PASSED

DUE-FROM=DUE-TO - (F) - Due from Other Funds (Object 9310) must equal Due to Other Funds (Object 9610). PASSED

LCFF-TRANSFER - (F) - LCFF Transfers (objects 8091 and 8099) must net to zero, individually. PASSED

INTRAFD-DIR-COST - (F) - Transfers of Direct Costs (Object 5710) must net to zero by fund. PASSED

INTRAFD-INDIRECT - (F) - Transfers of Indirect Costs (Object 7310) must net to zero by fund. PASSED

INTRAFD-INDIRECT-FN - (F) - Transfers of Indirect Costs (Object 7310) must net to zero by function. PASSED

CONTRIB-UNREST-REV - (F) - Contributions from Unrestricted Revenues (Object 8980) must net to zero by fund. PASSED

CONTRIB-RESTR-REV - (F) - Contributions from Restricted Revenues (Object 8990) must net to zero by fund. PASSED

EPA-CONTRIB - (F) - There should be no contributions (objects 8980-8999) to the Education Protection Account (Resource 1400). PASSED

LOTTERY-CONTRIB - (F) - There should be no contributions (objects 8980-8999) to the lottery (resources 1100 and 6300) or from the Lottery: Instructional Materials (Resource 6300). PASSED

PASS-THRU-REV=EXP - (W) - Pass-through revenues from all sources (objects 8287, 8587, and 8697) should equal transfers of pass-through revenues to other agencies (objects 7211 through 7213, plus 7299 for resources 3327 and 3328), by resource. PASSED

SE-PASS-THRU-REVENUE - (W) - Transfers of special education pass-through revenues are not reported in the general fund for the Administrative Unit of a Special Education Local Plan Area. PASSED

EXCESS-ASSIGN-REU - (F) - Amounts reported in Other Assignments (Object 9780) and/or Reserve for Economic Uncertainties (REU) (Object 9789) should not create a negative amount in Unassigned/Unappropriated (Object 9790) by fund and resource (for all funds except funds 61 through 73). PASSED

UNASSIGNED-NEGATIVE - (F) - Unassigned/Unappropriated balance (Object 9790) must be zero or negative, by resource, in all funds except the general fund and funds 61 through 73. PASSED

UNR-NET-POSITION-NEG - (F) - Unrestricted Net Position (Object 9790), in restricted resources, must be zero or negative, by resource, in funds 61 through 73. PASSED

RS-NET-POSITION-ZERO - (F) - Restricted Net Position (Object 9797), in unrestricted resources, must be zero, by resource, in funds 61 through 73. PASSED

EFB-POSITIVE - (W) - All ending fund balances (Object 979Z) should be positive by resource, by fund. PASSED

OBJ-POSITIVE - (W) - The following objects have a negative balance by resource, by fund: EXCEPTION

FUND	RESOURCE	OBJECT	VALUE
01	1100	9790	-1,400.00
Explanation:Pre-paid expenses for 16-17			
01	6264	9790	-17,728.65
Explanation:Pre-paid expenses for 16-17			

REV-POSITIVE - (W) - Revenue amounts exclusive of contributions (objects 8000-8979) should be positive by resource, by fund. PASSED

EXP-POSITIVE - (W) - Expenditure amounts (objects 1000-7999) should be positive by function, resource, and fund. PASSED

AR-AP-POSITIVE - (W) - Accounts Receivable (Object 9200), Due from Other Funds (Object 9310), Accounts Payable (Object 9500), and Due to Other Funds (Object 9610) should have a positive balance by resource, by fund. PASSED

CEFB-POSITIVE - (F) - Components of Ending Fund Balance/Net Position (objects 9700-9789, 9796, and 9797) must be positive individually by resource, by fund. PASSED

NET-INV-CAP-ASSETS - (W) - If capital asset amounts are imported/keyed, objects 9400-9489, (Capital Assets) in funds 61-73, then an amount should be recorded for Object 9796 (Net Investment in Capital Assets) within the same fund. PASSED

SUPPLEMENTAL CHECKS

ASSET-ACCUM-DEPR-NEG - (F) - In Form ASSET, accumulated depreciation for governmental and business-type activities must be zero or negative. PASSED

DEBT-ACTIVITY - (O) - If long-term debt exists, there should be activity entered in the Schedule of Long-Term Liabilities (Form DEBT) for each type of debt. PASSED

DEBT-POSITIVE - (F) - In Form DEBT, long-term liability ending balances must be positive. PASSED

EXPORT CHECKS

FORM01-PROVIDE - (F) - Form 01 (Form 01I) must be opened and saved. PASSED

ADA-PROVIDE - (F) - Average Daily Attendance data (Form A) must be provided. PASSED

CHK-UNBALANCED-A - (W) - Unbalanced and/or incomplete data in any of the forms should be corrected before an official export is completed. PASSED

CHK-UNBALANCED-B - (F) - Unbalanced and/or incomplete data in any of the forms must be corrected before an official export can be completed. PASSED

CHK-DEPENDENCY - (F) - If data have changed that affect other forms, the affected forms must be opened and saved. PASSED

Checks Completed.

LCFF Calculator: Universal Assumptions
South Monterey County Joint Union High (66068)

Summary of Funding									
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	
Target	\$ 21,062,151	\$ 22,417,016	\$ 23,897,700	\$ 23,882,106	\$ 25,204,694	\$ 26,383,431	\$ 27,550,261	\$ 27,479,436	
Floor	13,729,429	15,063,308	18,381,143	21,574,090	24,105,109	25,116,068	26,001,257	26,804,614	
Applied Formula: Target or Floor	FLOOR	FLOOR	FLOOR	FLOOR	FLOOR	FLOOR	FLOOR	FLOOR	FLOOR
Remaining Need after Gap (informational only)	6,452,671	5,135,818	2,636,914	1,042,300	586,849	789,187	682,336	674,822	
Current Year Gap Funding	880,051	2,217,890	2,879,643	1,265,716	512,736	478,176	866,668	-	
Economic Recovery Target	-	-	-	-	-	-	-	-	
Additional State Aid	-	-	-	-	-	-	-	-	
Total Phase-In Entitlement	\$ 14,609,480	\$ 17,281,198	\$ 21,260,786	\$ 22,839,806	\$ 24,617,845	\$ 25,594,244	\$ 26,867,925	\$ 26,804,614	

Components of LCFF By Object Code									
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
8011 - State Aid	\$ 4,089,421	\$ 6,826,959	\$ 8,534,988	\$ 12,368,587	\$ 14,013,631	\$ 15,863,569	\$ 18,401,476	\$ 21,134,588	\$ 21,071,277
8011 - Fair Share	-	-	-	-	-	-	-	-	-
8311 & 8590 - Categoricals	2,536,670	-	-	-	-	-	-	-	-
EPA (for LCFF Calculation purposes)	2,408,555	2,371,885	3,108,578	3,238,199	3,172,175	3,100,276	1,516,196	-	-
Local Revenue Sources:									
8021 to 8089 - Property Taxes		5,410,636	5,637,632	5,654,000	5,654,000	5,654,000	5,676,572	5,733,337	5,733,337
8096 - In-Lieu of Property Taxes		-	-	-	-	-	-	-	-
Property Taxes net of in-lieu	4,696,013	5,410,636	5,637,632	5,654,000	5,654,000	5,654,000	5,676,572	5,733,337	5,733,337
TOTAL FUNDING	\$ 13,730,659	\$ 14,609,480	\$ 17,281,198	\$ 21,260,786	\$ 22,839,806	\$ 24,617,845	\$ 25,594,244	\$ 26,867,925	\$ 26,804,614
Less: Excess Taxes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Less: EPA in Excess to LCFF Funding	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Phase-In Entitlement	\$ 14,609,480	\$ 17,281,198	\$ 21,260,786	\$ 22,839,806	\$ 24,617,845	\$ 25,594,244	\$ 26,867,925	\$ 26,804,614	
- EPA Receipts (for budget & cashflow)	\$ 2,394,217	\$ 2,370,601	\$ 3,109,535	\$ 3,252,864	\$ 3,172,175	\$ 3,100,276	\$ 1,516,196	\$ -	\$ -

Summary of Student Population								
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Unduplicated Pupil Population								
Agency Unduplicated Pupil Count	1,625.00	1,751.00	1,622.00	1,678.00	1,782.00	1,838.00	1,859.00	-
COE Unduplicated Pupil Count	3.00	6.00	-	-	-	-	-	-
Total Unduplicated pupil Count	1,628.00	1,757.00	1,622.00	1,678.00	1,782.00	1,838.00	1,859.00	-
Rolling %, Supplemental Grant	82.7700%	86.1300%	82.8900%	79.7000%	76.6500%	76.6500%	76.6500%	0.0000%
Rolling %, Concentration Grant	82.7700%	86.1300%	82.8900%	79.7000%	76.6500%	76.6500%	76.6500%	0.0000%
FUNDED ADA								
<i>Adjusted Base Grant ADA</i>	<i>Prior Year</i>	<i>Current Year</i>	<i>Current Year</i>	<i>Current Year</i>	<i>Current Year</i>	<i>Current Year</i>	<i>Current Year</i>	<i>Prior Year</i>
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	1,840.07	1,909.24	2,051.67	2,086.00	2,216.00	2,266.00	2,306.00	2,300.00
Total Adjusted Base Grant ADA	1,840.07	1,909.24	2,051.67	2,086.00	2,216.00	2,266.00	2,306.00	2,300.00
<i>Necessary Small School ADA</i>	<i>Current year</i>	<i>Current year</i>	<i>Current year</i>	<i>Current year</i>	<i>Current year</i>	<i>Current year</i>	<i>Current year</i>	<i>Current year</i>
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-
Total Necessary Small School ADA	-	-	-	-	-	-	-	-
Total Funded ADA	1840.07	1909.24	2051.67	2086.00	2216.00	2266.00	2306.00	2300.00
-456- JAL ADA (Current Year Only)								
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	1,837.86	1,909.24	2,051.67	2,086.00	2,216.00	2,266.00	2,306.00	-
Total Actual ADA	1,837.86	1,909.24	2,051.67	2,086.00	2,216.00	2,266.00	2,306.00	-
Funded Difference (Funded ADA less Actual ADA)	2.21	-	-	-	-	-	-	2,300.00
Minimum Proportionality Percentage (MPP)								
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Current year estimated supplemental and concentration grant funding in the LCAP year	\$ 1,645,003	\$ 2,876,983	\$ 4,338,520	\$ 5,003,937	\$ 5,276,069	\$ 5,527,443	\$ 5,500,000	
Current year Minimum Proportionality Percentage (MPP)	10.75%	15.94%	23.88%	25.95%	26.40%	26.31%	26.22%	

SSC School District and Charter School Financial Projection Dashboard 2016-17 May Revision

This version of SSC's Financial Projection Dashboard is based on the 2016-17 May Revision. We have updated the cost-of-living adjustment (COLA), Consumer Price Index (CPI), and ten-year T-bill planning factors per the latest economic forecasts. We have also updated the Local Control Funding Formula (LCFF) factors. We rely on various state agencies and outside sources in developing these factors, but we assume responsibility for them with the understanding that they are general guidelines.

LCFF ENTITLEMENT FACTORS				
Entitlement Factors per ADA	K-3	4-6	7-8	9-12
2015-16 Base Grants	\$7,083	\$7,189	\$7,403	\$8,578
COLA at 0.00%	\$0	\$0	\$0	\$0
2016-17 Base Grants	\$7,083	\$7,189	\$7,403	\$8,578
Entitlement Factors per ADA	K-3	4-6	7-8	9-12
2016-17 Base Grants	\$7,083	\$7,189	\$7,403	\$8,578
Grade Span Adjustment Factors	10.4%	—	—	2.6%
Grade Span Adjustment Amounts	\$737	—	—	\$223
2016-17 Adjusted Base Grants	\$7,820	\$7,189	\$7,403	\$8,801
Supplemental Grants (% Adj. Base)	20%	20%	20%	20%
Concentration Grants	50%	50%	50%	50%
Concentration Grant Threshold	55%	55%	55%	55%

LCFF DASHBOARD FACTORS					
Factor	2015-16	2016-17	2017-18	2018-19	2019-20
LCFF Planning Factors	SSC Simulator ¹	SSC Simulator ¹	SSC Simulator ²	SSC Simulator ²	SSC Simulator ²
SSC Gap Funding Percentage	52.20%	54.84%	19.30%	34.25%	36.74%
Department of Finance Gap Funding Percentage	52.20%	54.84%	73.96%	41.22%	75.16%
Gap Funding Percentage ³ (May Revise)	53.08%	54.84%	46.63	37.73	55.195

PLANNING FACTORS					
Factor	2015-16	2016-17	2017-18	2018-19	2019-20
Statutory COLA	1.02%	0.00%	1.11%	2.42%	2.67%
COLA on state and local share only of Special Education, Child Nutrition, Foster Youth, Preschool, American Indian Education Centers/American Indian Early Childhood Education	1.02%	0.00%	1.11%	2.42%	2.67%
California CPI	2.02%	2.15%	2.26%	2.49%	2.36%
California Lottery	Base	\$140	\$140	\$140	\$140
	Proposition 20	\$41	\$41	\$41	\$41
Interest Rate for Ten-Year Treasuries	1.98%	2.05%	2.43%	2.58%	2.70%
CalPERS Employer Rate (projected)	11.847%	13.888%	15.50%	17.10%	18.60%
CalSTRS Employer Rate (statutory)	10.73%	12.58%	14.43%	16.28%	18.13%
CalSTRS On-Behalf Rate	7.125890%	8.578248% ⁴	8.578248% ⁴	8.578248% ⁴	8.578248% ⁴

RESERVES		
State Reserve Requirement	District ADA Range	Reserve Plan ⁵
The greater of 5% or \$65,000	0 to 300	SSC recommends one year's increment of planned revenue growth
The greater of 4% or \$65,000	301 to 1,000	
3%	1,001 to 30,000	
2%	30,001 to 400,000	
1%	400,001 and higher	

¹ Go to the SSC LCFF Simulator at www.sscal.com. Your LCFF amounts for multiyear planning purposes will be provided based on your district-specific data.

² For the forecast years, the total dollar amount needed to fund the statutory COLA is applied to the SSC LCFF Simulator.

³ Either this percentage or the final State Budget gap percentage can be used for calculating movement toward class sizes of 24:1 at grades transitional kindergarten-3.

⁴ 2016-17 rate is preliminary until February 2017

⁵ District reserve requirements as stated in the State Board of Education (SBE) adopted criteria and standards based solely on district size is not as relevant when financial volatility and exposure is disparate under the LCFF. We recommend that every district first observe the current SBE-required reserve for the traditional economic uncertainties. We also recommend the establishment of a separate reserve based on the annual LCFF revenue increase projected for the district in Year 2 and Year 3 of the multiyear projection. We recommend that the district develop a plan to, over time, set aside one year's growth in LCFF funding as a reserve due to the potential volatility inherent in state revenues. Within that set aside, we also recommend assigning the supplemental and concentration grant dollars.

California Department of Education (CDE) - School Fiscal Services Division

2016–17 Restricted Indirect Cost Rates for K–12 Local Educational Agencies (LEAs) – Five Year Listing

Rates approved based on standardized account code structure expenditure data

Address questions to sacsinfo@cde.ca.gov, or call 916-322-1770.

As of April 25, 2016

* C = County

CA= Common Administration

D = District

J = Joint Powers Agency

----- A P P R O V E D R A T E S -----				
For use with state and federal programs, as allowable, in:				
2012–13	2013–14	2014–15	2015–16	2016–17
(based on 2010–11 expenditure data)	(based on 2011–12 expenditure data)	(based on 2012–13 expenditure data)	(based on 2013–14 expenditure data)	(based on 2014–15 expenditure data)
4.10%	3.56%	10.12%	12.49%	7.17%

County Code	LEA Code	Type*	LEA Name
27	66068	D	King City Joint Union High

-458-

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

SUBJECT: Approval of Proposed Settlement with the California School Employees Association (CSEA) Local #529 **MEETING:** June 9, 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) Local #529 for 2016-2017 through 2018-2019.

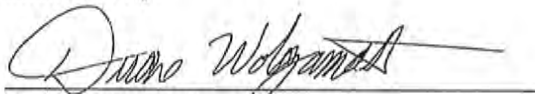
Recommendation:

It is recommended that the State Administrator approve the negotiated agreement (and accompanying salary schedules) with the California School Employees Association (CSEA) for 2016-2017 through 2018-2019.

Fiscal Impact:

Total potential cost to the General Fund of \$807,792 over the 2015/16, 2016/17 & 2017/18 fiscal years. This amount includes the prior CSEA negotiated amounts for this period within budgeted amounts.

Submitted By:



Duane Wolgamott
Chief Business Official

Approved:



Daniel R. Moirao, Ed.D.
State Administrator

South Monterey County Joint Union High School District
CLASSIFIED SALARY SCHEDULE
Proposed Effective 7/1/16

Year Range	1		2		3		4		5	
1	12.34	2139.29	12.96	2246.36	13.60	2357.90	14.29	2476.13	15.00	2599.94
2	12.65	2192.82	13.28	2302.13	13.94	2417.01	14.64	2537.47	15.37	2664.63
3	12.97	2247.48	13.61	2359.01	14.29	2477.24	15.01	2601.05	15.76	2731.55
4	13.29	2303.25	13.95	2418.13	14.65	2539.70	15.39	2666.86	16.15	2799.59
5	13.62	2361.25	14.30	2479.47	15.02	2603.28	15.77	2732.66	16.56	2869.86
6	13.96	2420.36	14.66	2540.82	15.39	2667.97	16.16	2801.82	16.97	2941.24
7	14.31	2480.59	15.03	2604.40	15.78	2734.90	16.56	2870.97	17.39	3014.85
8	14.67	2541.94	15.40	2669.09	16.17	2802.93	16.98	2943.47	17.83	3090.70
9	15.03	2605.51	15.78	2736.01	16.58	2873.20	17.41	3017.08	18.27	3167.66
10	15.41	2671.32	16.18	2805.16	16.99	2944.59	17.84	3091.81	18.73	3246.85
11	15.80	2738.24	16.58	2874.32	17.41	3018.20	18.29	3169.89	19.20	3328.27
12	16.19	2806.28	17.00	2946.82	17.85	3094.05	18.74	3249.08	19.68	3410.81
13	16.60	2876.55	17.43	3020.43	18.29	3171.01	19.21	3330.50	20.17	3496.70
14	17.01	2947.93	17.86	3096.28	18.75	3250.20	19.69	3413.04	20.68	3583.69
15	17.44	3022.66	18.31	3173.24	19.22	3331.62	20.19	3498.93	21.20	3674.04
16	17.87	3097.39	18.76	3252.43	19.70	3415.27	20.69	3585.93	21.72	3765.50
17	18.32	3175.47	19.23	3333.85	20.20	3501.16	21.20	3675.15	22.26	3859.19
18	18.78	3254.66	19.72	3417.50	20.70	3588.16	21.74	3767.73	22.82	3956.23
19	19.25	3336.08	20.21	3502.27	21.22	3677.39	22.28	3861.42	23.39	4054.38
20	19.73	3419.73	20.71	3590.39	21.75	3769.96	22.84	3958.46	23.98	4155.88
21	20.22	3504.50	21.23	3679.62	22.29	3863.65	23.41	4057.73	24.57	4259.61
22	20.73	3592.62	21.76	3772.19	22.85	3960.69	24.00	4159.23	25.19	4366.69
25	22.32	3868.85	23.44	4062.30	24.61	4265.42	25.84	4478.68	27.13	4702.62

6% over 15/16
+ additional 2.2%
Longevity:

- 1.80% After 6 years
- 3.50% After 8 years
- 4.25% After 10 years
- 5.00% After 12 years
- 5.63% After 14 years
- 6.25% After 16 years
- 6.88% After 18 years
- 12.875% After 20 years

Adopted:
Revised:

South Monterey County Joint Union High School District
CLASSIFIED SALARY SCHEDULE
Proposed Effective 7/1/17

Year Range	1		2		3		4		5	
1	12.65	2192.77	13.28	2302.52	13.94	2416.85	14.64	2538.03	15.37	2664.93
2	12.97	2247.64	13.61	2359.68	14.29	2477.44	15.01	2600.91	15.76	2731.24
3	13.29	2303.66	13.95	2417.99	14.65	2539.18	15.38	2666.08	16.15	2799.84
4	13.62	2360.83	14.30	2478.58	15.02	2603.20	15.77	2733.53	16.56	2869.58
5	13.96	2420.28	14.66	2541.46	15.39	2668.36	16.16	2800.98	16.97	2941.60
6	14.31	2480.87	15.03	2604.34	15.78	2734.67	16.57	2871.86	17.39	3014.77
7	14.67	2542.60	15.40	2669.51	16.17	2803.27	16.98	2942.75	17.83	3090.23
8	15.03	2605.48	15.78	2735.82	16.58	2873.01	17.41	3017.06	18.28	3167.97
9	15.41	2670.65	16.18	2804.41	16.99	2945.03	17.84	3092.51	18.73	3246.85
10	15.80	2738.10	16.59	2875.29	17.41	3018.20	18.28	3169.11	19.20	3328.02
11	16.19	2806.70	17.00	2946.17	17.85	3093.66	18.75	3249.14	19.68	3411.48
12	16.59	2876.44	17.43	3020.49	18.30	3171.40	19.21	3330.31	20.17	3496.08
13	17.01	2948.46	17.86	3095.94	18.75	3250.28	19.69	3413.77	20.68	3584.11
14	17.43	3021.63	18.31	3173.68	19.22	3331.45	20.18	3498.37	21.19	3673.29
15	17.87	3098.23	18.76	3252.57	19.70	3414.91	20.69	3586.40	21.73	3765.89
16	18.32	3174.83	19.23	3333.74	20.20	3500.65	21.21	3675.57	22.27	3859.64
17	18.78	3254.85	19.71	3417.20	20.70	3588.69	21.73	3767.03	22.82	3955.67
18	19.25	3336.03	20.21	3502.94	21.22	3677.86	22.28	3861.92	23.40	4055.13
19	19.73	3419.48	20.71	3589.83	21.75	3769.32	22.83	3957.96	23.98	4155.74
20	20.22	3505.23	21.23	3680.15	22.29	3864.21	23.41	4057.42	24.58	4259.78
21	20.72	3592.12	21.76	3771.61	22.85	3960.24	24.00	4159.17	25.19	4366.10
22	21.24	3682.43	22.31	3866.50	23.42	4059.71	24.60	4263.21	25.82	4475.85
25	22.88	3965.58	24.02	4163.86	25.22	4372.05	26.48	4590.65	27.81	4820.18

2.5% over 16/17

Longevity:

- 1.80% After 6 years
- 3.50% After 8 years
- 4.25% After 10 years
- 5.00% After 12 years
- 5.63% After 14 years
- 6.25% After 16 years
- 6.88% After 18 years
- 12.875% After 20 years

Adopted:
Revised:

South Monterey County Joint Union High School District
CLASSIFIED SALARY SCHEDULE
 Proposed Effective 7/1/18

Year Range	1		2		3		4		5	
1	12.97	2247.59	13.62	2360.08	14.29	2477.27	15.01	2601.48	15.76	2731.56
2	13.29	2303.84	13.95	2418.68	14.65	2539.38	15.38	2665.93	16.15	2799.52
3	13.62	2361.26	14.30	2478.44	15.02	2602.65	15.77	2732.73	16.56	2869.83
4	13.96	2419.85	14.66	2540.55	15.39	2668.28	16.16	2801.87	16.97	2941.32
5	14.31	2480.78	15.03	2605.00	15.78	2735.07	16.56	2871.01	17.40	3015.14
6	14.67	2542.89	15.40	2669.45	16.17	2803.04	16.98	2943.66	17.83	3090.14
7	15.04	2606.17	15.79	2736.24	16.58	2873.35	17.40	3016.31	18.27	3167.48
8	15.41	2670.62	16.18	2804.21	16.99	2944.83	17.84	3092.48	18.73	3247.17
9	15.79	2737.42	16.58	2874.52	17.42	3018.66	18.29	3169.82	19.20	3328.02
10	16.19	2806.55	17.00	2947.18	17.85	3093.66	18.74	3248.34	19.68	3411.22
11	16.60	2876.86	17.42	3019.83	18.29	3171.00	19.21	3330.37	20.17	3496.77
12	17.01	2948.35	17.86	3096.00	18.75	3250.68	19.69	3413.57	20.67	3583.48
13	17.44	3022.17	18.31	3173.34	19.22	3331.54	20.19	3499.11	21.19	3673.72
14	17.87	3097.17	18.77	3253.03	19.70	3414.74	20.69	3585.83	21.72	3765.12
15	18.32	3175.68	19.23	3333.88	20.19	3500.28	21.21	3676.06	22.27	3860.04
16	18.77	3254.20	19.71	3417.08	20.70	3588.17	21.74	3767.46	22.82	3956.13
17	19.25	3336.23	20.21	3502.63	21.22	3678.40	22.28	3861.21	23.39	4054.56
18	19.73	3419.43	20.71	3590.51	21.75	3769.81	22.84	3958.47	23.98	4156.51
19	20.22	3504.97	21.23	3679.57	22.29	3863.55	23.41	4056.91	24.57	4259.63
20	20.73	3592.86	21.76	3772.15	22.85	3960.82	23.99	4158.86	25.19	4366.27
21	21.24	3681.92	22.30	3865.90	23.42	4059.25	24.60	4263.15	25.82	4475.25
22	21.78	3774.49	22.86	3963.16	24.01	4161.20	25.21	4369.79	26.47	4587.75
25	23.45	4064.72	24.62	4267.96	25.85	4481.35	27.15	4705.41	28.50	4940.69

2.5% over 17/18

Longevity:

- 1.80% After 6 years
- 3.50% After 8 years
- 4.25% After 10 years
- 5.00% After 12 years
- 5.63% After 14 years
- 6.25% After 16 years
- 6.88% After 18 years
- 12.875% After 20 years

Adopted:
Revised:

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
GOVERNING BOARD

SUBJECT: Approval of Internship Credential Program Agreement between the South Monterey County Joint Union High School District and National University through its College of Education

MEETING: 6/9/2016

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:

National University is accredited by the Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC) as a teacher education institution desiring to provide teaching experience through directed teaching and/or fieldwork to its students enrolled in the university's teacher training curricula.

The District wishes to establish a partnership with National University to provide internship credential participants with classroom experience while they complete course work requirements for the preliminary credential. Candidates working under University Intern Teaching Credentials are authorized to work as a regular classroom teacher, under the supervision of a Commission-approved college or university and the employer, in the area or subject listed on the credential. This opportunity also helps our district fill teacher shortages by allowing us to hire candidates who are nearing completion of their teacher preparation program.

Recommendation:

The District Administration recommends that the State Administrator approve the Internship Credential Program Agreement between the South Monterey County Joint Union High School District and National University through its College of Education

Fiscal Impact:

No fiscal impact

Submitted By:



Claudia Arellano
Human Resources Director

Approved:



Daniel R. Moirao
State Administrator



INTERNSHIP CREDENTIAL PROGRAM AGREEMENT

This Internship Credential Program Agreement (“**Agreement**”) is entered into effective May 13, 2016 (“**Effective Date**”) by and between South Monterey County Joint Union High, a legal association of school districts who have partnered for the purpose of providing contractual services for students, or state-supported K-12 educational service unit, which is located in the State of California, County of Monterey, South Monterey County Joint Union High (individually or collectively, “**District**”), and National University (“**University**”), a California nonprofit, private university.

RECITALS

- A. **University** is accredited by the Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC). **University** has met all of the preconditions prescribed by the California Commission on Teacher Credentialing (CTC) to offer the following internship credential programs (“**Programs**”): Teacher Education Internship Credential, Special Education Internship Credential, Preliminary Administrative Services Internship Credential, and Pupil Personnel Services Internship Credential – School Counseling, Pupil Personnel Services Internship Credential – School Psychology;
- B. California Education Code Sections 44452 and 44321 authorize a public school district or county office of education in cooperation with an approved college or university to establish an internship program meeting the provisions of applicable California statutes and CTC regulations. **District** is a public school district (or state-supported K-12 educational service unit) or county office of education and **University** is an approved university within the meaning of Ed Code Section 44452; and
- C. **District** and **University** wish to partner to deliver services in support of the Programs that meet the regulations and standards of CTC. Attached as Exhibit “A” to this Agreement and incorporated herein by this reference is a list of the Programs that **District** and **University** will be supporting through this partnership.

Based on these recitals, **District** and **University** agree as follows:

1. **Term**. The term of this Agreement shall commence as of the Effective Date above and shall continue until such time as either party gives 30 days notice of its intent to terminate this Agreement. All Interns placed with **District** and who are in good standing with **District** and **University** as of the date of termination of this Agreement shall be permitted to complete their internship experience with **District**.
2. **Placement of Interns**. **University** students, certified as qualified and competent by **University** to provide intern services to **District**, may, at **District**'s discretion, be accepted and assigned to its schools for services as interns (“**Interns**”). **University** and **District** shall coordinate the process of selection and placement of Interns. **University** reserves the right to make the final determination on any Intern's acceptance into the Program, while **District** reserves the right to make the final determination on any Intern's employment. Neither **University** nor **District** shall discriminate in the selection or acceptance of, or participation by, any Intern pursuant to this Agreement because of race, color, national origin, religion, sex, sexual orientation, handicap, age, veteran's status, medical condition, marital status, or citizenship, within the limits imposed by law.
3. **Program Requirements**. Each Intern accepted into the Program must have met all of the following qualifying minimum criteria:
 - a. Recommendation to a Program by a **District** designee.
 - b. Interview and screening by **District** staff, including a background check, district administrator interview and paper screening, Department of Justice fingerprint clearance, and a baccalaureate degree from an accredited institution.
 - c. Interview and screening by **University** staff, including a personal interview, written self-evaluation regarding teaching and learning, and verification of coursework and prior experience with K-12 students in a multicultural, multilingual setting.
 - d. Interview with a **University** Support Provider/Supervisor and a lead faculty member for the Program.
 - e. Passage of the CBEST exam or proof of basic skills assessment and verification of subject matter competence by completion of an approved program or passage of the CSET.
 - f. All service preconditions required by the CCTC shall have been met.

4. Intern Employment Status. Interns shall be **District** employees for all purposes, including for the payment of any federal, state, or local income or occupational taxes, FICA taxes, unemployment compensation or workers' compensation contributions, vacation pay, sick leave, retirement benefits or any other payments or benefits for or on behalf of Interns.
5. Reservation of Right to Payment. Pursuant to Education Code Section 44462, **District** reserves the right to request an adjustment of any Intern's salary to cover supervision services pursuant to this Agreement.
6. Non-Displacement of Certificated Employees. Pursuant to CTC requirements, upon request **District** shall provide written certification to **University** that each Intern placed with **District** has not displaced a certificated **District** employee, which shall enable **University** to verify to CTC that all statutory and CTC requirements have been met.
7. Intern Advisory Committee. **District** and **University** will collaborate to develop an Intern Advisory Committee comprised of community members, institutional administrators, teachers, faculty members, and at least one Intern representative, which will serve to provide guidance and support for the Programs.
8. Teacher and Special Education Intern Support.
 - a. To support Education Credential Interns, **District** and **University** will each provide a qualified supervisor to assist each Intern in a Program. **District** supervisors are called "Site Support Providers". **University** supervisors are called "University Support Providers". **District** Site Support Providers will mentor, coach and consult with interns on all areas of responsibility as a teacher of record by visiting the classroom to conduct real time observations with pre- and post-debriefing protocols to provide weekly course planning, modeling and coaching with attention to differentiated instruction for English Learners; assessment of language needs and progress; and support for language accessible instruction. **University** Support Providers will provide guidance and mentorship in weekly planning for all students including, but not limited to English Language Learners via virtual communication, in-classroom coaching and mentoring as deemed appropriate.
 - b. **District** Site Support Providers will hold a valid Clear or Life Credential, three years of successful teaching experience, and a valid English Learner Authorization or CLAD Certificate issued pursuant to section 80015 or valid bilingual authorization issued pursuant to section 80015.1. **University** Support Providers will have current knowledge in their subject-matter area; ability to model best practices in teaching, scholarship and service; working knowledge about diversity (abilities, culture, language, ethnic, gender); and understanding of academic standards, frameworks and accountability for public schools. **District** and **University** shall independently determine the qualifications of their respective supervisors.
 - c. **District's** Site Support Provider and **University's** Support Provider will together meet periodically with Interns to ensure Interns are following the California standards for the specific credential each Intern is seeking to obtain.
 - d. **District's** Site Support Provider/Site Supervisors and **University's** Support Providers will meet without the Intern to discuss the Intern's progress, as needed.
 - e. Concurrent with an Intern's experience at **District**, **University** will hold Program orientation seminars for Interns and training seminars for **District** Site Support Providers/Supervisors. During the Site Support Providers'/Site Supervisors' training, **University** representatives will review supervising techniques, establish procedures for conducting observations and providing assistance, introduce forms used in the Program, communicate seminar schedules, and offer further training and materials to Site Support Providers.
 - f. **District** will include Interns in appropriate **District** support programs and regularly scheduled staff development activities.
 - g. **District** will designate a liaison, who may or may not be on the Intern Advisory Committee, to ensure supervisory and support assistance to Interns at **District**.
 - h. **University** Support Providers will visit Interns at their sites on a regularly scheduled basis to monitor each Intern's progress. **District** Site Support Providers will provide supervision and ongoing support for a minimum of 72 hours. Interns without an English Language Authorization must receive focused English Language instruction support. **University** Support Providers will provide supervision and ongoing support for a minimum of 72 hours. Interns without an English Language Authorization must receive a minimum of 45 hours of focused English Language instruction support. **University** Support Providers will monitor the completion of employer-provided support via a Intern Support Verification Form to verify the clockwork hours provided by Site Support Providers and/or employer support personnel. Forms must be turned in as part of the intern's clinical practice course assignments.
9. Counseling, Psychology and Administrative Services Intern Support
 - a. To support Services Credential Interns, **District** and **University** will each provide a qualified supervisor to assist each Intern in a Pupil Personnel Services School Counseling, Pupil Personnel Services School Psychology, and Administrative Services Programs. **District** supervisors are called "Site Support Providers/Site Supervisors". **University** supervisors are called "Support Providers/University Supervisors".
 - b. **District** and **University** shall independently determine the qualifications of their respective supervisors.
 - c. **District's** Site Support Provider/Site Supervisors and **University's** Support Provider/University Supervisors will together meet periodically with Interns to ensure Interns are following the California standards for the services credential each intern is seeking to obtain.
 - d. **District's** Site Support Provider/Site Supervisors and **University's** Support Providers/University Supervisors will meet without the Intern to discuss the Intern's progress, as needed.
 - e. Concurrent with an Intern's experience at **District**, **University** will hold Program orientation seminars for Interns and training seminars for **District** Site Support Providers/Supervisors. During the Site Support Providers'/Site Supervisors' training, **University** representatives will review supervising techniques, establish procedures for conducting observations and providing

assistance, introduce forms used in the Program, communicate seminar schedules, and offer further training and materials to Site Support Providers.

- f. **District** will include Interns in appropriate **District** support programs and regularly scheduled staff development activities.
 - g. **District** will designate a liaison, who may or may not be on the Intern Advisory Committee, to ensure supervisory and support assistance to Interns at **District**.
 - h. **University** Support Providers will visit Interns at their sites on a regularly scheduled basis to monitor each Intern's progress.
10. **Academic Responsibility.** **University** shall have exclusive control over all academic issues involving the Programs, which shall include, without limitation: selection of course content and required textbooks; delivery of instructional programs; selection and approval of faculty; admission, registration, and retention of Interns; evaluation of Interns' prior experience and education; evaluation of Interns' academic progress; scheduling courses; awarding academic credit; and conferring degrees.
 11. **Duration of Internship.** Once a student has been accepted as an Intern by **District**, and if the student remains in good standing in the Program at **University** and within the **District's** policies and performance standards, the Intern will be permitted to finish his/her internship at **District**. However, an Intern who performs below acceptable **District** or **University** standards, after appropriate support and advice efforts have been exhausted, may be removed from the paid internship position by the **District** and/or removed from his/her Program by the **University**. All services provided by **University** and **District** pursuant to this Agreement shall terminate upon an Intern's removal from the **District** or termination of participation in a Program.
 12. **Assessment.** Assessment is a function of the Teacher Education Internship Seminar course (for the Teacher Education Internship Credential), Specialist Education Clinical Practice Seminar courses (for the Special Education Internship Credential), Intern Field Experience course (for the Preliminary Administrative Services Internship Credential) and Best Practices Internship Seminar for School Counseling and School Psychology (for the Pupil Personnel Services Internship Credential). Students in those classes will pre-assess their teaching or administrative skills, develop a plan for growth, and assess their growth at the close of the course. This pre-assessment, development and post-assessment will occur in collaboration with the **District** Site Support Provider/Site Supervisor and the **University** Support Provider/University Supervisor.
 13. **Indemnity.** The **District** shall defend, indemnify and hold the **University**, its officers, employees, and agents, harmless from and against any and all liability, loss, expense (including reasonable attorneys fees), or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorneys fees or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of the **District**, its officers, employees, or agents.

The **University** shall defend, indemnify and hold the **District**, its officers, employees, and agents, harmless from and against any and all liability, loss, expense (including reasonable attorneys fees), or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorneys fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of the **University**, its officers, employees, or agents.
 14. **Relationship of Parties.** Nothing in this Agreement is intended nor shall be construed to create an employer/employee relationship, or a joint venture, partnership or agency relationship between the parties.
 15. **Publicity.** Neither **University** nor **District** shall cause to be published or disseminated any advertising materials, either printed or electronically transmitted, which identifies the other party or its facilities with respect to this Agreement, without the prior written consent of the other party. In addition, neither party may use the names, logos, or trademarks of the other party without its prior written consent.
 16. **Records.** It is understood and agreed that all employment records shall remain the property of **District**, and all student records, including Intern assessments, will remain the property of **University**.
 17. **Entire Agreement and Severability.** If a court or arbitrator holds any provision of this Agreement to be illegal, unenforceable, or invalid, the remaining provisions will not be affected. This Agreement contains the entire agreement between the parties pertaining to the transaction and may not be amended unless in writing, signed by both parties.
 18. **Assignment.** Neither party shall assign its rights or delegate its duties under this Agreement without the prior written consent of the other party.
 19. **Notices.** All notices or other communications given under this Agreement will be in writing and sent to the addressee listed below (unless a party has changed its address by giving notice), and will be effective upon receipt if delivered personally or by overnight mail, or effective three days after mailing if by certified mail, return receipt requested.
 20. **Representations.** Each party represents that: (a) it will abide by all applicable federal, state, or local statutes or regulations; (b) the individual signing this Agreement has the authority to do so; and (c) it has the ability and authority to perform each of its obligations under this Agreement. These representations will continue after the Agreement terminates.
 21. **General Provisions.** The Agreement: (a) will be binding and enforceable by the parties and their respective successors or assigns, but not by any individual or organization not a party to this Agreement; (b) may be executed in counterparts and effective with original or facsimile signatures; (c) will be governed by California law; and (d) has been executed at San Diego, California.

This Agreement is executed by and between:

University: National University

Contact: Frank Adame
Credentials Contract Coordinator
9980 Carroll Canyon Road
San Diego, CA 92131
Telephone (858) 642-8300
Facsimile (858) 642-8717
credcontracts@nu.edu

By: _____
Randy C. Frisch, Esq.
Vice Chancellor, Business and Administration

Dated: _____

District: South Monterey County Joint Union

By: Daniel R. Moirao

Name: Daniel R. Moirao

Title: State Administrator

Address: 800 Broadway St
King City, CA 93930

Telephone: (831) 385-0606

Dated: 5/16/16

EXHIBIT A

Internship Programs

District and University wish to partner to support the following Programs:

- Teacher Education Internship Credential
- Special Education Internship Credential
- Preliminary Administrative Services Internship Credential
- Pupil Personnel Services Internship Credential – School of Counseling
- Pupil Personnel Services Internship Credential – School of Psychology

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

SUBJECT: Ratification of contract agreement with School Services of California to Conduct a CBO search

MEETING: June 9, 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 is in need of hiring a Chief Business Official. School Services of California is a highly regarded organization in the State of California and has access to potential candidates for Chief Business Officials.

Recommendation:

It is recommended that the Board of Education ratify the contract agreement with School Services to assist in the pursuit of a new Chief Business Official

Fiscal Impact:

\$14,200 plus expenses from the general fund.

Submitted By:

Approved:

Daniel R. Moirao Ed.D.
State Administrator

Daniel R. Moirao Ed.D.
State Administrator



June 3, 2016

1121 L Street

Suite 1060

Sacramento

California 95814

TEL: 916 . 446 . 7517

FAX: 916 . 446 . 2011

www.sscal.com

*An Employee-Owned
Company*

Daniel R. Moirao Ed.D.
State Administrator
South Monterey County Joint Union High School District
800 Broadway Street
King City, CA 93930

Re: Proposal for Search and Recruitment of a Chief Business Official

Dear Dr. Moraio:

Thank you for your interest in our Executive Search Services. Our firm serves numerous districts in the search for Chief Business Officials/Chief Finance Officers (CBOs/CFOs), and we would be pleased to serve South Monterey County Joint Union High School District (District) in searching, recruiting, and filling your Chief Business Official position.

Outline of Executive Search Procedures

We can mold the search recruitment and selection process to meet the unique needs of the District. Generally, we use the following steps to assist districts:

- a. **Selection Criteria:** We will interview you and others designated by you for the purpose of obtaining background information and setting criteria for the selection process. It is important that there be a positive "fit" between the candidate finalists and the top administrative team, and we believe these initial conversations will help to establish selection guides. As a result of the selection criteria conversations, we will develop and propose a recruitment brochure for your review.
- b. **Mail and Advertising Campaign:** We will propose and, following your approval, distribute widely a District brochure to appropriate persons, institutions, and organizations. Additionally, we will, following your approval, conduct an advertising campaign in selected industry publications. If the District desires more extensive national advertising and recruitment, that process can be included.
- c. **Recruitment:** We will provide active recruitment and make appropriate contacts throughout a broad-based education network to secure a desirable pool of qualified candidates.

- d. **Application Processing:** We will receive all candidate application materials and will maintain all needed communications regarding applicant files with all prospective candidates.
- e. **Paper Screening:** We will provide paper screening of all applicants' materials and ensure that the District is appropriately involved in the selection of initial candidates.
- f. **Interview Process and Selection:** District interviews will be conducted including the top candidates organized in a format with two interview panels (to be created by School Services of California, Inc., [SSC] and client), one consisting of individuals with school business technical experience and a second comprising District leadership, other school agency stakeholders, and community members. Final interviews generally include the top District leadership. The second round interviews may include candidates from out of the area. In such an instance, the travel expenses for a candidate's second round interview are typically an obligation of the District. If the District is not covering the travel expenses for the candidate, the candidate would be responsible for those costs.
- g. **Reference Checking:** We will conduct the reference checking of leading candidates using listed references and our contacts in both the business and educational communities. In addition to a very intensive reference-checking process, final candidates will undergo a degree verification and credit check.
- h. **Selection:** We will provide the process to assist the District in the selection of the top candidate.

We continually emphasize that our role is only to advise, assure the District of a vigorous recruitment effort, provide a thorough screening process, and provide time-consuming detail work. Throughout the process, we are clearly conscious of and meticulous in ensuring that the decision is that of the District and not our staff.

Your selection process will be tailored to meet the needs and desires of the District. The adopted process will ensure the development of objective criteria to be used in the recruitment and screening of applicants and be in accord with the District's affirmative action policies, Fair Employment Practices guidelines, and other legal restrictions.

Timeline

Every effort will be made to complete the process within a timeline that will enable the person selected to assume the duties of the Chief Business Official by a date established by the District but, in general, the search and selection process will take approximately 90-120 days. A detailed, agreed-upon timeline will be provided prior to the commencement of the search.

Experienced Service

Our staff brings a wealth of knowledge regarding the functions and obligations that are imposed on the top business/administrative leader of a school agency. For more than 40 years, our company has focused on the governance, management, and business of California public schools. This intense specialization and unique knowledge gives us a special ability to serve school districts that demand the very best candidates available.

Responsibilities associated with the District search would be handled by two members of our search team. The same individuals work with the District throughout the entire process—there are no substitute advisors entering the process after the initial decision is made. Our search team members are:

- **Maureen Evans**, Vice President, provides support to school districts, county offices, and community colleges in governance, management, collective bargaining, factfinding, fiscal health analysis, general consulting, and chief business officer search services. She has served on the Fiscal Crisis and Management Assistance Teams (FCMAT) in Vallejo City and West Fresno school districts and in the Compton Community College District. She has held positions at every level from school site to top-level administration. Prior to joining SSC, Maureen was the Assistant Superintendent, Business Services, in Little Lake School District. She was responsible for all business and finance functions and served as a key member of the district's cabinet. Her prior positions, including CBO in the La Cañada Unified School District and Director of Budget for Long Beach Unified School District, make her a valuable resource for educators in California.
- **John Gray**, President, provides support to school districts, county offices, and community college districts in governance, management, collective bargaining, factfinding, fiscal health analysis, general consulting, and chief business officer search services. He has served on the Fiscal Crisis and Management Assistance Teams (FCMAT) in Vallejo, Oakland, and West Contra Costa Unified School Districts. John is a well-known presenter at statewide workshops on school finance, collective bargaining, and categorical funding. In addition, he presents annually at the Association of California Administrators (ACSA) Negotiators' Symposium, California School Boards Association (CSBA) conference, and the California Association of School Business Official (CASBO) conference. For nine years prior to joining SSC, John was the Director of Fiscal Services for a large urban school district. There he facilitated the implementation of a new integrated financial system for all business functions and a new human resources/payroll system. He also established the internal audit function.
- **Suzanne Speck**, Vice President, provides support to school districts, county offices, and community college districts in management, collective bargaining, factfinding, contract risk analysis, special education, legislative issues, general consulting, and chief business officer search services. For more than 20 years, she has served school districts in California as a special education teacher, special education administrator, Principal, and chief personnel officer. Suzanne has a strong background in alternative dispute resolution, collective bargaining, and organizational development. Suzanne is also an experienced workplace investigator and expert in the area of accommodation planning. She presents statewide on special education, collective bargaining, human resources, and employee benefits and leave administration. Suzanne is a skillful facilitator and has extensive experience leading large and small groups, on various topics, including strategic planning, budget advisory, and health benefit committees. Prior to joining SSC, Suzanne was the Assistant Superintendent, Human Resources, in the Travis Unified School District. Her prior positions, including Director of Personnel for the Vallejo City Unified School District and Special Education Principal for the Solano County Office of Education, make her a valuable resource for educators in California.

- **Kathleen Spencer**, Director, Management Consulting Services, works with school districts to implement and maintain effective and efficient operations through innovative strategies. Kathleen works with school districts to strengthen program management conducting organizational reviews, shared services and efficiency studies, budget reviews, comparative analyses of school district resources and staffing, and facilities reviews. She also specializes in compensation studies and salary schedule analyses. Kathleen assists in the preparation of case materials for SSC's many successful school district factfindings. She serves as SSC's liaison to the State Board of Education (SBE) monitoring emerging education policy issues and has guided many school districts through the SBE waiver process resulting in successful outcomes.
- **Sheila G. Vickers**, Vice President, provides support to school districts, county offices, and community college districts in management, collective bargaining, legislative issues, information systems, chief business official search services, fiscal health analyses, and other management consulting services. She has served on Fiscal Crisis and Management Assistance Teams (FCMAT) for human resources and finance, and as a county-appointed fiscal advisor for school districts in financial distress. Prior to joining SSC, Sheila developed a strong background in public sector business and finance: 11 years in K-12 and community college districts and seven years at a public utility. She served most recently as the Director of Fiscal Services for a large single-campus community college district, where she was responsible for budget planning, development, and maintenance, as well as for all accounting and payroll functions. Prior to that, she was the Director of Accounting for a large high school district and Accounting Manager for a community college campus.

The Cost of the Service

The base fee for the above assistance is \$14,200, plus direct out-of-pocket expenses. "Expenses" are defined as actual expenses for items such as advertising, brochure printing, mailing, telephone, travel costs, duplicating, and screening and reference checking. Enclosed is a standard contract for search services. If you are in agreement with the terms of the proposal, please process the contract in accord with District procedures, return it to our office, and a final executed Agreement will be returned.

The terms of this proposal are valid for 60 days from the date of this letter. After that period, new terms may be agreed upon after further review of the needs of the District.

Again, thank you for your confidence in our company and we look forward to having an opportunity to work with you in this vital project.

Sincerely,



SUZANNE SPECK
Vice President

AGREEMENT FOR SEARCH & RECRUITMENT SERVICES
Search for Chief Business Official

This is an Agreement between the **SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT**, hereinafter referred to as "Client," and **SCHOOL SERVICES OF CALIFORNIA, INC.**, hereinafter referred to as "Consultant," entered into as of June 3, 2016.

RECITALS

WHEREAS, the Client needs assistance with its Chief Business Official search and selection process; and

WHEREAS, the Client has examined the abilities of employees of the district, the county office, and adjoining districts to provide these services; and

WHEREAS, the Client finds that these services are either not available, or not available to the same level of expertise as those offered by outside consulting assistance; and

WHEREAS, Consultant is professionally trained and competent to provide these services; and

WHEREAS, the authority for entering into this Agreement is contained in Section 53060 of the Government Code and such other provisions of California law as may be applicable;

NOW, THEREFORE, the parties to this Agreement do hereby mutually agree as follows:

1. Consultant agrees to assist the Client in the selection of a Chief Business Official in the following manner:

Interview appropriate district officials, print a brochure, recruit candidates, receive applications and confidential papers and assemble files, assist the expert panel in the screening process, and all other matters pertinent to assisting the Superintendent in the selection of a Chief Business Official.

2. The Client agrees to pay Consultant for services rendered under this Agreement a base price of \$14,200, plus expenses. Consultant will bill the Client at appropriate intervals for services completed and expenses accrued to that date. "Expenses" are defined as actual expenses for items such as advertising, brochure printing, mailing, telephone, travel costs, duplicating, and screening and reference checking.

The terms of this Agreement are valid for sixty (60) days from June 3, 2016, unless this contract is executed. After that period, new terms may be agreed upon after further review of the needs of the District.

3. This Agreement shall be effective as of June 3, 2016, and shall terminate upon completion of the project, which is estimated to be September 30, 2016.
4. It is expressly understood and agreed to by both parties that Consultant, while carrying out and complying with any of the terms and conditions of this Agreement, is an independent contractor, and is not an employee of the Client.

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed as indicated below.

BY _____ DATE: _____
DANIEL R. MOIRAO, Ed.D.
State Administrator
South Monterey County Joint Union High School District

BY: _____ DATE: _____
SUZANNE SPECK
Vice President
School Services of California, Inc.

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

SUBJECT: Approval of Greenfield High School Site Plan For Student Achievement

MEETING: June 9, 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 Greenfield High School Single Plan for Student Achievement.

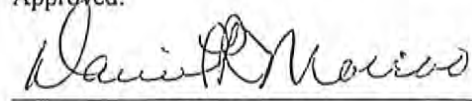
Fiscal Impact:

This is required to approve expenditures of State and Federal program funds.

Submitted By:


Frank Lynch
Principal, Greenfield High School

Approved:


Daniel R. Moirao, Ed.D.
State Administrator

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GREENFIELD HIGH SCHOOL

Single Plan for Student Achievement

2016-2017



The Single Plan for Student Achievement

School: Greenfield High School

District: South Monterey County Joint Union High School District

County-District School (CDS) Code: 27-66068

Principal: Francis M. Lynch

Date of this revision: June 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: Francis M. Lynch

Position: Principal

Telephone Number: 831-674-2751

Address: 225 South El Camino Real, Greenfield, CA 93927

E-mail Address: flynch@smcjuhsd.org

The District Governing Board approved this revision of the SPSA on June 9, 2016.



Table of Contents

Planned Improvements in Student Performance

Centralized Services for Planned Improvements in Student Performance

Form C: Programs Included in This Plan

Form D: School Site Council Membership

Form E: Recommendations and Assurances

Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

The WASC Visiting Committee Report for March 2016 identified six critical areas of need. The following areas are addressed in the 2015-16 GHS SPSA:

1. Continue to focus on improving English and math proficiency levels on multiple academic measures.
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.
3. Continue to build College Pathways.
4. Continue to build Career Pathways.
5. Continue to offer Professional Development for teachers.

All LCAP 2014-17 goals and performance measures are in italics.

English Language Arts (ELA)

LEA GOAL: Performance Goal 1A: *All students will reach high standards, at a minimum, attaining proficiency or better in ELA by 2014-15.*

LCAP Priority #4 Student Achievement

LCAP Priority: #2 Implementation of the CCSS

WASC VC Report March 2016:

Critical Area of Need #1: Continue to focus on improving English and math proficiency levels on multiple academic measures.

Critical Area of Need #5: Continue to offer Professional Development for teachers.

SCHOOL GOAL ELA 1: By August 2018, the proficiency on the SBAC will have improved by 15%.

SCHOOL GOAL ELA 2: Quarterly Benchmark scores will improve by 5% each quarter for each grade level.

What data did you use to form this goal?

- 2015-16 SBAC data
- Incoming 9th graders' SRI & SBAC data
- 2015-16 SRI data
- Quarterly Benchmark data
- Graduation rates for past three years
- PLC Note-taking Forms

What were the findings from the analysis of this data?

- 2014-15 SBAC Data for English found that 33% of students were meeting or exceeding the standard.
- Overall, English Only and RFEP students showed little measurable growth on the SRI while English Learners demonstrated some growth.

Benchmark Data:
9th Grade

	August	October	February
Exceeds	4%	1%	4%
Meets	17%	15%	17%
Near	19%	12%	16%
Does Not Meet	61%	71%	63%

10th Grade

	August	October	February
Exceeds	8%	2%	0
Meets	35%	9%	0
Near	12%	16%	0
Does Not Meet	44%	73%	0

How will the school evaluate the progress of this goal?

*LCAP: Performance on standardized tests**

- 11th Grade SBAC data
- 2016-17 SRI data
- Quarterly Benchmark data

**Extrapolate results by student subgroup: Low SES, EL, Foster Child, Students with Disabilities*

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	11 th Grade			
	August	October	February	
Mastered	41%	0	0	
Not Mastered	59%	100%	100%	

STRATEGY 1A.1: During 2016-17 GHS will create and/or modify pacing guides and benchmark and common formative assessments. The pacing guides and results of the benchmark and common formative assessments will be the focus of PLC work.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>1A.1.1 By September 1, 2016, 1st semester pacing guides and PBA-type writing benchmarks will be modified as needed to align with the ELA CCSS for ELA grades 9-11.</p> <p>1A.1.2 By December 1, 2016, 2nd semester pacing guides and PBA-type writing benchmarks will be modified as needed to align with the ELA CCSS for ELA grades 9-11.</p> <p>1A.1.3 By September 1, 2016, all ELA teachers will receive professional development related to pacing and common formative assessment development.</p> <p>1A.1.4 Monthly monitoring of pacing guides to review pacing guide alignment of curriculum delivery.</p>	<p>Site Administration Department Chair Instructional Coach IT ELA Teachers</p>	<ul style="list-style-type: none"> By September 1, 2016, ELA teachers will attend training to write/modify ELA pacing guides, build unit assessments aligned with the SBAC, and establish benchmarks. By September 1, 2016, train new ELA teachers in the pacing guide. Throughout the school year, provide additional support and materials in CM to help meet the rigor of the CCSS. Administer quarterly performance tasks and evaluate results, including results by subgroups (EL, SpEd). <ul style="list-style-type: none"> Student progress will be monitored using Illuminate, and performance goals established with students. All benchmark data input into Illuminate prior to the benchmark analysis date. Illuminate data will be shared with students within two weeks of benchmark writing. <ul style="list-style-type: none"> Provide collaboration time to accomplish tasks. 	<p>Title I Release Days / Subs \$2,500 Allocated</p> <p>Title I Release Days / Subs \$2,500 Allocated</p>

STRATEGY 1A.2: During 2016-2017, ELA students will increase reading and writing literacy.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>1.A.2.1 All ELA teachers will be trained on NewsELA.</p> <p>1.A.2.2 ELA teachers will monitor student progress on NewsELA using the program's reports.</p> <p>1.A.2.3 By June 2017, increase each student's SRI score by 10%.</p>	<p>Administration Student Support Services</p> <p>Instructors of the extended day programs</p>	<ul style="list-style-type: none"> By October 2016, ELA teachers will be trained on the fundamentals of NewsELA. Throughout the school year ELA teachers will share tips on integration of NewsELA into the curriculum, and support each other with the effective use of the program's reports. By October 2016, ELA teachers will have students trained in the benefits and use of NewsELA. By September 2016, all students will be SRI tested; re-testing will occur at least two more times over the school year. SRI data will be shared with students within two weeks of testing to use for student literacy goal setting. By the end of August 2016, ELA teachers will be trained to administer SRI testing, interface with the program and run student reports. 	<p>Title I ELA tutorial teachers \$2,500 Allocated</p> <p>Title I Hourly Salaries and Benefits \$25,000 Allocated</p> <p>Title I SES \$40,000 Allocated \$10,000 Materials and supplies</p> <p>USA Test Prep</p>

S1 in -483 - TEGY 1A.3: During 2016-17, all eligible 9th graders will be placed in a Read-180 class that is a double block of time for intensive reading attention.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>1.A.3.1 By August 2016, enroll target students in READ 180 classes.</p> <p>1.A.2.2 By December 2016, Read 180 teacher(s) will attend a Kinsella training (or comparable)</p>	<p>Administration Student Support Services</p> <p>Instructors of the READ-180 Program</p>	<ul style="list-style-type: none"> READ -180 will be offered during the school day Teacher will be selected and trained in the READ -180. Purchase necessary items, i.e. licenses, materials, etc, and place them in the READ 180 classes. Work with IT Dept. to prepare classrooms with necessary software and hardware for implementation of program. By September 2016, purchase class set of Surface tablets. Establish a calendar for end of the quarter/semester reports to the SSC on the progress of students enrolled in READ -180 program. Contact the parents of the target students, making sure they understand the purpose, schedule, and parameters of the program. Enroll in a Kinsella training and implement the strategies into instruction. 	<p>Title I Read 180 teacher training \$5,000 Allocated</p> <p>Read 180 Materials and Supplies \$8,000 Allocated</p>

Mathematics

LEA GOAL: Performance Goal 1B: All students will reach high standards, at a minimum, meeting or exceeding standards, by 2017-18. The implementation of the Math Visions Project (MVP) is the district's Program Improvement (PI) corrective action.

LCAP Priority #4 Student Achievement

LCAP Priority: #2 Implementation of the CCSS

WASC VC Report March 2013:

Critical Area of Need #1: Continue to focus on improving English and math proficiency levels on multiple academic measures.

Critical Area of Need #5: Continue to offer Professional Development for teachers.

SCHOOL GOAL Math 1B: By August 2018, the proficiency on the SBAC will have improved by 15%.

SCHOOL GOAL Math 2B: Quarterly Benchmark scores will improve by 5% each quarter for each grade level.

What data did you use to form this goal?

SARC January 2015
 WASC Three-Year-Term Report
 March 2016 Teacher Survey
 2014-15 SBAC scores
 Incoming 9th graders' SBAC and Placement Test
 d -484
 2 -16 SRI data
 P - Note-taking Forms

What were the findings from the analysis of this data?

- 2014-15 SBAC Data for math found that 6% of students were meeting or exceeding the standard.

Benchmark Data:
 Math 1

	Benchmark 1	Benchmark 2
Mastered	12%	24%
Not Mastered	88%	76%

Math 2

	Benchmark 1	Benchmark 2
Mastered	7%	15%
Not Mastered	93%	85%

How will the school evaluate the progress of this goal?

- LCAP: Performance on standardized tests***
- 11th grade Math SBAC passing rates
 - Benchmark data

*Extrapolate results by student subgroup: Low SES, EL, Foster Youth, Students with Disabilities

STRATEGY 1B.1: Develop and implement a plan that ensures all Math students are successful.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1B.1.1 By August 2016, continue modifying and implementing the MVP curriculum through Math 3.	Site Administration Math Department Chair Math teachers Counselor Instructional Coach	<ul style="list-style-type: none"> By September 1, 2016, math teachers will attend training to develop department-wide norms and expectations, write/modify math pacing guides, build unit assessments aligned with the SBAC, and establish benchmarks. Throughout the school year, provide additional support and materials in CM to help meet the rigor of the CCSS. Administer quarterly performance tasks and evaluate results and student work, including results by subgroups (EL, SpEd). Student progress will be monitored using Illuminate, and performance goals established with students. All benchmark data input into Illuminate prior to the benchmark analysis date. Illuminate data will be shared with students within two weeks of benchmark writing. Provide collaboration time to accomplish tasks. 	Title I Release time / Subs \$2,500 Allocated
1B.1.2 By October 2016, all math teachers will attend additional MVP professional development. -485-	Site Administration Math Department Chair Math teachers Instructional Coach	<ul style="list-style-type: none"> By October 2016, all math teachers will enroll in an MVP professional development. Attend Monterey County Math Initiative or Silicon Valley Math Initiative workshops/institutes. Attend professional development for the inclusion of technology into the curriculum. 	Title I Release time / Subs \$2,500 Allocated
1B.1.3 By August 2016, adopt and implement a math intervention program.	Site Administration Math Department Chair Math teachers Counselor Instructional Coach IT Dept.	<ul style="list-style-type: none"> By August 2016, purchase necessary items, i.e. licenses, materials, etc, By August 2016, write pacing guides. By August 2016, provide appropriate training to the teacher(s) implementing the intervention program. 	Title I/LCAP/Site Funds Release time / Subs \$12,500 Allocated
1B.1.4 By August 2016, purchase class sets of Surface tablets for each math teacher.	Site Administration Math Department Chair Math teachers Instructional Coach IT Dept.	<ul style="list-style-type: none"> By August 2016, provide appropriate training to the teacher(s) in order to implement technology into their curriculum and activities. 	Title I Release time / Subs \$2,500 Allocated

Science

LEA GOAL:

LCAP Priority: #2 Implementation of the CCSS

LCAP Priority: #4 Student Achievement

WASC VC Report March 2016:

Critical Area of Need #3: Continue to build College Pathways.

Critical Area of Need #4: Continue to build Career Pathways

Critical Area of Need #5: Continue to offer Professional Development for teachers.

SCHOOL GOAL Science: By September 2016, develop and implement pacing guides that integrate the Next Generation Science Standards and STEM.

What data did you use to form this goal?

- 2015-16 SBAC data
- Incoming 9th graders' SBAC data
- 2015-16 SRI data
- PLC Note-taking Forms
- 2015-16 Master Schedule

What were the findings from the analysis of this data?

- 2014-15 SBAC Data for English found that 33% of students were meeting or exceeding the standard.
- 2014-15 SBAC Data for math found that 6% of students were meeting or exceeding the standard.
- Overall, English Only and RFEP students showed little measurable growth on the SRI while English Learners demonstrated some growth.
- The master schedule included Stem courses – 2 sections of PLTW Introduction to Engineering Design.

LIFE SCIENCE CST:

	Adv	Prof	Basic	BB	FBB
12-13	10%	19%	35%	15%	21%
13-14	10%	16%	39%	20%	15%
14-15					

How will the school evaluate the progress of this goal?

*LCAP: Performance on standardized tests**

- 11th Grade SBAC data
- 10th Grade Life Science CST data

Enrollment in STEM Class offerings.

***Extrapolate results by student subgroup: Low SES, EL, Foster Youth, Students with Disabilities**

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
By August 2016 develop a comprehensive plan for the implementation of the Next Generation Science Standards for 2016-17 school year.	Administration Science Department Chair Science Teachers Instructional Coach Counselor IT	<ul style="list-style-type: none"> • By September 1, 2016, science teachers will d/modify course pacing guides, build unit assessments aligned with the SBAC/NGSS, and establish benchmarks. • Throughout the school year, provide additional support and materials in CM to help meet the rigor of the CCSS. • Administer quarterly performance tasks and evaluate results, including results by subgroups (EL,SpEd). • Quarterly, collaborate with Ag Department to ensure all students receive comparable instruction in each content area. • Student progress will be monitored using Illuminate, and performance goals established with students. • Provide collaboration time to accomplish tasks. • Utilize ELA, Math and cross-curricular components in lessons to promote student success on the SBAC. 	Title 1 Conferences and materials \$5,000 Allocated
By August 2016, continue implementation of STEM coursework through the PLTW program and the Introduction to Engineering Design classes.	Administration Science Department Chair Science Teachers Counselor IT	<ul style="list-style-type: none"> • Continue to train teachers to teach PLTW courses to further expand the program/pathway. 	Title 1/LCAP/Site Funds/Grant Funds Conferences and materials \$25,000 Allocated
By August 2016, continue implementing STEM program using "Project Lead The Way" (PLTW) and a partnership with Chevron as a funding source.	Administration Science Department Chair Science Teachers Counselor IT	<ul style="list-style-type: none"> • Attend professional development: <ul style="list-style-type: none"> • Visit STEM Programs and high schools that are implementing NGSS. • Attend STEM Conference(s) and NGSS workshops and share information with staff. • Implement strategies and best practices into curriculum and lessons. 	Title 1/LCAP/Site Funds/Grant Funds Conferences and release time \$5,000 Allocated

Social Science

LEA GOAL:

LCAP Priority: #2 Implementation of the CCSS

LCAP Priority: #4 Student Achievement

WASC VC Report March 2016:

Critical Area of Need #1: Continue to focus on improving English and math proficiency levels on multiple academic measures.

Critical Area of Need #3: Continue to build College Pathways.

Critical Area of Need #4: Continue to build Career Pathways.

Critical Area of Need #5: Continue to offer Professional Development for teachers.

SCHOOL GOAL Social Science: Quarterly, 100% of SS teachers will create common formative assessments, compare and analyze pre- and post-results by subgroup and use the results to measure student achievement and effectiveness of teaching strategies.

What data did you use to form this goal?

- 2015-16 SBAC data
- 2015-16 SRI data
- PLC Note-taking Forms

What were the findings from the analysis of this data?

- 2014-15 SBAC Data for English found that 33% of students were meeting or exceeding the standard.
- Overall, English Only and RFEP students showed little measurable growth on the SRI while English Learners demonstrated some growth.

How will the school evaluate the progress of this goal?

*LCAP: Performance on standardized tests**

- 11th Grade SBAC data

**Extrapolate results by student subgroup: Low SES, EL, Foster Child, Students with Disabilities*

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Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Continue implementation of CCSS Literacy Standards in the Social Studies classes.	Administration Social Science Department Teachers and Chair Instructional Coach IT Dept.	<ul style="list-style-type: none"> • By September 1, 2016, teachers will develop/modify content pacing guides, build unit assessments aligned with the SBAC, and establish benchmarks. • Throughout the school year, provide additional support and materials in CM to help meet the rigor of the CCSS. • Attend professional development in lesson design, performance task creation (SBAC), and technology inclusion. • Provide collaboration time to accomplish tasks. 	Title I Release time / Subs \$2,500 Allocated
Continue implementation of the College and Career Readiness Standards.	Administration Social Science Department Teachers and Chair Instructional Coach IT Dept.	<ul style="list-style-type: none"> • By September 1, 2016, teachers will develop/modify content pacing guides, build unit assessments aligned with the SBAC, and establish benchmarks. • Throughout the school year, provide additional support and materials in CM to help meet the rigor of the CCSS. • Attend professional development in lesson design, performance task creation (SBAC), and technology inclusion. • Provide collaboration time to accomplish tasks. 	Title I Release time / Subs \$2,500 Allocated

Administer quarterly performance tasks and evaluate results, including results by subgroups (EL, SpEd).		<ul style="list-style-type: none"> • Student progress will be monitored using Illuminate, and performance goals established with students. • All benchmark data input into Illuminate prior to the benchmark analysis date. • Illuminate data will be shared with students within two weeks of benchmark writing. 	Title I Release time / Subs \$2,500 Allocated
Purchase class sets of Surface tablets for each teacher in the department.		<ul style="list-style-type: none"> • Attend professional development in lesson design, performance task creation (SBAC), and technology inclusion. • Develop common lessons that utilize technology. 	Title I/Lottery Funds \$5,000 Allocated

<u>Business</u>		
<p><u>LEA GOAL:</u> <u>LCAP Priority:</u> #2 Implementation of the CCSS <u>LCAP Priority:</u> #4 Student Achievement</p> <p><u>WASC VC Report March 2016:</u> <u>Critical Area of Need #3:</u> Continue to build College Pathways. <u>Critical Area of Need #4:</u> Continue to build Career Pathways. <u>Critical Area of Need #5:</u> Continue to offer Professional Development for teachers.</p>		
<p><u>SCHOOL GOAL Business:</u> Quarterly, 100% of Business teachers will create common formative assessments, compare and analyze pre- and post-results by subgroup and use the results to measure student achievement and effectiveness of teaching strategies.</p>		
<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> • 2015-16 SBAC data • 2015-16 SRI data • PLC Note-taking Forms 	<p>What were the findings from the analysis of this data?</p> <ul style="list-style-type: none"> • 2014-15 SBAC Data for English found that 33% of students were meeting or exceeding the standard. • 2014-15 SBAC Data for math found that 6% of students were meeting or exceeding the standard. • Overall, English Only and RFEP students showed little measurable growth on the SRI while English Learners demonstrated some growth. 	<p>How will the school evaluate the progress of this goal?</p> <p><i>LCAP: Performance on standardized tests*</i></p> <ul style="list-style-type: none"> • <i>*Extrapolate results by student subgroup: Low SES, EL, Foster Child, Students with Disabilities</i>

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Continue implementation of CCSS Literacy Standards in the Social Studies classes.	Administration District Personnel Department Chair Business, Math and ELA Depts. Instructional Coach IT	<ul style="list-style-type: none"> • By September 1, 2016, teachers will develop pacing guides, build unit assessments aligned with the literacy standards for technical subjects, and establish benchmarks. • Throughout the school year, provide additional support and materials in CM to help meet the rigor of the CCSS. • Attend professional development detailing SBAC technical requirements. • Provide collaboration time to accomplish tasks. 	Title I Release time / Subs \$2,500 Allocated
Continue implementation of the College and Career Readiness Standards.	Administration District Personnel Department Chair Business, Math and ELA Depts. Instructional Coach IT	<ul style="list-style-type: none"> • By September 1, 2016, teachers will develop pacing guides, build unit assessments aligned with the literacy standards for technical subjects, and establish benchmarks. • Throughout the school year, provide additional support and materials in CM to help meet the rigor of the CCSS. • Attend professional development detailing SBAC technical requirements. • Provide collaboration time to accomplish tasks. 	Title I Release time / Subs \$1,000 Allocated
Administer quarterly performance tasks and illuminate results, including results by subgroups (490-1pEd).	Administration District Personnel Department Chair Business, Math and ELA Depts. Instructional Coach IT	<ul style="list-style-type: none"> • Student progress will be monitored using Illuminate, and performance goals established with students. • All benchmark data input into Illuminate prior to the benchmark analysis date. • Illuminate data will be shared with students within two weeks of benchmark writing. 	Title I Release time / Subs \$1,000 Allocated

Agriculture

LEA GOAL:

LCAP Priority: #2 Implementation of the CCSS

LCAP Priority: #4 Student Achievement

WASC VC Report March 2016:

Critical Area of Need #3: Continue to build College Pathways.

Critical Area of Need #4: Continue to build Career Pathways.

Critical Area of Need #5: Continue to offer Professional Development for teachers.

SCHOOL GOAL Agriculture: Quarterly, 100% of Agriculture teachers will create common formative assessments, compare and analyze pre- and post-results by subgroup and use the results to measure student achievement and effectiveness of teaching strategies.

What data did you use to form this goal?

- 2015-16 SBAC data
- 2015-16 SRI data
- PLC Note-taking Forms

What were the findings from the analysis of this data?

- 2014-15 SBAC Data for English found that 33% of students were meeting or exceeding the standard.
- 2014-15 SBAC Data for math found that 6% of students were meeting or exceeding the standard.
- Overall, English Only and RFEP students showed little measurable growth on the SRI while English Learners demonstrated some growth.

LIFE SCIENCE CST:

	Adv	Prof	Basic	BB	FBB
12-13	10%	19%	35%	15%	21%
13-14	10%	16%	39%	20%	15%
14-15					

How will the school evaluate the progress of this goal?

*LCAP: Performance on standardized tests**

- 11th Grade SBAC data
- 10th Grade Life Science CST data

**Extrapolate results by student subgroup: Low SES, EL, Foster Child, Students with Disabilities*

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Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Continue implementation of CCSS Literacy Standards in the Agriculture classes.	Administration ELA, Math and Ag Dept. Instructional Coach IT Dept.	<ul style="list-style-type: none"> • By September 1, 2016, agriculture teachers will develop/modify course pacing guides, build unit assessments aligned with the SBAC/NGSS, and establish benchmarks. • Throughout the school year, provide additional support and materials in CM to help meet the rigor of the CCSS. • Collaborate with Science Department to ensure all students receive comparable instruction in each science content area. • Attend professional development in lesson design, performance task creation, CCSS and NGSS. • Provide collaboration time to accomplish tasks. 	Title I Release time / Subs \$2,500 Allocated

Continue implementation of the College and Career Readiness Standards.	Administration ELA, Math and Ag Dept. Instructional Coach IT Dept.	<ul style="list-style-type: none"> • By September 1, 2016, agriculture teachers will develop/modify course pacing guides, build unit assessments aligned with the SBAC/NGSS, and establish benchmarks. • Throughout the school year, provide additional support and materials in CM to help meet the rigor of the CCSS. • Collaborate with Science Department to ensure all students receive comparable instruction in each science content area. 	Title I Release time / Subs \$1,000 Allocated
By September 1, 2016, teachers will develop pacing guides, build unit assessments aligned with the literacy standards for technical subjects, and establish benchmarks.	Administration ELA, Math and Ag Dept. Instructional Coach IT Dept.	<ul style="list-style-type: none"> • By September 1, 2016, agriculture teachers will develop/modify course pacing guides, build unit assessments aligned with the SBAC/NGSS, and establish benchmarks. • Throughout the school year, provide additional support and materials in CM to help meet the rigor of the CCSS. • Collaborate with Science Department to ensure all students receive comparable instruction in each science content area. • Attend professional development in lesson design, performance task creation, CCSS and NGSS. • Student progress will be monitored using Illuminate, and performance goals established with students. • All benchmark data input into Illuminate prior to the benchmark analysis date. • Illuminate data will be shared with students within two weeks of benchmark writing. • Provide collaboration time to accomplish tasks. 	Title I Release time / Subs \$1,000 Allocated
Administer quarterly performance tasks and evaluate results, including results by subgroups (EL, SpEd).	Administration ELA, Math and Ag Dept. Instructional Coach IT Dept.	<ul style="list-style-type: none"> • Student progress will be monitored using Illuminate, and performance goals established with students. • All benchmark data input into Illuminate prior to the benchmark analysis date. • Illuminate data will be shared with students within two weeks of benchmark writing. 	Title I Release time / Subs \$1,000 Allocated

Physical Education

LEA GOAL:

LCAP Priority: #2 Implementation of the CCSS

LCAP Priority: #4 Student Achievement

WASC VC Report March 2016:

Critical Area of Need #1: Continue to focus on improving English and math proficiency levels on multiple academic measures.

Critical Area of Need #5: Continue to offer Professional Development for teachers.

SCHOOL GOAL Physical Education: Quarterly, 100% of P.E. teachers will create common formative assessments, compare and analyze pre- and post-results by subgroup and use the results to measure student achievement and effectiveness of teaching strategies.

What data did you use to form this goal?

- 2015-16 SBAC data
- PLC Note-taking Forms

What were the findings from the analysis of this data?

- 2014-15 SBAC Data for English found that 33% of students were meeting or exceeding the standard.
- 2014-15 SBAC Data for math found that 6% of students were meeting or exceeding the standard.
- Overall, English Only and RFEP students showed little measurable growth on the SRI while English Learners demonstrated some growth.

LIFE SCIENCE CST:

	Adv	Prof	Basic	BB	FBB
12-13	10%	19%	35%	15%	21%
13-14	10%	16%	39%	20%	15%
14-15					

Physical Fitness Test:

	# Tested	# in HFZ	% in HFZ	% Needs to Improve	% Health Risk
12-13	223	92	41.3	35.0	23.7
13-14	255	125	49.0	32.9	18.1
14-15	247	111	44.9	34.8	20.3

How will the school evaluate the progress of this goal?

California Physical Fitness Test Results
 CST Life Science
 Lesson plans
 Performance task creation and implementation

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
By September 1, 2016, P.E. teachers will develop/modify course pacing guides, build unit assessments, and establish benchmarks that are geared toward improving PFT results and meeting the CCRS.	Administration PE Department Instructional Coach IT Dept.	<ul style="list-style-type: none"> • Throughout the school year, provide additional support and materials in CM to help meet the rigor of the CCSS. • Continue implementing CM strategies as appropriate to the discipline. • Attend professional development in implementing CCRS with a focus on literacy in PD, and physical fitness programs and incentives for youth. • Implement classroom instruction/activities that utilize writing, listening, and speaking components in lessons. • Observe PE instruction in schools, including Vista Verde, that utilize writing, listening and speaking components in their lessons, and lessons/activities that focus on the critical areas of physical fitness measured in the state physical fitness exam. • Student progress will be monitored using Illuminate, and performance goals established with students. • All benchmark data input into Illuminate prior to the benchmark analysis date. • Illuminate data will be shared with students within two weeks of benchmark writing. • Provide collaboration time to accomplish tasks. 	Title I/LCAP/Site Funds Release time / Subs, materials \$2,500 Allocated
By June 2017, Physical Fitness Test results in aerobic capacity, abdominal strength and upper body strength will yield a 10% improvement over the 2015-16 results.	Administration PE Department Instructional Coach IT Dept.	<ul style="list-style-type: none"> • Incorporate physical fitness activities towards improvement in the critical areas of Aerobic Capacity, Abdominal Strength and Upper Body Strength abdominal strength that focus on the critical areas of the physical fitness measured on the state Physical Fitness Test. 	

Fine Arts

LEA GOAL:

LCAP Priority: #2 Implementation of the CCSS

LCAP Priority: #4 Student Achievement

WASC VC Report March 2016:

Critical Area of Need #1: Continue to focus on improving English and math proficiency levels on multiple academic measures.

Critical Area of Need #3: Continue to build College Pathways.

Critical Area of Need #4: Continue to build Career Pathways.

Critical Area of Need #5: Continue to offer Professional Development for teachers

SCHOOL GOAL Fine Arts: Quarterly, 100% of fine arts teachers will create common formative assessments, compare and analyze pre- and post-results by subgroup and use the results to measure student achievement and effectiveness of teaching strategies.

What data did you use to form this goal?

- 2015-16 SBAC data
- 2015-16 SRI data
- PLC Note-taking Forms

What were the findings from the analysis of this data?

- 2014-15 SBAC Data for English found that 33% of students were meeting or exceeding the standard.
- 2014-15 SBAC Data for math found that 6% of students were meeting or exceeding the standard.
- Overall, English Only and RFEP students showed little measurable growth on the SRI while English Learners demonstrated some growth.

How will the school evaluate the progress of this goal?

*LCAP: Performance on standardized tests**

**Extrapolate results by student subgroup: Low SES, EL, Foster Child, Students with Disabilities*

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Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
By September 1, 2016, teachers will develop pacing guides, build unit assessments aligned with the CCRS and establish benchmarks.	Administration Department Chair Teachers Instructional Coach IT Dept.	<ul style="list-style-type: none"> • Create quarterly pre- and post-formative CCSS assessments and analyze the results by subgroup to determine strategies for reteaching or advancement of curriculum. • Student progress will be monitored using Illuminate, and performance goals established with students. • All benchmark data input into Illuminate prior to the benchmark analysis date. • Illuminate data will be shared with students within two weeks of benchmark writing. 	Title I Release time / Subs \$2,500 Allocated
Continue implementing CCRS literary standards	Administration Department Chair Teachers Instructional Coach IT Dept.	<ul style="list-style-type: none"> • Throughout the school year, provide additional support and materials in CM to help meet the rigor of the CCSS • Adapt curriculum to meet the CCRS • Continue training in and implementation of CCRS focus areas Listening, Speaking, Reading and Writing skills. • Observe and collaborate with teachers of core subjects. • Receive additional training and materials in CM and common core to help meet the rigor of CCRS. 	Title I Materials/Supplies \$1,000 Allocated

English Learners

LEA GOAL: Performance Goal 2: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

LCAP Priority #1 Basic Services

LCAP Priority #2 Implementation of the CCSS

LCAP Priority #3 Parent Involvement

LCAP Priority #4 Student Achievement

WASC VC Report March 2016

Critical Area of Need #1: Continue to focus on improving English and math proficiency levels on multiple academic measures.

Critical Area of Need #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.

Critical Area of Need #3: Continue to build College Pathways.

Critical Area of Need #4: Continue to build Career Pathways.

Critical Area of Need #5: Continue to offer Professional Development for teachers.

SCHOOL GOAL English Learners: By May 2017, 50% of ELs will increase by one performance level on the CELDT.

SCHOOL GOAL English Learners: By May 2017, 35% of ELs will be re-designated as FEP.

What data did you use to form this goal?

Analysis of 2015-16 GHS SPSA
 WASC Three-Year-Term Report March 2016
 Teacher survey
 EL student placement
 2015-16 CELDT scores
 Student year-to-year scores on CELDT and SRI
 English benchmark data
 Graduation data

What were the findings from the analysis of this data?

- In 2013-14:
- 45 students were reclassified FEP, more than doubling the prior year's rate.
- In 2014-15:
- 31 students were reclassified FEF.
- In 2015-16:
- 37 students were reclassified FEP.

Benchmark Data:
 9th Grade

	August	October	February
Exceeds	4%	1%	4%
Meets	17%	15%	17%
Near	19%	12%	16%
Does Not Meet	61%	71%	63%

How will the school evaluate the progress of this goal?

AMAOs
 Percent of ELs who increase at least one CELDT level from their prior year's assessment
 Percent of ELs that become English proficient
 EL reclassification rate
 Documented efforts to seek input of EL parents and students
 Promotion of EL parent participation
 ELAC agendas, sign in sheets, minutes
 SSC agendas, minutes, sign in sheets
 Master Schedule

S	10 th Grade																				
	<table border="1"> <tr> <td></td> <td>August</td> <td>October</td> <td>February</td> </tr> <tr> <td>Exceeds</td> <td>8%</td> <td>2%</td> <td>0</td> </tr> <tr> <td>Meets</td> <td>35%</td> <td>9%</td> <td>0</td> </tr> <tr> <td>Near</td> <td>12%</td> <td>16%</td> <td>0</td> </tr> <tr> <td>Does Not Meet</td> <td>44%</td> <td>73%</td> <td>0</td> </tr> </table>		August	October	February	Exceeds	8%	2%	0	Meets	35%	9%	0	Near	12%	16%	0	Does Not Meet	44%	73%	0
		August	October	February																	
	Exceeds	8%	2%	0																	
	Meets	35%	9%	0																	
	Near	12%	16%	0																	
	Does Not Meet	44%	73%	0																	
	11 th Grade																				
	<table border="1"> <tr> <td></td> <td>August</td> <td>October</td> <td>February</td> </tr> <tr> <td>Mastered</td> <td>41%</td> <td>0</td> <td>0</td> </tr> <tr> <td>Not Mastered</td> <td>59%</td> <td>100%</td> <td>100%</td> </tr> </table>		August	October	February	Mastered	41%	0	0	Not Mastered	59%	100%	100%								
		August	October	February																	
Mastered	41%	0	0																		
Not Mastered	59%	100%	100%																		
Drop Out Rate of EL Population:																					
<table border="1"> <tr> <td>Year</td> <td>Percentage</td> </tr> <tr> <td>2011-12</td> <td>21.5%</td> </tr> <tr> <td>2012-13</td> <td>21.8%</td> </tr> <tr> <td>2013-14</td> <td>17.5%</td> </tr> </table>	Year	Percentage	2011-12	21.5%	2012-13	21.8%	2013-14	17.5%													
Year	Percentage																				
2011-12	21.5%																				
2012-13	21.8%																				
2013-14	17.5%																				

S -497- TEGY 2.1: Hire an EL Specialist to insure that the EL Master Plan is fully implemented.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2.1.1 Establish a full-time EL Specialist position	State Administrator HR Admin. EL Specialist	<ul style="list-style-type: none"> By August 2016, in conjunction with district personnel, evaluate the position of the EL Specialist in terms of the responsibilities outlined in the EL Master Plan and revise the position description if necessary. By May 2017 the EL Specialist will have completed the annual evaluation of the EL Program as outlined in the EL Master Plan and implemented all activities for ELs in the GHS SPSA. EL Specialist to provide ongoing strategic training in SDAIE and ELD strategies for classroom teachers. ELD Specialist to train ELD teachers to administer CELDT reading and writing in the classroom by Sept. 2016. EL Specialist to administer CELDT listening and speaking to EL students by Oct. 2016. EL Specialist to provide CELDT workshops to parents and teachers, including analysis of CELDT strand requirements and performance. EL Specialist to track ELD student's progress and R-FEP students' progress for two years after re-designation. 	Title 3/EIA-LEP \$53,000 Full-time EL Specialist Salary

2.1.2 Hold a reclassification ceremony by May 2017	EL Specialist Teachers Admin	<ul style="list-style-type: none"> By May 2017, provide reclassification assembly for qualifying students and their parents to celebrate their reclassification to RFEP. 	EIA \$2,500 for materials and supplies
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STRATEGY 2.2: Hire a full-time ELD Aide for SDAIE and ELD classes.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2.2.1 Support ELD and SDAIE teachers in implementing curriculum.	Admin EL Specialist ELD teachers		

STRATEGY 2.3: Place all English Learners in appropriate ELA/ELD and core content classes.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>2.3.1 By August 2016, continue to appropriately place students, including ELs who are also students with disabilities, in ELD and SDAIE classes.</p> <p>2.3.2 By August 2016, Continue to place long term English learners with CELDT levels 3, 4 and 5 in mainstream English class to meet A-G requirements, and a separate grade-level class for ELD according to CELDT level.</p> <p>2.3.3 By August 2016, develop a pacing guide and benchmarks for ELD 1-4 and meet with ELD Dept. for input and feedback.</p> <p>2.3.4 By August 2016, develop pacing guides for each SDAIE class. The pacing guide should</p>	Admin Student Support Services EL Specialist ELD teachers	<ul style="list-style-type: none"> Establish a calendar of quarterly meetings between the EL Specialist and the SPED teachers to coordinate services and to monitor the progress of ELs with IEPs. Continue offering ELD 1 and ELD 2 as separate classes. Purchase ancillary EDGE materials to supplement the EL core curriculum. Provide professional development to address ELD/SDAIE specific strategies (such as Kinsella), learn new ELD standards, continue implementation and utilization of System 44, Edge, and CM. 	EIA \$25,000 materials

describe how the SDAIE class will be different in terms of pedagogy, teaching strategies and curriculum delivery.			
2.3.5 Throughout 2016-17, continue to provide professional development to ELD teachers.			

STRATEGY 2.4: During 2016-17, raise achievement on CELDT for both short and long-term ELs by offering after school tutoring and language support.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2.4.1 Enroll all ELs in need of additional ELD in after school ELD tutoring class.	EL Specialist Admin Student Support Services	By August 30, 2016, <ul style="list-style-type: none"> Develop the plan for 2016-17 ELD tutorials that will occur outside of the regular school day. Schedule the tutorials and invite students, contact parents. Evaluate the effectiveness of the ELD tutorials: how many ELs needed tutoring, attended tutoring, and what evidence is there that attending tutoring classes affected the level of achievement in ELD and content classes. 	EIA:LEP - 2 ELD tutorial teachers \$20,000 Allocated Supplementary materials for ELD \$15,000
2.4.2 Provide cultural or orientation class to students new to the U.S.	GEAR Up Admin. EL Specialist Teacher Counselor	<ul style="list-style-type: none"> Identify individual qualified to develop and deliver content to students either during the school day or after school. Provide quarterly cultural transition classes designed to guide students towards a successful academic experience. Follow-up with a needs survey to identify level of academic achievement and cultural awareness, and need for further orientation. 	

STRATEGY 2.5: Meet all Title III parent involvement requirements.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2.5.1 ELAC will continue to receive training.	Principal EL Specialist SSC Secretary	<ul style="list-style-type: none"> EL Master Plan 	
2.5.2. Develop and implement a plan to increase all EL parents' understanding of CELDT, reclassification, high school graduation, A-G	EL Specialist Parent Involvement Coordinator ELD Liaison	<ul style="list-style-type: none"> Continue program to teach parents about the education system. Parent workshops on a variety of programs Contract with a parent involvement program to address the areas of concern. Provide parents opportunities to learn about colleges/universities and how to get their student into post-secondary education. 	Title 3 EIA \$5,000 Allocated CABE EIA \$1,000

requirements and other areas identified as critical to student achievement.		<ul style="list-style-type: none">• Attend CAFE with parents.• Provide cultural orientation class to parents new to the U.S.• Parent Needs Assessment survey will be re-administered August 2016.• Meet all FPM parent notification compliance requirements; see the EL Master Plan.	
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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 #1 Basic Services

WASC VC Report March 2016:

Critical Area of Need #1:

SCHOOL GOAL Constructing Meaning: 100% of teachers will be certified in Constructing Meaning.
SCHOOL GOAL Constructing Meaning: By June of 2017, 100% of teachers will have their Content and Language Goals posted in their room.
SCHOOL GOAL Constructing Meaning: By June of 2017, teachers will increase their implementation of CM reading, oral language, and writing strategies.
SCHOOL GOAL Constructing Meaning: By June of 2017, 100% teachers will participate in walkthroughs to collect observational data on CM strategies being implemented.

SCHOOL GOALS: Professional Learning Communities: 100% of teachers will belong to, and operate in, an effective Professional Learning Community in order to analyze student data on common formative and summative assessments to inform their teaching practices and improve student learning. The effectiveness of the Professional Learning Communities (PLCs) will be based on the analysis of student achievement data and the sharing of best teaching practices to increase student learning.

SCHOOL GOALS: Professional Learning Communities: By August of 2016, 100% of teachers will have received training in the area of Professional Learning Communities and data analysis, PLC leads will be chosen and trained.

SCHOOL GOALS: Professional Learning Communities: By August of 2016, a comprehensive calendar of PLC meeting dates and members will be established and widely communicated.

SCHOOL GOALS: Professional Learning Communities: By Fall of 2016, GHS PLC leads will have been selected and work in collaboration with the administration to create common PLC protocols, forms and reporting procedures.

SCHOOL GOALS: Professional Learning Communities: By Fall of 2016, members of PLCs will have been trained on the common PLC protocols, forms and reporting procedures.

SCHOOL GOALS: Professional Learning Communities: By June 2017, administration will participate in the PLC teams by way of walkthroughs to provide input and guidance where needed. Administration will provide regular feedback on the attendance/note-taking forms and return them to the PLC teams regarding process and progress.

What data did you use to form this goal?

2016 SARC
 Admin walk-through data from 2015-16
 Progress advisor data from 2015-16
 WASC Three-Year-Term Report March 2016
 PLC Note-taking forms

Greenfield High School hires highly qualified teachers.

How will the school evaluate the progress of this goal?

Ongoing monitoring of CM implementation through walk-throughs, Progress Advisor data.
 Ongoing monitoring of the use of PLC time through sign in sheets indicating common formative assessments, common planning, next steps and evidence in the way of student work.
 Note-taking sheet and feedback.
 Data gathered and documented from focused walk-throughs.

STRATEGY 3.1 Provide training and ongoing support for school wide implementation of CM.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
3.1.1 Increase the school-wide implementation of Constructing Meaning.	Administration Instructional coach	<ul style="list-style-type: none"> • By August 2016, provide CM Training for new teachers and new administrators. • By August 2016, provide CM training for RSP IAs. • Per Collaboration Calendar, choose and implement three strategies (from each domain) for annual focus • Collect and analyze CM walk thru data and share monthly with staff. • By July 2016, purchase any necessary CM Materials for all classes. • Facilitate Learning Walks and debriefs with designated teams of teachers. • Provide CM training through EL Achieve for designated teachers and staff. • Provide substitutes for designated CM teams for peer observations. 	Title I 1.0 Instructional Coach \$50,000 Allocated \$34,857.13 Expenditures EIA:LEP:LCAP CM training summer: \$5000 Allocated Subs/extra time during school \$5000 Allocated

STRATEGY 3.2: Provide training and support to ensure that all staff have the knowledge and skills to effectively use the Professional Learning Community release time.

-502- Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
3.2.1 By June 2017 improve the level of implementation of PLCs	Administration Instructional Coach Teachers	<ul style="list-style-type: none"> • Provide additional training to staff in the skills needed to effectively participate in a PLC, including but not limited to the creation and enforcement of norms, the development of formative assessments, how to analyze and respond to the results of these assessments. • Identify PLC leads, agree on and outline protocols and duties. • By August 2016, create a monthly calendar for PLC Lead meetings and Lead training. • Update and distribute the PLC calendar and protocol. • Review the composition of the PLC teams at the beginning of the year. • Administration will provide feedback on the attendance/note-taking forms and return the forms to the PLC leads for their next meeting. • Share PLC feedback, PLC trends, and level of implementation with the whole staff at minimum once per month. 	Title 1: PLC training/materials \$1,000 Allocated

Safe, Drug-free, Conducive to Learning Environment

LEA GOAL: Performance Goal 4: *All students will be educated in learning environments that are safe, drug-free, and conducive to learning.*

LCAP Priority #1 Basic Services

LCAP Priority #6 School Climate

WASC VC Report March 2013:

Critical Area of Need #1: Continue to focus on improving English and math proficiency levels on multiple academic measures.

Critical Area of Need #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.

Critical Area of Need #3: Continue to build College Pathways.

Critical Area of Need #4: Continue to build Career Pathways.

Critical Area of Need #5: Continue to offer Professional Development for teachers.

School Goal: By May 2016, create a safe campus as measured by student participation, attendance and behavior statistics.

School Goal: By May 2016, increase student participation rates in extra-curricular activities, i.e. clubs and athletics.

What data did you use to form this goal?

California Healthy Kids Survey 2012-13 (CHKS) Survey January 2013 / survey April 2014 Williams Settlement Report October 2014 Suspension, expulsion and attendance rates Aeries database

What were the findings from the analysis of this data?

Discipline Data

- Suspensions

GHS Suspensions	2012-13	2013-14
	297	93

Most Common Reasons for Suspension	2013-14	2014-15
Fighting	6	
Disruption of Activities	1	
Defiance Disruptive Behavior	18	
Disruptive Behavior	18	
Possession of Drugs	9	

Greenfield High School utilized alternative options to suspension starting in 2013-14, including parent supervision in school, contracting, conflict-resolution, alternative programming, referrals to counseling and/or behavioral therapy, and conferences. Additionally, students may have adjusted to campus rules, policies, and new administration. Administration is consistent in rule enforcement. This could be why the data shows fewer suspensions, expulsions and office referrals. The administration of GHS is implementing a pyramid of interventions that start with classroom interventions, build to administrative and counseling interventions, and culminate with district-level interventions. Teachers will be trained in this program during the summer retreat scheduled for June 2015.

- Expulsions

GHS Expulsions	2013-14	2014-15
	0	2

How will the school evaluate the progress of this goal?

Student suspension rates*
Student expulsion rates
Student attendance rates
Club rosters.
Athletic team rosters.
CHKS 2014-15 Survey

*Rates by student subgroup: Low SES, EL, Foster Child, Students with Disabilities

The SMCJUHSD utilized alternative options to expulsion, such as transfers to Alt Ed programs, such as continuation school or independent study.

Attendance data

- Enrollment

Month	Enrollment by month and year			
	10/11	11/12	12/13	13/14
1	902	882	880	929
2	898	862	900	937
3	900	866	910	938
4	878	853	895	932
5	881	852	889	913
6	867	867	887	924
7	870	863	883	928
8	868	859	873	928
9	863	854	877	924
10	860	844	856	926
11				
Average	878.7	860.2	885	927.9

Student enrollment increased in 2013-14 and is projected to be about the same in 2014-15. The attendance rate was higher only in 2007-08, about the same in 2008-09, and all other years was lower.

- Attendance Rates

Month	Attendance rates by month and year			
	10/11	11/12	12/13	13/14
1	95.82	95.51	96.17	96.28
2	95.16	95.70	95.54	96.77
3	93.21	95.85	92.63	94.99
4	92.55	95.41	93.4	94.9
5	93.34	94.72	94.99	93.45
6	93.95	94.42	94.63	93.76
7	94.47	95.36	94.51	93.78
8	94.13	94.69	95.19	93.98
9	93.57	94.18	89.52	93.18
10	94.3	95.13	89.89	92.00
11				
Average	94.05	95.10	93.65	94.31

	<p>The attendance rate, although increased from the prior year, appears to be average in 2013-14 when compared over ten years.</p> <p>Overall facility rating is "good," per Williams Settlement report.</p> <p>The main findings of the 2012-13 CHKS pertaining to school environment by participants from gr. 9 and 11 were, on a scale of high, moderate and low:</p> <ul style="list-style-type: none"> • The majority of students indicated a moderate level of caring adult relationships • The majority of students indicated a moderate level of high expectations • The majority of students indicated low opportunities for meaningful participation • Just over 50% felt connected to the school <p>The results were consistent throughout subgroups.</p> <p>Attendance, tardies, consequences and incentives to improve those areas have been implemented and will continue through the 2015-16 school year. Attendance/truancy meetings are held weekly with the Assistant Principal, Attendance Clerk or Registrar, and students and parents to address excessive absences and tardiness. Students are referred to Saturday School, After-School Detention, and possibly the County District Attorney based on the results of these meetings.</p>	
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STRATEGY 4.1: Continue to implement Link Crew.			
-505-	Action/Date	Person(s) Responsible	Task/Date
	4.1.1 Continue to implement Link Crew. 4.1.2 January 2017 evaluate effectiveness of overall program.	Link Crew Advisers Admin Students	<ul style="list-style-type: none"> • Create and administer Link Crew Surveys to Link Crew Freshmen and Link Crew Leaders By January 2017 that analyzes the extent to which the initial year of implementation of Link Crew contributed to increased attendance and improved grades. Compare results with students who are not enrolled in either Link Crew cohort. • By August 2016, provide appropriate training to teachers who are assigned to teach Link Crew. • Develop a plan to improve Link Crew by August 2016, maintaining the scheduling of two sections of Link Crew into the master schedule. • By July 2016, implement Freshmen Link Crew course as avenue to increased attendance and improved grades. • By August 2016, provide appropriate training to teachers teaching Freshmen Link Crew.
			<p style="text-align: center;">Cost and Funding Source (Itemize for Each Source)</p> <p>Gear Up \$200</p> <p>Title 1 \$15,000 Salaries, materials, supplies, conferences</p>

STRATEGY 4.2: Continue to hold Club Rush and Electives Fairs.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
4.2.1 By September 2016 hold Club Rush 4.2.2 By February 2017 hold Electives Fair	Admin Club Advisers Students Electives Teachers Students	<ul style="list-style-type: none"> Hold Club Rush in September 2016, this event will be planned through the ASB Leadership class and approved/advised by the ASB Director and school administration. The intent of Club Rush is to provide opportunities to join a variety of different clubs and to create new clubs, in order to build a culture of belonging and promote school connections to student interests. During second semester, hold the electives fair in the student union during the day for current students and during the evening during 8th Grade Information Night and 8th Grade Registration Night. 	

STRATEGY 4.3: Staff and Administration will implement a “pyramid of interventions” to improve student behaviors and reduce referrals, suspensions, and expulsions.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
4.3.1 By September 2016, develop a schoolwide discipline agreement.	Admin Teachers Counselors Classified Staff	<ul style="list-style-type: none"> By August 2016, teachers will develop a schoolwide classroom management plan that addresses differing levels of intervention and support for students. Throughout the year, administration will assist teachers in the development and monitoring of these plans, providing feedback on effectiveness and possible modification to these plans. 	Title I \$10,000 Allocated (2014-15 Budget)

Graduation from High School

LEA GOAL: Performance Goal 5: *All students will graduate from high school.*

- LCAP Priority #5 Student Engagement
- LCAP Priority #7 Course Access
- LCAP Priority #4 Student Achievement
- LCAP Priority #3 Parent Involvement

WASC VC Report March 2016:

- Critical Area of Need #1:** Continue to focus on improving English and math proficiency levels on multiple academic measures..
- Critical Area of Need #3:** Continue to build College Pathways.
- Critical Area of Need #4:** Continue to build Career Pathways.

SCHOOL GOAL: By May 2017 the total school graduation rate will increase to 90% and the EL subgroup graduation rate will increase to 80%.

What data did you use to form this goal?

- SARC January 2014
- WASC Three-Year-Term Report March 2016
- Graduation Rates from CDE
- Attendance rates
- Master Schedule

-507-

What were the findings from the analysis of this data?

Greenfield High School's graduation rate increased from 82.5% in 2009 to 83.96% in 2010, to 86.57% in 2011, dropped to 83.4 in 2012, then rose to 85% in 2012-13. The state of California's rate was 80.2% in 2012-13. A difference of 13% is noted between the graduation rate of GHS overall and the graduation rate of the EL subgroup. The EL cohort subgroup graduation rate dropped 3% from 2012 to 2013. The drop-out rate between GHS students overall and the EL subgroup is approximately a 7% difference.

Year	GHS Overall Graduation Rate	EL Cohort Graduation Rate	GHS Overall Drop-out Rate	EL Cohort Drop-out Rate
2011 - 12	83.4%	74.7 %	13.7%	21.5%
2012 - 13	85%	71.8 %	11.6%	21.8%
2013 - 14	85%	71%	9%	17.5%
2014 - 15				

3% of the students completed a CTE program and earned a high school diploma. In 2011-12, 30.1% of the graduates had completed

How will the school evaluate the progress of this goal?

- School attendance rates**
- Absenteeism rates**
- High school dropout rates**
- High school graduation rates**
- Share of students that are career/college ready**
- Share of students that pass Advanced Placement exams with a 3 or higher**
- Share of students determined prepared for college by the Early Assessment Program**
- A-G completion rate**

**Rates by student subgroup: Low SES, EL, Foster Youth, Students with Disabilities*

courses required for UC/CSU admission
 In 2012-13, 63.1% of the students were enrolled in
 courses required for UC/CSU admission.

Advanced Placement tests for 2015:

Subject	Scored 3 or higher	Total number of tests
English Language	2	31
English Literature	3	26
Human Geography	1	6
Microeconomics	0	13
US Government	0	6
US History	0	7
Calculus AB	0	12
Biology	4	23
French Language	0	2
Spanish Language	26	29

SBAC Scores for 2014-15:

Percentage English proficient	33%
Percentage Math proficient	6%

STRATEGY 5.1: Insure that all students have a graduation plan.

5.1.1. By the end of Quarter 1 all 9 th and 10 th graders will meet with the counselor to review their 4 year plans.	Counseling Gear Up Ed Talent Search	<ul style="list-style-type: none"> Create a 4 yr. plan for every freshman during registration, which includes a list of the courses needed to graduate. By the end of the third quarter, review the four year plans for freshmen and sophomores. 	Title I Software \$3,500 Allocated
5.1.2 By the end of Quarter 2 all juniors will have had their 4 year plans reviewed and revised as necessary	Student Support Services	<ul style="list-style-type: none"> Review/create a 4 yr. plan for every student by the end of the second quarter which includes the list of courses needed to graduate. Conduct individual classroom presentations and individual meetings with students. 	Title 1 Conference \$750 Allocated

5.1.3 By close of quarter 1, all seniors will have had their 4 year plans reviewed		<ul style="list-style-type: none"> Review seniors' 4-yr. plans during their registration while in 11th grade. Review 4 year plans in August of their senior year. 	
5.1.4 By August 2014 provide a planner to every student.	Teachers Admin Student Support Services	<ul style="list-style-type: none"> Create a plan to monitor and evaluate the use of the student planners. Calendar a presentation to the SSC at the end of each semester with evidence of the success of the planners. 	Title 1 \$4,000

STRATEGY 5.2 Insure that every student at risk of not meeting the graduation requirements is enrolled in a support class or extended learning day opportunity.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
5.2.1. By July 2016, implement a comprehensive plan for students who need credit recovery. -509-	IT Dept. Admin. Student Support Services	<ul style="list-style-type: none"> Based on the results of the 2015-16 credit recovery opportunities, develop a plan for credit recovery for students in grades 9 – 12 with goals, target students, recruitment procedures, and curriculum. The plan will specify who will contact students, who will collect data, who will set performance goals with students, how often data will be collected (quarterly at minimum), how progress will be shared with parents, and how often data will be shared with staff. Schedule a presentation to SSC by September 2016 of the results of the 2015-16 credit recovery opportunities including OdysseyWare credit recovery during the school day, after school and Saturdays. 	\$4,800 Gear Up to assist with summer 2015 Credit Recovery interventions Title 1 \$14,000 salaries

STRATEGY 5.3 Increase the number of student graduating college and career ready.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
5.3.1. By October 2016, develop a plan to implement in-class interventions to increase A-G completion rate.	Admin Student support services teachers	<ul style="list-style-type: none"> Evaluate current interventions and determine professional development needed to support teachers through implementation process. Add academic peer tutor sections in classrooms to the master schedule, peer tutors qualify through application process with established criteria. Continue GEAR-Up college tutors in classrooms Explore additional EL student support personnel to augment student support services. 	
5.3.2. By October 2016 develop a plan to increase the number of students earning a score of 3 or higher on AP exams.	Teachers Admin District personnel Instructional	<ul style="list-style-type: none"> By August 2016, ensure all teachers assigned to teach an AP course have attended an AP Institute for that course. Continue to provide an Honors/AP Night for parents and students to review coursework, summer assignments, and importance of exams. Continue to provide Gear Up tutoring over the summer and throughout 2016-17 	LCAP Training Costs

	Coach	<p>school year.</p> <ul style="list-style-type: none"> By March 2017, plan and implement an AP Marathon where students spend a Saturday taking two full AP exams. By September 2016, implement an AP PLC that meets at least quarterly to share student data, discuss best practices, and plan AP Marathon. 	
5.3.3. Increase the career and technical education course offerings.	Admin District personnel Teachers	<ul style="list-style-type: none"> Expand Project Lead the Way engineering courses by adding computer science. 	

STRATEGY 5.4 Continue to implement a plan for the school wide focus on academics and higher education.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
5.4.1. By September 2016 develop a calendar for the school wide focus on academics and higher education.	Gear-Up Ed Talent Search Admin Link Crew Leadership FFA Student Support Services	<ul style="list-style-type: none"> By August 2016, meet with all the groups focused on academic achievement and higher education including Migrant Education, GEAR Up, Talent Search, and Link Crew to create a year-long calendar with events. The events calendar will be disseminated to _____, and posted on the school website. The effectiveness of these events will be evaluated by sign-in sheets and surveys. 	Title 1 20,000 materials and supplies

STRATEGY 5.5: Coordinate parent involvement activities.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
5.5.1. By September 30, 2016, create a plan for the coordination of all parent involvement activities.	Admin Parent Involvement Coordinator EL Specialist Migrant Education SRO Counselor Gear Up PIQE Ed Talent Search Parents	<ul style="list-style-type: none"> Create a document which summarizes the purpose and responsibilities of all groups involving parents including PIQE, GEAR Up, Educational Talent Search, Parent Information Night and the calendar for the delivery of their services. Continue working with GEAR Up Community Liaison and Hartnell College to provide resources to parents. Continue Parent Information Nights and Workshops on such topics as Title 1, Healthy Students, Community Resources, Common Core, Gangs, Drugs and Violence, College-Going Culture and FAFSA completion. By September 2016, provide technology training for parents in Aeries to monitor their student's grades, attendance and behavior; and, continue to provide parent computer kiosk. Continue to send parents, Parent Coordinator, and ELD Liaison to CAFE. Provide translation of documents from English to Spanish for Spanish-speaking parents. Continue to communicate with parents via personal phone calls, all-calls / auto-dialer, 	Title 1 \$1,000 child care, materials, presenters, supplies EIA 3,000 translations,

		emails, flyers, text messages, and school website. <ul style="list-style-type: none"> Implement Project 2 Inspire and Parent Project. 	PIQE child care
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STRATEGY 5.6: Maintain a functioning School Site Council and ELAC as a tool for shared staff-parent decision making.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
5.6.1 By August 30, 2015, continue to maintain a functioning SSC.	Principal SSC Chair & Secretary Parent Involvement Coordinator EL Specialist	<ul style="list-style-type: none"> Continue to implement a process of forming/maintaining a strong SSC and ELAC. Hold staff, parent, and student elections as necessary. Provide required training. Maintain ELAC responsibilities through end of two-year term. Develop a calendar of 2016-17 meetings with draft topics which will enable the SSC and ELAC to perform all of its responsibilities including monitoring the implementation of the SPSA and the WASC Three-Year Action Plan. 	Materials for parent events and SSC meetings Title 1 \$500

STRATEGY 5.7: Implement a process for the referral of student to a Student Study Team.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
5.7.1 Train teachers in classroom interventions to be implemented prior to a referral to the Student Study Team (SST).	Teacher Support Services Admin	<ul style="list-style-type: none"> By August 2016, train teachers on classroom behavior interventions and SST process. 	Title 1/Salary, conference(s), materials and supplies/\$25,000
5.7.2 Train teachers in the SST process.			

Special Education

LEA GOAL: Performance Goal 6:

LCAP Priority: #2 Implementation of the CCSS

LCAP Priority: #4 Student Achievement

WASC VC Report March 2016:

Critical Area of Need #1: Continue to focus on improving English and math proficiency levels on multiple academic measures.

Critical Area of Need #3: Continue to build College Pathways.

Critical Area of Need #4: Continue to build Career Pathways.

Critical Area of Need #5: Continue to offer Professional Development for teachers.

SCHOOL GOAL Special Education: By May 2017, 100% of the Special Education staff will be trained on CCSS implementation, and will support instruction in CCSS for their students as is appropriate at each level of Special Education.

What data did you use to form this goal?

SARC January 2015
 Facility survey April 2014
 Williams Settlement Report October 2014
 Suspension, expulsion and attendance rates
 Aeries database

-512-

What were the findings from the analysis of this data?

- 31% of students with disabilities scored at "Standard Nearly Met" on the SBAC ELA for 2015. 69% of students with disabilities scored at "Standard Not Met" on the SBAC ELA for 2015.
- 100% of students with disabilities scored at "Standard Not Met" on the SBAC Math for 2015.

STRATEGY 6.1: Implement a process for Special Education students to recover credits.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
6.1.1 The district will establish a method for Special Education students to recover credits.	Administration Special Education Department Instructional Coach IT	<ul style="list-style-type: none"> • Attend APEX Online training. • Purchase the materials, licenses, and software/hardware for the implementation of the Credit Recovery program. • Complete reports each semester on program results, i.e. credits earned, for the SSC and/or the Board of Trustees. 	Title I Release time / Subs \$1,000 Allocated

STRATEGY 6.2: Increase all teachers' understanding of Special Education student performance on assessments and classroom assignments.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
6.2.1 All PLC's will include an overview of SpEd student subgroup data in their analyses of CFA Performance.	Administration Special Education Department Instructional Coach IT	<ul style="list-style-type: none"> Teachers will receive training in the district-adopted data management system. 	Title I Release time / Subs \$1,000 Allocated

STRATEGY 6.3: Increase all Special Education teachers' awareness of CCSS/ELD Frameworks.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
6.3.1 All diploma-track students will receive CCSS instruction		<ul style="list-style-type: none"> Students who are indicated to earn a diploma will be placed in General Education (Gen. Ed.) classes and meet the same CCSS as all other students earning a diploma. All SpEd RSP teachers will collaborate with Gen. Ed. teachers to provide clarification of accommodations/modifications for their students, and to provide support to SpEd Students in the general education setting. 	Title I Release time / Subs \$1,000 Allocated

Form B: Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in Form B must be aligned with the Consolidated Application.

Title I SES
 Title III EL Specialist
 Title I Instructional Coach

Actions to be Taken to Reach This Goal ¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date ² Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
Provide GHS with an instructional coach to provide training and ongoing support to teachers in the implementation of PLCs, CCSS, CM and EL strategies.	Aug. – May 2016-17	Hire instructional coach	\$50,000	Title I / LCAP

Actions to be Taken to Reach This Goal ³ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date ⁴ Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
1. Provide GHS with an EL Specialist to insure that every EL is identified and served as described in the EL Master Plan and to provide ongoing training and support teachers of EL students.	Aug. – May 2014-15	Hire EL Specialist	\$25,000	Title 3 \$24,536.16
2. Provide GHS with the ELSSA	Aug. 2014	Contract with MMARS	\$250.00	EIA: \$250.00
3. Provide annual TOT to EL Specialist	June 2015	MCOE TOT CELDT registration	\$50.00	EIA: \$50.00

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

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.

- After-School and Summer School programs funded by categorical programs
- Data analysis services, software, and training for assessment of student progress

Centralized services do not include administrative costs.

Please duplicate this form as necessary.

Form C: Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: for many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility), which are described at: <http://www.cde.ca.gov/fg/aa/co/ca12sguiappcatprog.asp>

State Programs	Allocation
<input type="checkbox"/> California School Age Families Education Purpose: Assist expectant and parenting students to succeed in school	\$
<input type="checkbox"/> Economic Impact Aid/State Compensatory Education (EIA-SCE) Purpose: Help educationally disadvantaged students succeed in the regular program	\$
<input type="checkbox"/> Economic Impact Aid/Limited English Proficient (EIA-LEP) Purpose: Develop fluency in English and academic proficiency of English learners	\$
<input type="checkbox"/> Peer Assistance and Review Purpose: Assist teachers through coaching and mentoring	\$
<input type="checkbox"/> Professional Development Block Grant Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$
<input type="checkbox"/> Pupil Retention Block Grant Purpose: Prevent students from dropping out of school	\$
<input type="checkbox"/> Quality Education Investment Act (QEIA) Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$
<input type="checkbox"/> School and Library Improvement Program Block Grant Purpose: Improve library and other school programs	\$
<input type="checkbox"/> School Safety and Violence Prevention Act Purpose: Increase school safety	\$
<input type="checkbox"/> Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$
<input checked="" type="checkbox"/> List and Describe Other State or Local Funds (e.g., CA State Lottery Funds – Restricted and Unrestricted)	\$141,698
Total amount of state categorical funds allocated to this school	\$141,698

Federal Programs		Allocation
Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs) <input checked="" type="checkbox"/> Includes \$32,580 SES allocation of 20% of Title 1 allocation (required reservation based on PI status. Available Title I allocation for SES: \$35,580		\$185,624
<input checked="" type="checkbox"/> Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$1,856	
<input checked="" type="checkbox"/> For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$18,562	
<input type="checkbox"/> Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals		\$
<input checked="" type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards		\$ 31,913
<input type="checkbox"/> Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs		\$
<input type="checkbox"/> For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement		\$
<input type="checkbox"/> Other federal funds (Title III, IMM)		\$2,951
<input type="checkbox"/> Other federal funds (list and describe)		\$
<input type="checkbox"/> Other federal funds (list and describe)		\$
Total amount of federal categorical funds allocated to this school		\$220,488
Total amount of state and federal categorical funds allocated to this school		\$362,186

Form D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.⁵ The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Francis M. Lynch	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Daniel Villasenor, Chairperson	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sandra Wilson-Brusch, Vice-chairperson	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bernie Barge	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Laura Villagomez, Secretary	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Elizabeth Lopez	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jose Luis Pacheco	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Florentino Salas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Rosa Ponce	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Angelica Andrade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Joseph Almeida	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ramon Fragoso	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Bobbie Joe Garcia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Albert Lujan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Numbers of members in each category	1	3	2	4	4

⁵ EC Section 52852

Form E: Recommendations and Assurances

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

- State Compensatory Education Advisory Committee _____ Signature
- English Learner Advisory Committee *[Signature]* _____ 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]* _____ Signature
- Other committees established by the school or district (list) DELAC, LCAP Signature: *[Signature]*

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: May 11, 2015

Attested:

[Signature]
Francis M. Lynch, Greenfield High School Principal

05/09/2016
Date

[Signature]
Daniel Villasenor, SSC Chairperson

05/09/2016
Date

[Signature]
Sandra Wilson Brusch, SSC Vice-Chairperson

5-9-16
Date

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

SUBJECT: Approval of Agreement for Professional Services:
Heather's Behavior Support Services

MEETING: June 9, 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:

Positive Behavior Interventions and Supports (PBIS) is a proactive approach to establishing the behavioral supports and social culture that is needed for all students in a school to achieve social, emotional and academic success. Attention is focused on creating and sustaining primary (school-wide), secondary (classroom), and tertiary (individual) systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments.

Recommendation:

It is recommendation of the District staff that the State Administrator approve the Agreement for Professional Services with Heather's Behavior Support Services for the district-wide implementation of PBIS.

Fiscal Impact:

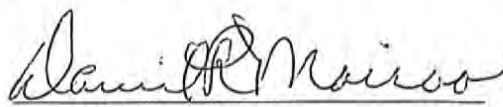
\$13,000 for all three sites. Paid with Title I funds.

Submitted By:



Diana Jiménez
Director of Educational Services

Approved:



Daniel R. Moirao, Ed.D.
State Administrator

AGREEMENT FOR PROFESSIONAL SERVICES

This Agreement is entered into between the Andes Central Schools (“District”) and Heather’s Behavior Support Services (“Contractor”) and is dated, for reference, May 24, 2016 .

The parties agree as follows:

1. **CONSULTANT SERVICES.** Contractor agrees to render services as assigned by the District Superintendent or designee consistent with and relating to

Positive Behavior Interventions and Support (PBIS) training and technical assistance.

2. **PAYMENT FOR SERVICES.** Contractor agrees to undertake the work Defined in paragraph 1 for payment at the rate of \$ \$13,000 total .

All work shall be performed only as **pre-approved** by the Superintendent.

All payments will be based on invoices submitted to District by Contractor and approved by District’s authorized representative.

Contractor will invoice District not more frequently than monthly for services performed and expenses incurred during the previous month. District will render payment to Contractor within 30 days of receipt of invoice.

3. **TERM OF AGREEMENT.** The term of this Agreement begins on 8/1/16 and ends 6/1/17 . Extension or renewal required approval of District or its authorized representative. Compensation will not be increased without approval of the District or its authorized representative.

4. **TIME FOR PERFORMANCE.** All services required of the Contractor will be completed on or before the specified end of the term.

5. **RECORDS.** Contractor will maintain full and accurate records in connection with the Agreement and will make them available to District for inspection at any time. Contractor’s work product produced under this Agreement shall be the property of District, including, but not limited to, reports to the Columbus Public Schools, or other reports that Contractor may be asked to generate. Contractor agrees to keep copies of records for a period of no less than two (2) years.

6. **STATUS OF CONTRACTOR.** District and Contractor agree that Contractor, in performing the services specified in this Agreement, shall act as an independent contractor and shall have control of all work assigned and the manner in which it is performed. Contractor shall be free to contract for similar service to be

Contractor Agreement – Page 2

performed for other employers while under contract with District. Contractor will not accept such engagements which interfere with performance under this Agreement. Contractor is not entitled to participate in any pension plan, insurance, bonus or similar benefits the District provides for its employees.

7. **HOLD HARMLESS.** Contractor shall defend, indemnify and hold District, its officers, agents and employees harmless from all suits, claims and liabilities resulting from the acts or omissions of Contractor, its officers, agents or employees relating to this Agreement.

8. **COMPLIANCE WITH LAWS.** Contractor shall comply with all applicable federal, state and local laws, rules, regulations and ordinances involving its employees, including workers' compensation and tax laws.

9. **SCOPE OF WORK.** The following outlines the Scope of Work for the Contractor during the term of this Agreement:

PBIS training and technical assistance, as outlined in the attached proposal.

10. **MODIFICATION OR ASSIGNMENT.** This Agreement may not be assigned by either party without the express written consent of the other. No modification shall be effective unless approved in writing by District or its authorized representatives of the parties and their business addresses as follows:

_____ School District

Contractor

District Superintendent

Date: _____

Date: _____

Taxpayer ID or Social Security Number

Address

City State Zip

Date: May 9, 2016

To: Diana Jiménez, Director Educational Services
South Monterey County Joint Union High School District

From Heather Robbins
Heather's Behavior Support Services
#3 Rd. 6285
Kirtland, NM 87417
DUNS #784099579
Tax ID # 56-2584895

Re: Proposal for Services

This proposal outlines the daily rate for training and technical assistance in the area of developing Positive Behavior Intervention and Supports (PBIS) via Best Behavior for Standard School District during the 2016-2017 school year.

Training and technical assistance will include the following:

- Training in PBIS, including:
 - Building Universal Interventions
 - Understanding the PBIS Philosophy
 - Organizing the leadership team
 - Defining school-wide expectations
 - Developing a plan for teaching behavioral expectations
 - Creating a plan to recognize students for appropriate behavior
 - Employing "Systematic Supervision" techniques
 - Designing response and correction systems for misbehavior
 - Using discipline referrals to diagnose school-wide and individual student needs
 - Evaluating the effectiveness of the school-wide plan

- Technical Assistance in PBIS, including:
 - Conducting individual school site visits
 - Meeting with school PBIS teams
 - Supporting the use of the TFI (Tiered Fidelity Inventory)
 - Celebrating progress, problem solving road blocks
 - Analyzing school data via Aeries
 - Creating Precision Problem Statements
 - Using the problem solving process
 - Creating action plans
 - Evaluating action plan implementation
 - Assessing student outcomes
 - Meeting/ action planning with the District Leadership Team
 - Written reports for each site visit, to include celebrations and recommendations

- On-going support via phone and email

COSTS

Summer/Fall 2016 (Dates to be determined, 3.5 days)

½ Day District Leadership Team Training

3 Day PBIS Team Training (all schools)
COST \$5,000.00

Winter 2017 (Dates to be determined, 2.5 days total)

½ Day District Leadership Team Meeting
½ Day PBIS Team Training (all schools)
1.5 Days- ½ day onsite visits at each campus

COST \$4,000.00

Spring 2017 (Dates to be determined, 2.5 days total)

½ Day District Leadership Team Meeting
½ Day PBIS Team Training (all schools)
1.5 Days- ½ day onsite visits at each campus

COST \$4,000.00

TOTAL COST (3 visits, 8.5 days): \$13,000.00

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Approval for GHS Students to Travel to the East Coast as Part of the Ivy League Project

MEETING: June 9, 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:

Six students from Greenfield High School will be visiting the East Coast as part of the Ivy League Project through the Greenfield High School College Club. Students will visit George Washington University, Georgetown University, American University, Harvard University, Massachusetts Institute of Technology, Boston University, New York University and Columbia University. The students will also visit historical sites such as the White House, monuments in Washington DC, Harvard Square, Fenway Park, the Empire State building, Times Square and Central Park.

The students will leave on Wednesday, June 29 from San Francisco and return on Wednesday, July 6, 2016.

Recommendation:

The recommendation is being made for the State Administrator to approve the GHS students participate in the Ivy League Project.

Fiscal Impact:


There is no cost to the district. The students have had fundraisers during the course of the year for the trip.

Submitted By:



Frank Lynch
Principal

Approved:



Daniel R. Moirao, Ed.D.
State Administrator

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

SUBJECT: Approval of Consultant Agreement with Linda Grundhoffer, State Trustee

MEETING: June 9, 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 provision SB 130, which provided this school district with its loan, once local control was returned a State Trustee would be appointed according to California *Education Code (EC) Section 41326(f)*; whereas the district has regained all of its legal rights, duties and powers, except for the powers held by a trustee pursuant to Article 2, commencing with EC Section 41320. The Trustee's duties and functions are to monitor and review the District's operations to ensure that the District remains fiscally solvent and may stay or rescind any action of the District governing board that, in the judgment of the Trustee, may adversely affect the financial condition of the District.

Linda Grundhoffer has worked with this school district when the district first received the loan and is very knowledgeable about this district's financial status, procedures and protocols. She has accepted the appointment to serve as a State Trustee for the South Monterey County Joint Union High School District.


Recommendation:

The State Administrator recommends that the district ratify the consultant agreement with Linda Grundhoffer to serve as the school district's trustee beginning July 1, 2016 – June 30, 2017.


Fiscal Impact:

The Trustee shall be compensated \$2,800 per month plus \$450.00 per month to defray expenses incurred for mileage, lodging, parking, telephone, and telecommunication charges. These fees will be paid from the general fund.

Submitted By:


Daniel R. Moirao, Ed.D.
State Administrator

Approved:


Daniel R. Moirao, Ed.D.
State Administrator

CONTRACT FOR TRUSTEE FOR THE SOUTH MONTEREY JOINT UNION HIGH SCHOOL DISTRICT

The following sets forth the Contract for Trustee between the State Superintendent of Public Instruction, hereinafter referred to as the "SSPI," and Linda Grundhoffer, hereinafter referred to as the "Trustee."

1. SCOPE AND TERM

- 1.1 The South Monterey Joint Union High School District (the "District") received an emergency apportionment and met the conditions pursuant to California *Education Code (EC)* Section 41326(f) and regained all its legal rights, duties, and powers, except for the powers held by a trustee pursuant to Article 2, commencing with *EC* Section 41320. Pursuant to the authority provided to the SSPI by subdivision (a) of the *EC* Section 41320.1, the SSPI hereby appoints the Trustee to act during the Term (defined below) as the state trustee for the District as such role is set forth in the *EC* sections 41320.1, 41321, and 41322.
- 1.2 The Trustee accepts such appointment and agrees to perform such duties to the best of her abilities, in strict compliance with all applicable law and pursuant to the terms and conditions of this Contract. As provided by the *EC* Section 41320.1(a)(2), the Trustee shall serve at the pleasure of, and report directly to, the SSPI.
- 1.3 The term of the appointment is from July 1, 2016, through June 30, 2017 (the "Term"), unless sooner terminated as set forth in Paragraph 7.

2. COMPENSATION, REIMBURSEMENT, AND BENEFITS

The Trustee is an independent contractor and not an employee, except to the extent otherwise required by *EC* Section 41320.1(e). In consideration of the performance of the duties and responsibilities as described in this Contract, the Trustee will be compensated by the District pursuant to *EC* Section 41320.1(a)(1) for services rendered as follows:

- 2.1 The Trustee's base rate of compensation will be Two Thousand Eight Hundred Dollars (\$2,800) per month.
- 2.2 The Trustee shall receive a travel and business expense allotment of Four Hundred Fifty Dollars (\$450) per month to defray expenses incurred in the performance of her duties for mileage from home to and within Monterey County, lodging in Monterey County, parking, telephone and telecommunication charges, postage, and supplies.

2.3 (a) The Trustee shall receive reimbursement for other reasonable and necessary actual expenses incurred in the performance of her duties, with the exception of expenses deemed reimbursed through the travel and business expense allotment provided in Paragraph 2.2. Reimbursement for other business and travel expenses shall be governed by the District rules and policies.

(b) During the Term of this Contract, the Trustee shall submit monthly claims, in arrears, for substantiated business and travel expenses pursuant to Paragraph 2.3(a) to the California Department of Education (CDE) project monitor for review and approval. The Trustee will be paid directly by the District, in accordance with the District's procedures, following the CDE approval of the claims.

To request payment, the Trustee shall submit the original copy of an itemized claim and the original copy of any expense receipts to:

Peter Foggiato, Director
School Fiscal Services Division
California Department of Education
1430 N Street, Suite 3800
Sacramento, CA 95814

Upon the CDE's review and approval, the District shall pay the claim.

(c) The Trustee agrees to maintain receipts, invoices, and other records pertaining to expenses and costs incurred pursuant to Paragraph 2.3(a) during the term of this Contract and thereafter until the third school year after the school year in which they were originated. Records maintained pursuant to this Contract shall be subject to examination and audit until the third school year after the school year in which they were originated.

2.4 During the term of this Contract, the Trustee will be paid her monthly compensation (Paragraph 2.1 above) and business expense allotment (Paragraph 2.2), in arrears and as an independent contractor, directly by the District in accordance with the District's procedures, and without prior CDE approval.

2.5 As an independent contractor, the Trustee is not eligible for any employee benefits from the state or from the District. The Trustee will therefore be responsible for her own dental and vision care, health insurance, long-term care coverage, life insurance, retirement plan, tax deferred savings, vacation, leave, etc., subject to the provisions of EC Section 41320.1(e).

2.6 As an independent contractor, the Trustee accepts full and sole responsibility for determining and evaluating how the execution or performance of this Contract or the Trustee's acceptance of the employment contemplated hereby may impact the Trustee's benefits under CalPERS, CalSTRS or any other employment or retirement benefit program. No warranty or representation whatsoever has been made to the Trustee with respect to such impacts and the Trustee hereby forever releases and discharges the SSPI, his staff and the District from any and all claims arising from or in connection with any such impacts that may occur.

3. NONDISCRIMINATION CLAUSE

The Trustee hereby agrees to abide by the provisions of the document entitled "Nondiscrimination Clause" which is attached hereto and incorporated herein.

4. PROJECT MONITOR

Peter Foggiato of the CDE is hereby named as state project monitor and SSPI designee. The monitor is not authorized by the state to make any commitments or make any changes which will affect the amount, terms or conditions of this Contract without a formal contract amendment agreed to by the parties to this Contract.

5. TRUSTEE DUTIES AND FUNCTIONS

The Trustee's duties and functions shall include, but not be limited to, the following:

- 5.1 Monitor and review the District's operations to ensure that the District remains fiscally solvent.
- 5.2 Stay or rescind any action of the District governing board that, in the judgment of the Trustee, may adversely affect the financial condition of the District.
- 5.3 Stay current on educational fiscal issues by attending conferences, workshops, and meetings on education finance issues and reading periodicals, studies, reports, and other relevant materials, to share such information with the SSPI, district staff, the governing board, and community, as appropriate.
- 5.4 Provide advice and make recommendations to district staff and governing board members regarding budgetary, fiscal, or any issues that may affect the financial condition of the district.
- 5.5 Communicate openly and in a timely manner to the SSPI, district staff, governing board, and the community, and promptly inform the SSPI of critical issues or incidents.

- 5.6 Perform other duties and functions as assigned or required by the SSPI and EC sections 41320.1, 41321, and 41322.

6. SSPI/TRUSTEE RELATIONS AND COMMUNICATIONS

- 6.1 The Trustee will work with the SSPI or designee and the District Superintendent in developing and maintaining a spirit of cooperation and teamwork.
- 6.2 The Trustee will meet periodically as requested by the SSPI or designee for the purpose of informing and advising the SSPI about the District's status.

7. TERMINATION OF CONTRACT

- 7.1 The SSPI or the Trustee may elect to terminate this Contract without cause by giving thirty (30) days written notice. Upon termination in the middle of a month, base compensation, business expense allotment and any other compensation shall be pro-rated for the number of actual days of service divided by the total number of available work days in the final month of service.
- 7.2 The SSPI may suspend the Trustee's duties and authority without cause at any time immediately upon written notice, provided that the Trustee shall continue to receive compensation (Paragraph 2.1) as set forth herein. The Trustee shall not incur any new business and travel expenses or other expenses during such suspension, but will continue to be reimbursed for outstanding expenses incurred prior to suspension.

8. APPLICABLE LAW

This Contract shall be construed in accordance with and governed by the laws of the State of California. Should any provision of this Contract be invalid the remainder of this Contract shall nevertheless be binding and effective. The SSPI and Trustee agree to engage in mediation of the disputes, if any, concerning this Contract, with each party to bear his or her own costs.

9. COMPLETE AGREEMENT

- 9.1 This Contract constitutes the entire agreement between the parties pertaining to the subject matter hereof, and is the final, complete and exclusive expression of terms and conditions of their agreement. Any and all prior agreements, representations, negotiations and understandings made by the parties, oral or written, express or implied, are hereby superseded and merged herein.
- 9.2 Any amendment, modification, or variation from the terms of the Contract shall be in writing, shall be effected only upon approval of such amendment,

modification, or variation by the SSPI or designee and the Trustee, and shall not operate as a termination of this Contract.

10. INDEMNIFICATION

The Trustee shall be indemnified to the same extent as other employees of the District pursuant to California *Government Code* Section 995 and shall be covered by the District's errors and omissions liability insurance policy pursuant to subdivision (e) of the *EC* Section 41320.1.

SIGNATURES

Date _____

Linda Grundhoffer
Trustee

Date _____

Tom Torlakson
State Superintendent of Public Instruction

NONDISCRIMINATION CLAUSE

1. During the performance of this contract, contractor and its subcontractors shall not unlawfully discriminate, harass or allow harassment, against any employee or applicant for employment because of sex, race, color, ancestry, religious creed, national origin, disability (including HIV and AIDS), medical condition (cancer), age, marital status, denial of family and medical care leave, and denial of pregnancy disability leave. Contractors and subcontractors shall insure that the evaluation and treatment of their employees and applicants for employment are free from such discrimination and harassment. Contractor and subcontractors shall comply with the provisions of the Fair Employment and Housing Act (*California Government Code* Section 12900 et seq.) and the applicable regulations promulgated thereunder (*California Code of Regulations [CCR]*, Title 2, Section 7285.0 et seq.). The applicable regulations of the Fair Employment and Housing Commission implementing *California Government Code* Section 12990 (a-f) set forth in Chapter 5 of Division 4 of Title 2 of the *CCR* are incorporated into this contract by reference and made a part hereof as if set forth in full. Contractor and its subcontractors shall give written notice of their obligations under this clause to labor organizations with which they have a collective bargaining or other agreement.
2. This contractor shall include the nondiscrimination and compliance provisions of this clause in all subcontracts to perform work under the contract.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Approval of Declaration of Need for Fully Qualified Educators

MEETING: 6/9/2016

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 attached annual Declaration must be submitted to the California Commission on Teacher Credentialing in order for the District to lawfully hire anyone who holds an Internship credential or emergency permit. It is also required in order for the district to petition for an emergency CLAD or its equivalent for employees teaching English Learners and who do not hold the proper authorization.

Education Code 44300 requires that a Declaration of Need for Fully Qualified Educators be adopted at a public meeting by the Governing Board/State Administrator of the District. The Declaration shall be valid for no more than twelve months and shall expire on June 30 following its submission to the Commission.


Recommendation:

It is recommended that the State Administrator approve the Declaration of Need for Fully Qualified Educators as presented.

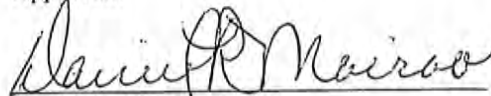
Fiscal Impact:

No fiscal impact

Submitted By:


Claudia Arellano
Human Resources Director

Approved:


Daniel R. Moirao, Ed.D.
State Administrator



DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

- Original Declaration of Need for year: 2016-2017
 Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT

Name of District: SOUTH MONTEREY COUNTY JOINT UNION HSE District CDS Code: 66068

Name of County: MONTEREY County CDS Code: _____

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board of the school district specified above adopted a declaration at a regularly scheduled public meeting held on 06 / 09 / 16 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

► *Enclose a copy of the board agenda item*

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2017.

Submitted by (Superintendent, Board Secretary, or Designee):

<u>Daniel R. Moirao, Ed.D</u>		
<small>Name</small>	<small>Signature</small>	<small>Title</small>
<u>831-385-0695</u>	<u>831-385-0606</u>	
<small>Fax Number</small>	<small>Telephone Number</small>	<small>Date</small>
<u>800 Broadway Street, King City, CA 93930</u>		
<small>Mailing Address</small>		
<u>dmoirao@smcjuhsd.org</u>		
<small>EMail Address</small>		

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL OR AGENCY

Name of County _____ County CDS Code _____

Name of State Agency _____

Name of NPS/NPA _____ County of Location _____

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ____ / ____ / ____, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

► *Enclose a copy of the public announcement*

Submitted by Superintendent, Director, or Designee:

_____	_____	_____
<i>Name</i>	<i>Signature</i>	<i>Title</i>
_____	_____	_____
<i>Fax Number</i>	<i>Telephone Number</i>	<i>Date</i>

<i>Mailing Address</i>		

<i>E-Mail Address</i>		

► *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subject(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit	Estimated Number Needed
<input checked="" type="checkbox"/> CLAD/English Learner Authorization (applicant already holds teaching credential)	<u>5</u>
<input type="checkbox"/> Bilingual Authorization (applicant already holds teaching credential)	_____
List target language(s) for bilingual authorization:	_____
_____	_____
<input type="checkbox"/> Resource Specialist	_____
<input type="checkbox"/> Teacher Librarian Services	_____
<input type="checkbox"/> Visiting Faculty Permit	_____

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	
Single Subject	5
Special Education	2
TOTAL	

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to www.cde.ca.gov for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved intern program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? Yes No

If no, explain. We work with University Interns as our district is very small

Does your agency participate in a Commission-approved college or university intern program? Yes No

If yes, how many interns do you expect to have this year? 5

If yes, list each college or university with which you participate in an intern program.

Brandman University, San Jose State University, CSU Monterey Bay, National University, CSU Northridge, U of La Verne, CalPoly SLO

If no, explain why you do not participate in an intern program.

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

SUBJECT: Approval of Salary Schedules for District Classified Management/Confidential

MEETING: June 9, 2016

AGENDA SECTION:

ACTION

INFORMATION

ACTION/CONSENT

GOVERNING BOARD

Board Goals:

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

Summary:

While negotiations and contracts have been settled with all bargaining units in the district, management staff was not slated for any salary enhancements on July 1, 2016. To remain competitive and attract the best candidates possible for assignments in management position the attached salary schedule is recommended for approval. The enhancement is consistent with those salary increases awarded to the certificated and classified employees.

Recommendation:

It is recommended that the State Administrator approve the 2016-2017 Classified/Confidential management salary schedule as presented.

Fiscal Impact:

\$30,000. Management salaries are charged to general funds, Title grants, etc. due to the fact that they have responsibilities in all these areas.

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
Classified Management/Confidential Salary Schedule
 2016/17
 Effective 7-1-16

Job Title	1	2	3	4	5
Administrative Assistant	50,672	53,206	55,866	58,659	61,592
Executive Assistant	58,679	61,613	64,694	67,928	71,325
Human Resources Administrator	74,156	77,864	81,757	85,845	90,137
Director, MOTF	74,156	77,864	81,757	85,845	90,137
Director, Technology	74,156	77,864	81,757	85,845	90,137
Senior Director, Technology	80,088	84,093	88,297	92,712	97,348
Senior Director, Human Resources	80,088	84,093	88,297	92,712	97,348
Business Manager	106,303	111,618	117,199	123,059	129,212
Chief Business Official	118,114	124,020	130,221	136,732	143,568

Longevity:

2.00%	After 6 years
5.00%	After 9 years
5.00%	After 14 years

Masters Degree (annual) \$1,500

Benefits:

- District pays up \$12,000 toward medical costs through CVT effective July 1, 2015
- District pays up \$12,250 toward medical costs through CVT effective July 1, 2017
- District pays employee only for dental and vision

Adopted: _____

Effective: _____

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

SUBJECT: Approval of Salary Schedule for District Certificated Management **MEETING:** June 9, 2016

AGENDA SECTION:

ACTION

INFORMATION

ACTION/CONSENT

GOVERNING BOARD

Board Goals:

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

Summary:

While negotiations and contracts have been settled with all bargaining units in the district, management staff was not slated for any salary enhancements on July 1, 2016. To remain competitive and attract the best candidates possible for assignments in management position the attached salary schedule is recommended for approval. The enhancement is consistent with those salary increases awarded to the certificated and classified employees.

Recommendation:

It is recommended that the State Administrator approve the 2016-2017 certificated management salary schedule as presented.

Fiscal Impact:

\$85,000.00 Management salaries are charged to general funds, Title grants, etc. due to the fact that they have responsibilities in all these areas.

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
ADMINISTRATIVE SALARY SCHEDULE
Effective 7-1-2016**

	Work Year	1	2	3	4	5
Assistant Superintendent Ed Services/Human Resources	226	119,670.64	125,654.17	131,936.88	138,533.73	145,460.41
Director	220	116,007.26	121,807.62	127,898.00	134,292.90	141,007.54
Coordinator, Alternative Ed	220	109,901.61	115,396.69	121,166.53	127,224.85	133,586.09
Principal	212	112,549.11	118,176.57	124,085.40	130,289.67	136,804.15
Assistant Principal	212	99,376.08	104,344.89	109,562.13	115,040.24	120,792.25
Psychologist/Manager/Dean	200	93,530.43	98,206.95	103,117.30	108,273.16	113,686.82

Mileage Stipend - monthly \$150
Masters Degree (annual) \$1,500

Longevity:

2.00%	After 6 years
5.00%	After 9 years
5.00%	After 14 years

Benefits:
 District pays up \$12,000 toward medical costs through CVT effective July 1, 2015
 District pays up \$12,250 toward medical costs through CVT effective July 1, 2017
 District pays employee only for dental and vision

Adopted: _____
 Effective: _____

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Approval of Selection of Proposition 39 - Solar Project

MEETING: June 9, 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 received \$239,185 in Proposition 39 – Clean Energy funds to date with another \$360,000 in grant funds remaining to be received over the next two years for a total of approximately \$600,000.

The California Clean Energy Jobs Act allocates revenue to local education agencies to support energy efficiency and alternative energy projects, along with related improvements and repairs that contribute to reduced operating costs and improved health and safety conditions in public schools.

The District has investigated the options for use of the funds with consultants and has determined the best return on investment (utility bill savings) is a solar project.

The District needs to submit the project to the California Energy Commission for approval of the use of Prop. 39 Clean Energy grant funds.

Option A (Recommendation): Two 40' X 205' Solar Car Ports using \$593,500 of grant funds and \$400,000 of General Funds – Projected annual utility savings estimate of \$57,000 plus.

Option B: Two 20' X 102.5' Solar Car Ports using \$593.5K of grant funds only – Projected annual utility savings estimate of \$25,000 plus.

Recommendation:


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

Fiscal Impact:


General Fund – Proposition 39 Clean Energy Jobs Act Grant \$593,500

General Fund – One Time \$ / Unrestricted Ending Balance \$400,000

Submitted By:


Duane Wolgamott
Chief Business Official

Approved:


Daniel R. Moirao, Ed.D.
State Administrator

SMCJUHSD Solar Project "A"

Calculators for Simple Photovoltaic Project

PV project needs to be sized properly and it can only save up to your last year's electricity bill amount. Assuming Net Energy Metering will be signed to claim credit.

PV system only saves a portion of the demand due to rain, cloud shade and noncoincidental facility peak . Annual system maintenance cost is assumed to be 0.3% of project cost.

Annual PV production degradation rate is assumed to be 0.7%.

Assuming inverters will be replaced every 10 years and at a cost of

Annual kWh production for each kWac installed is assumed to be 1500 kWh/kW.

0.6/Watt

To claim 25 year useful life, vendor must provide system warranty in writing.

PV cost savings is calculated using 85% of the average electricity cost (due to little demand savings from PV system). Please use a separate life cycle cost analysis for PV project converting to PG&E A6 rate schedule.

Installing Photovoltaic System	
How many PV panels will be installed?	782
What is the PTC (PVUSA Test Con.) Wattage of each panel?	320
What is the name plate efficiency of the inverter?	98.4%
What is the total name plate capacity of the inverter?	216 kW
*For PV < 30 kW, What is the approved FPBB rebate amount?	\$ -
*For PV >= 30 kW, What is the approved PBI rebate amount?	\$ -
Other Non-repayable funds	\$ -
What is the total project cost without rebate?	\$ 1,000,000
Does PV vendor provide 25 year system warranty?	No

* If you have rebate approved by utility, enter the total rebate amount. 5 year PBI rebate for systems >= 30 kW will be adjusted by discount rate for NPV. PV system < 30 kW, actual rebate amount will be used for SIR calculation.

SMCJUHSD Solar Project "A"

PV System Energy Savings Summary

This PV project produces 369,354 kWh first year
 and approximately 61.6 kW demand
 or saves \$ 57,276 energy cost first year.
 Maintenance cost \$ 3,000 first year
 Simple Payback is 17.5 years.
 Saving to Investment Ratio 0.76
 **PV Size (kWac) 246.24 kW

-543-

Inflation rate	2.0%
Discount Rate	5.0%
Electricity Escalation	4.0%
Non-Energy Benefit	5.0%
Added Maintenance	0.3%

SMCJUHSD Solar Project "A"

Life Cycle Cost Analysis (EUL= 20 years)

Year	Year	PV Annual kWh Production	Annual Cost Savings	Added Maintenance	Inverter Replacement Cost	Financing cost	Net Savings
0	2013						
1	2014	369,354	\$ 57,276	\$ 3,000	0	\$0	\$ 54,276
2	2015	366,769	\$ 59,150	\$ 3,060	0	\$0	\$ 56,090
3	2016	364,201	\$ 61,085	\$ 3,121	0	\$0	\$ 57,964
4	2017	361,652	\$ 63,084	\$ 3,184	0	\$0	\$ 59,900
5	2018	359,120	\$ 65,148	\$ 3,247	0	\$0	\$ 61,901
6	2019	356,607	\$ 67,280	\$ 3,312	0	\$0	\$ 63,968
7	2020	354,110	\$ 69,481	\$ 3,378	0	\$0	\$ 66,103
8	2021	351,632	\$ 71,755	\$ 3,446	0	\$0	\$ 68,309
9	2022	349,170	\$ 74,103	\$ 3,515	0	\$0	\$ 70,588
10	2023	346,726	\$ 76,527	\$ 3,585	154884	\$0	\$ (81,942)
11	2024	344,299	\$ 79,031	\$ 3,657	0	\$0	\$ 75,374
12	2025	341,889	\$ 81,617	\$ 3,730	0	\$0	\$ 77,887
13	2026	339,496	\$ 84,288	\$ 3,805	0	\$0	\$ 80,483
14	2027	337,119	\$ 87,045	\$ 3,881	0	\$0	\$ 83,165
15	2028	334,759	\$ 89,894	\$ 3,958	0	\$0	\$ 85,935
16	2029	332,416	\$ 92,835	\$ 4,038	0	\$0	\$ 88,797
17	2030	330,089	\$ 95,872	\$ 4,118	0	\$0	\$ 91,754
18	2031	327,778	\$ 99,009	\$ 4,201	0	\$0	\$ 94,809
19	2032	325,484	\$ 102,249	\$ 4,285	0	\$0	\$ 97,964
20	2033	323,206	\$ 105,595	\$ 4,370	188803	\$0	\$ (87,579)
21	2034	320,943	\$ 109,050	\$ 4,458	0	\$0	\$ 104,592
22	2035	318,697	\$ 112,618	\$ 4,547	0	\$0	\$ 108,071
23	2036	316,466	\$ 116,303	\$ 4,638	0	\$0	\$ 111,665
24	2037	314,250	\$ 120,108	\$ 4,731	0	\$0	\$ 115,377
25	2038	312,051	\$ 124,038	\$ 4,825	0	\$0	\$ 119,213

Net Present value of Savings (20Yr)	Net Present value of Savings (25Yr)	Net Present value of Rebate
\$725,889	\$907,709	\$0

SMCJUHSD Solar Project "B"

Calculators for Simple Photovoltaic Project

PV project needs to be sized properly and it can only save up to your last year's electricity bill amount. Assuming Net Energy Metering will be signed to claim credit.

PV system only saves a portion of the demand due to rain, cloud shade and noncoincidental facility peak . Annual system maintenance cost is assumed to be 0.3% of project cost.

Annual PV production degradation rate is assumed to be 0.7%.

Assuming inverters will be replaced every 10 years and at a cost of

Annual kWh production for each kWac installed is assumed to be 1500 kWh/kW.

0.6/Watt

To claim 25 year useful life, vendor must provide system warranty in writing.

PV cost savings is calculated using 85% of the average electricity cost (due to little demand savings from PV system).

Please use a separate life cycle cost analysis for PV project converting to PG&E A6 rate schedule.

Installing Photovoltaic System		
	How many PV panels will be installed?	353
	What is the PTC (PVUSA Test Con.) Wattage of each panel?	320
	What is the name plate efficiency of the inverter?	98.4%
	What is the total name plate capacity of the inverter?	108 kW
	*For PV < 30 kW, What is the approved EPBB rebate amount?	
	*For PV >= 30 kW, What is the approved PBI rebate amount?	\$ -
	Other Non-repayable funds	\$ -
	What is the total project cost without rebate?	\$ 500,000
	Does PV vendor provide 25 year system warranty?	No

* If you have rebate approved by utility, enter the total rebate amount. 5 year PBI rebate for systems >= 30 kW will be adjusted by discount rate for NPV. PV system < 30 kW, actual rebate amount will be used for SIR calculation.

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SMCJUHSD Solar Project "B"

PV System Energy Savings Summary

This PV project produces 166,729 kWh first year
 and approximately 27.8 kW demand
 or saves \$ 25,855 energy cost first year.
 Maintenance cost \$ 1,500 first year
 Simple Payback is 19.3 years.
 Saving to Investment Ratio 0.67
 **PV Size (kWac) 111.15 kW

-546-

Inflation rate	2.0%
Discount Rate	5.0%
Electricity Escalation	4.0%
Non-Energy Benefit	5.0%
Added Maintenance	0.3%

SMCJUHSD Solar Project "B"

Life Cycle Cost Analysis (EUL= 20 years)

Year	Year	PV Annual kWh Production	Annual Cost Savings	Added Maintenance	Inverter Replacement Cost	Financing cost	Net Savings
0	2013						
1	2014	166,729	\$ 25,855	\$ 1,500	0	\$0	\$ 24,355
2	2015	165,562	\$ 26,701	\$ 1,530	0	\$0	\$ 25,171
3	2016	164,403	\$ 27,574	\$ 1,561	0	\$0	\$ 26,014
4	2017	163,252	\$ 28,477	\$ 1,592	0	\$0	\$ 26,885
5	2018	162,109	\$ 29,408	\$ 1,624	0	\$0	\$ 27,785
6	2019	160,975	\$ 30,371	\$ 1,656	0	\$0	\$ 28,714
7	2020	159,848	\$ 31,364	\$ 1,689	0	\$0	\$ 29,675
8	2021	158,729	\$ 32,391	\$ 1,723	0	\$0	\$ 30,668
9	2022	157,618	\$ 33,450	\$ 1,757	0	\$0	\$ 31,693
10	2023	156,514	\$ 34,545	\$ 1,793	77442	\$0	\$ (44,690)
11	2024	155,419	\$ 35,675	\$ 1,828	0	\$0	\$ 33,847
12	2025	154,331	\$ 36,842	\$ 1,865	0	\$0	\$ 34,977
13	2026	153,251	\$ 38,048	\$ 1,902	0	\$0	\$ 36,146
14	2027	152,178	\$ 39,293	\$ 1,940	0	\$0	\$ 37,352
15	2028	151,113	\$ 40,579	\$ 1,979	0	\$0	\$ 38,599
16	2029	150,055	\$ 41,906	\$ 2,019	0	\$0	\$ 39,887
17	2030	149,004	\$ 43,277	\$ 2,059	0	\$0	\$ 41,218
18	2031	147,961	\$ 44,693	\$ 2,100	0	\$0	\$ 42,593
19	2032	146,926	\$ 46,156	\$ 2,142	0	\$0	\$ 44,013
20	2033	145,897	\$ 47,666	\$ 2,185	94401	\$0	\$ (48,921)
21	2034	144,876	\$ 49,226	\$ 2,229	0	\$0	\$ 46,997
22	2035	143,862	\$ 50,836	\$ 2,273	0	\$0	\$ 48,563
23	2036	142,855	\$ 52,500	\$ 2,319	0	\$0	\$ 50,181
24	2037	141,855	\$ 54,218	\$ 2,365	0	\$0	\$ 51,852
25	2038	140,862	\$ 55,992	\$ 2,413	0	\$0	\$ 53,579

Net Present value of Savings (20Yr)	Net Present value of Savings (25Yr)	Net Present value of Rebate
\$317,455	\$399,163	\$0

SMCJUHSD Solar Project "B"

AMBAG Energy Watch Prop 39 Summary

South Monterey County High School District	Final Prop 39 Cost	Project Cost	AMBAG Rebate	Annual kWh Saved	Annual Cost Savings	Savings to Investment Ratio (SIR)	
King City High School							
Interior	\$ -	\$ -	\$ -	-	\$ -	SIR =	
Exterior	\$ 659	\$ 2,942	\$ 2,282	15,215	\$ 2,739		
Total	\$ 659	\$ 2,942	\$ 2,282	15,215	\$ 2,739		
Greenfield High School							
Interior	\$ 67,011	\$ 78,567	\$ 11,556	40,561	\$ 6,490	SIR =	
Exterior	\$ 27,387	\$ 39,932	\$ 12,554	99,290	\$ 15,886		
Total	\$ 94,389	\$ 118,499	\$ 24,110	139,851	\$ 22,376		
MOT Facility							
Interior	\$ -	\$ -	\$ -	-	\$ -	SIR =	
Exterior	\$ -	\$ -	\$ -	-	\$ -		
Total	\$ -	\$ -	\$ -	-	\$ -		
District Office							
Interior	\$ -	\$ -	\$ -	-	\$ -	SIR =	
Exterior	\$ -	\$ -	\$ -	-	\$ -		
Total	\$ -	\$ -	\$ -	-	\$ -		
Totals =	\$ 95,049	\$ 121,441	\$ 26,392	155,066	\$ 25,115	SIR =	

SMCJUHSD Solar Project "B"

Energy Efficiency Measure <small>Drop down menu</small>	Description	Annual Cost Energy Savings (\$)	Measure Cost (\$)	Rebates (\$)	Other Non- Repayable Funds (\$)	Total Leveraged Funding (\$)	EEM SIR
Lighting- Interior Fixture Retrofit	LED	\$ 6,490.00	\$ 78,567.00	\$ 11,556.00		\$ 11,556.00	1.67
Lighting- Exterior Fixture Retrofit	LED	\$ 18,625.00	\$ 42,874.00	\$ 14,836.00		\$ 14,836.00	10.01

SMCJUHSD Solar Project "B"

AMBAG Energy Watch

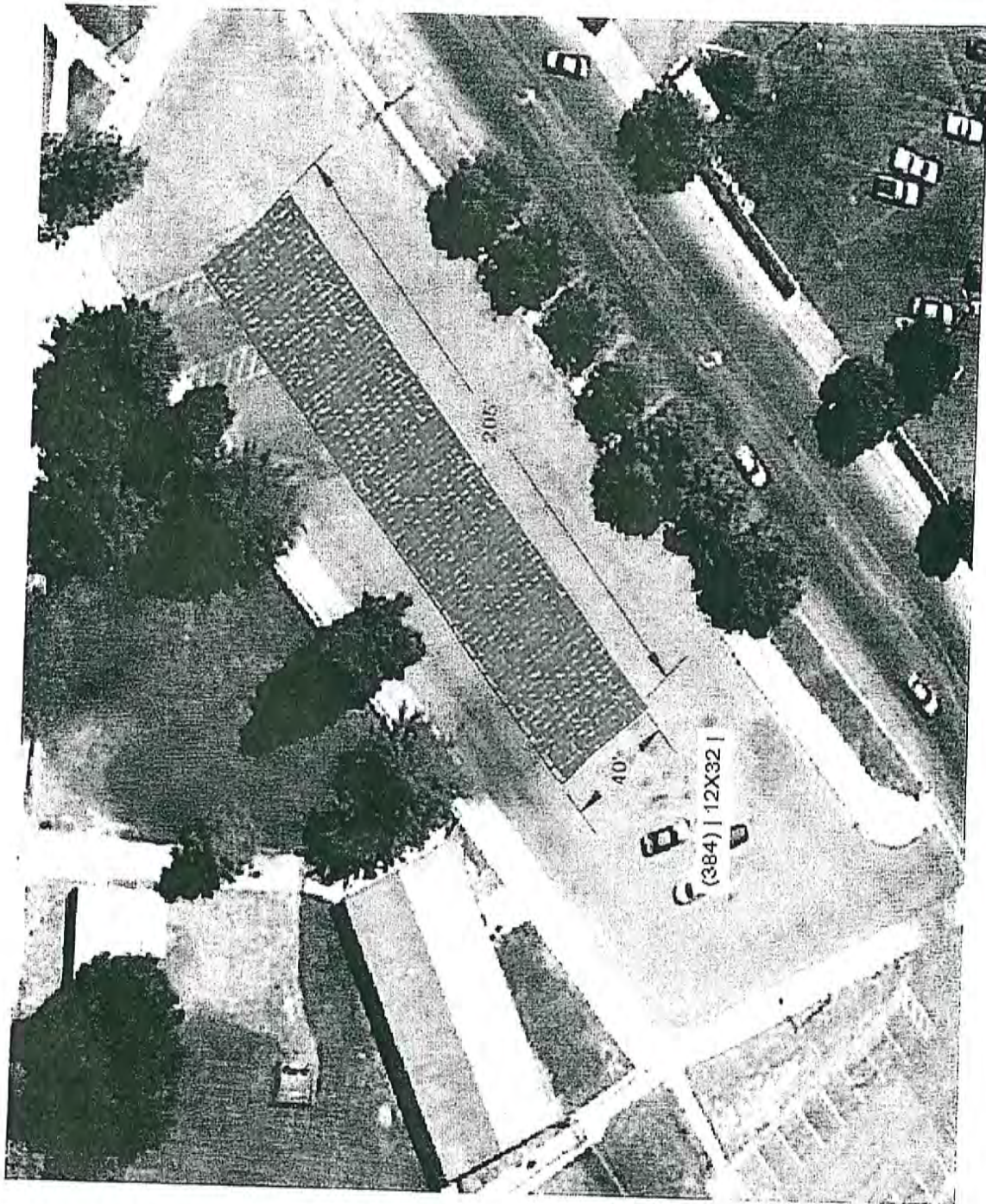
5 Year Prop 39 Energy Expenditure Plan Development

For

South Monterey County Joint Union High School District

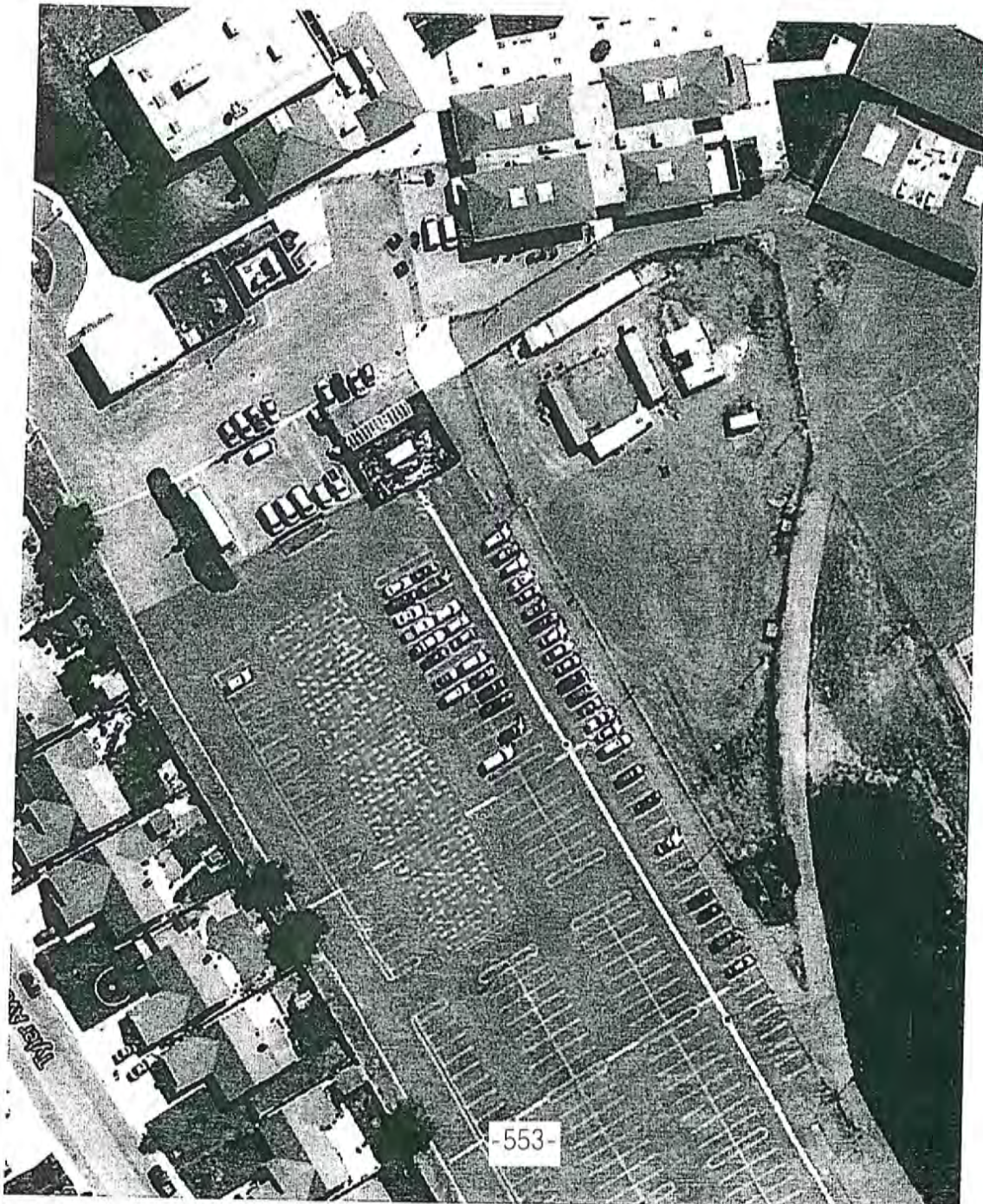
Interior Cost =	\$	78,567
Interior Lighting Annual Energy Cost Savings =	\$	6,490
Interior Lighting Annual kWh Saved =		40,562
Estimated AMBAG Rebate =	\$	11,556
Exterior LED Cost =	\$	42,874
Exterior Lighting Annual Energy Cost Savings =	\$	18,625
Exterior Lighting Annual kWh Saved =		114,505
Estimated AMBAG Rebate =	\$	14,836
Solar PV Cost =	\$	500,000
Total 5 YR Funding Amount =	\$	593,523
Project Cost Savings Total =	\$	25,115
Estimated Project Rebate Total =	\$	26,392
Project Cost Total =	\$	621,441
Annual kWh Saved Total =		155,067
Amount Remaining =	\$	(1,526)





King City High School

Greenfield High School



SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Approval to Award Bid – Mechanical, Electrical,
and Plumbing Upgrades at KCHS and GHS Project

MEETING: June 9, 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 the – Mechanical, Electrical, and Plumbing Upgrades at KCHS and GHS Project. The bid opening occurred on June 9, 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 Mechanical, Electrical, and Plumbing Upgrades at KCHS and GHS Project to the apparent lowest responsible and responsive bidder.


Fiscal Impact:

General Fund – Emergency Repair Program Grant
General Fund – Routine Restricted Maintenance

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 – Glulam Repairs at King City High School Project

MEETING: June 9, 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 Glulam Beam repairs at King City High School Project. The bid opening occurred on June 9, 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 Glulam Repairs at King City High School Project to the apparent lowest responsible and responsive bidder.

Fiscal Impact:

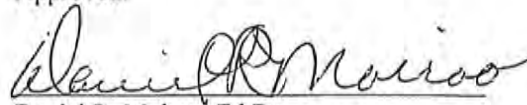
General Fund – Emergency Repair Program Grant
General Fund – Routine Restricted Maintenance

Submitted By:



Duane Wolgamott
Chief Business Officer

Approved:



Daniel R. Moirao, Ed.D.
State Administrator

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Approval to Award Bid – Re-roofing of KCHS
F Wing (Rooms 140-15) and J Wing – Ag Building

MEETING: June 9, 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 the Re-roofing of KCHS F Wing (Rooms 140-15) and J Wing – Ag building Project. The bid opening occurred on June 9, 2016. The bid results and recommendation for bid award will be made at the Board Meeting.

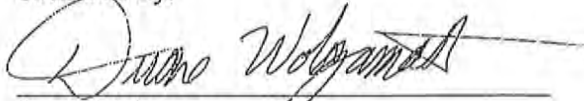
Recommendation:

The recommendation is being made for the State Administrator to award the bid for the Re-roofing of KCHS F Wing (Rooms 140-15) and J Wing – Ag building to the apparent lowest responsible and responsive bidder.

Fiscal Impact:


General Fund – Emergency Repair Program Grant
General Fund – Routine Restricted Maintenance

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 MOU with Monterey County Office of Education for One To One Assistance

MEETING: June 9, 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 specialized One To One Service for an incoming legally blind student. This MOU is with MCOE to reimburse them for supplying this One To One service for this student (on our campus).

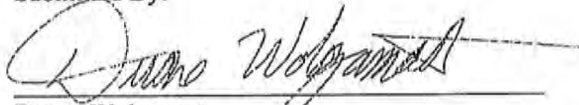
Recommendation:

The recommendation is being made for the State Administrator to approve the MOU with MCOE for the One To One Services.

Fiscal Impact:


General Fund - \$59,199.91 / Yr

Submitted By:



Duane Wolgamott
Chief Business Official

Approved:



Daniel R. Moirao, Ed.D.
State Administrator

New
 Revised
 District of Residence Change
 Medical Behavior

MONTEREY COUNTY OFFICE OF EDUCATION
 Division of Special Education
 P.O. Box 80851/901 Blanco Circle
 Salinas, CA 93901

Instructional Paraprofessional
 District
 BPE
 APA
 Date: _____

INDIVIDUAL STUDENT SERVICE AGREEMENT FOR ONE TO ONE ASSISTANCE PROVIDED THROUGH MCOE
2016-2017 School Year


This Agreement specifies the specialized services required by a student enrolled in a special education class or program operated by the Monterey County Office of Education on behalf of the student's District of Residence. The Agreement becomes effective from the date it is signed by the appropriate District Representative and County Office Representative and ends on June 30th of the current fiscal year unless otherwise specified. The District agrees to reimburse the County Office for costs associated with providing the specialized services, as delineated below. One to One support costs will be added to the bill back spreadsheet and included in the monthly fund transfer prepared by MCOE. The specialized services described below are required pursuant to the student's Individualized Education Program (IEP). Changes to the described services can only be effected through the IEP process, with the District Representative, or his/her Designee in attendance at the IEP meeting.

Student Name _____ DOB
 Address _____ District of Residence SMCIUHS
 School Site Greenfield HS Teacher/Grade Rossi/9th
 Date of Current IEP 10/29/15 Date of Next IEP Review Meeting 10/29/16

Reason one to one service(s) is/are required:

Alex is legally blind & requires a Braille transcriber, Level 2, or above, to provide Braille support in the classroom & safety monitoring throughout the day. All of his reading material must be adapted to address his disability needs.

Name of MCOE Employee:		<u>Ruby Mercado</u>			
(July 2016 ESY)	Start Date	End Date	Hours Per Day	Total school days	
(Fall 2016-17)	<u>08/08/16</u>	<u>06/01/17</u>	<u>6.5</u>	<u>183</u>	
(June 2017 ESY)	<u>06/01/17</u>	<u>06/30/17</u>	<u>5</u>	<u>10</u>	
Total # of days/service(s) projected to be provided			<u>193</u>	Total # of hours <u>1239.5</u>	

MCOE Principal Triggs MCOE Principal Signature 
 Total Annual Costs to be Charged ~~to~~ to District of Residence \$ 59,199.91
 District Approval (Print name): David R. Mercado MCOE Approval (Print name): _____
 Signature of Authorized Representative David R. Mercado Date 6-2-16 Signature of MCOE Representative _____ Date _____

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-558- *deag stf* 6/1/2016

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

SUBJECT: Approval of Non-College Placement Courses
(Special Education)

MEETING: June 9, 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 non-college placement courses will be used for special education students only. These courses must be addressed and documented into each student's Individual Education Program (IEP). The IEP team and only the IEP team can recommend that a student be enrolled into a non-college prep course.

New courses (See Attachment)

Recommendation:


It is the recommendation of the District that the State Administrator approve the non-college placement courses.

Fiscal Impact:

There will not be a fiscal impact to the district as these students will be enrolled into the Least Restrictive Environment (LRE), which is the general education classroom and be graded accordingly by the general education teacher.

Submitted By:

Approved:



Steve James, Ed.D.
Director Alternative Placement for Student Success



Daniel R. Moirao, Ed.D.
State Administrator

**Non-College Placement Courses
for Special Education Students**

Course #	Course Description	Non-CP		
10102	Ag Mechanics 2	X		
11100	Ag Bus Mgt Econ	X		
12106	Com Core Math	X		
12109	Journal/Yrbook	X		
12114	Eng 4 ERWC	X		
12130	Eng 1	X		
12131	Eng 2	X		
12133	Eng 4	X		
12137	Eng 3	X		
12146	Ag Mechanics 3	X		
12147	Ag Engi/Mech 1	X		
12202	French 1	X		
12203	French 2	X		
12307	Music Appr	X		
12308	Concert Band Be	X		
12328	Begin Guitar	X		
12450	Comp Lit	X		
12482	Math 1	X		
12483	Math 2	X		
12512	Elective PE	X		
12514	PE-1	X		
12515	PE-2	X		
12603	Biology	X		
12607	Chemistry	X		
12611	Ag Chemistry	X		
12612	Ag Biology	X		
12618	Earth Science	X		
12619	Ag Earth Sci	X		
12701	Economics	X		
12702	Civics	X		
12707	Con. WHistory	X		
12709	US History	X		
12711	World History	X		
12772	Doc in Amer His	X		
12800	Art 1	X		
12801	Art 2	X		
12821	Yearbook	X		
12904	Adv Drama	X		
12910	Math 1B	X		
12998	Drama	X		
14020	Ag Animal Sci	X		
14050	Horticulture	X		
14601	Comp App Intro	X		
14610	Comp App 1	X		
14611	Comp Apps 2	X		
15840	Forensic Sci	X		
16202	Leadership 1	X		
16204	Leadership 2	X		
16208	FreshmanSeminar	X		
16209	Link Crew Elect	X		
16210	Art/Hist of F/D	X		

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

SUBJECT: Approval of Statistics Textbook

MEETING: June 9, 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:

Statistics is a course designed for Juniors and Seniors who have completed Math III. This course covers topics such as probabilities, discrete and continuous random variables, exponential distributions, organizing and displaying data by using frequency tables, use of Excel and other technology to solve and graph problems. Statistics course was by the State Administrator in January, 2016. The textbook Statistics: Learning from Data (2014) was reviewed and approved by the District Curriculum Council on April 21, 2016.

Recommendation:

It is recommendation of the District that the State Administrator approve Statistics textbook: Statistics: Learning from Data (2014).

Fiscal Impact:


Cost of textbooks is approximately \$15,000. Paid through Restricted Lottery Funds.

Submitted By:



Diana Jimenez
Director of Educational Services

Approved:



Daniel R. Moirao, Ed.D.
State Administrator

South Monterey County Joint Union High School District

Textbook Review Form

PART 1

List Textbooks reviewed – All considered textbooks need to be reviewed by all team members.

Title	Author(s)	Publisher	Copyright
1. Statistics	Peck/Olsen	Brooks/Cole	2014
2. Understandable Stats	Brase	Cengage	2015
3.			
4.			
5.			

PART 2

List the names of the Review Team members (both comprehensive high school must be represented)
Review Team member complete the Textbook Adoption Crosswalk.

Name	School	Grade Level/Subject Area of Current Teaching Assignment
1. Isaac Benton	KCHS	9-12
2. Tobias Lopez	GHS	9-12
3.		
4.		
5.		

PART 3

Text Selected

Text Selected: Statistics, Learning from Data | 2014
 Authors: Roxy Peck and Chris Olsen | Cengage Publishing;
 Please explain the reasons for choosing this text over the others reviewed.
 Excellent explanations on use of technology
 and very good AP review questions

Part 4

Site Approval

I have reviewed the Textbook Adoption Crosswalk as submitted by the originator(s) and support the adoption of the selected text.

Principal's Signature: Date: 2.23.16
 Site Leadership Team Meeting Date of Approval: 4/21/16

PLEASE SUBMIT THIS FORM AND YOUR TEXTBOOK ADOPTION CROSSWALK TO THE DIRECTOR OF EDUCATIONAL SERVICES FOR SUBMISSION TO THE DISTRICT CURRICULUM COUNCIL.

THE PROPOSER OF THIS TEXTBOOK ADOPTION WILL PRESENT THE TEXTBOOK TO THE DISTRICT CURRICULUM COUNCIL.

Publisher:
Program Title:
Components:

Authors }
 Peck + Olsen }
 Publisher }
 Brooks/Cole }
 Title }
 statistics }
 (Learning from data) } 2014

**California Common Core State Standards for Mathematics
Standards Map**

Statistics and Probability

★ Indicates a modeling standard linking mathematics to everyday life, work, and decision-making.
 (+) Indicates additional mathematics to prepare students for advanced courses.

Standard No.	Standard Language ¹	Publisher Citations	Meets Standard		For Reviewer Use Only
			Y	N	Reviewer Notes
	STATISTICS AND PROBABILITY				
Domain	INTERPRETING CATEGORICAL AND QUANTITATIVE DATA		✓		Covered
Cluster	Summarize, represent, and interpret data on a single count or measurement variable.		✓		in
S-ID 1.	Represent data with plots on the real number line (dot plots, histograms, and box plots). ★		✓		chapters
S-ID 2.	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★		✓		1 - 4

¹ For some standards that appear in multiple courses (e.g., Mathematics II and Statistics and Probability), some examples included in the language of the standard that did not apply to this standards map were removed.

Standard No.	Standard Language ¹	Publisher Citations	Meets Standard		For Reviewer Use Only
			Y	N	Reviewer Notes
S-ID 3.	Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers). ★		✓		Chapters 3 + 4
S-ID 4.	Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve. ★		✓		spread throughout entire book
Cluster	Summarize, represent, and interpret data on two categorical and quantitative variables.				
S-ID 5.	Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data. ★		✓		Chapter 15
S-ID 6a.	Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. <i>Use given functions or choose a function suggested by the context. Emphasize linear,</i>		✓		Chapter 2

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Publisher:
 Program Title:
 Components:

Standard No.	Standard Language ¹	Publisher Citations	Meets Standard		For Reviewer Use Only
			Y	N	Reviewer Notes
	<i>quadratic, and exponential models.</i> ★		✓		
S-ID 6b.	Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. Informally assess the fit of a function by plotting and analyzing residuals. ★		✓		Chapter
S-ID 6c.	Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. Fit a linear function for a scatter plot that suggests a linear association. ★		✓		2
Cluster	Interpret linear models.		✓		
S-ID 7.	Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data. ★		✓		Chapter 18
S-ID 8.	Compute (using technology) and interpret the correlation coefficient of a linear fit. ★		✓		computer Lab graphing calculators
S-ID 9.	Distinguish between correlation and causation. ★		✓		Chapter 4
Domain	MAKING INFERENCES AND JUSTIFYING CONCLUSIONS				
Cluster	Understand and evaluate random processes underlying statistical experiments.		✓		
S-IC 1.	Understand statistics as a process for making inferences about population parameters based on a random sample from that population. ★		✓		Chapter 1 (Intro)

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Standard No.	Standard Language ¹	Publisher Citations	Meets Standard		For Reviewer Use Only
			Y	N	Reviewer Notes
S-IC 2.	Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. <i>For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?</i> ★		✓		Binomial + Poisson Distribution Chapter 6
Cluster	Make inferences and justify conclusions from sample surveys, experiments, and observational studies.		✓		
S-IC 3.	Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each. ★		✓		Throughout Book
S-IC 4.	Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling. ★		✓		Chapter 8
S-IC 5.	Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant. ★		✓		chapters 11-16
S-IC 6.	Evaluate reports based on data. ★		✓		
Domain	CONDITIONAL PROBABILITY AND THE RULES OF PROBABILITY				
Cluster	Understand independence and conditional probability and use them to interpret data.		✓		Chapter 5
S-CP 1.	Describe events as subsets of a sample space (the set of outcomes) using		✓		Foundation of Statistics

-566-

Publisher:
 Program Title:
 Components:

Standard No.	Standard Language ¹	Publisher Citations	Meets Standard		For Reviewer Use Only
			Y	N	Reviewer Notes
	characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events ("or," "and," "not"). ★		✓		entire book mostly Chapter 5
S-CP 2.	Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent. ★		✓		Chapter 5
S-CP 3.	Understand the conditional probability of A given B as $P(A \text{ and } B)/P(B)$, and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A , and the conditional probability of B given A is the same as the probability of B . ★		✓		↓
S-CP 4.	Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. <i>For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in</i>		✓		Fun Concept Chapter 15

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Standard No.	Standard Language ¹	Publisher Citations	Meets Standard		For Reviewer Use Only
			Y	N	Reviewer Notes
	<i>tenth grade. Do the same for other subjects and compare the results. ★</i>		✓		
S-CP 5.	Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. <i>For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer. ★</i>		✓		Chapter 5
Cluster	Use the rules of probability to compute probabilities of compound events in a uniform probability model.		✓		
S-CP 6.	Find the conditional probability of A given B as the fraction of B 's outcomes that also belong to A , and interpret the answer in terms of the model. ★		✓		↓
S-CP 7.	Apply the Addition Rule, $P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$, and interpret the answer in terms of the model. ★		✓		↓
S-CP 8.	(+) Apply the general Multiplication Rule in a uniform probability model, $P(A \text{ and } B) = P(A)P(B|A) = P(B)P(A|B)$, and interpret the answer in terms of the model. ★		✓		↓
S-CP 9.	(+) Use permutations and combinations to compute probabilities of compound events and solve problems. ★		✓		↓
Domain	USING PROBABILITY TO MAKE DECISIONS		✓		

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Standard No.	Standard Language ¹	Publisher Citations	Meets Standard		For Reviewer Use Only
			Y	N	Reviewer Notes
Cluster	Calculate expected values and use them to solve problems.		✓		
S-MD 1.	(+) Define a random variable for a quantity of interest by assigning a numerical value to each event in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions. ★		✓		Expected Value: same as mean value
S-MD 2.	(+) Calculate the expected value of a random variable; interpret it as the mean of the probability distribution. ★		✓		
S-MD 3.	(+) Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value. <i>For example, find the theoretical probability distribution for the number of correct answers obtained by guessing on all five questions of a multiple-choice test where each question has four choices, and find the expected grade under various grading schemes.</i> ★		✓		Binomial and Poisson Distribution
S-MD 4.	(+) Develop a probability distribution for a random variable defined for a sample space in which probabilities are assigned empirically; find the expected value. <i>For example, find a current data distribution on the number of TV sets per household in the</i>		✓		Chapter 6

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Standard No.	Standard Language ¹	Publisher Citations	Meets Standard		For Reviewer Use Only
			Y	N	Reviewer Notes
	<i>United States, and calculate the expected number of sets per household. How many TV sets would you expect to find in 100 randomly selected households? ★</i>		✓		Mean Value
Cluster	Use probability to evaluate outcomes of decisions.				
S-MD 5a.	(+) Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values. Find the expected payoff for a game of chance. <i>For example, find the expected winnings from a state lottery ticket or a game at a fast-food restaurant. ★</i>		✓		Chapter 5
S-MD 5b.	(+) Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values. Evaluate and compare strategies on the basis of expected values. <i>For example, compare a high-deductible versus a low-deductible automobile insurance policy using various, but reasonable, chances of having a minor or a major accident. ★</i>		✓		↓
S-MD 6.	(+) Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator). ★		✓		↓
S-MD 7.	(+) Analyze decisions and strategies using probability concepts (e.g. product testing, medical testing, pulling a hockey goalie at		✓		Chapters 7-10

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Publisher:
 Program Title:
 Components:

Standard No.	Standard Language ¹	Publisher Citations	Meets Standard		For Reviewer Use Only
			Y	N	Reviewer Notes
	the end of a game). ★				
	MATHEMATICAL PRACTICES				
MP 1.	Make sense of problems and persevere in solving them.		✓		workshops (summer) and experience in teaching statistics @
MP 2.	Reason abstractly and quantitatively.		✓		
MP 3.	Construct viable arguments and critique the reasoning of others.		✓		
MP 3.1	Students build proofs by induction and proofs by contradiction. CA [for higher mathematics only].		U		
MP 4.	Model with mathematics.		✓		
MP 5.	Use appropriate tools strategically.		✓		
MP 6.	Attend to precision.		✓		
MP 7.	Look for and make use of structure.		✓		
MP 8.	Look for and express regularity in repeated reasoning.		✓		

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

SUBJECT: Approval of Creative Writing Textbook

MEETING: June 9, 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:

Creative writing is an elective course for students who are in their Junior or Senior year and want to explore different writing styles and genres. Students will write poetry, short stories, and creative non-fiction. Through this course students will develop their revision and editing skills and will read a wide-variety of literary texts. The textbook Making Shapely Fiction (1991) was reviewed and approved by the District Curriculum Council on April 21, 2016.

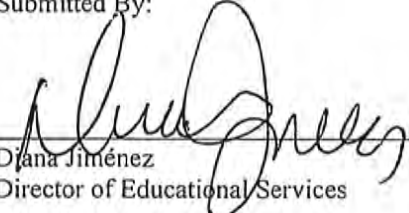
Recommendation:

It is recommendation of the District that the State Administrator approve Creative Writing textbook: Making Shapely Fiction.

Fiscal Impact:

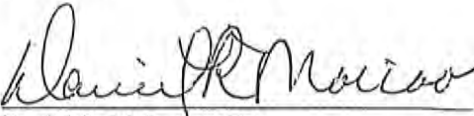
Cost of textbooks is approximately \$1,000. Paid through Restricted Lottery Funds.

Submitted By:



Diana Jiménez
Director of Educational Services

Approved:



Daniel R. Moirao, Ed.D.
State Administrator

South Monterey County Joint Union High School District

Textbook Review Form

PART 1

List Textbooks reviewed – All considered textbooks need to be reviewed by all team members.

Title	Author(s)	Publisher	Copyright
1. Making Shapely Fiction	Jerome Stern	Norton and Company, Inc.	1991
2.			
3.			
4.			
5.			

PART 2

List the names of the Review Team members (both comprehensive high school must be represented)
Review Team member complete the Textbook Adoption Crosswalk.

Name	School	Grade Level/Subject Area of Current Teaching Assignment
1. ABIGAIL RUSSELL	KCHS	ENG 2 - CP / Pre-AP
2. CHRIS HOUSTON	KCAS	DEPT. CHAIR
3.		
4.		
5.		

PART 3

Text Selected

Text Selected:

I chose this text for several reasons. One, another school that I found on the A-G module page suggested using this text. Other teachers are using it for their curriculum and I trust its success because their programs have been approved for A-G. Two, after reviewing it, I found it helpful as to how it is organized. Creative Writing is different from other subjects in that there is no apparent order for what should be taught first. Therefore, this book is organized according to techniques. The techniques are listed in the order that they will be more beneficial. This text also uses examples from well-known writers to support each "exercise" and lesson attached to the techniques. The author also has created his own examples in place of using "forced" examples from other writers. Having examples for each technique is helpful for writers because they will have concrete examples of the techniques they are being asked to reproduce. As a writer, I find that this book makes sense to me so I believe it will be valuable for my students.

Part 4

Site Approval

I have reviewed the Textbook Adoption Crosswalk as submitted by the originator(s) and support the adoption of the selected text.

Principal's Signature: _____

Date: _____

Site Leadership Team Meeting _____

Date of Approval: _____

PLEASE SUBMIT THIS FORM AND YOUR TEXTBOOK ADOPTION CROSSWALK TO THE DIRECTOR OF EDUCATIONAL SERVICES FOR SUBMISSION TO THE DISTRICT CURRICULUM COUNCIL.

THE PROPOSER OF THIS TEXTBOOK ADOPTION WILL PRESENT THE TEXTBOOK TO THE DISTRICT CURRICULUM COUNCIL.

* No chapters - only section titles

Creative Writing Textbook

Common Core Reading Anchor Standards

- 79-254 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- 240 240 170 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- 79-152 3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
- 120 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- 79-152 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- 178 6. Assess how point of view or purpose shapes the content and style of a text.
- 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- 65 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- 240 240 170 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- 2-152 10. Read and comprehend complex literary and informational texts independently and proficiently.

Common Core Writing Anchor Standards

- 79-152 1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
- 5-55 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- 79-254 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
- 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- 79-152 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Common Core Speaking & Listening Anchor Standards

- 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

in the critique class

within class as we have daily work-shops

Common Core Language Anchor Standards

- 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts; and consulting general and specialized reference materials, as appropriate.
- 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Making Shapely Fiction. Jerome Stern. (1991)

April 2016

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Board Policies - Second Reading

MEETING: June 9, 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 second reading and approval for the Governing Board's 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:

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

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 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.

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
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
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

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
Adopted: June 9, 2016 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)
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)
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)

(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)

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
Adopted: June 9, 2016 King City, California

Business and Noninstructional Operations

Firearms On School Grounds

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)

Any person specified in Penal Code 626.9(l)-(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.

No staff member shall be required to carry a firearm and/or ammunition while on school grounds.

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
Adopted: June 9, 2016

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

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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

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

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. 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>

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