

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

Tuesday, February 28, 2017

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

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
David Gaboni - Clerk
Joe Santibanez - Member
Paul Dake – Member
Leslie Girard - Member

SUPERINTENDENT

Daniel Moirao, Ed.D.

STUDENT BOARD MEMBER

Daniela Cervantes - GHS
Dusty Miller - KCHS

OPEN SESSION: 5:30 PM

A. CALL TO ORDER

B. PUBLIC COMMENT

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

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

CLOSED SESSION: 5:35 PM

- A. Public Employment
- B. Employee Discipline/Dismissal/Release/Complaint
- C. Negotiations with Employee Organizations and Litigation Settlements
- D. Threatened/Potential Litigation
- E. Student Matters – Transfer/Discipline
Recommendation to Expel Student #02:16/17

OPEN SESSION: 6:30 PM

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

- F. PUBLIC COMMENT: *Unless otherwise determined by the Board/Superintendent, 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 a cabo. A menos que se determine de otra manera por el Superintendente, cada persona tiene un máximo de 3 minutos para hablar. Se hay muchas personas que quieran hablar sobre un asunto específico entonces habrá un límite de 20 minutos en total para cada asunto. Para asuntos que no estén enlistados en la agenda, La Mesa Directiva podrá referir ese asunto al Superintendente o su designado o poner ese asunto en sobre aviso, pero no se tomara ninguna acción en ese momento excepto cuando la ley lo permita.

G. REPORT FROM SUPERINTENDENT

H. APPROVAL OF AGENDA

I. PRESENTATION

1. King City High School Student

J. EMPLOYEE ORGANIZATIONS

K. CONSENT AGENDA

1. Approval of Minutes: January 25, 2017, January 31, 2017, and February 16, 2017 (Pages 1-10)
2. Approval of Accounts Payable Warrants – October through December 2016 (*Sherrie S. Castellanos, CBO*) (Pages 11-34)
3. Approval of Purchase Orders – October through December 2016 (*Sherrie S. Castellanos, CBO*) (Pages 35-44)
4. Approval of Contracts: (Pages 45-46)
 1. Approval of Proposal for DFE & Associates, Inc. – Required DSA Inspection (*Sherrie S. Castellanos, CBO*) (Pages 47-48)
 2. Approval of Proposal for Tope's Tree Service Inc. (*Sherrie S. Castellanos, CBO*) (Pages 49-51)
 3. Approval of Agreement for Special Services with School Services of California through MCOE (*Sherrie S. Castellanos, CBO*) (Pages 52-54)
 4. Approval of Sales Quote from Dynamic Digital Displays – Marquee at Greenfield High School (*Sherrie S. Castellanos, CBO*) (Pages 55-59)
 5. Approval of Proposal from ASAP Signs & Printing – Marquee at Greenfield High School (*Sherrie S. Castellanos, CBO*) (Pages 60-62)
 6. Approval of Overnight Trip for Migrant Students to Visit Microsoft in Mountain View (*Angelica Fonseca, Coordinator/Administrator Migrant Education Region XVI*) (Page 63)

L. CONSENT ITEMS REMOVED FOR COMMENT/QUESTIONS

M. INFORMATION ITEMS

1. 2015-2016 Financial Audit Report (*Michael Ash, CPA from Christy White*) (Pages 64-161)
2. School Enrollment, Attendance, and Referral Statistics (*Sherrie S. Castellanos, CBO*) (Pages 162-180)
3. Curriculum and Instruction Update (*Diana Jimenez, Director of Educational Services*)
4. Cashflow Summary Report for 2016-2017 - through December 2016 (*Sherrie S. Castellanos, CBO*) (Pages 181-195)
5. Revenue and Expenditures for 2016/2017 (*Sherrie S. Castellanos, CBO*) (Pages 196-203)

6. Board Policies – First Reading (*Daniel Moirao, Ed.D., Superintendent*) (Pages 204-297)
 - BP 3470 – Debt Issuance and Management (new)
 - BP 5030 – Student Wellness (revised)
 - AR 5111.1 – Criteria for Residency (revised)
 - BP 5116.2 – Involuntary Student Transfers (revised)
 - BP 5141.21 – Administering Medication and Monitoring Health Conditions (new)
 - AR 5141.21 – Administering Medication and Monitoring Health Conditions (new)
 - BP 6146.1 – High School Graduation Requirements (revised)
 - BP 6154 – Homework/Makeup Work (revised)
 - BP 6164.6 – Identification and Education Under Section 504 (revised)
 - AR 6164.6 – Identification and Education Under Section 504 (revised)
 - BP 6173 – Education for Homeless Children (revised)
 - AR 6173.3 – Education for Juvenile Court School Students (revised)
 - BB 9240 – Board Training (new)
 - BB 9323 – Meeting Conduct (revised)

N. ACTION ITEMS

1. Approval of Acceptance of 2015-2016 Financial Audit Report (*Sherrie S. Castellanos, CBO*) (Page 298)
2. Approval to Surplus Items (*Cristina Jimenez, Sr. Director of Technology*) (Pages 299-312)
3. Approval of SARC Report from Greenfield High School (*Diana Jimenez, Director of Educational Services*) (Pages 313-339)
4. Approval of SARC Report from King City High School (*Diana Jimenez, Director of Educational Services*) (Pages 340-366)
5. Approval of SARC Report from Portola-Butler Continuation High School (*Diana Jimenez, Director of Educational Services*) (Pages 367-388)
6. Considering Electing a Representative to the 2017 CSBA Delegate Assembly (*Daniel Moirao, Ed.D., Superintendent*) (Pages 389-393)
7. Approval of Employment for Brian Drazich on the Basis of a Provisional Internship Permit (*Daniel Moirao, Ed.D., Superintendent*) (Page 394)
8. Approval of GHS Aerospace Engineering Course (*Diana Jimenez, Director of Educational Services*) (Pages 395-424)
9. Approval to Change Project Lead The Way Computer Science and Software Engineering (Foundational Course1) Into a Two-Year Course: CSE 1 and CSE 2 (*Diana Jimenez, Director of Educational Services*) (Pages 425-447)
10. Board Policies – Second Reading (*Daniel Moirao, Ed.D., Superintendent*) (Pages 448-506)
 - AR 1340 – Access to District Records (revised)
 - AR 3311 – Bids (revised)
 - BP 3311.1 – Uniform Public Construction Cost Accounting Procedures (new)
 - AR 3311.1 – Uniform Public Construction Cost Accounting Procedures (new)
 - AR 3311.2 – Lease-Leaseback Contracts (new)
 - AR 3311.3 – Design-Build Contracts (new)
 - AR 3311.4 – Procurement of Technological Equipment (new)
 - AR 3543 – Transportation Safety and Emergencies (revised)
 - BP 4030 – Nondiscrimination in Employment (revised)
 - AR 4030 – Nondiscrimination in Employment (revised)
 - BP 41191.11, 4219.11, 4319.11 – Sexual Harassment (revised)
 - AR 4119.11, 4219.11, 4319.11 – Sexual Harassment (revised)
 - BB 9320 – Meetings and Notices (revised)

O. PROMOTING DISTRICT

P. FUTURE AGENDA ITEMS/MEETING DATES

- March 7, 2017 – Study Session – King City
- March 22, 2017 – Regular Board Meeting – Greenfield High School

April 4, 2017 – Study Session – King City
April 26, 2017 – Regular Board Meeting – King City
May 2, 2017 – Study Session – King City
May 24, 2017 – Regular Board Meeting – Greenfield High School
June 6, 2017 – Study Session – King City
June 28, 2017 – Regular Board Meeting – King City
July 5, 2017 – Study Session – King City (if needed)
July 26, 2017 – Regular Board Meeting – Greenfield High School (if needed)
August 1, 2017 – Study Session – King City
August 23, 2017 – Regular Board Meeting – King City
September 5, 2017 – Study Session – King City
September 27, 2017 – Regular Board Meeting – Greenfield High School
October 3, 2017 – Study Session - King City
October 25, 2017 – Regular Board Meeting – King City
November 7, 2017 – Study Session – King City
November 15, 2017 – Regular Board Meeting – Greenfield High School
December 5, 2017 – Study Session – King City
December 13, 2017 – Regular Board Meeting – King City

Q. SIGNING OF PAPERS

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

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

Wednesday, January 25, 2017

Minutes

BOARD OF EDUCATION

Paulette Bumbalough – President – Present (arrived at 5:40 PM)
David Gaboni – Clerk - Present
Joe Santibanez – Member – Excused Absence
Paul Dake – Member - Present
Leslie Girard – Member - Present

SUPERINTENDENT

Daniel Moirao, Ed.D. – Present

STUDENT BOARD MEMBER

Daniela Cervantes - GHS
Dusty Miller - KCHS

OPEN SESSION:

Call to Order

David Gaboni called the meeting to order at 5:30 PM.

Public Comment

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

CLOSED SESSION:

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

OPEN SESSION:

Call to Order

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

Flag Salute

Paulette Bumbalough led in the flag salute.

Report of Closed Session Actions

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

Ms. Bumbalough said she would like to move the student presentation as the next item on the agenda, after the student board member report.

Student Board Member Report

Daniela Sanchez was not present to give a report.

PRESENTATION

Greenfield High School Student Presentation

Mr. Lynch, principal, introduced Violet Chan, who is a junior and has turned her life around.

Ms. Chan said she and her brother both attended Greenfield High School, he graduated last year. She had been influenced by her brother, who did not have the best behavior or interest in school. She herself struggled with not having any interest in attending school, getting low grades, ditching school, a trouble maker, and basically a bad attitude. She was constantly receiving suspensions, almost to the point of being expelled.

She would go to Ms. Lazzaroni when she was upset and needed help. Ms. Lazzaroni was always very supportive and encouraging to her. Mr. Lynch and Moises Moreno were always encouraging her to do better.

She decided she wanted to try out as a cheerleader. She approached Mr. Lynch requesting a letter of recommendation from him, which he provided. She tried out and was chosen to be a cheerleader. She is very proud she made the team. She decided to stop smoking and drinking over the summer.

Her grades are now A's and B's and her whole attitude has totally changed for the positive, she is on track to graduate. She is very proud of the "new me" and will continue to improve herself. She is very grateful to Mr. Lynch, Ms. Lazzaroni, and Mr. Moreno for believing in her and willing to always support and encourage her.

Paulette Bumbalough said she was very proud of her for wanting to change and added, this demonstrates the influence teachers and administrators have on students. She requested Ms. Chan come forward so each Board member could shake her hand.

Board Member Comment

Leslie Girard said she attended the MCSBA training on January 12, she found it to be valuable information. She did not attend the ROP meeting last week because of the inclement weather conditions.

Paul Dake said he also attended the MCSBA training which was presented by Lozano Smith. He said Mr. Lozano is very knowledgeable with the Brown Act.

David Gaboni said he too attended the MCSBA training, he found it to be informative and reinforced what he had learned from the Masters in Governance training.

Paulette Bumbalough said she has attended the training in the past, she thanked the Board for attending.

Public Comment

There were not any comments from the public.

Report from Superintendent

Dr. Moirao said the norms, which each Board member received this evening, can be referenced to during the course of a board meeting, but would be collected after the meeting.

Dr. Moirao said in last week's Friday Update he had given the Board an update on the Governor's budget, we will now need to watch our expenses. The state is not giving us our last payment for this school year until the first part of July 2017, our monies are being deferred. He and Sherrie Castellanos have reviewed the information, there are things which we can do which should not be a big impact on the district. We had been told that the funding we received the last several years would not last.

Dr. Moirao said he attended a ceremony at King City High School where 37 students were reclassified as English Learners. It was a very nice ceremony with good representation from parents. Greenfield High School will be having a similar ceremony in March.

The district received the College Board's Honor Roll for significant gains in student access, this information has been shared state wide through the ACSA Newsletter.

By the end of next week, we will have our new phone system. Cristina Jimenez and her staff need to be highly commended for the many extra hours needed to work with the AT&T staff to get the equipment installed.

Dr. Moirao said he is working with the King City Union School District, King City Police Department, and the City of Greenfield regarding the presence of Probation Officers on the campuses. Hopefully we will have contracts soon.

Dr. Moirao said at the MCSBA training last month the training talked about a book entitled How Not to be a Bad School Board Member. A copy was given to the Board members who had not received copies previously.

Dr. Moirao reminded the Board of the closed Board study session next Tuesday. The consultant will be meeting with them to review the superintendent's evaluation and provide guidance on its completion.

Dr. Moirao reminded the Board to submit their superintendent interview questions as soon as possible so they can be forwarded on to the consultant in preparation of Mr. Crass meeting with the Board on February 7.

Dr. Moirao reminded the Board the next MCSBA training is on February 9. The Board study session in February would be on the 7th.

Dr. Moirao said the next regular board meeting is on February 22. He and several administrators will be attending a curriculum conference in southern California on that day. He suggested rather than changing the board meeting date, he would Skype into the meeting. He asked for Board feedback.

Paulette Bumbalough asked how the closed portion of the meeting would be handled. Dr. Moirao said the closed portion of the meeting would take place in the board room rather than his office, since the Skype equipment is in the board room.

Paul Dake asked if the board agenda would need to be posted at the location where Dr. Moirao would be. Mr. Dake said in his experience he was involved in a Skype, he had to post the agenda at his location.

Dr. Moirao said he would consult legal counsel.

Approval of Agenda

Motion made by Paul Dake and seconded by David Gaboni to approve the agenda with the modified board cover sheet for Joseph Ruiz.

All Board members said Aye.

Employee Organizations

There were not any comments from the employee organizations.

CONSENT AGENDA

1. Approval of Minutes: December 13, 2016 and January 11, 2017
2. Approval of Personnel Report Dated January 25, 2017
3. Approval of Williams Facility Report (GHS)
4. Approval of GHS Senior Trip to Disneyland
5. Approval of 2017 Board Study Sessions
6. Approval of Contracts:
 1. Approval of Proposal for S Tech Consulting for King City High School – Mechanical Upgrade Project
 2. Approval of Proposal for S Tech Consulting for Portable A and C Mold Assessment at the Ventana Campus
 3. Approval of Lease with MBS Business Services for Two Copiers at GHS and Maintenance Agreement
 4. Approval of Agreement with Dale Scott & Company for Continuing Disclosure Service
 5. Approval of Agreement Between CSUMB and SMCJUHSD for Placement of Student-Interns
 6. Approval of Consultant Agreement with Robust Physical Fitness Test
 7. Approval of Contract with Generation Ready (Extension)
 8. Approval of MOU Between the King City Recreation Department and the KCHS Swim Team
 9. Approval of Proposal for Alpha Air Balancing Agency, Inc.

Motion made by David Gaboni and seconded by Paul Dake to approve the consent agenda.

Dr. Moirao said he would like to make a brief explanation about item #4 and why this had not been done. Five years ago when we refinanced the bond to get a lower rate on our state loan, this process was inadvertently dropped. This was discovered when an outside agency was assisting us in a discussion of a potential bond.

Consent Items Removed for Comment/Questions

The Board did not remove any items for further discussion.

INFORMATION ITEMS

Curriculum and Instruction Update

Diana Jimenez handed out the 2016/17 EL CELDT Assessment data. She said this is the last year CELDT testing will be given. Next year a new assessment will be used.

She is very proud of Greenfield High School; they went up 2 levels. All levels are being monitored very closely, we do not want to have any decrease in the students' progress.

The focus is on the EL students who have been in the program for 5 years or more. A high percentage of the EL students are reading at the second or third grade level. The language is an additional issue for the SpEd students.

We are watching the scores of the students who have been reclassified, on the whole they seem to be doing well.

King City High School have a large percentage of long term EL students. The state average of EL students is between 10% and 13%. Our EL student percentage is 52%. We are working with the King City Union School District to determine if the SpEd students have been correctly identified, and that the issue is not a language understanding.

Ms. Jimenez said, as noted in the data, Portola-Butler has a higher percentage of EL students.

Leslie Girard asked, as an elementary district what can they do. She said they have discussed the magnitude of the number of EL students, they are frustrated as well the fact students are not progressing. Diana Jimenez said this is the conversation we are having now with the elementary districts. The question was asked if the EL students who have been identified, are they being identified as SpEd because of the language barrier? Students should be tested in their primary language.

Dr. Moirao said we are using the friendly power of persuasion about the problem with the feeder districts, and asking them to help us solve the problem.

Unification Update

Dr. Moirao said there is not a lot to report. At their last meeting with the Greenfield Union School District two of their Board members would like to meet with two of our Board members along with the Superintendents. The question is being asked what is the Greenfield Union School district doing to reduce their costs. Dr. Moirao said we need to look at a financial consultant service to set down and work with us on the loan. We have to convince the bond holders of the state loan, that unification will not impact the ability to pay back the debt.

David Gaboni said he understands the Greenfield Union School District needs to find the money. Mr. Gaboni asked if the people behind the push for unification are letting the community know what is happening. Dr. Moirao said it is his understanding from the GUSD Superintendent they are meeting regularly regarding the budget and the financial impact to their district regarding unification. A couple of the GUSD Board members do recognize the financial impact to their district, but Dr. Moirao does not know how this is being communicated to the community.

Mr. Dake said he has not seen any reduction in their budget.

Paulette Bumbalough said it is important accurate information is being communicated to the community.

Board Policies – First Reading

AR 1340 – Access to District Records (revised)

AR 3311 – Bids (revised)

BP 3311.1 – Uniform Public Construction Cost Accounting Procedures (new)

AR 3311.1 – Uniform Public Construction Cost Accounting Procedures (new)

AR 3311.2 – Lease-Leaseback Contracts (new)

AR 3311.3 – Design-Build Contracts (new)
AR 3311.4 – Procurement of Technological Equipment (new)
AR 3543 – Transportation Safety and Emergencies (revised)
BP 4030 – Nondiscrimination in Employment (revised)
AR 4030 – Nondiscrimination in Employment (revised)
BP 41191.11, 4219.11, 4319.11 – Sexual Harassment (revised)
AR 4119.11, 4219.11, 4319.11 – Sexual Harassment (revised)
BB 9320 – Meetings and Notices (revised)

Paul Dake said on page 131 the board meeting day is still listed as Tuesday rather than Wednesday.

Dr. Moirao said that would be corrected for the second reading.

ACTION ITEMS

Approval of AP Psychology Course

Dr. Moirao said this is a new course which the teacher is recommending. The course will depend on the number of students who show interest in the class.

Leslie Girard said her daughter came home from school one day and told her the course was being offered and she was going to register for it. Ms. Girard said she was thrilled the course is being added.

Motion made by David Gaboni and seconded by Leslie Girard to approve AP Psychology course.

All Board members said Aye.

Approval of Ornamental Horticulture 2 Course

Motion made by Paul Dake and seconded by Leslie Girard to approve Ornamental Horticulture 2 Course.

Dr. Moirao said this allows us to start a career path.

All Board members said Aye.

Approval of Graphic Design Course

Motion made by Leslie Girard and seconded by David Gaboni to approve the Graphic Design Course.

Dr. Moirao said this course could become a career pathway.

All Board members said Aye.

Leslie Girard said she was excited about all of the new courses coming up. It sparks interests in our students and could direct them in a career pathway.

Approval of A-G OdysseyWare Online Courses

Motion made by Paul Dake and seconded by Leslie Girard to approve the A-G OdysseyWare Online Courses.

Dr. Moirao said these are for our student who need to make up credits in order to graduate.

Paul Dake said he noticed these course requests was from King City High School, will they be offered at Greenfield High School. Dr. Moirao said once they are approved they will be offered at both sites, the courses are district wide. Diana Jimenez was asked when the courses would start. Her response was it would start immediately upon Board approval. The Curriculum Council approved it district wide.

Paul Dake said he is impressed with the courses being offered.

Leslie Girard asked if it was different than the courses offered in the summer. Dr. Moirao said it is basically the same courses, but for the A-G courses.

All Board members said Aye.

Approval of Math 1 Readiness Course

Motion made by Paul Dake and seconded by Leslie Girard to approve the Math 1 Readiness Course.

Dr. Moirao said we currently offer Math 1; this is for those students who need basic math skills. We want to offer a course for those students who are struggling in basic math. This will be offered at both King City and Greenfield High Schools.

All Board members said Aye.

Approval of Name Change from Introduction to Computer Science to Exploring Computer Science (ECS)

Motion made by Leslie Girard and seconded by Paul Dake to approve the name change from Introduction to Computer Science to Exploring Computer Science (ECS)

Dr. Moirao said as mentioned in the title, this is only a name change to help align with a career path.

All Board members said Aye.

Approval of Resolution 17:16/17 Recognition of a Safe Haven School District

Motion made by David Gaboni and seconded by Leslie Girard to approve Resolution 17:16/17 Recognition of a Safe Haven School District.

Dr. Moirao said since the political campaign of this last year there have been concerns of some members of the community concerned about being reported and possibly deported back to their country of origin. By passing this resolution the district will not provide outside agencies any information of a student or parents citizen status.

Dr. Moirao added a number of students in our Adult Education program do not want to register for classes for fear of deportation. After the Board passes the resolution, notices will be posted indicating all sites and the district office are a safe haven district.

Leslie Girard asked if the notices would be bilingual. Dr. Moirao responded yes. Ms. Girard said she appreciated this resolution being brought forward.

Paulette Bumbalough said we are here for the purpose of educating and need to provide a safe place to learn.

Paul Dake asked if legal council had been consulted on the last bullet on page 240, which state Immigration and Customs Enforcement shall not be allowed to enter school sites or district properties without prior approval of the Superintendent. Dr. Moirao responded yes, we should be safe.

Mr. Dake asked, on the same bullet, at what point would a student be considered covered under the safe haven resolution. Dr. Moirao responded, when the student enrolls.

Paul Dake said there may be other policies in which safe haven may need to be made clear.

Paulette Bumbalough asked when did Tom Torlakson send this information out to districts. Dr. Moirao responded just before the winter break. Dr. Moirao said he still receives information from FCMAT and a number of schools in the bay area have already passed the resolution. He has not heard of anyone contesting the resolution.

All Board members said Aye.

Dr. Moirao complimented the Board for taking the action to approve the resolution.

Approval of Employment for Joseph Ruiz on the Basis of a Provisional Internship Permit

Motion made by Paul Dake and seconded by David Gaboni to approve the employment for Joseph Ruiz on the Basis of a Provisional Internship Permit.

All Board members said Aye.

Identify Two Board Members to Meet with Members of the Greenfield Union School District Board of Education

Motion made by David Gaboni and seconded by Paul Dake to identify two Board members to meet with members of the Greenfield Union School Board of Education.

Dr. Moirao said the Greenfield Union School District Board of Education has expressed an interest to meeting with two members of our Board of Education. The meeting would start at 5:30 PM. The agenda is being worked on right now, it is anticipated the first meeting would be toward the end of February.

Paulette Bumbalough felt this was an opportunity for both district to receive accurate information.

Paul Dake said he would like to volunteer to be a member on the committee, David Gaboni said he would also like to be a representative.

Motion made by Paul Dake to identify himself as well as David Gaboni to the Board representatives from our district on the committee. David Gaboni seconded the motion.

All Board members said Aye.

Board Policies – Second Reading

- AR 4157.1, 4257.1, 4357.1 – Work Related Injuries (new)
- AR 5125 – Student Records (revised)
- BP 6142.4 – Service Learning Community Services Classes (new)
- BP 6142.94 – History Social Science Instruction (revised)
- AR 6143 – Courses of Study (revised)
- BP 6173 – Education for Homeless Children (revised)
- AR 6173 – Education for Homeless Children (revised)
- E 6173 – Education for Homeless Exhibit 1 (revised)
- BP 6185 – Community Day School (new)
- AR 6185 – Community Day School (new)
- E 9323.2 – Action By the Board Requiring a Super Majority (revised)

Motion made by Leslie Girard and seconded by David Gaboni to approve the board policies second reading.

Paul Dake suggested AR 5125 be reviewed because of the passage of Resolution 17:16/17 this evening to make sure it covers the safe haven changes and there is not a conflict. Dr. Moirao said he would review it and bring the policy back if any modifications are needed.

Promoting District

Paulette Bumbalough felt it was important to promote the unification meeting with two members from both the Greenfield Union School District and the South Monterey County Joint Union School District in attendance.

David Gaboni felt it was important to emphasize the district passed the Safe Haven resolution.

Leslie Girard said she felt it was important to emphasize the AP Psychology course as well as the addition of the Ornamental Horticulture 2 Course added to align with the ROP career path.

Paulette Bumbalough said she would like to promote the example from the student's presentation this evening which emphasized how her life was changed for the better because of the interest and encouragement from teachers, administrator, and staff.

It was mentioned the great work and guidance Ms. Lara is giving her journalism students. The articles in the Bruin's Eye is an example.

Dr. Moirao said he would encourage everyone to read the back page of the current The Bruin's Eye. This will be facilitated in the next Equity Institute meeting.

Future Agenda Items/Meeting Dates

January 25, 2017 – Regular Board Meeting – Greenfield High School
January 31, 2017 – Study Session – King City
February 7, 2017 – Study Session – King City
February 22, 2017 – Regular Board Meeting – King City
March 7, 2017 – Study Session – King City
March 22, 2017 – Regular Board Meeting – Greenfield High School
April 4, 2017 – Study Session – King City
April 26, 2017 – Regular Board Meeting – King City
May 2, 2017 – Study Session – King City
May 24, 2017 – Regular Board Meeting – Greenfield High School
June 6, 2017 – Study Session – King City
June 28, 2017 – Regular Board Meeting – King City
July 5, 2017 – Study Session – King City (if needed)
July 26, 2017 – Regular Board Meeting – Greenfield High School (if needed)
August 1, 2017 – Study Session – King City
August 23, 2017 – Regular Board Meeting – King City
September 5, 2017 – Study Session – King City
September 27, 2017 – Regular Board Meeting – Greenfield High School
October 3, 2017 – Study Session - King City
October 25, 2017 – Regular Board Meeting – King City
November 7, 2017 – Study Session – King City
November 15, 2017 – Regular Board Meeting – Greenfield High School
December 5, 2017 – Study Session – King City
December 13, 2017 – Regular Board Meeting – King City

Signing of Papers

Paulette Bumbalough and Dr. Moirao signed the appropriate papers.

Adjournment

Paulette Bumbalough adjourned the meeting at 7:45 PM.

Paulette Bumbalough, Board President

Date

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

Tuesday, January 31, 2017

Minutes

BOARD OF EDUCATION

Paulette Bumbalough – President
David Gaboni – Clerk
Joe Santibanez – Member
Paul Dake – Member
Leslie Girard – Member

SUPERINTENDENT

Daniel R. Moirao, Ed.D.

OPEN SESSION:

Call to Order

Paulette Bumbalough called the meeting 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.

CLOSED SESSION

Review of Superintendent's Evaluation

Terilyn Finders, Consultant, from Fagan, Friedman & Fulfrost LLP reviewed and provided guidance to the Board for the completion of the Superintendent's evaluation.

Report out from Closed Session

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

Adjournment

Paulette Bumbalough adjourned the meeting at 7:12 PM.

Paulette Bumbalough, Board President

Date

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

Thursday, February 16, 2017
Minutes

BOARD OF EDUCATION

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

SUPERINTENDENT

Daniel R. Moirao, Ed.D.

OPEN SESSION:

Call to Order

Paulette Bumbalough called the meeting 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.

CLOSED SESSION

Review of Superintendent Candidates Interview Questions

Dr. Moirao and the Board of Education discussed the progress of the superintendent search and candidates.

Report out from Closed Session

Paulette Bumbalough reported no final decisions were made.

Adjournment

Paulette Bumbalough adjourned the meeting at 6:43 PM.

Paulette Bumbalough, Board President

Date

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

SUBJECT: Approval of Accounts Payable Warrants 2nd Quarter (October through December 2016) **MEETING:** February 22, 2017

AGENDA SECTION:

ACTION

INFORMATION

ACTION/CONSENT

GOVERNING BOARD

Board Goals:

- _____ Improve, Monitor and Sustain Student Achievement
- _____ Improve School Climate in Support of Teaching, Learning and Student Safety
- X Develop/Sustain Fiscal Solvency
- _____ Ensure that Facilities are Safe for Staff and Students
- X Ensure Compliance with Education/Other Codes/Updating Board Policies and Administrative Regulations

Summary:

Attached is the listing of the Accounts Payable warrants for second quarter (October through December 2016).

Recommendation:

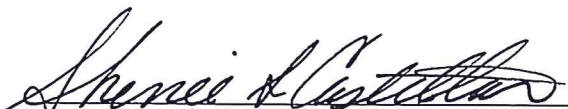
It is recommended that the Board of Education approve the second quarter (October through December 2016) warrants.

Fiscal Impact:

Within budgeted amounts.

Submitted By:

Approved:



Sherrie S. Castellanos
Chief Business Official



Daniel R. Moirao, Ed.D.
Superintendent

Checks Dated 10/01/2016 through 12/31/2016						
Check Number	Check Date	Pay to the Order of	Fund: Object	Comment	Expensed Amount	Check Amount
12265472	10/04/2016	Ericka A. Radcliff	01-5200	Instructional Coaching		103.02
12265473	10/04/2016	A T & T CALNET 2	01-5910	CALNET		283.12
12265474	10/04/2016	AMERICAN SUPPLY COMPANY	01-4300	Custodial Supplies GHS	713.67	
			13-4300	Supplies Cafeteria	700.00	1,413.67
12265475	10/04/2016	Associated Services Inc	01-5620	HVAC Repairs GHS		2,540.00
12265476	10/04/2016	AT&T	01-5910	Phone line GHS Maintenance		38.42
12265477	10/04/2016	AUS-WEST Lockbox	01-4300	Staff Uniforms	73.43	
			01-5800	Shop Towels and Mechanic's Coveralls	64.54	
			13-5800	Services	117.28	255.25
12265478	10/04/2016	CA ASSOCIATION FFA	01-4300	Student Leadership Packets		2,473.50
12265479	10/04/2016	CA Janitorial Supply Corp	01-4300	Custodial Supplies KCHS		131.68
12265480	10/04/2016	CA Valued Trust	01-9513	Health Ins		86,862.49
12265481	10/04/2016	Cari Loete, Ed. D	01-5800	Contracted SPED services		2,251.04
12265482	10/04/2016	CASEY PRINTING, INC	01-5800	Poster for WASC		283.29
12265483	10/04/2016	CCS Athletic Directors' Assn.	01-5200	CCS-ADA Workshop Fee		35.00
12265484	10/04/2016	CDW-G	01-4300	classroom headsets	291.18	
				OPEN PO FOR TECHNOLOGY EQUIPMENT	967.06	
				OPEN PO FOR TECHNOLOGY SUPPLIES	219.63	
			01-4400	OPEN PO FOR TECHNOLOGY CLASSROOM EQUIPMENT	5,489.77	6,967.64
12265485	10/04/2016	Central Coast Section/CIF	01-5300	Wrestling Weight Management Fee		80.00
12265486	10/04/2016	Coastal Enterprises-PE Clothes	01-4300	PE Clothes		8,429.80
12265487	10/04/2016	Culligan Water Conditioning	13-5800	Water Conditioning		85.23
12265488	10/04/2016	Eagle Basketball	01-5800	Varsity VB Tournament Fee		275.00
12265489	10/04/2016	EWING IRRIGATION PRODUCTS	01-4300	Irrigation and Supplies		742.24
12265490	10/04/2016	Fastenal Company	01-4300	Maintenance Supplies		42.62
12265491	10/04/2016	Foster Farms Dairy	13-4700	Dairy / Cafeteria		1,145.50
12265492	10/04/2016	Gopher Sport, dba	01-4300	Equipment for Phys. Ed. Classes		317.10
12265493	10/04/2016	GRAINGER INC,W W	01-4300	Maintenance Supplies	289.80	
				Maintenance Supplies GHS	14.27	
				OPEN PO FOR SUPPLIES	156.25	
			01-5620	Maintenance Supplies KCHS	164.14	624.46
12265494	10/04/2016	GREEN RUBBER-KENNEDY AG	01-4300	Parts and Supplies GHS		1.83
12265495	10/04/2016	HOME DEPOT CREDIT SERVICES Dept. 32-2501271344	01-4300	Maintenance Supplies	15.23	
				Open PO for Ag Mech and Holticulture Supplies	1,207.49	1,222.72

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

ESCAPE 

Checks Dated 10/01/2016 through 12/31/2016

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
12265496	10/04/2016	Image Sales	01-4300	ID Card Supplies		330.13
12265497	10/04/2016	KING CITY TRUE VALUE HARDWARE	01-4300	Maintenance Supplies		19.21
12265498	10/04/2016	Knox Company	01-5800	Knox Boxes for KCHS Admin and Aud; D.O., and MOTF		1,386.18
12265499	10/04/2016	NASCO	01-4300	Materials and Supplies for Art Classes		638.66
12265500	10/04/2016	National Business Furniture	01-4400	Office Furniture		4,383.35
12265501	10/04/2016	North Salinas High School		Cancelled Monterey Bay Invitational CC Fees		250.00 *
12265502	10/04/2016	OFFICE DEPOT BUSINESS SERVICES	01-4100	Math Modules 2016-17 PBHS	119.11	
			01-4300	Blanket Open PO For Office Depot-Classroom DO office supplies	91.02	
				Office Supplies	460.40	
				OPEN PO FOR SUPPLIES	83.33	
				open PO sped supplies	599.27	
				Open Por for Instructional Supplies and Materials	210.30	
			01-5800	GHS District Benchmarks	190.26	
				KCHS District Benchmarks	361.00	
				PBHS District Benchmarks	323.32	
			11-4300	classroom supplies Adult Ed	23.24	
12265503	10/04/2016	PACIFIC GAS AND ELECTRIC CO	01-5510	PGE	33.95	2,495.20
			01-5520	PGE	8.20	
12265504	10/04/2016	Pearson Assessment	01-4300	Basc 3-scoring	572.51	580.71
12265505	10/04/2016	PRAXAIR DISTRIBUTION INC	01-4300	Open PO for Ag Classess		1,014.73
12265506	10/04/2016	Riddell All American	01-4300	More Helmets		366.50
12265507	10/04/2016	Safetequip	01-4300	Drug Free/Visitor Signs-GHS		1,888.37
				Unpaid Tax	319.48	
12265508	10/04/2016	SAFEWAY INC	01-4300	Open PO for Foods and Products	22.43-	297.05
				Teacher and Admin Training Supplies	39.95	
12265509	10/04/2016	Shopletcom dba	01-4300	NRC Paper for students forms	111.80	151.75
12265510	10/04/2016	Silke Communications Inc	01-5940	Two-Way Radios		402.32
12265511	10/04/2016	So Mo Co Joint Union HSD	01-5800	Bank fees for returned check		1,706.75
12265512	10/04/2016	SOUTH COAST REGION CATA	01-5300	FFA Fees		54.70
12265513	10/04/2016	Sysco San Francisco	13-4300	Cafeteria	1,483.33	120.00
			13-4700	Cafeteria	7,257.27	
12265514	10/04/2016	UNITED PARCEL SERVICE	01-5930	UPS Services		8,740.60
12265515	10/04/2016	Uretsky Security	01-5800	Security Contract		142.95
						7,717.00

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ESCAPE ONLINE

Checks Dated 10/01/2016 through 12/31/2016

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
12265516	10/04/2016	Vista Higher Learning	01-4100	Textbooks for Spanish Classes		15,373.70
12265517	10/04/2016	WARD'S NATURAL SCIENCE	01-4300	Sciecne Supplies		154.11
12265518	10/04/2016	WILCO SUPPLY	01-4300	Door Keys and Hardware		1,672.72
12266234	10/06/2016	Daniel R. Moirao	01-4300	Rotary meals	447.02	
			01-5200	Rotary meals	195.00	642.02
12268364	10/18/2016	Monica Serrato	01-5200	CASBO Training-Travel Reimbursement		185.90
12268365	10/18/2016	Debora P. Benson	01-4100	Gardening books for floresty class- Reimbursement		756.57
12268366	10/18/2016	Megan L. Munoz	01-5200	Training at MCOE - Travel Reimb		150.84
12268367	10/18/2016	Janet Sanchez-Matos	01-5200	Personnel Institute - Travel Reimb		286.44
12268368	10/18/2016	Ana C. Vega-Aranda	01-5200	CSU COUNSELOR CONF		75.00
12268369	10/18/2016	Francis Lynch	01-5200	ACSA Personnel Institue -Travel Reimb		652.93
12268370	10/18/2016	Silviana Sanchez	01-5200	UC Counselor Conference- Travel Reimb		413.08
12268371	10/18/2016	Violeta Acosta	01-5200	Aeries Conference- Travel Reimb		264.77
12268372	10/18/2016	Cristina Jimenez	01-5200	Aeries Conference- Travel Reimb	219.48	
				Library Visits- Travel Reimb	194.84	414.32
12268373	10/18/2016	Diana M. Jimenez	01-5200	Library Visits-Travel Reimb		349.14
12268374	10/18/2016	Karen J. Paparella	01-5200	Travel Reimb		659.94
12268375	10/18/2016	Diane L. Miller	01-5800	Copy of Police Report- Reimbursement	25.00	
			25-5200	Library Tour- Travel REimb	362.89	387.89
12268376	10/18/2016	A T & T CALNET 2	01-5910	CALNET		38.85
12268377	10/18/2016	Abacheril Fence CO	01-5620	Chain Link Fence/Gate Repairs KCHS		4,150.00
12268378	10/18/2016	ACSA'S Foundation For Ed Admin	01-5200	D Jimenez 2016 Leadership Summit ACSA NASS Leadership Conference Superintendents' Symposium	499.00 399.00 895.00	
12268379	10/18/2016	AMERICAN SUPPLY COMPANY	01-4300	Custodial Supplies GHS	256.50	1,793.00
				School Year Cleaning Supplies	59.30	
			13-4300	Shelves for GHS Kitchen	1,172.54	
				Supplies Cafeteria	336.54	1,824.88
12268380	10/18/2016	Associated Services Inc	01-5620	HVAC Repairs at GHS	1,491.00	
				HVAC Repairs at KCHS 111, 114, Ag Lab	3,803.00	5,294.00
12268381	10/18/2016	AUS-WEST Lockbox	01-4300	Staff Uniforms	30.66	
			01-5800	Shop Towels and Mechanic's Coveralls	24.13	
			13-5800	Services	123.18	177.97
12268382	10/18/2016	Bizchair.com, dba	01-4300	Trash Cans Room 116-Science Lab KCHS	143.22	
				Unpaid Tax	7.55-	135.67
12268383	10/18/2016	CA DEPT OF EDUCATION	13-4700	CA Dept of Ed, Food Dist Program		202.80

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ESCAPE **ONLINE**

Checks Dated 10/01/2016 through 12/31/2016

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
12268384	10/18/2016	CA Janitorial Supply Corp	01-4300	Custodial Supplies		612.82
12268385	10/18/2016	CA Water Service Company	01-5530	Water Fees		29.75
12268386	10/18/2016	CDW-G	01-4300	OPEN PO FOR TECHNOLOGY EQUIPMENT		711.98
12268387	10/18/2016	CITY OF GREENFIELD	01-5530	Water, Garbage, Sewer	165.98	
			01-5540	Water, Garbage, Sewer	948.64	
			01-5550	Water, Garbage, Sewer	3,048.95	4,163.57
12268388	10/18/2016	CNC Electric & Outdoor Equip	01-4300	Landscape Materials KCHS		10.87
12268389	10/18/2016	CPRS CA Prprty Rcrd Sysrms,dba Cancelled on 11/21/2016, Cancel Register # AP11292016A		Cancelled Fixed Assets Inventory Software		102.23 *
12268390	10/18/2016	CSBA	01-5800	Gamut Online 7/1/16-6/30/17		2,160.00
12268391	10/18/2016	CURRICULUM ASSOCIATES LLC	01-4300	Brigance record bookCIBS 11		236.14
12268392	10/18/2016	Dannis Woliver Kelley / DWK	01-5810	Legal		544.00
12268393	10/18/2016	Disney Resort Travel Sales Cnt r	01-5200	Hotel Reservation Ericka Radcliff	465.66	
				Hotel Reservation Megan Munoz	701.49	
				Hotel Reservation Michelle Muncy-Silva	698.49	1,865.64
12268394	10/18/2016	EAI Education	01-4300	Instructional Materials for math classes		97.83
12268395	10/18/2016	EDUCATIONAL DATA SYSTEMS,INC	01-4300	CELDT Testing Labels 2016-17		501.36
12268396	10/18/2016	EWING IRRIGATION PRODUCTS	01-4300	Irrigation and Supplies		105.84
12268397	10/18/2016	Fastenal Company	01-4300	Maintenance Supplies		75.21
12268398	10/18/2016	FLINN SCIENTIFIC INC	01-4300	Science Supplies	1,235.72	
			01-4400	Science Supplies	228.82	1,464.54
12268399	10/18/2016	Foster Farms Dairy	13-4700	Dairy / Cafeteria		904.46
12268400	10/18/2016	GRAINGER INC,W W	01-4300	Maintenance Supplies KCHS		17.66
12268401	10/18/2016	HOBART	13-5800	Food Service Equipment Repairs		1,120.58
12268402	10/18/2016	HOME DEPOT CREDIT SERVICES Dept. 32-2501271344	01-4300	Open PO for Ag Mech and Holticulture Supplies		1,806.60
12268403	10/18/2016	JV Ventures, Inc.	01-6500	2013 Chevrolet Cruze Eco Sedan 4D-Drivers Ed		12,563.88
12268404	10/18/2016	Keefers Inn	01-5200	Hotel Accommodation For WASC Vlisit		1,233.10
12268405	10/18/2016	KING CITY GLASS	01-5620	Glass Repairs at KCHS 114, 200, 197		254.58
12268406	10/18/2016	KING CITY INDUSTRIAL SUPPLY	01-4300	Parts and Supplies		35.89
2268407	10/18/2016	KING CITY TRUE VALUE HARDWARE	01-4300	Ag Dept. Supplies	86.46	
				Maintenance Supplies	75.90	162.36
2268408	10/18/2016	Legacy Roofing & Waterproofing	01-5620	Reroof of Buildings F and M at KCHS		175,000.00
2268409	10/18/2016	LOZANO SMITH	01-5810	Lozano Smith Contract		2,792.16
2268410	10/18/2016	MATRANGA WHOLESALE FLORISTS	01-4300	Open PO for Floral Supply		320.02
2268411	10/18/2016	Microsoft Corporation	01-4400	Library Devices for Checkout		45,786.61

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ESCAPE ONLINE

Checks Dated 10/01/2016 through 12/31/2016

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
12268412	10/18/2016	MONTEREY COUNTY PROPERTY TAX	01-5800	Property Taxes		9,369.94
12268413	10/18/2016	NASCO	01-4300	Art Classroom Supplies		56.66
12268414	10/18/2016	Nrthwst Council-Computer Ed	01-5200	Office 365 Training		1,850.00
12268415	10/18/2016	OFFICE DEPOT BUSINESS SERVICES	01-4300	Blanket Open PO For Office	22.70	
				Depot-Classroom		
				DO office supplies	6.27	
			01-4400	desk chair/sped	257.33	
			11-4300	classroom supplies Adult Ed	179.24	465.54
12268416	10/18/2016	PACIFIC GAS AND ELECTRIC CO	01-5510	PGE	714.26	
			01-5520	PGE	19,028.27	19,742.53
12268417	10/18/2016	Pearson Assessment	01-4300	Wiat-111 basic kit/Wisc -V scoring	620.47	
			01-5800	Wiat-111 basic kit/Wisc -V scoring	344.06	964.53
12268418	10/18/2016	Pro-ED, Inc.	01-4300	test of auditory processing		280.50
12268419	10/18/2016	PURE WATER	01-5800	Drinking Water		241.25
12268420	10/18/2016	SMCJUHSD REV FUND #0424-240257	01-3602	Moro Bay Cross Country Meet	75.00	
			01-4300	Board meeting Materials	197.03	
				Entity Inst. Training	655.94	
				New Teacher orientation	434.77	
			01-5200	Hotel for Janet Matos Personnel Institute	319.70	
				KCHS Leadership Conference	1,080.00	
			01-5800	Pinnacle Academy -WASC	160.00	
			01-8699	GHS Athletics Change fund	500.00	
				KCHS Athletics Change fund	1,100.00	
				Revolving fund replenishment	200.00	4,722.44
12268421	10/18/2016	Sysco San Francisco	13-4300	Cafeteria	1,646.74	
			13-4700	Cafeteria	17,104.95	18,751.69
12268422	10/18/2016	The Markerboard People	01-4300	Instructional materials for math classes		371.25
12268423	10/18/2016	The Salinas Californian	01-5800	Advertizement		1,279.48
12268424	10/18/2016	Virco Inc.	01-4400	GHS furniture		20,272.50
12268425	10/18/2016	Leslie Girard	01-5200	CASBO training- Travel Reimb		422.12
12271343	10/27/2016	Yvonne Aguayo	01-5200	Aeries conference -travel reimbursement		306.46
12271344	10/27/2016	Christopher S. Houston	01-5200	Pre-Approved ACSA Academy		128.70
12271345	10/27/2016	Valerie E. Reed	01-5200	Cyber Security conference		100.44
12271346	10/27/2016	Janet Sanchez-Matos	01-5800	Reimbursement for Mock WASC materials		120.00
12271347	10/27/2016	Carla A. Morris	01-4300	SPED materials -reimbursement	13.99	
				SPED Supplies reimbursement	245.34	259.33
12271348	10/27/2016	Jeffery T. Frase	01-4300	Reimbursement for school's parking permits		428.50

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Checks Dated 10/01/2016 through 12/31/2016

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
12271349	10/27/2016	Claudia H. Arellano	01-5200	CCAC Conference	495.01	
				CCAC Conference- Travel reimbursement	578.99	
				CSU Counselor Conference	150.34	
				Personnel Institute -Travel reimbursement	295.91	1,520.25
12271350	10/27/2016	Diana M. Jimenez	01-5200	LCAP Workshop		243.01
12271351	10/27/2016	Daniel R. Moirao	01-5200	Travel reimbursement		2,352.29
12271352	10/27/2016	Michelle R. Muncy-Silva	01-5200	Jim Knight Coaching Workshop		248.04
12271353	10/27/2016	Adrian Trujillo	01-5200	Aeries Conference- travel reimbursement		295.60
12271354	10/27/2016	A T & T	01-5920	fiber optic lines		3,243.60
12271355	10/27/2016	A T & T CALNET 2	01-5910	CALNET		25.21
12271356	10/27/2016	ACSA'S Foundation For Ed Admin	01-5200	D Jimenez LCAP District Level	575.00	
				Personnel Institute	1,240.00	1,815.00
12271357	10/27/2016	Alibris	01-4300	PLTW Materials CSP GHS		37.09
12271358	10/27/2016	AMERICAN SUPPLY COMPANY	01-4300	Custodial Supplies GHS		180.45
12271359	10/27/2016	Arbitersports	01-5300	ArbiterGame Renewal Scheduling		325.00
12271360	10/27/2016	AssetWorks Appraisal	01-5800	asset appraisal services B16-00322		10,150.00
				closed during year end		
122 1	10/27/2016	Associated Services Inc	01-5620	KCHS Cafeteria Heater Repair		1,165.26
122 2	10/27/2016	AT&T	01-5910	Phone line GHS Maintenance		76.68
12271363	10/27/2016	AUS-WEST Lockbox	01-4300	Staff Uniforms	243.83	
			13-5800	Services	187.72	431.55
12271364	10/27/2016	AXIOM ADVISORS & CONSULTANTS	01-5800	PO16-00076- closed during year end		1,700.00
				translation services		
12271365	10/27/2016	B&B STEEL	01-4300	Ag Mech Supplies		428.42
12271366	10/27/2016	Barclay Wood Toys and Blocks	01-4300	PLTW Wooden Blocks GHS		119.46
12271367	10/27/2016	BUS WEST	01-4300	Parts for buses		431.19
12271368	10/27/2016	CA Ag Teachers' Assoc	01-5200	Mo. Bay Section Assessment Fee. Pd by		100.00
				AIG		
12271369	10/27/2016	CA DEPT OF EDUCATION	01-5200	Accountability Leadership Inst. D Jimenez		450.00
12271370	10/27/2016	CA Janitorial Supply Corp	01-4300	Custodial Supplies	194.00	
				Custodial Supplies KCHS	866.05	1,060.05
12271371	10/27/2016	CA State Board of Equalization	01-5800	School bus fuel tax		24.67
12271372	10/27/2016	CA Water Service Company	01-5530	Water Fees		120.87
12271373	10/27/2016	CARMEL MARINA CORPORATION	01-5550	KCHS Water & Garbage		3,478.70
12271374	10/27/2016	CCSESA	01-5200	CISC Leadership 2017 Megan Munoz		450.00
12271375	10/27/2016	CDW-G	01-4300	OPEN PO FOR TECHNOLOGY	703.35	
				EQUIPMENT		
				Zagg shield glass screen protector	191.47	

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Checks Dated 10/01/2016 through 12/31/2016

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
12271375	10/27/2016	CDW-G	01-4400	Classroom Projectors	2,933.96	3,828.78
12271376	10/27/2016	Edges Electrical Group, LLC	01-4300	Repair Parts and Supplies GHS		640.04
12271377	10/27/2016	EWING IRRIGATION PRODUCTS	01-4300	Irrigation and Supplies		149.29
12271378	10/27/2016	FLINN SCIENTIFIC INC	01-4300	Science Supplies	912.06	
			01-4400	Science Supplies	168.89	1,080.95
12271379	10/27/2016	Foster Farms Dairy	13-4700	Dairy / Cafeteria		1,217.81
12271380	10/27/2016	GRAINGER INC,W W	01-4300	Maintenance Supplies KCHS		54.87
12271381	10/27/2016	JV Ventures, Inc.	01-4400	2002 Electric Flatbed GEM for KCHS		2,789.62
12271382	10/27/2016	KING CITY GLASS	01-5620	Glass Repairs at KCHS 114, 200, 197		500.00
12271383	10/27/2016	KING CITY TRUE VALUE HARDWARE	01-4300	Maintenance Supplies		135.98
12271384	10/27/2016	KLEINFELDER INC	01-5800	b16-00349 closed in year end- GHS portables		529.88
12271385	10/27/2016	Linda Grundhoffer	01-5800	State Appointed Trustee- professional services		6,500.00
12271386	10/27/2016	LOZANO SMITH	01-5810	Lozano Smith Contract		544.54
12271387	10/27/2016	Mail Finance	01-5630	Postage Machine		550.47
12271388	10/27/2016	MATRANGA WHOLESALE FLORISTS	01-4300	Floral Supplies		686.50
12271389	10/27/2016	MCMASTER CARR SUPPLY CO	01-4300	OPEN PO FOR SUPPLIES		74.50
12	10/27/2016	NASCO	01-4300	Ag Sci	924.69	
				Materials and Supplies for Art Classes	317.49	1,242.18
12271391	10/27/2016	National Superintd. Roundtable	01-5300	2017 National Superintendets Roundtable membership		2,450.00
12271392	10/27/2016	OFFICE DEPOT BUSINESS SERVICES	01-4300	DO office supplies	44.61	
				Instructional supplies for math classes	132.02	
				Office Supplies	15.48	
				Open PO for Office Supplies	77.81	
				OPEN PO FOR SUPPLIES	13.25	
				Open PO PBCHS instruction	29.72	
				open PO sped supplies	540.24	
				Open Por for Instructional Supplies and Materials	369.96	1,223.09
12271393	10/27/2016	PACIFIC GAS AND ELECTRIC CO	01-5520	PGE		25,469.00
12271394	10/27/2016	Pacific Grove High School	01-5800	Cross Country Entry Fees		250.00
12271395	10/27/2016	PAQ Inc. DBA Food 4 Less/Rncho S Miguel	01-4300	supplies sped severe-T.Torres		52.70
12271396	10/27/2016	PARTS & SERVICE CENTER-NAPA	01-4300	Parts & Supplies: Vehicle & Equipment Maintenance		7.63
12271397	10/27/2016	Pearson Assessment	01-5800	sped psy testing material		223.69

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Checks Dated 10/01/2016 through 12/31/2016

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
12271398	10/27/2016	PRAXAIR DISTRIBUTION INC	01-4300	Open PO for Ag Classess		293.63
12271399	10/27/2016	S Tech Consulting LLC	01-5800	Initial Mold Investigation Ventana Room B		2,500.00
12271400	10/27/2016	SAFEWAY INC	01-4300	Open PO for Foods and Products	96.41	
				open Po for sped students med	99.80	196.21
12271401	10/27/2016	San Lorenzo Lumber	01-5620	Lumber and supplies for repairs GHS		185.20
12271402	10/27/2016	SCHOLASTIC INC	01-4200	Science World Sub	448.40	
				Unpaid Tax	30.84-	417.56
12271403	10/27/2016	SCHOOL SERVICES OF CA, INC	01-5800	Contracted services		12,656.74
12271404	10/27/2016	SchoolMessenger	01-5800	SchoolMessenger		3,481.00
12271405	10/27/2016	Scofield Graphics	01-5800	Graphics for New Vans		1,189.38
12271406	10/27/2016	SOUTH COAST REGION CATA	01-5200	Professional Development		300.00
12271407	10/27/2016	SOUTH COUNTY NEWSPAPERS INC	01-5800	Bruins Eye Newspaper		500.00
12271408	10/27/2016	STAPLES, Inc	01-4400	Office furniture		289.76
12271409	10/27/2016	Susan Brooks	13-5800	Food Service Consulting in September 2016		1,250.00
12271410	10/27/2016	Sysco San Francisco	13-4300	Cafeteria	540.46	
			13-4700	Cafeteria	12,612.26	13,152.72
12271411	10/27/2016	SyTech Solutions	01-5800	DOCUMENT SCANNING		25,376.48
12271412	10/27/2016	Teter, LLP	01-5800	Architectural Services GHS New Portables	2,646.88	
			01-6200	Architectural Services PBHS Lunch Shelter	688.50	3,335.38
12271413	10/27/2016	The Tree Man (DBA)	01-5620	Tree Removal KCHS		5,150.00
12271414	10/27/2016	ThinkWrite Technologies LLC	01-4300	Headphones		927.77
12271415	10/27/2016	TORO PETROLEUM CORP	01-4310	Ag Dept Gas	161.38	
				Diesel, Unleaded, & Vehicle Oils	2,285.75	2,447.13
12271416	10/27/2016	TOTAL COMPENSATION SYSTEMS	01-5800	po16-00748 GASB45 Evaluation services		2,100.00
12271417	10/27/2016	UNITED PARCEL SERVICE	01-5930	UPS Services		123.60
12271418	10/27/2016	WARD'S NATURAL SCIENCE	01-4300	Sciecne Supplies		379.93
12271419	10/27/2016	WestAir Gases & Equipment Inc	01-4300	Ag Mech Supplies		379.57
12271420	10/27/2016	WILCO SUPPLY	01-4300	Door Keys and Hardware		35.47
12271990	11/01/2016	Joseph R. Martin	01-5200	Aeries conference travel reimb		258.21
12271991	11/01/2016	Valerie E. Reed	01-5200	Cyber Security Conference-travel reimb		100.34
12271992	11/01/2016	Janet Sanchez-Matos	01-5800	WASC Materials		230.60
12271993	11/01/2016	Ericka A. Radcliff	01-5200	CM Training & ELA benchark	67.50	
				Instructional coaching	83.20	150.70
12271994	11/01/2016	AAA Fence Company, Inc	01-5620	Contract for Replacement Fencing KCHS		91,675.00
12271995	11/01/2016	Alum-Line Inc	01-4400	Ag Supplies	3,633.54	
				Unpaid Tax	209.54-	3,424.00

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Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
12271996	11/01/2016	AMERICAN SUPPLY COMPANY	01-4300	School Year Cleaning Supplies		196.88
12271997	11/01/2016	Associated Services Inc	01-5620	HVAC Replacements in KCHS Rms 172, 173, 192		47,265.00
12271998	11/01/2016	AT&T	01-5910	Phone line GHS Maintenance		979.44
12271999	11/01/2016	AUS-WEST Lockbox	01-4300	Staff Uniforms	78.14	
			01-5800	Shop Towels and Mechanic's Coveralls	51.23	
			13-5800	Services	181.82	311.19
12272000	11/01/2016	Bureau of Edc̄n & Research/BER	01-5200	Daniel Sanchez BER Increase Writing Skills	245.00	
				Patricia Schierer BER Increase Writing Skills	245.00	490.00
12272001	11/01/2016	CA Department of Justice	01-5860	Fingerprinting		352.00
12272002	11/01/2016	CA Janitorial Supply Corp	01-4300	Custodial Supplies		96.86
12272003	11/01/2016	CA Water Service Company	01-5530	Water Fees		1,005.41
12272004	11/01/2016	CASEY PRINTING, INC	01-5800	Business cards		104.17
12272005	11/01/2016	CDW-G	01-4400	CBO Equipment	1,492.24	
				OPEN PO FOR TECHNOLOGY EQUIPMENT	102.23	1,594.47
12-06	11/01/2016	Culligan Water Conditioning	13-5800	Water Conditioning		85.23
12-07	11/01/2016	Dannis Woliver Kelley / DWK	01-5810	Legal		79.50
12272008	11/01/2016	DATAFLOW BUSINESS SYSTEMS	01-4300	Copier staples	88.59	
				Copier supplies	169.69	
			01-5610	Copier charges	236.36	
				Copier Maintenance	1,856.48	
				Copier Maintenance and regular charges	531.36	2,882.48
12272009	11/01/2016	Dave long & Associates	01-5810	First half of Sup Search per contract		5,950.00
12272010	11/01/2016	Electronix Express	01-4300	PLTW Materials GHS		167.65
12272011	11/01/2016	Fastenal Company	01-4300	Maintenance Supplies		39.41
12272012	11/01/2016	Foster Farms Dairy	13-4700	Dairy / Cafeteria		837.05
12272013	11/01/2016	GRAINGER INC,W W	01-4300	Maintenance Supplies KCHS	19.12	
				OPEN PO FOR SUPPLIES	398.15	
			01-5620	Maintenance Supplies KCHS	67.79	485.06
12272014	11/01/2016	HI Fresno Hospitality LLC	01-5200	Hotel for D Jimenez Radisson Hotel		247.44
12272015	11/01/2016	KING CITY TRUE VALUE HARDWARE	01-4300	Maintenance Supplies		14.03
12272016	11/01/2016	Level Data, Inc	01-5800	Student Sync		24.99
12272017	11/01/2016	Mail Finance	01-5630	Postage Machine		159.02
12272018	11/01/2016	Mathematics Vision Project	01-4100	MVP Answer Keys GHS PBH		1,134.00
12272019	11/01/2016	Monterey Bay Systems, dba	01-5610	Copier Maint (usage)	885.01	

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12272019	11/01/2016	Monterey Bay Systems, dba		Copier maintenance/usage	2,140.83	3,025.84
12272020	11/01/2016	MONTEREY COUNTY OFFICE OF ED	01-5200	Adv. MVP T Lopez, I Montoya	650.00	
				Intro to MVP J Perez, B Barge	650.00	
				Intro to MVP O Anaya	325.00	
				MVP Math MCOE	325.00	1,950.00
12272021	11/01/2016	O'Reilly Automotive Stores, Inc	01-4300	Parts for Buses		53.78
12272022	11/01/2016	OFFICE DEPOT BUSINESS SERVICES	01-4300	Blanket Open PO Office Depot-Office Supplies		117.42
12272023	11/01/2016	PACIFIC GAS AND ELECTRIC CO	01-5520	PGE		590.62
12272024	11/01/2016	PARTS & SERVICE CENTER-NAPA	01-4300	Parts & Supplies: Vehicle & Equipment Maintenance		88.62
12272025	11/01/2016	PENINSULA SPORTS, INC/PSI	01-5300	Fall Game Fees		5,160.25
12272026	11/01/2016	PSAT/NMSQT	01-5800	Blanket PO For PSAT/MNSQT	1,993.00	
				PSAT/NMSQT Exams	1,170.00	3,163.00
12272027	11/01/2016	SAFEWAY INC	01-4300	Open PO For Safeway-ELAC		64.15
12272028	11/01/2016	SCHOOL SERVICES OF CA, INC	01-5800	CBO Search		360.00
12272029	11/01/2016	ThinkWrite Technologies LLC	01-4300	Headphones & Adapters		811.05
12272030	11/01/2016	TORO PETROLEUM CORP	01-4310	Diesel, Unleaded, & Vehicle Oils		155.50
12272031	11/01/2016	UNITED PARCEL SERVICE	01-5930	UPS Services		119.22
12272032	11/01/2016	Uretsky Security	01-5800	Security Contract		11,088.00
12272033	11/01/2016	Vista Higher Learning	01-4200	Spanish Workbooks. See attached quote.		11,726.80
12272034	11/01/2016	Web Resource LLC	01-4400	Furniture for Ag Science Lab GHS		8,969.20
12272035	11/01/2016	Anne Batard	01-5200	WASC travel reimbursement		137.16
12272036	11/01/2016	Kristen Perez	01-5200	WASC travel reimbursement		66.76
12272037	11/01/2016	Lauri Halcomb	01-5200	WASC travel reimbursement		192.24
12272038	11/01/2016	Margaret Ansel	01-5200	WASC travel reimbursement		317.52
12272039	11/01/2016	Michael Allen	01-5200	WASC travel reimbursement		133.92
12272644	11/03/2016	Lorena R. Caulk	01-5200	MCOE training reimb		96.56
12272645	11/03/2016	CA Valued Trust	01-9513	Health Insurance		88,857.43
12273969	11/10/2016	Oscar Anaya	01-5200	MVP training		97.22
12273970	11/10/2016	Carla A. Morris	01-4300	SPED supplies		25.51
12273971	11/10/2016	Joan Leslie Girard	01-5200	MIG Course travel reimb		357.60
12273972	11/10/2016	A & G PUMPING, INC	01-5630	Portable Restrooms Rental		478.90
12273973	11/10/2016	BENSON PLUMBING INC	01-5620	Plumbing Renovations Lab Room #116	429.74	
				Plumbing Repairs	1,623.05	2,052.79
12273974	11/10/2016	Carlton's Fire Extinguisher	01-5620	Replacement Fire Hydrant & Bollards		6,950.00
12273975	11/10/2016	CARMEL MARINA CORPORATION	01-5550	KCHS Water & Garbage		2,841.42
12273976	11/10/2016	CCSESA	01-5200	CISC Leadership 2017 Frank Lynch		450.00

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12273977	11/10/2016	CDW-G	01-4400	New Fax Machine for Office	245.39	
				OPEN PO FOR TECHNOLOGY EQUIPMENT	883.95	1,129.34
12273978	11/10/2016	Cyberguys / E-Filliate Inc	01-4300	Supplies		492.59
12273979	11/10/2016	EDD-CA Employment Dvlpmnt Dept	01-3501	Unemployment		916.80
12273980	11/10/2016	Enviroplex	25-6200	New Portables for GHS		7,595.70
12273981	11/10/2016	Gavilan Pest Control	01-5800	Weed Abatement KCHS Campus		750.00
12273982	11/10/2016	Gilroy Chevrolet Cadillac	01-6400	Suburban		50,934.84
12273983	11/10/2016	GRAINGER INC,W W	01-4300	Maintenance Supplies GHS		42.43
12273984	11/10/2016	Idea Emporium	01-5800	contracted public relations services		5,850.00
12273985	11/10/2016	Illuminate Data & Assessment	01-5800	2016-17 Illuminate Training		750.00
12273986	11/10/2016	KING CITY TRUE VALUE HARDWARE	01-4300	Maintenance Supplies		39.44
12273987	11/10/2016	MATRANGA WHOLESALE FLORISTS	01-4300	Open PO for Floral Supply	411.37	
				Unpaid Tax	35.27-	376.10
12273988	11/10/2016	MCOE	01-5200	MVP Trainings Reg. for N. Barron & C. Burton	650.00	
			01-5800	Safety and Crisis Plan Training	260.00	910.00
12273989	11/10/2016	MEDCO Supply-Sports Medicine	01-4300	Tape & Medical Supplies		2,685.28
12-90	11/10/2016	Monarch Behavior Sitns, Inc.	01-5800	Behavioral Services		3,680.00
12-91	11/10/2016	NASCO	01-4300	Instructional Supplies for Art Classes	244.51	
				Open PO for Animal Science and Science supply	599.27	843.78
12273992	11/10/2016	NEOPOST USA (products)	01-4300	Ink and tapes for postage meter	413.60	
				Unpaid Tax	28.60-	385.00
12273993	11/10/2016	Nevco Inc	01-5620	Gym Scoreboard Control Part		45.04
12273994	11/10/2016	PACIFIC GAS AND ELECTRIC CO	01-5510	PGE		18.02
12273995	11/10/2016	PAQ Inc. DBA Food 4 Less/Rncho S Miguel	01-4300	supplies sped severe-T.Torres		110.43
12273996	11/10/2016	Powers Sports Management, LLC	01-5800	CC Invitational Timing Fee		280.00
12273997	11/10/2016	PURE WATER	01-5800	Drinking Water		236.75
12273998	11/10/2016	RG Fabrication, Inc	01-5620	Metal Working Repairs	525.00	
				Window Grilles GHS Portables	8,911.11	9,436.11
12273999	11/10/2016	SAFEWAY INC	01-4300	meeting supplies for sped	72.39	
				Open Po ELAC meetings	69.89	
				Teacher and Admin Training Supplies	77.88	
			01-5800	BLANKET OPEN PO-SAFEWAY - WASC	486.28	706.44
12274000	11/10/2016	San Francisco Marriott	01-5200	CSBA lodging for David Gaboni		951.46
12274001	11/10/2016	San Lorenzo Lumber	01-5620	Lumber and supplies for repairs GHS		16.15

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12274002	11/10/2016	Santa Clara Girls Basketball	01-5800	GBB Varsity Tournament		375.00
12274003	11/10/2016	SchoolDude	01-5800	Event Essentials Pro Software		3,570.70
12274004	11/10/2016	Sol Treasures	01-5800	Mulan play rights		750.00
12274005	11/10/2016	SOUTH COAST REGION CATA	01-5300	2016-17 Regional Inservice Meetings Fees		225.00
12274006	11/10/2016	Steel Inspectors of Texas, Inc	01-5800	In Plant Inspection PBHS Shade Canopy		2,000.00
12274007	11/10/2016	Sysco San Francisco	13-4300	Cafeteria	56.17	
			13-4700	Cafeteria	86.01	142.18
12274008	11/10/2016	Teter, LLP	01-5800	Architectural Services ERP		9,150.20
12274009	11/10/2016	TORO PETROLEUM CORP	01-4310	Diesel, Unleaded, & Vehicle Oils		833.79
12274010	11/10/2016	UMSTEAD ELECTRIC (DBA)	01-5620	Electrical Repairs		296.08
12274011	11/10/2016	UNITED PARCEL SERVICE	01-5930	UPS Services		96.16
12274012	11/10/2016	VNA Community Services, Inc	01-5800	Contracted Nursing Services		2,800.92
12274013	11/10/2016	Watsonville High School	01-5800	BBB Frosh & JV Watsonville Tournament		600.00
12274014	11/10/2016	WILCO SUPPLY	01-4300	Door Keys and Hardware		185.77
12274015	11/10/2016	Law Office of Peter Sansom	01-5810	SPED Legal Services		112.50
12274016	11/10/2016	Law Office of Peter Sansom	01-5810	SPED legal services		22.50
12274017	11/10/2016	WestEd	01-5800	CA Healthy Kids Survey		482.58
12274018	11/15/2016	Paul W. Cavanagh	01-5200	Track meet travel reimbursement		453.23
12274019	11/15/2016	Mechelle M. Gilford	01-5200	Link Crew Meeting		105.63
12274020	11/15/2016	Anita C. Leonard	01-5200	AP Summer INstitute		624.71
12274803	11/15/2016	Megan L. Munoz	01-5200	Travel Reimbursement Jim Knight		64.07
12274804	11/15/2016	Jose G. Fausto-Uribe	01-5200	Leadership Development Training		737.00
12274805	11/15/2016	Patricia Sifuentes	01-5200	Leadership Development Training		41.74
12274806	11/15/2016	Desiree L. Villasenor	01-5200	National FFA convention		1,057.79
12274807	11/15/2016	Violeta Acosta	01-5200	Travel for training materials to and from GHS		112.77
12274808	11/15/2016	Joan Leslie Girard	01-5200	Unification meeting, mileage reimbursement		48.82
12274809	11/15/2016	Daniel R. Moirao	01-5200	Travel Reimbursement		1,281.22
12274810	11/15/2016	Central Coast Section/CIF	01-5800	Track meet vs Terra Nova 11/2 gate monies		1,115.00
12274811	11/15/2016	CSBA	01-5200	PO16-00179	498.00	
				Registration fee for MIG course 5	249.00	747.00
12274812	11/15/2016	EL Achieve	01-4300	EL Classroom supplies - po16-00710	2,564.29	
				EL Classroom Supplies- po16-00710	1,650.85	
				EL Classroom Supplies-po16-00710	556.63	4,771.77
12274813	11/15/2016	ETS/CAHSEE Support	01-5800	Student Pre-ID label		205.96
12274814	11/15/2016	Illuminate Data & Assessment	01-5850	Contracted Data and Assessment management services		11,874.50

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12274815	11/15/2016	Naviance Inc	01-4300	2016-17 Naviance		37,310.00
12274816	11/15/2016	Patricia Schierer	01-5200	Reimbursement Patricia Schierer BER Conference		123.12
12275525	11/17/2016	A T & T	01-5920	fiber optic lines		3,243.60
12275526	11/17/2016	ACSA'S Foundation For Ed Admin	01-5200	ACSA Academy		2,510.00
12275527	11/17/2016	AUS-WEST Lockbox	01-4300	Staff Uniforms	256.62	
			01-5800	Shop Towels and Mechanic's Coveralls	61.12	317.74
12275528	11/17/2016	Biozone Corporation	01-4200	Supplemental Materials		6,073.13
12275529	11/17/2016	Cengage Learning	01-4100	Textbooks		1,972.04
12275530	11/17/2016	CITY OF GREENFIELD	01-5530	Water, Garbage, Sewer	244.19	
			01-5540	Water, Garbage, Sewer	1,120.87	
			01-5550	Water, Garbage, Sewer	2,806.92	4,171.98
12275531	11/17/2016	Courtyard Marriott, Long Beach Cancelled on 12/08/2016, Cancel Register # AP12082016A		Cancelled Hotel Reservation for Patricia Sifuentes		319.68 *
12275532	11/17/2016	Disney Resort Travel Sales Cnt r	01-5200	Hotel Reservation Marisol Cisneros		465.66
12275533	11/17/2016	JB Jordan & Associates	01-5620	Remaining Bal for KCHS recarpeting		3,648.87
12275534	11/17/2016	RG Fabrication, Inc	01-5620	Metal Working Repairs		317.63
12275535	11/17/2016	SAFEWAY INC	01-4300	Open PO for Foods and Products	14.27	
				open Po for sped students med	38.00	
				Supplies for Aeries/Tech Meetings	17.91	
				Teacher and Admin Training Supplies	107.00	177.18
12275536	11/17/2016	The Markerboard People	01-4300	Graphboard	895.28	
				Unpaid Tax	67.28-	828.00
12275537	11/17/2016	Uretsky Security	01-5800	Security Contract		925.00
12275538	11/17/2016	WestAir Gases & Equipment Inc	01-4300	Ag Mech Supplies		1,554.77
12277612	11/29/2016	Arthur G. Sevilla	01-5800	DMV Application reimbursement		73.00
12277613	11/29/2016	Mary K. Hoggarth	01-1100	reimburse a rejected ACH		100.00
12277614	11/29/2016	Kara R. King	01-5200	ERWC Training		190.30
12277615	11/29/2016	Cristina Jimenez	01-5200	Mileage reimbursement		13.50
12277616	11/29/2016	Diana M. Jimenez	01-5200	ACSA leadership Conference		426.99
12277617	11/29/2016	Karen J. Paparella	01-5200	Travel Reimbursement		2,163.21
12277618	11/29/2016	Adept Electrical Services	01-5620	Repair Lamps in Auditorium Ceiling		3,272.28
12277619	11/29/2016	Always Towing & Recovery, Inc.	01-5800	Removing/Transporting Shipping Containers		1,950.00
12277620	11/29/2016	AMERICAN SUPPLY COMPANY	01-4300	Custodial Supplies GHS	1,845.32	
				School Year Cleaning Supplies	247.07	2,092.39
12277621	11/29/2016	APEX Learning	01-5800	apex learning	4,437.46	
			01-5850	apex learning	9,036.29	13,473.75

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Checks Dated 10/01/2016 through 12/31/2016						
Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
12277622	11/29/2016	Associated Services Inc	01-5620	HVAC Rooftop Unit Replacement GHS Rm 403	12,333.00	
				KCHS Weight Room Repairs	16,004.52	28,337.52
12277623	11/29/2016	AT&T	01-5910	Phone line GHS Maintenance		38.81
12277624	11/29/2016	AUS-WEST Lockbox	01-4300	Staff Uniforms	189.10	
			01-5800	Shop Towels and Mechanic's Coveralls	145.84	
			13-5800	Services	676.93	1,011.87
12277625	11/29/2016	CA Department of Justice	01-5860	Fingerprinting		433.00
12277626	11/29/2016	CA Ed Tech Professionals Assn	01-5200	CETPA Conference		500.00
12277627	11/29/2016	CA Janitorial Supply Corp	01-4300	Custodial Supplies KCHS		593.66
12277628	11/29/2016	CA Parent Center/SDSU Research Foundation	01-5200	Leadership Development Training		600.00
12277629	11/29/2016	CA Valued Trust	01-9513	Health insurance		86,109.31
12277630	11/29/2016	CA Water Service Company	01-5530	Water Fees		146.68
12277631	11/29/2016	CASEY PRINTING, INC	01-4300	AP Envelopes	206.53	
			01-5800	Poster for WASC	217.33	423.86
12277632	11/29/2016	CDW-G	01-4300	Ink for printer in Room 101	1,724.39	
				OPEN PO FOR TECHNOLOGY EQUIPMENT	266.98	
			01-4400	Printer needed in the classroom Printers	138.88	
					2,076.09	4,206.34
12277633	11/29/2016	CENTRAL COAST SYSTMS INC	01-5620	Alarm/Bell System Repairs		964.00
12277634	11/29/2016	Chancellor Hotel	01-5200	Hotel reservation D Jimenez Chancellor Hotel		532.92
12277635	11/29/2016	CNC Electric & Outdoor Equip	01-4300	Landscape Materials KCHS		56.15
12277636	11/29/2016	DFE & Associates, Inc	01-5620	Project Inspector KCHS Shade Structure	600.00	
			01-5800	Project Inspector PBHS Shade Structure	2,700.00	3,300.00
12277637	11/29/2016	DTRS St. Francis LLC	01-5200	Hotel Reservation Michelle Muncy-Silva		691.95
12277638	11/29/2016	EDUCATIONAL DATA SYSTEMS,INC	01-5800	CELDT materials		152.09
12277639	11/29/2016	EWING IRRIGATION PRODUCTS	01-4300	Irrigation and Supplies		631.98
12277640	11/29/2016	Farm Supply Company	01-4300	Ag Supplies		664.62
12277641	11/29/2016	Fastenal Company	01-4300	Maintenance Supplies		299.12
12277642	11/29/2016	Follett School Solutions, Inc	01-4200	Spanish Reading Books		42.60
12277643	11/29/2016	Foster Farms Dairy	13-4700	Dairy / Cafeteria		2,211.98
12277644	11/29/2016	Gopher Sport, dba	01-4300	Instructional equipment for phys ed classes	408.92	
			01-4400	Instructional equipment for phys ed classes	223.11	632.03

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Checks Dated 10/01/2016 through 12/31/2016

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
12277645	11/29/2016	Heather's Behavior Spprt Svcs	01-5800	Contracted Behavior Support services		4,000.00
12277646	11/29/2016	HOBART	13-5800	Food Service Equipment Repairs		291.25
12277647	11/29/2016	JK Architects, Inc.	25-5800	Architectural Services Lunch Shelter KCHS		2,120.00
12277648	11/29/2016	KING CITY TRUE VALUE HARDWARE	01-4300	Maintenance Supplies	163.26	
				RESTROOM LIGHT	32.36	195.62
12277649	11/29/2016	MATRANGA WHOLESALE FLORISTS	01-4300	Floral Supplies		874.00
12277650	11/29/2016	MEDCO Supply-Sports Medicine	01-4300	Medical Supplies for athletics		2,421.43
12277651	11/29/2016	Mission Trail Athletic/MTAL	01-5800	Open PO for Mileage		562.36
12277652	11/29/2016	National Superintd. Roundtable	01-5200	Cuba Educational trip		2,965.00
12277653	11/29/2016	O'Reilly Automotive Stores,Inc	01-4300	Parts for Buses		69.34
12277654	11/29/2016	OFFICE DEPOT BUSINESS SERVICES	01-4300	Ag Dept Supplies	667.72	
				Blanket Open PO For Office	38.51	
				Depot-Classroom		
				Blanket Open PO Office Depot-Office	643.01	
				Supplies		
				Copy Paper for classrooms	2,723.89	
				DO office supplies	1,025.61	
				Fall 2016 Order	197.51	
				Materials/ Supplies for NGSS Training	245.91	
				Office Supplies	228.29	
				Open PO for Instructional Materials &	3,428.07	
				Supplies		
				Open PO for Office Supplies	589.28	
				OPEN PO FOR SUPPLIES	58.78	
				Open PO PBCHS instruction	352.61	
				open PO sped supplies	334.51	
				Teacher & Admin Training/Meeting	130.70	
				Supplies		
				Toner & Office Supplies	1,111.41	
				Toner For Library Printer	504.87	
				Wireless Keyboard	77.73	
			01-4400	Office Chair	214.08	
				Realspace Harrington II High Back Chair	473.72	
			01-5800	Copies & Binders for WASC	2,869.15	
			11-4300	classroom supplies Adult Ed	306.97	
				copy paper Adult Ed	294.01	16,516.34
12277655	11/29/2016	PACIFIC GAS AND ELECTRIC CO	01-5510	PGE	1,431.79	
			01-5520	PGE	39,153.91	40,585.70

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Checks Dated 10/01/2016 through 12/31/2016

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
12277656	11/29/2016	PACIFIC TRUCK PARTS INC	01-4300	Parts for Buses		107.58
12277657	11/29/2016	PAQ Inc. DBA Food 4 Less/Rncho S Miguel	01-4300	severe sped supplies		78.54
12277658	11/29/2016	PRAXAIR DISTRIBUTION INC	01-4300	Open PO for Ag Classes		684.03
12277659	11/29/2016	RG Fabrication, Inc	01-4300	Open PO for Ag Classes	324.84	
12277660	11/29/2016	SAFEWAY INC	01-5620	Metal Working Repairs	720.48	1,045.32
12277661	11/29/2016	Seaside High Booster's	01-4300	meeting supplies for sped		54.32
12277662	11/29/2016	SURVEYMONKEY	01-5800	JV Girls Basketball Tournament		350.00
12277663	11/29/2016	Sysco San Francisco	01-5800	Technology Software		1,020.00
12277664	11/29/2016	Takao Nursery	13-4300	Cafeteria	4,160.14	
12277665	11/29/2016	Toledo Physical Ed Supply	13-4700	Cafeteria	33,041.73	37,201.87
			01-4300	AHorticulture Supplies		135.50
			01-4300	Instructional equipment for phys ed classes	312.11	
				Unpaid Tax	26.76-	285.35
12277666	11/29/2016	TORO PETROLEUM CORP	01-4310	Diesel, Unleaded, & Vehicle Oils		12,631.19
12277667	11/29/2016	UNITED PARCEL SERVICE	01-5930	UPS Services		119.39
12277668	11/29/2016	Valley Athletic	01-4300	Field Marking Paint		2,176.00
12277669	11/29/2016	VERIZON WIRELESS SVCS LLC	01-5940	District Communication		846.15
12277670	11/29/2016	Vista Higher Learning	01-4100	Textbooks		4,222.35
12277671	11/29/2016	WILCO SUPPLY	01-4300	Door Keys and Hardware-KCHS		188.79
12279165	12/06/2016	CA Water Service Company	01-5530	Water Fees		1,017.26
12279166	12/06/2016	Div of the State Architect	01-6220	DSA Plan Check 10194 KCH Portables		4,350.00
12279167	12/06/2016	Div of the State Architect	01-6220	DSA Plan Check 10284 GHS Portables		4,350.00
12279168	12/06/2016	Div of the State Architect	01-6220	DSA 1-L KC		500.00
12279169	12/06/2016	Div of the State Architect	01-6220	DSA 1-I GHS		500.00
12279170	12/06/2016	Gonzales HS Boys Basketball	01-5800	Frosh/Soph Boys Basketball Tournament Fee		275.00
12279171	12/06/2016	GRAINGER INC,W W	01-4300	Maintenance Supplies	119.18	
				PLTW Materials GHS	561.40	
			01-5620	Maintenance Supplies KCHS	279.80-	400.78
12279172	12/06/2016	GREENFIELD TRUE VALUE	01-4300	Operations Supplies		812.51
12279173	12/06/2016	Linda Grundhoffer	01-5800	State Appointed Trustee- Fiscal Services		3,250.00
12279174	12/06/2016	Monarch Behavior Sltns, Inc.	01-5800	Behavioral Services		5,512.50
12279175	12/06/2016	ORGANIZED SPORTSWEAR LLC	01-4300	Students P.E. Clothes		4,902.19
12279176	12/06/2016	PACIFIC GAS AND ELECTRIC CO	01-5510	PGE	81.09	
			01-5520	PGE	459.73	540.82
12279177	12/06/2016	Property Restoration Services	01-5620	Project #15-185	56,928.28	

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Checks Dated 10/01/2016 through 12/31/2016

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
12279177	12/06/2016	Property Restoration Services		Project #15-185 app2	48,368.30	105,296.58
12279178	12/06/2016	WATSONVILLE CADILLAC BUICK GMC	01-6400	SIERRA 2500 PICKUP		43,877.13
12280210	12/08/2016	ALLSAFE ALARM INC	01-5800	Alarm System Monitoring--Technology	779.00	
				Security Alarm System for Technology	719.00	1,498.00
12280211	12/08/2016	AMERICAN SUPPLY COMPANY	01-4300	Custodial Supplies KCHS		292.59
12280212	12/08/2016	APPLE COMPUTER	01-4400	Replacement of Stolen items		891.00
12280213	12/08/2016	AUS-WEST Lockbox	01-4300	Staff Uniforms	65.64	
			01-5800	Shop Towels and Mechanic's Coveralls	27.10	
			13-5800	Services	241.56	334.30
12280214	12/08/2016	CA Janitorial Supply Corp	01-4300	Custodial Supplies KCHS		1,144.92
12280215	12/08/2016	CCSESA	01-5200	CISC Leadership 2017 Ericka Radcliff		450.00
12280216	12/08/2016	CDW-G	01-4300	OPEN PO FOR TECHNOLOGY EQUIPMENT	1,199.60	
				Tablet Screen Protectors	2,595.52	3,795.12
12280217	12/08/2016	CENTRAL COAST SYSTMS INC	01-5800	Quarterly Fire Alarm Monitoring		114.00
12280218	12/08/2016	Culligan Water Conditioning	13-5800	Water Conditioning		85.23
12280219	12/08/2016	Detailed Meetings, Inc	01-5200	Registration Roianne Benjamin PLTW		550.00
12280220	12/08/2016	Detailed Meetings, Inc	01-5200	PLTW Conference		1,350.00
12280221	12/08/2016	Edges Electrical Group, LLC	01-4300	Repair Parts and Supplies GHS		119.37
12280222	12/08/2016	Electronix Express	01-4300	PLTW Materials GHS		169.17
12280223	12/08/2016	Fastenal Company	01-4300	Maintenance Supplies		42.62
12280224	12/08/2016	Foster Farms Dairy	13-4700	Dairy / Cafeteria		703.33
12280225	12/08/2016	GRAINGER INC,W W	01-4300	OPEN PO FOR SUPPLIES	508.71	
				PLTW Materials GHS	280.70	789.41
12280226	12/08/2016	GREENFIELD TRUE VALUE	01-4300	Maintenance Supplies		211.56
12280227	12/08/2016	HOBART	13-5800	Food Service Equipment Repairs		864.36
12280228	12/08/2016	HOME DEPOT CREDIT SERVICES Dept. 32-2501271344	01-4300	Ag Dept. Supplies		89.16
12280229	12/08/2016	INGRAHAM JEWELERS, INC	01-4300	Open PO for Athletic awards.		363.54
12280230	12/08/2016	JB Tire	01-4311	Tires and Caps		166.40
12280231	12/08/2016	KING CITY GLASS	01-5620	Window Repairs		121.97
12280232	12/08/2016	KING CITY TRUE VALUE HARDWARE	01-4300	Ag Dept. Supplies	30.86	
				OPEN PO FOR SUPPLIES	92.26	123.12
12280233	12/08/2016	Mail Finance	01-5630	Postage Machine		159.02
12280234	12/08/2016	Marriott Riverside	01-5200	Marriott Hotel for Roianne Benjamin		506.45
12280235	12/08/2016	MATRANGA WHOLESALE FLORISTS	01-4300	Floral Supplies		433.10
12280236	12/08/2016	Mentoring Minds LP	01-4300	sped non-severe product	172.41	
				Unpaid Tax	11.86-	160.55

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Checks Dated 10/01/2016 through 12/31/2016

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
12280237	12/08/2016	NASCO	01-4400	Microscope Cabinet - AG		1,380.21
12280238	12/08/2016	OFFICE DEPOT BUSINESS SERVICES	01-4300	Blanket Open PO Office Depot-Office Supplies	115.08	
				DO office supplies	137.16	
				OPEN PO FOR SUPPLIES	607.36	
				sped office supplies	374.40	
12280239	12/08/2016	PAQ Inc. DBA Food 4 Less/Rncho S Miguel	01-4300	severe sped supplies		1,234.00 22.76
12280240	12/08/2016	Pearson Assessment	01-4300	sped testing material spanish		178.68
12280241	12/08/2016	Presence Learning	01-5800	Contracted SPED Services		12,900.20
12280242	12/08/2016	SAFEWAY INC	01-4300	Open PO for Foods and Products	321.64	
				Open PO for Safeway	178.10	499.74
12280243	12/08/2016	San Lorenzo Lumber	01-5620	Lumber and supplies for repairs GHS		102.81
12280244	12/08/2016	Shred-It San Francisco	01-5800	Shredding Fees		150.38
12280245	12/08/2016	Silke Communications Inc	01-4400	Repeater for GHS Radios	701.54	
				Two Way Radios KCHS	1,015.71	1,717.25
12280246	12/08/2016	Sullivan Supply Inc	01-4400	Ag Misc Show Supplies		3,390.62
12280247	12/08/2016	Sysco San Francisco	13-4300	Cafeteria	1,416.64	
			13-4700	Cafeteria	9,656.29	11,072.93
12280248	12/08/2016	UNITED PARCEL SERVICE	01-5930	UPS Services		169.12
12280249	12/08/2016	Uretsky Security	01-5800	Security Contract		6,688.00
12280250	12/08/2016	VERIZON WIRELESS SVCS LLC	01-5940	District Communication		842.37
12280251	12/08/2016	VOX Network Solutions	01-4300	Wall Mount		111.83
12280252	12/08/2016	WILCO SUPPLY	01-4300	Door Keys and Hardware		50.88
12280253	12/08/2016	William C Overfelt High School	01-5800	Lady Royals Wrestling Tournament Fees	90.00	
				Taz Freshman-Sophomore Wrestling Tournament Fees	220.00	310.00
12281154	12/13/2016	Paul W. Cavanagh	01-5200	Cross Country meet travel reimbursement	119.95	
				State Cross Country Meet travel reimbursement	310.41	430.36
12281155	12/13/2016	Christopher S. Houston	01-5200	ACSA Academy		130.90
12281156	12/13/2016	Carla A. Morris	01-4300	SPED Supplies reimbursement		39.47
12281157	12/13/2016	Ericka A. Radcliff	01-5200	Visible Learning For Literacy - travel reimbursement		54.51
12281158	12/13/2016	Patricia Sifuentes	01-5200	Parent Liaison Travel Reimbursement		354.23
12281159	12/13/2016	Cristina Jimenez	01-5200	Attendance Training Travel reimbursement	144.18	
				CETPA	235.02	
				Mileage reimbursement -Aeries training	13.50	392.70

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Checks Dated 10/01/2016 through 12/31/2016

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
12281160	12/13/2016	Daniel R. Moirao	01-5200	Travel reimbursement		1,945.74
12281161	12/13/2016	A T & T CALNET 2	01-5910	CALNET		2,282.71
12281162	12/13/2016	AUS-WEST Lockbox	01-4300	Staff Uniforms	90.64	
			13-5800	Services	187.72	278.36
12281163	12/13/2016	AXIOM ADVISORS & CONSULTANTS	01-5800	SPSA Translations		920.00
12281164	12/13/2016	BUS WEST	01-4300	Parts for buses		700.30
12281165	12/13/2016	CA DEPT OF EDUCATION	13-4700	Commodities		132.60
12281166	12/13/2016	CARMEL MARINA CORPORATION	01-5550	KCHS Water & Garbage		2,705.76
12281167	12/13/2016	Cooperative Strategies, LLC	25-5800	Financial report services		3,250.00
12281168	12/13/2016	EDD-CA Employment Dvlpmnt Dept	01-3401	Unemployment		1,079.40
12281169	12/13/2016	Fagen Friedman & Fulfrost	01-5810	Legal Services		517.50
12281170	12/13/2016	Foster Farms Dairy	13-4700	Dairy / Cafeteria		964.19
12281171	12/13/2016	HOME DEPOT CREDIT SERVICES Dept. 32-2501271344	01-4300	Open PO for Ag Mech and Holticulture Supplies		739.55
12281172	12/13/2016	Houghton Mifflin Harcourt Publ ishing Co.	01-4100	Textbook Class Set		4,603.31
12281173	12/13/2016	Hyatt Place UC Davis	01-5200	Hotel reservation.Michelle Muncy-Silva		191.29
12281174	12/13/2016	INGRAHAM JEWELERS, INC	01-4300	Open PO for Athletic awards.		47.25
12281175	12/13/2016	JK Architects, Inc.	25-5800	Architectural Services Lunch Shelter KCHS		1,060.00
12281176	12/13/2016	Karen Anderson	01-5800	WASC visit expenses reimbursement		634.48
12281177	12/13/2016	KING CITY TRUE VALUE HARDWARE	01-4300	Operations Supplies		15.12
12281178	12/13/2016	Krehbiel Automotive, dba	01-5800	Smog for vehicle	467.43	
				Smog for Vehicles	386.83	854.26
12281179	12/13/2016	LOZANO SMITH	01-5810	Lozano Smith Contract		5,526.48
12281180	12/13/2016	MATRANGA WHOLESALE FLORISTS	01-4300	Open PO for Floral Supply	566.72	
				Unpaid Tax	48.57-	518.15
12281181	12/13/2016	OFFICE DEPOT BUSINESS SERVICES	01-4300	Instructional supplies for math classes	366.12	
				Open PO for Office Supplies	562.02	928.14
12281182	12/13/2016	PACIFIC GAS AND ELECTRIC CO	01-5510	PGE	2,174.21	
			01-5520	PGE	11,996.47	14,170.68
12281183	12/13/2016	PAQ Inc. DBA Food 4 Less/Rncho S Miguel	01-4300	Open PO for ELAC/DELAC Meetings		55.23
12281184	12/13/2016	PARTS & SERVICE CENTER-NAPA	01-4300	Parts for Fleet		52.37
12281185	12/13/2016	PENINSULA SPORTS, INC/PSI	01-5800	Gme Fees. Please specify GHS on check.		11,006.10
12281186	12/13/2016	PURE WATER	01-5800	Drinking Water		245.75
12281187	12/13/2016	Riddell All American	01-4300	Soccer balls and basketball per attached quote.		923.60
12281188	12/13/2016	SCHOLASTIC INC	01-4200	Subscription		417.56
12281189	12/13/2016	SCHOOL SERVICES OF CA, INC	01-5200	LCAP Development Workshop D Jimenez		205.00

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Checks Dated 10/01/2016 through 12/31/2016

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount	
12281190	12/13/2016	Sysco San Francisco	13-4300 Cafeteria		1,301.31		
			13-4700 Cafeteria		4,342.90	5,644.21	
12281191	12/13/2016	Taqueria Las Fuentes	01-4300	Open PO foe ELAC/DELAC Meetings		109.36	
12281192	12/13/2016	Teter, LLP	01-5800	Architectural Services Infrastructure Upgrades	11,282.82		
			01-6200	Architectural Services PBHS Lunch Shelter	413.10	11,695.92	
12281193	12/13/2016	TORO PETROLEUM CORP	01-4310	Diesel, Unleaded, & Vehicle Oils		1,948.68	
12281194	12/13/2016	UNITED PARCEL SERVICE	01-5930	UPS Services		122.42	
12281195	12/13/2016	Uretsky Security	01-5800	Security Contract		27,200.00	
12281196	12/13/2016	Work Well	01-5800	Tb Test and Physicals		180.00	
12282028	12/15/2016	David Jr P. Gaboni	01-5200	Board CSBA Conference travel reimbursement	734.62		
				Mileage Reimbursement	178.46	913.08	
12282029	12/15/2016	Jose M. Santibanez	01-5200	Travel Expense Claim		20.00	
12282030	12/15/2016	A & G PUMPING, INC	01-5630	Portable Restrooms Rental		478.90	
12282031	12/15/2016	A T & T	01-5920	fiber optic lines		6,215.87	
12282032	12/15/2016	Adept Electrical Services	01-5620	Electrical Services		19,354.00	
12282033	12/15/2016	ALLSAFE ALARM INC	01-5800	Alarm System Monitoring	299.00		
				Alarm System Monitoring--Technology	719.00		
				Security Alarm System for Technology	420.00	1,438.00	
12282034	12/15/2016	American Acrylics USA LLC	01-4300	PLTW Materials Principals of Engineering GHS		130.40	
12282035	12/15/2016	AMERICAN SUPPLY COMPANY	01-4300	Custodial Supplies GHS		645.59	
12282036	12/15/2016	APPLE COMPUTER	01-4400	Apple Laptop	1,482.42		
				Replacement of Stolen items	3,715.14		
			01-5850	Communication app for sped	250.00	5,447.56	
12282037	12/15/2016	Associated Services Inc	01-5620	HVAC Repairs KCHS		1,280.00	
12282038	12/15/2016	AUS-WEST Lockbox	01-4300	Staff Uniforms	108.12		
			01-5800	Shop Towels and Mechanic's Coveralls	54.20		
			13-5800	Services	58.64	220.96	
12282039	12/15/2016	CA Assoc School Bus Off.	01-5200	CASBO Attendance Training		1,335.00	
12282040	12/15/2016	CA Department of Justice	01-5860	Fingerprinting		160.00	
12282041	12/15/2016	CA DEPT OF EDUCATION	13-4700	Commodities		122.20	
12282042	12/15/2016	CA Water Service Company	01-5530	Water Fees		59.50	
12282043	12/15/2016	CAL POLY		Cancelled Conference		206.45 *	
		Cancelled on 01/27/2017, Cancel Register # AP01312017					
12282044	12/15/2016	California Western Visuals	01-4400	Smart Board		1,879.88	

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 10/01/2016 through 12/31/2016

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
12282045	12/15/2016	CDW-G	01-4300	OPEN PO FOR TECHNOLOGY EQUIPMENT	123.08	
				screen protectors for PBCHS	100.10	223.18
12282046	12/15/2016	CITY OF GREENFIELD	01-5530	Water, Garbage, Sewer	154.53	
			01-5540	Water, Garbage, Sewer	928.06	
			01-5550	Water, Garbage, Sewer	3,112.90	4,195.49
12282047	12/15/2016	Container Stop	01-4400	Ag Supplies		6,500.00
12282048	12/15/2016	CPRS CA Prprty Rcrd Sysms,dba	01-5800	Fixed Assets Inventory Software		1,400.00
12282049	12/15/2016	CSM CONSULTING INC	01-5800	E-Rate Consulting		1,375.00
12282050	12/15/2016	DecoTech Systems, Inc	01-4400	Wireless Access Points		4,328.10
12282051	12/15/2016	FLINN SCIENTIFIC INC	01-4300	Science Supplies	96.40	
			01-4400	Science Supplies	3,047.08	3,143.48
12282052	12/15/2016	Foster Farms Dairy	13-4700	Dairy / Cafeteria		339.86
12282053	12/15/2016	Fremont High School	01-5800	Webber Lawson 2nd Man Wrestling Tournament Fee		225.00
12282054	12/15/2016	GRAINGER INC,W W	01-4300	Maintenance Supplies GHS	183.50	
				PLTW Materials GHS	70.17	253.67
12282055	12/15/2016	Handwriting without Tears	01-4100	material severe sped		720.29
12282056	12/15/2016	HOLT MCDUGAL	01-4200	French Workbooks.		1,413.67
12282057	12/15/2016	HOME DEPOT CREDIT SERVICES Dept. 32-2501271344	01-4300	Ag Dept. Supplies		5,234.55
12282058	12/15/2016	Industrial Pump Shop Inc	01-5620	Pump Repair KCHS		6,676.84
12282059	12/15/2016	INGRAHAM JEWELERS, INC	01-4300	Open PO for Athletic awards.		210.19
12282060	12/15/2016	Johnson Electronics	01-5800	Quarterly Monitoring Services		102.00
12282061	12/15/2016	Law Office of Peter Sansom	01-5800	Legal Services		4,860.00
12282062	12/15/2016	Legacy Roofing & Waterproofing	01-5620	Reroof of Buildings F and M at KCHS		24,598.20
12282063	12/15/2016	Linda Grundhoffer	01-5800	Professional Services		3,250.00
12282064	12/15/2016	LOZANO SMITH	01-5810	Lozano Smith Contract		2,090.50
12282065	12/15/2016	MATRANGA WHOLESALE FLORISTS	01-4300	Floral Supplies		802.79
12282066	12/15/2016	McConkey Co	01-4300	Horticulture Supplies		883.40
12282067	12/15/2016	MEDCO Supply-Sports Medicine	01-4300	Tape & Medical Supplies		866.84
12282068	12/15/2016	Mission Trail Athletic/MTAL	01-5800	PSI Officials Mileage		473.77
12282069	12/15/2016	Monarch Behavior Sltns, Inc.	01-5800	Behavioral Services		2,762.50
12282070	12/15/2016	Monterey Bay Systems, dba	01-4300	Staples for copy machines		329.77
12282071	12/15/2016	MONTEREY COUNTY OFFICE OF ED	01-5200	Symposium for Special Ed.		170.00
12282072	12/15/2016	NASCO	01-4300	Instructional Supplies for Art Classes		194.02
12282073	12/15/2016	NorthStar Engineering Group	01-5800	Topographic Survey for KCHS New Relos		6,860.00

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.

Checks Dated 10/01/2016 through 12/31/2016

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
12282074	12/15/2016	OFFICE DEPOT BUSINESS SERVICES	01-4300	Blanket Open PO For Office Depot-Classroom DO office supplies	29.83 798.17	
				Open PO for Instructional Materials & Supplies	38.74	
				Open PO for Office Supplies	44.90	
				OPEN PO FOR SUPPLIES	816.02	
				Open PO PBCHS instruction	59.46	1,787.12
12282075	12/15/2016	PACIFIC GAS AND ELECTRIC CO	01-5510	PGE	3,671.35	
			01-5520	PGE	12,733.26	16,404.61
12282076	12/15/2016	PAQ Inc. DBA Food 4 Less/Rncho S Miguel	01-4300	Open PO for ELAC/DELAC Meetings		23.62
12282077	12/15/2016	PRESTWICK HOUSE INC	01-4200	Novels for english department		592.90
12282078	12/15/2016	RG Fabrication, Inc	01-5620	Metal Working Repairs		487.50
12282079	12/15/2016	Riddell All American	01-4300	Soccer balls and basketball per attached quote. Softball uniforms	664.42 241.50	905.92
12282080	12/15/2016	SAFEWAY INC	01-4300	Open PO for Foods and Products	36.96	
				Open PO For Safeway-ELAC	28.66	65.62
12282081	12/15/2016	SOUTH COUNTY NEWSPAPERS INC	01-5800	Bid Advertisements Public Notice	1,830.00 240.00	2,070.00
12282082	12/15/2016	STATE TEACHERS RETIREMENT	01-9511	STRS		1,232.32
12282083	12/15/2016	Sysco San Francisco	13-4300	Cafeteria		2,323.97
12282084	12/15/2016	SyTech Solutions	01-5800	DOCUMENT SCANNING		125.00
12282085	12/15/2016	Takao Nursery	01-4300	AHorticulture Supplies		282.26
12282086	12/15/2016	UMSTEAD ELECTRIC (DBA)	01-5620	Electrical Repairs		1,618.41
12282087	12/15/2016	WARD'S NATURAL SCIENCE	01-4300	Inst. Materials Ag Sci Classes. Please order ASAP	1,798.28	
			01-4400	Inst. Materials Ag Sci Classes. Please order ASAP	3,458.74	5,257.02
12282088	12/15/2016	Work Well	01-5800	Tb Test and Physicals		125.00
Total Number of Checks					542	1,969,349.18

	Count	Amount
Cancel	4	878.36
Net Issue		1,968,470.82

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 10/01/2016 through 12/31/2016

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

Fund	Description	Check Count	Expensed Amount
01	General Fund	508	1,840,179.00
11	Adult Education Fund	3	814.17
13	Cafeteria Fund	36	113,577.76
25	Capital Facilities Fund	5	14,388.59
Total Number of Checks		538	1,968,959.52
Less Unpaid Tax Liability			488.70
Net (Check Amount)			<u>1,968,470.82</u>

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

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Approval of Purchase Orders Second Quarter
(October through December 2016)

MEETING: February 28, 2017

AGENDA SECTION:

ACTION

INFORMATION

ACTION/CONSENT

Board Goals:

- Improve, Monitor and Sustain Student Achievement
- Improve School Climate in Support of Teaching, Learning and Student Safety
- Develop/Sustain Fiscal Solvency
- 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 Purchase Orders issued for second quarter, October through December 2016.

Recommendation:

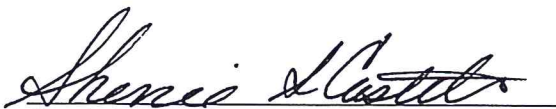
It is recommended that the Board of Education approve the second quarter Purchase Orders.

Fiscal Impact:

Within Budgeted Amounts.

Submitted By:

Approved:



Sherrie S. Castellanos
Chief Business Official



Daniel R. Moirao, Ed.D.
Superintendent

Includes Purchase Orders dated 10/01/2016 - 12/31/2016

PO Number	Vendor Name	Loc	Description	Fund Object	Account Amount
B17-00001	CSM CONSULTING INC	029	E-Rate Consulting	01-5800	4,700.00
B17-00161	HOBART	009	Food Service Equipment Repairs	13-5600	723.81
				13-5800	2,276.19
B17-00217	SAFEWAY INC	021	BLANKET OPEN PO-SAFEWAY - WASC	01-5800	500.00
B17-00218	SAFEWAY INC	022	Open Po ELAC meetings	01-4300	200.00
B17-00219	The Tree Man (DBA)	009	Tree Removal KCHS	01-5620	2,150.00
B17-00220	OFFICE DEPOT BUSINESS SERVICES	022	Open PO PBCHS instruction	01-4300	1,062.59
B17-00221	EWING IRRIGATION PRODUCTS	009	Irrigation and Supplies KCHS	01-4300	1,000.00
B17-00222	CA Janitorial Supply Corp	10	Custodial Supplies KCHS	01-4300	1,496.09
B17-00223	Associated Services Inc	009	HVAC Repairs at GHS	01-5620	4,000.00
B17-00224	TRI-COUNTY FIRE PRCTCN, INC	009	Supplies GHS	01-4300	200.00
B17-00225	GREENFIELD TRUE VALUE	023	Open PO for supplies for Ag Mechanics 2 & 3	01-4300	550.00
B17-00226	GREEN RUBBER-KENNEDY AG	023	Open for School Farm. ROP Prgram	01-4300	1,000.00
B17-00227	Farm Supply Company	021	Ag Supplies	01-4300	664.62
B17-00228	PSAT/NMSQT	021	Blanket PO For PSAT/MNSQT	01-5800	4,400.00
B17-00229	Takao Nursery	021	AHorticulture Supplies	01-4300	1,200.00
B17-00230	Monterey Bay Systems, dba	023	Copier maintenance/usage	01-5610	5,000.00
B17-00231	Monterey Bay Systems, dba	029	Copier Maint (usage)	01-5610	5,000.00
B17-00232	SAFEWAY INC	011	Open PO for Foods and Products	01-4300	500.00
B17-00234	Riverside County Office of Ed	029	CTC Program	01-5800	50,000.00
B17-00235	RG Fabrication, Inc	009	Metal Working Repairs	01-5620	2,000.00
B17-00236	DATAFLOW BUSINESS SYSTEMS	10	Maintenance & Supplies for MOTF Printer	01-4300	250.00
				01-5800	250.00
B17-00237	OFFICE DEPOT BUSINESS SERVICES	029	DO office supplies	01-4300	5,000.00
B17-00238	Foster Farms Dairy	011	Dairy / Cafeteria	13-4700	10,000.00
B17-00239	A T & T	029	fiber optic lines	01-5920	9,459.47
B17-00240	CA Janitorial Supply Corp	10	Custodial Supplies KCHS	01-4300	1,500.00
B17-00241	AMERICAN SUPPLY COMPANY	10	Custodial Supplies KCHS	01-4300	600.00
B17-00242	CDW-G	029	OPEN PO FOR TECHNOLOGY SUPPLIES	01-4300	5,500.00
B17-00243	DATAFLOW BUSINESS SYSTEMS	029	Copy Machine	01-5610	5,000.00
B17-00244	GRAINGER INC,W W	029	OPEN PO FOR SUPPLIES	01-4300	2,500.00
B17-00245	Pacific Coast Battery Srvc Inc	10	Batteries for Fleet	01-4300	1,000.00
B17-00246	OFFICE DEPOT BUSINESS SERVICES	10	Office Supplies	01-4300	500.00
B17-00247	Krehbiel Automotive, dba	10	Smog for Vehicles	01-5800	1,000.00
B17-00248	Cal-State Tool & Ind Supply	10	Bus Smog Testing	01-5800	500.00
B17-00249	BENSON PLUMBING INC	009	Plumbing Repairs GHS	01-5620	2,500.00
B17-00250	OFFICE DEPOT BUSINESS SERVICES	022	sped office supplies	01-4300	1,000.00
B17-00251	SAFEWAY INC	022	open PO med students	01-4300	200.00

The preceding Purchase Orders have been issued in accordance with the District's Purchasing Policy and authorization of the Board of Trustees. It is recommended that the preceding Purchase Orders be approved and that payment be authorized upon delivery and acceptance of the item_36_ red.

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Includes Purchase Orders dated 10/01/2016 - 12/31/2016

PO Number	Vendor Name	Loc	Description	Fund Object	Account Amount
B17-00252	Taqueria Las Fuentes	023	Open PO foe ELAC/DELAC Meetings	01-4300	800.00
B17-00253	PAQ Inc. DBA Food 4 Less/Rncho S Miguel	023	Open PO for ELAC/DELAC Meetings	01-4300	500.00
B17-00254	CA Janitorial Supply Corp	10	Custodial Supplies KCHS	01-4300	1,550.56
B17-00255	AMERICAN SUPPLY COMPANY	009	Custodial Supplies GHS	01-4300	500.00
B17-00256	SAFEWAY INC	021	Open PO for Safeway	01-4300	400.00
B17-00257	VERIZON WIRELESS SVCS LLC	011	District Communication	01-5940	2,500.00
B17-00258	AT&T	029	Phone line GHS Maintenance	01-5910	500.00
B17-00259	PACIFIC GAS AND ELECTRIC CO	011	PGE	01-5510	39,000.00
				01-5520	215,200.00
B17-00260	Sysco San Francisco	011	Cafeteria	13-4300	18,000.00
				13-4700	65,000.00
B17-00261	Mission Trail Athletic/MTAL	023	Open PO for Mileage	01-5800	4,000.00
B17-00262	KING CITY GLASS	009	Replacement Windshield-Bus 5	01-5620	500.00
B17-00263	KING CITY TRUE VALUE HARDWARE	009	Maintenance Supplies-Portola	01-4300	500.00
B17-00264	OFFICE DEPOT BUSINESS SERVICES	021	Blanket Open PO Office Depot-Office	01-4300	2,200.00
B17-00265	CA Janitorial Supply Corp	10	Custodial Supplies KCHS	01-4300	1,000.00
B17-00266	OFFICE DEPOT BUSINESS SERVICES	022	materials for Charter students	09-4300	1,000.00
B17-00267	GRAINGER INC,W W	009	Maintenance Supplies GHS	01-4300	1,000.00
B17-00268	RG Fabrication, Inc	009	Metal Working Repairs GHS	01-5620	700.00
B17-00269	A T & T CALNET 2	011	CALNET	01-5910	750.00
B17-00270	PENINSULA SPORTS, INC/PSI	023	Gme Fees. Please specify GHS on check.	01-5800	20,000.00
B17-00271	VERIZON WIRELESS SVCS LLC	011	District Communication	01-5940	64.88
B17-00272	PAQ Inc. DBA Food 4 Less/Rncho S Miguel	022	sped supplies J. Byrd	01-4300	300.00
B17-00273	Mission Trail Athletic/MTAL	021	PSI Officials Mileage	01-5800	22,000.00
B17-00274	CA Janitorial Supply Corp	10	Custodial Supplies KCHS	01-4300	1,500.00
B17-00275	OFFICE DEPOT BUSINESS SERVICES	029	OPEN PO FOR SUPPLIES	01-4300	4,500.00
B17-00276	OFFICE DEPOT BUSINESS SERVICES	029	HR Brochures	01-5800	40.00
B17-00277	Uretsky Security	011	Security Contract	01-5800	40,000.00
B17-00278	GREENFIELD TRUE VALUE	009	Operations Supplies	01-4300	600.00
B17-00279	A T & T	029	fiber optic lines	01-5920	9,500.00
B17-00280	UMSTEAD ELECTRIC (DBA)	009	Electrical Repairs	01-5620	3,500.00
PO17-00001	Christy White Associates	029	External Audit 2016-17	01-5800	38,500.00
PO17-00038	Generation Ready Inc.	029	Generation Ready	01-5800	22,500.00
PO17-00199	Heather's Behavior Spprt Srvs	029	Contracted Behavior Support services	01-5800	13,000.00
PO17-00442	Kara King	029	Kara King Reimbursement ERWC San Luis Obispo	01-5200	581.02
PO17-00443	NASCO	021	Microscope Cabinet - AG	01-4400	1,380.21
PO17-00444	ACSA'S Foundation For Ed Admin	029	Personnel Institute	01-5200	425.00

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Includes Purchase Orders dated 10/01/2016 - 12/31/2016

PO Number	Vendor Name	Loc	Description	Fund Object	Account Amount
PO17-00445	CDW-G	022	Zagg shield glass screen protector	01-4300	192.96
PO17-00446	Pearson Assessment	022	sped psy testing material	01-5800	223.69
PO17-00447	CCSESA	029	CISC Leadership 2017 Ericka Radcliff	01-5200	450.00
PO17-00448	Disney Resort Travel Sales Cnt r	029	Hotel Reservation Ericka Radcliff	01-5200	465.66
PO17-00449	Disney Resort Travel Sales Cnt r	029	Hotel Reservation Michelle Muncy-Silva	01-5200	698.49
PO17-00450	Follett School Solutions, Inc	021	Spanish Reading Books	01-4200	42.60
PO17-00451	Cengage Learning	021	Textbooks	01-4100	1,972.04
PO17-00452	SCHOOL SERVICES OF CA, INC	029	LCAP Development Workshop D Jimenez	01-5200	305.00
PO17-00453	ACSA'S Foundation For Ed Admin	029	D Jimenez LCAP District Level	01-5200	575.00
PO17-00454	OFFICE DEPOT BUSINESS SERVICES	021	Office Chair	01-4400	233.88
PO17-00455	ACSA'S Foundation For Ed Admin	029	Personnel Institute	01-5200	815.00
PO17-00456	Gavilan Pest Control	009	Weed Abatement KCHS Campus	01-5800	750.00
PO17-00457	S Tech Consulting LLC	009	Initial Mold Investigation Ventana Room B	01-5800	2,500.00
PO17-00458	ThinkWrite Technologies LLC	021	Headphones	01-4300	927.77
PO17-00459	AAA Fence Company, Inc	009	Contract for Replacement Fencing KCHS	01-5620	91,675.00
PO17-00460	KLEINFELDER INC	009	Special Inspection Services GHS New Portables	01-5800	529.88
PO17-00461	Industrial Pump Shop Inc	10	Pump Repair KCHS	01-5620	6,676.84
PO17-00462	Always Towing & Recovery, Inc.	009	Removing/Transporting Shipping Containers	01-5800	2,000.00
PO17-00463	Mathematics Vision Project	029	MVP Answer Keys GHS PBH	01-4100	1,134.00
PO17-00464	OFFICE DEPOT BUSINESS SERVICES	021	Wireless Keyboard	01-4300	77.73
PO17-00465	Kara King	029	Kara King Reimbursement Captain Regional Autism	01-5200	98.60
PO17-00466	Ericka Radcliff	029	Reimbursement for Ericka Radcliff CISC	01-5200	418.60
PO17-00467	CA DEPT OF EDUCATION	029	Accountability Leadership Inst. D Jimenez	01-5200	450.00
PO17-00468	CA Parent Center/SDSU Research Foundation	029	Leadership Development Training	01-5200	600.00
PO17-00469	Bureau of Edctn & Research/BER	029	Patricia Schierer BER Increase Writing Skills	01-5200	245.00
PO17-00470	Patricia Schierer	029	Reimbursement Patricia Schierer BER Conference	01-5200	123.12
PO17-00471	Bureau of Edctn & Research/BER	029	Daniel Sanchez BER Increase Writing Skills	01-5200	245.00
PO17-00472	Patricia Schierer	029	Reimbursement Daniel Sanchez BER Conference	01-5200	56.70
PO17-00473	CCSESA	029	CISC Leadership 2017 Megan Munoz	01-5200	450.00
PO17-00474	ThinkWrite Technologies LLC	029	Headphones & Adapters	01-4300	811.05

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 item - 38 - red.

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Includes Purchase Orders dated 10/01/2016 - 12/31/2016

PO Number	Vendor Name	Loc	Description	Fund Object	Account Amount
PO17-00475	PASO ROBLES TRUCK CENTER	009	Parts for Fleet	01-4300	1,500.00
PO17-00476	DELL MARKETING LP	029	Backup	01-4400	8,788.49
PO17-00477	CDW-G	029	Classroom Projectors	01-4400	2,933.96
PO17-00478	Barclay Wood Toys and Blocks	029	PLTW Wooden Blocks GHS	01-4300	119.46
PO17-00479	South Coast Metro Courtyard	029	J Fausto Hotel Reservation	01-5200	384.16
PO17-00480	Chancellor Hotel	029	Hotel reservation D Jimenez Chancellor Hotel	01-5200	532.92
PO17-00481	SOUTH COAST REGION CATA	023	2016-17 Regional Inservice Meetings Fees	01-5300	225.00
PO17-00482	PRAXAIR DISTRIBUTION INC	023	Plas Torch SL60 20' 75D. ROP Program	01-4400	742.79
PO17-00483	CA Ag Teachers' Assoc	023	Mo. Bay Section Assessment Fee. Pd by AIG	01-5200	100.00
PO17-00484	CA ASSOCIATION FFA	023	Ag Students Dues	01-5300	4,980.00
PO17-00485	Corwin Press	029	Reference books for Dr. Moirao	01-4200	77.24
PO17-00486	OFFICE DEPOT BUSINESS SERVICES	023	Realspace Harrington II High Back Chair	01-4400	473.72
PO17-00487	OFFICE DEPOT BUSINESS SERVICES	021	Toner For Library Printer	01-4300	667.04
PO17-00488	OFFICE DEPOT BUSINESS SERVICES	021	Toner & Office Supplies	01-4300	1,111.41
PO17-00489	Alum-Line Inc	021	Ag Supplies	01-4400	3,633.54
PO17-00490	CA Assoc School Bus Off.	029	CASBO Attendance Training	01-5200	236.50
PO17-00491	Arbitersports	021	ArbiterGame Renewal Scheduling	01-5300	325.00
PO17-00492	JV Ventures, Inc.	009	2002 Electric Flatbed GEM for KCHS	01-4400	2,789.62
PO17-00493	Elite Landscape Construction	009	Landscape Renovation at GHS	01-5800	14,000.00
PO17-00494	Associated Services Inc	009	KCHS Cafeteria Heater Repair	01-5620	1,165.26
PO17-00495	Associated Services Inc	009	KCHS Weight Room Repairs	01-5620	16,239.52
PO17-00496	WARD'S NATURAL SCIENCE	023	Inst. Materials Ag Sci Classes. Please order ASAP	01-4300	1,798.69
PO17-00497	Disney Resort Travel Sales Cnt r	029	Hotel Reservation Megan Munoz	01-5200	701.49
PO17-00498	Vista Higher Learning	021	Textbooks	01-4100	4,876.20
PO17-00499	Biozone Corporation	021	Supplemental Material	01-4200	843.65
PO17-00500	Abacheril Fence CO	10	GHS Fence	01-5620	5,985.00
PO17-00501	OFFICE DEPOT BUSINESS SERVICES	022	copy paper Adult Ed	11-4300	321.20
PO17-00502	Mt SAC Cross County Invit	021	Mt. SAC Cross Country Invitational Entry Fees	01-5800	120.00
PO17-00503	CDW-G	023	Ink for printer in Room 101	01-4300	1,901.17
PO17-00504	J. W. Pepper	023	Instructional Supplies for Music Classes	01-4300	1,275.32
PO17-00505	NASCO	023	Instructional Supplies for Art Classes	01-4300	438.53
PO17-00506	Toledo Physical Ed Supply	023	Instructional equipment for phys ed classes	01-4300	291.50

The preceding Purchase Orders have been issued in accordance with the District's Purchasing Policy and authorization of the Board of Trustees. It is recommended that the preceding Purchase Orders be approved and that payment be authorized upon delivery and acceptance of the i-39-dered.

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Includes Purchase Orders dated 10/01/2016 - 12/31/2016

PO Number	Vendor Name	Loc	Description	Fund Object	Account Amount
PO17-00507	Gopher Sport, dba	023	Instructional equipment for phys ed classes	01-4300	408.92
				01-4400	223.11
PO17-00508	B.T. Mancini Co, Inc	009	Accordian Partitions for KCHS	01-5800	16,635.00
PO17-00509	ALLSAFE ALARM INC	009	Security Alarm System for Technology	01-5800	1,139.00
PO17-00510	ALLSAFE ALARM INC	009	Alarm System Monitoring-Technology	01-5800	1,498.00
PO17-00511	CDW-G	029	CBO Equipment	01-4400	1,492.24
PO17-00512	SOUTH COUNTY NEWSPAPERS INC	029	Public Notice	01-5800	283.50
PO17-00513	OFFICE DEPOT BUSINESS SERVICES	029	Materials/ Supplies for NGSS Training	01-4300	334.93
PO17-00514	CASEY PRINTING, INC	021	Poster for WASC	01-5800	114.58
PO17-00515	AXIOM ADVISORS & CONSULTANTS	029	SPSA Translations	01-5800	2,380.00
PO17-00516	SOUTH COAST REGION CATA	023	FFA AET Worshop Registration	01-5200	300.00
PO17-00517	HI Fresno Hospitality LLC	029	Hotel for D Jimenez Radisson Hotel	01-5200	247.44
PO17-00518	Houghton Mifflin Harcourt	021	TextBook	01-4100	2,636.55
PO17-00519	Houghton Mifflin Harcourt	021	Textbook Class Set	01-4100	4,603.31
PO17-00520	DATAFLOW BUSINESS SYSTEMS	021	Copier For Ag Department	01-4400	6,737.27
PO17-00521	MEDCO Supply-Sports Medicine	023	Medical Supplies for athletics	01-4300	2,683.63
PO17-00522	CAL POLY	021	Conference	01-5200	206.45
PO17-00523	BUS WEST	009	Drive Time for Bus Recall Work	01-5620	840.00
PO17-00524	CA DEPT OF EDUCATION	029	Registration Michelle Muncy-Silva	01-5200	450.00
PO17-00525	Valley Athletic	009	Field Marking Paint	01-4300	2,192.23
PO17-00526	CDW-G	023	Printer needed in the classroom	01-4400	138.88
PO17-00527	Silke Communications Inc	023	Repeater for GHS Radios	01-4400	5,012.89
PO17-00528	SOUTH COUNTY NEWSPAPERS INC	023	Newspaper Printing	01-5800	5,400.00
PO17-00529	Riddell All American	023	Athletic Gear	01-4300	1,663.74
PO17-00530	Riddell All American	023	Soccer balls and basketball per attachec quote.	01-4300	1,588.02
PO17-00531	CA Assoc School Bus Off.	029	CASBO Training	01-5200	649.00
PO17-00532	Silke Communications Inc	009	Two Way Radios KCHS	01-4400	1,133.09
PO17-00533	American Modular Systems Inc	009	New Portables for KCHS	25-6200	216,480.00
PO17-00534	BENSON PLUMBING INC	009	Plumbing Renovations Lab Room #116	01-5620	15,329.74
PO17-00535	SOUTH COUNTY NEWSPAPERS INC	009	Bid Advertisements	01-5800	2,013.00
PO17-00536	Cari Loete, Ed. D	029	Professional Dev Consultant	01-5800	5,500.00
PO17-00537	NorthStar Engineering Group	009	Topographic Survey for KCHS New Relos	01-5800	6,860.00
PO17-00538	CDW-G	029	Tablet Screen Protectors	01-4300	2,595.52
PO17-00539	Pearson Assessment	022	sped testing material spanish	01-4300	178.68
PO17-00540	Sport About Equipment, dba	021	Boys & Girls Basketballs	01-4300	1,296.20

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 **FORNLINE**

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Includes Purchase Orders dated 10/01/2016 - 12/31/2016

PO Number	Vendor Name	Loc	Description	Fund Object	Account Amount
PO17-00541	Watsonville High School	021	BBB Frosh & JV Watsonville Tournament	01-5800	600.00
PO17-00542	DecoTech Systems, Inc	029	Wireless Access Points	01-4400	4,328.10
PO17-00543	J. W. Pepper	021	Music Supplies	01-4300	59.06
PO17-00544	OFFICE DEPOT BUSINESS SERVICES	023	Open PO for Instructional Materials & Supplies	01-4300	5,000.00
PO17-00545	CDW-G	021	Printers	01-4400	2,114.37
PO17-00546	APPLE COMPUTER	021	Apple Laptop	01-4400	1,482.42
PO17-00547	Santa Clara Girls Basketball	021	GBB Varsity Tournament	01-5800	375.00
PO17-00548	Stromberg's Unlimited Inc	021	Ag Supplies	01-4400	1,986.23
PO17-00549	Powers Sports Management, LLC	021	CC Invitational Timing Fee	01-5800	280.00
PO17-00550	CASEY PRINTING, INC	029	AP Envelopes	01-4300	206.53
PO17-00551	Gilroy Chevrolet Cadillac	021	Suburban	01-6400	50,934.84
PO17-00552	Detailed Meetings, Inc	029	PLTW Conference	01-5200	1,350.00
PO17-00553	SURVEYMONKEY	029	Technology Software	01-5800	1,020.00
PO17-00554	CCSESA	029	CISC Leadership 2017 Marisol Cisneros	01-5200	450.00
PO17-00555	Disney Resort Travel Sales Center	029	Hotel Reservation Marisol Cisneros	01-5200	465.66
PO17-00556	CCSESA	029	CISC Leadership 2017 Frank Lynch	01-5200	450.00
PO17-00558	GRAINGER INC, W W	029	PLTW Materials GHS	01-4300	70.17
PO17-00559	VOX Network Solutions	029	Network Assessment for Avaya Phone System	01-5800	1,800.00
PO17-00560	JD Specialties	009	KC Stadium Restroom Partitions	01-5620	4,730.00
PO17-00561	Monterey Bay Systems, dba	023	Staples for copy machines	01-4300	346.90
PO17-00562	Michelle Muncy	029	CISC Reimbursement Michelle Muncy-Silva	01-5200	956.72
PO17-00563	Naviance Inc	029	2016-17 Naviance	01-4300	37,310.00
PO17-00564	Lauren Fontes	029	Reimbursement for Lauren Fontes-Peterson	01-5200	150.00
PO17-00565	Kelsey Councilman	029	Reimbursement for Kelsey Councilman	01-5200	195.80
PO17-00566	DTRS St. Francis LLC	029	Hotel Reservation Michelle Muncy-Silva	01-5200	691.95
PO17-00567	Teter, LLP	009	Architectural Services Infrastructure Upgrades	01-5800	17,700.00
PO17-00568	Clare McFarlin	029	Reimbursement for Clare McFarlin	01-5200	57.04
PO17-00569	INGRAHAM JEWELERS, INC	023	Open PO for Athletic awards.	01-4300	1,500.00
PO17-00570	MONTEREY COUNTY OFFICE OF ED	029	Doug Fisher Reg for Marisol Cisneros 1b.1.2	01-5200	250.00
PO17-00571	Central CA Electronics, Inc	029	Intercom/Telephone Systems Connect	01-5850	1,155.00
PO17-00572	Nuntios Media LLC, dba	029	Video	01-5850	2,530.00
PO17-00573	turnitincom / iParadigms, LLC	021	Software renewal	01-5850	3,890.15
PO17-00574	Musician's Friend, Inc.	021	Music Supplies	01-4400	265.99
PO17-00575	Mentoring Minds LP	022	sped non-severe product	01-4300	172.41
PO17-00576	PRESTWICK HOUSE INC	023	Novels for english department	01-4200	658.35

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 i-41 - ordered.

ESCAPE **ONLINE**

Includes Purchase Orders dated 10/01/2016 - 12/31/2016

PO Number	Vendor Name	Loc	Description	Fund Object	Account Amount
PO17-00577	Container Stop	021	Ag Supplies	01-4400	6,500.00
PO17-00578	J. W. Pepper	021	Music Supplies	01-4300	121.67
PO17-00579	NASCO	021	Ag Science Livestock Supplies	01-4300	6,051.19
PO17-00580	CA Ass'n for Bilingual ED - CA BE	021	CABE Inspire 2016-2017	01-5200	16,000.00
PO17-00581	Marisol Cisneros	029	Reimbursement for Marisol Cisneros	01-5200	133.68
PO17-00582	Cengage Learning	023	Level 2 ELD Wookbooks	01-4100	7,337.86
PO17-00583	San Diego SU Research Fndtn	029	Registration for Patricia Sifuentes	01-5200	395.00
PO17-00584	South Coast Metro Courtyard	029	Hotel Reservation for Patricia Sifuentes	01-5200	319.68
PO17-00585	GRAINGER INC,W W	029	PLTW Materials GHS	01-4300	1,136.84
PO17-00587	Desiree Villasenor	029	Reimbursement for Desiree Villasenor	01-5200	204.72
PO17-00588	CA ASSOCIATION FFA	023	Greenhand Leadership Conf. Pd. by AIG	01-5200	20.00
PO17-00589	Sullivan Supply Inc	021	Ag Misc Show Supplies	01-4400	3,405.25
PO17-00590	MONTEREY COUNTY OFFICE OF ED	029	Registration for Sherry Anderson Intro to Math	01-5200	325.00
PO17-00591	UC Davis	029	Registration for Michelle Silva HSS Framework	01-5200	195.00
PO17-00592	Michelle Muncy	029	Mileage Reimbursement Michelle Muncy-Silva	01-5200	221.40
PO17-00593	VOX Network Solutions	029	Wall Mount	01-4300	111.83
PO17-00594	SCHOOL SERVICES OF CA, INC	011	Budget Workshop	01-5200	225.50
PO17-00595	Seaside High Booster's	021	JV Girls Basketball Tournament	01-5800	350.00
PO17-00596	Miguel Milla-Leon	009	Spare Keys for Drop Boxes	01-5800	47.25
PO17-00597	APPLE COMPUTER	029	Communication app for sped	01-5850	250.00
PO17-00598	Microsoft Corporation	029	Replacement of Stolen tablets	01-4400	19,842.04
PO17-00599	APPLE COMPUTER	029	Replacement of Stolen items	01-4400	5,081.74
PO17-00600	Aracelis Rodriguez	029	Reimbursement for Aracelis Rodriguez	01-5200	1,012.00
PO17-00601	Pearson Learning Group	022	ags consumer math workbooks--for Voc ed.	01-4100	505.28
PO17-00602	Hyatt Place UC Davis	029	Hotel reservation Michelle Muncy-Silva	01-5200	191.29
PO17-00603	Handwriting without Tears	022	material severe sped	01-4100	720.29
PO17-00604	DELL MARKETING LP	029	Screen Replacement	01-4300	246.88
PO17-00605	San Diego SU Research Fndtn	029	Reg for Patricia Sifuentes Parent Liaison Training	01-5200	300.00
PO17-00606	Riddell All American	023	Softball uniforms	01-4300	7,529.57
PO17-00607	Barcodes, Inc.	029	ID Printer	01-4400	2,084.32
PO17-00608	William C Overfelt High School	021	Lady Royals Wrestling Tournament Fees	01-5800	200.00
PO17-00609	Lynbrook High School	021	Lynbrook Ladies Wrestling Challenge Fees	01-5800	195.00
PO17-00610	Lynbrook High School	021	Lynbrook 2nd Man Challenge Wrestling Fees	01-5800	250.00

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

ESCAPE ONLINE

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Includes Purchase Orders dated 10/01/2016 - 12/31/2016

PO Number	Vendor Name	Loc	Description	Fund Object	Account Amount
PO17-00611	William C Overfelt High School	021	Taz Freshman-Sophomore Wrestling Tournament Fees	01-5800	220.00
PO17-00612	Alisal High School	021	Trojan Wrath Wrestling Tournament Fees	01-5800	240.00
PO17-00613	Watsonville High School	021	Apple Cider Classic Wrestling Fees	01-5800	275.00
PO17-00614	Prospect Wrestling	021	54th Jim Root Wrestling Tournament	01-5800	290.00
PO17-00615	William C Overfelt High School	021	53rd Overfelt Wrestling Classic Fees	01-5800	300.00
PO17-00616	San Benito High School	021	Lady Baler Bash Wrestling Tournry Fees	01-5800	350.00
PO17-00617	SCHOOL SERVICES OF CA, INC	029	Governor's Jan Budget	01-5200	205.00
PO17-00618	Detailed Meetings, Inc	029	Registration Roianne Benjamin PLTW	01-5200	550.00
PO17-00619	Krehbiel Automotive, dba	10	Van Repair to Smog	01-5620	1,000.00
PO17-00620	Megan Munoz	029	Reimbursement Megan Munoz HSS Framework	01-5200	709.32
PO17-00621	Virco Inc.	009	Chairs GHS	01-4400	730.02
PO17-00622	Jennifer Beach	029	Reimbursement for Jennifer Beach CMC North	01-5200	235.00
PO17-00623	Marriott Riverside	029	Marriott Hotel for Roianne Benjamin	01-5200	506.45
PO17-00624	Fremont High School	021	Webber Lawson 2nd Man Wrestling Tournament Fee	01-5800	225.00
PO17-00625	Gonzales HS Boys Basketball	021	Frosh/Soph Boys Basketball Tournament Fee	01-5800	275.00
PO17-00626	BSN Sports / US Communities	021	FB Pad Rack, BB Defender, Nets, Clip Boards	01-4300	555.94
PO17-00627	CDW-G	022	screen protectors for PBCHS	01-4300	100.10
PO17-00628	Big Signs.com, Inc	021	Gym Wall Pads	01-4300	11,907.00
PO17-00629	Gilroy High School Wrestling	021	Mid-Cals Wrestling Tournament Fee	01-5800	350.00
PO17-00630	NCS Pearson, Inc	029	Certification Licenses	01-5800	3,600.00
PO17-00631	ScreenConnect Software, LLC	029	Remote Access	01-5850	595.35
PO17-00632	WATSONVILLE CADILLAC BUICK GMC	023	SIERRA 2500 PICKUP	01-6400	43,877.13
PO17-00633	Corwin Press	029	Superintendent's reference book	01-4300	38.33
PO17-00634	Frank Padilla Timing	021	Run Clock/Scoreboard at Basketball Games	01-5800	1,000.00
PO17-00635	Newstripe Inc	009	Stripe Machine KC Athletics	01-4400	3,102.19
PO17-00636	Silke Communications Inc	023	Radios	01-4400	230.00
PO17-00637	Planet Headset, Inc	023	Earpieces for Kenwood Radios	01-4300	244.32
PO17-00638	VOX Network Solutions	029	AVAYA PRI CARD	01-4300	5,310.78
PO17-00639	KageWerks, Inc., DBA	023	Ag Supplies	01-4400	1,150.20
PO17-00640	Alum-Line Inc	023	AG Supplies	01-4400	3,443.61
PO17-00641	NASCO	023	Ag Supplies	01-4400	1,351.38
PO17-00642	Roianne Benjamin	029	Reimbursement for Roianne Benjamin PLTW	01-5200	491.60
PO17-00643	Registrations for You (DBA)	029	Registration Educating for Careers Debbie Benson	01-5200	325.00

The preceding Purchase Orders have been issued in accordance with the District's Purchasing Policy and authorization of the Board of Trustees. It is recommended that the preceding Purchase Orders be approved and that payment be authorized upon delivery and acceptance of the it-43-dered.

ESCAPE **ONLINE**

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Includes Purchase Orders dated 10/01/2016 - 12/31/2016

PO Number	Vendor Name	Loc	Description	Fund Object	Account Amount
PO17-00644	Sheraton Grand Sacramento	029	Hotel Reservation Debbie Benson	01-5200	397.20
PO17-00645	Debora Benson	029	Reimbursement for Debbie Benson	01-5200	302.00
PO17-00646	Registrations for You (DBA)	029	Registration Educating for Careers Patrick Smith	01-5200	325.00
PO17-00647	Sheraton Grand Sacramento	029	Hotel Reservation Patrick Smith	01-5200	667.01
PO17-00648	Patrick Smith	029	Reimbursement for Patrick Smith	01-5200	302.00
PO17-00649	OFFICE DEPOT BUSINESS SERVICES	022	desks/charter school	09-4300	573.00
PO17-00650	Marriott Riverside	029	Hotel for Rosalba Guzman	01-5200	506.45
PO17-00651	Rosalba Guzman	029	Reimbursement for Rosalba Guzman	01-5200	542.52
PO17-00652	Tobias Lopez	029	Reimbursement for Tobias Lopez	01-5200	544.68
PO17-00653	Marriott Riverside	029	Hotel for Bernie Barge	01-5200	528.62
PO17-00654	Bernerd Barge	029	Reimbursement for Bernie Barge	01-5200	496.70
PO17-00655	Aeries Software Inc	029	Aeries Integration with Hero	01-5850	1,200.00
PO17-00656	Silke Communications Inc	029	Two-Way Radios	01-5940	376.15
PO17-00657	Growers Supply	023	ROP Supplies	01-4300	2,609.35
PO17-00658	CDW-G	022	HP laser Jet printer --Charter school	09-4300	562.93
PO17-00659	PAQ Inc. DBA Food 4 Less/Rncho S Miguel	022	sped supplies T. Torres	01-4300	300.00
PO17-00660	RG Fabrication, Inc	023	REPAIR GOAL	01-5620	695.89
PO17-00661	Abacheril Fence CO	023	EXPAND DUG-OUT	01-5620	1,595.00
PO17-00662	Cruise Authority	029	Travel Insurance	01-5200	467.00
PO17-00663	MCOE	029	Board Trainings	01-5200	300.00
PO17-00664	VOX Network Solutions	029	Network Equipment Setup for Avaya Phone System	01-5800	5,930.65
PO17-00665	Avila Construction Co	021	MECHINCAL UPGRADES	01-5620	185,000.00
PO17-00666	Disaster Kleenup Specialists	029	Ventana Building B	01-5620	10,148.50
PO17-00667	Felice Consulting Services	029	Construction Management	01-5800	10,000.00
				25-5800	15,110.00
Total Number of POs				292	
				Total	1,729,708.22

Fund Recap

Fund	Description	PO Count	Amount
01	General Fund	284	1,399,661.09
09	Charter Schools Fund	3	2,135.93
11	Adult Education Fund	1	321.20
13	Cafeteria Fund	3	96,000.00
25	Capital Facilities Fund	2	231,590.00
		Total	1,729,708.22

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 item_44_ red.

ESCAPE ONLINE

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

SUBJECT: Approval of Contracts and Proposals

MEETING: February 28, 2017

AGENDA SECTION:

ACTION

INFORMATION

ACTION/CONSENT

GOVERNING BOARD

Board Goals:

- Improve, Monitor and Sustain Student Achievement
- Improve School Climate in Support of Teaching, Learning and Student Safety
- Develop/Sustain Fiscal Solvency
- Ensure that Facilities are Safe for Staff and Students
- Ensure Compliance with Education/Other Codes/Updating Board Policies and Administrative Regulations

Summary:

Attached are five contracts or proposals presented for approval:
DFE & Associates, Inc. – KCHS Mechanical Upgrade
Tope's Tree Service, Inc. – Tree Trimming at KCHS
MCOE & School Services of California – Special Services
Dynamic Digital Displays – Marquee for GHS
ASAP Signs & Printing – Installation of Marquee at GHS

The attached spreadsheet has an explanation of the services which will be provide.

Recommendation:

It is recommended that the Board of Education approve the five contracts

Fiscal Impact:


DFE & Associates, Inc. – Not to exceed \$9,000, from Emergency Repair and General Fund
Tope's Tree Service, Inc. – Not to exceed \$2,800, from the General Fund
MCOE & School Services of California – Not to exceed \$2,820 per year, from the General Fund
Dynamic Digital Displays – Not to exceed \$28,064, from the General Fund LCAP Goal 3a
ASAP Signs & Printing – Note to exceed \$2,660.27, from General Fund LCAP Goal 3a

Submitted By:



Sherrie S. Castellanos
Chief Business Official

Approved:



Daniel R. Moirao, Ed.D.
Superintendent

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

SUBJECT: Approval of Contracts

MEETING: February 28, 2017

AGENDA SECTION:

- ACTION
- INFORMATION
- ACTION/CONSENT

<u>Description</u>	<u>Company or Contractor Name:</u>	<u>Contract Description</u>	<u>Original Contract Amount</u>	<u>Additional Contract Amount</u>	<u>Funding Source (s)</u>	<u>Current Approval Amount</u>
KC High School Mechanical Upgrade	DFE & Associates, Inc.	Inspection	\$9,000 NTE	N/A	Emergency Repair, General Fund	\$9,000 NTE
Free Trimming	Tope's Tree Service, Inc.	One Day of Tree Trimming Service	\$2,800	N/A	General Fund	\$2,800
Special Services	MCOE & School Services of CA	Professional Services and Online Services	\$2,820	N/A	General Fund	\$2,820
Equipment	Dynamic Digital Displays	Marquee for GHS	\$28,064	N/A	General Fund LCAP Goal 3a	\$28,064
Professional Svc.	ASAP Signs & Printing	Installation of Marquee	\$2,660.27	N/A	General Fund LCAP Goal 3a	\$2,660.27

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

SUBJECT: Approval of Proposal for DFE & Associates, Inc **MEETING:** February 28, 2017
Required DSA Inspection

AGENDA SECTION:

- ACTION
- INFORMATION
- ACTION/CONSENT

GOVERNING BOARD

Board Goals:

- _____ Improve, Monitor and Sustain Student Achievement
- X Improve School Climate in Support of Teaching, Learning and Student Safety
- _____ Develop/Sustain Fiscal Solvency
- X Ensure that Facilities are Safe for Staff and Students
- X Ensure compliance with Education/Other Codes/Updating Board Policies and Administrative Regulations

Summary:

On all construction projects requiring Department of State Architect approval, an inspector is necessary. DFE & Associates, Inc. provides the necessary inspection and related services. We have used this company and are very pleased with their services.

Recommendation:

It is recommended that the Board of Education approve the proposal from DFE & Associates, Inc. for inspection and related services for the King City HS Mechanical Equipment Replacement Project.

Fiscal Impact:


Not to exceed \$9,000 to be paid out of the Emergency Repair Funds, General Fund. No impact to the General Fund Reserves.

Submitted By:

Approved:



Sherrie S. Castellanos
Chief Business Official



Daniel R. Moirao, Ed.D.
Superintendent

DFE & ASSOCIATES, INC.

CONSTRUCTION CONSULTING AND INSPECTION

P. O. Box 211
Aromas, CA 95004

Office (831) 726-2520
Cell (831) 320-8011
dfeassociates@sbcglobal.net

February 7, 2017

South Monterey County Joint Union High School District
760 Broadway Street
King City, CA 93930

Re: King City HS Mechanical Equipment Replacement
File #: 27-H2 Application #01-116029

We agree to provide the following service:

- 1) Inspect all work performed and all materials supplied by the contractors to verify conformity with the contract documents.
- 2) Carry out the instructions of the Project Architect and the Division of the State Architect for the portions covered by DSA.
- 3) Help ensure that all phases of the project conform to the applicable laws and regulations and codes.
- 4) Prepare all necessary reports, including semi-monthly reports, DSA Box documentation, and the final verified report to the Division of the State Architect.
- 5) Assist the efforts of all parties concerned to expedite the completion and ensure the quality of the project.

PAYMENT: We agree to provide the described services for:

Straight Time: \$80.00 per hour with 4-hour minimum

Over Time: \$120.00 per hour with 4-hour minimum (After 3pm on week days and on Saturdays)

Double Time: \$160.00 per hour with 8-hour minimum (Holiday's per the OE3 Holiday Schedule and Sundays)

The current estimated project duration is 21 days starting in February 13, 2017 for a Not To Exceed of \$9,000.00 (Nine Thousand Dollars). The project duration is from the Notice to Proceed and ending with the filing of the DSA Final Form 6PI.

Should the project exceed the stated project duration we reserve the right to request a change order to cover the additional inspection time.

PROPOSAL IS CONTINGENT ON DSA APPROVAL.

DFE & ASSOCIATES, INC.

So. Monterey Co. Joint Union HSD

By: David F Eddings, President

By: _____

Date: 2/8/17

Date: _____

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

SUBJECT: Approval of Proposal for Tope's Tree Service

MEETING: February 28, 2017

AGENDA SECTION:

ACTION

INFORMATION

ACTION/CONSENT

GOVERNING BOARD

Board Goals:

- _____ Improve, Monitor and Sustain Student Achievement
- X Improve School Climate in Support of Teaching, Learning and Student Safety
- X Develop/Sustain Fiscal Solvency
- _____ Ensure that Facilities are Safe for Staff and Students
- X Ensure Compliance with Education/Other Codes/Updating Board Policies and Administrative Regulations

Summary:

The parking lot light at King City High School does not illuminate properly due to the tree located next to it has the light completely covered. We received three proposals to do an all-day service call that includes clearing the light. Tope's Tree Service was recommended to us and they were the lowest, most responsible bidder.

Recommendation:

It is recommended that the Board of Education approve the proposal from Tope's Tree Service Inc. for one day of tree trimming.

Fiscal Impact:

\$2,800 General Fund – No impact to the reserves amount included in the budget.

Submitted By:

Approved:



Sherrie S. Castellanos
Chief Business Official



Daniel R. Moirao, Ed.D.
Superintendent



Tope's Tree Service Inc.
 PO Box 51964
 Pacific Grove, CA 93950

(831)373-7765
 stacy@topestreeservice.com

Tope's Tree Service Inc.

Estimate

Date	Estimate #
01/23/2017	5852
Exp. Date	

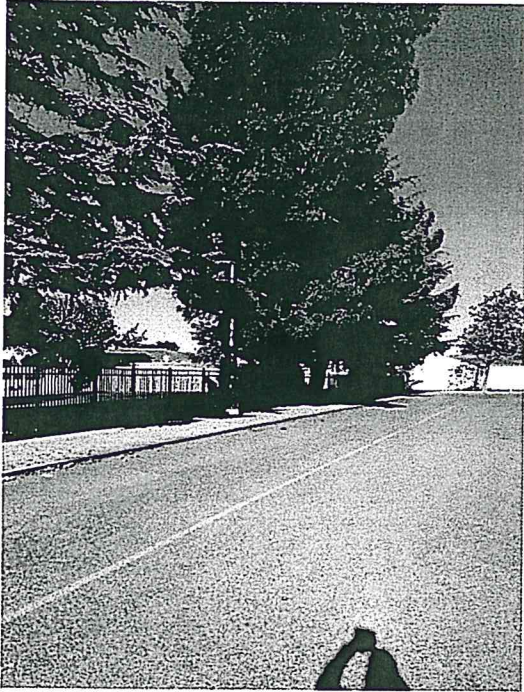
Address

South Monterey County High School District
 Attn: Sherrie Castellanos
 800 Broadway
 King City, CA 93930

Activity	Quantity	Rate	Amount
<ul style="list-style-type: none"> • 800 Broadway - • 3 man Tree Trimming Crew with a bucket truck, and chipper, at \$2800/per day for 1 day. • Come in for 1 day of tree trimming. Work to start with trimming back the tree next to the light pole to allow more light. Then as time remains, work on 3 - 4 other trees, sidewalk clearance of 5 feet, lawn on one side and parking lot on other side. Clean up, remove debris. 			2,800.00
Total			\$2,800.00

Accepted By

Accepted Date



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

SUBJECT: Approval of Agreement for Special Services with
School Services of California through MCOE

MEETING: February 28, 2017

AGENDA SECTION:

ACTION

INFORMATION

ACTION/CONSENT

GOVERNING BOARD

Board Goals:

- Improve, Monitor and Sustain Student Achievement
- Improve School Climate in Support of Teaching, Learning and Student Safety
- Develop/Sustain Fiscal Solvency
- Ensure that Facilities are Safe for Staff and Students
- Ensure compliance with Education/Other Codes/Updating Board Policies and Administrative Regulations

Summary:

The purpose of the agreement is for MCOE to provide assistance to districts regarding school finance, legislation, school budgeting, general finance issues, and state mandated program cost claims process. In addition, we have access to the School Services website, which includes many resources.

Recommendation:

It is recommended that the Board of Education approve the Agreement for Special Services with School Services of California with MCOE and South Monterey County Joint Union High School District.

Fiscal Impact:

\$2,820 per year to be budgeted in the 17/18 SMCJUHSD Budget.

Submitted By:

Approved:



Sherrie S. Castellanos
Chief Business Official



Daniel R. Moirao, Ed.D.
Superintendent

AGREEMENT FOR SPECIAL SERVICES

This Agreement is between the Monterey County Superintendent of Schools, hereinafter "MCOE" and the South Monterey County Joint Union HSD School District, hereinafter "District".

1. MCOE will provide assistance regarding school finance, legislation, school budgeting, general finance issues, and state mandated program cost claims process to the District, through MCOE's Agreement with School Services of California, Inc.
2. The services shall include the following:
 - a. Access on the School Services website to each edition of the *Fiscal Report*
 - b. Unlimited access to the Consultant's online workshops, which include:
 - i. Fiscal Aspects of Negotiations
 - ii. Fiscal Implications of School District Reorganization
 - iii. Associate Student Body
 - iv. Attendance Accounting
 - c. The option of receiving information on Consultant's website regarding major school finance and policy issues
 - d. An analysis of all major school finance/fiscal legislation and reports on its legislative/executive branch progress
 - e. Preliminary school district revenue calculation using the online tools available on the Consultant's website for use in determining the projected revenue funding level soon after the budget is adopted based on the major annual school finance legislation.
 - f. Participation at the Consultant's school finance conferences and workshops at the Consultant's client rate
 - g. Information on the School Services website

- District agrees to pay MCOE \$2,820 annually, at a rate of \$235 per month. District authorizes MCOE to fund transfer any amounts due for participation in this Agreement.

The AGENCY authorizes a transfer of funds as follows:

Fund	Resource	Yr	Goal	Function	Object	School	Local	Manager	Amount
01	0000	0	0000	7200	5300	000	0000	0000	\$2,820

- This Agreement shall be for a period of one (1) year, beginning on February 1, 2017 and ending January 31, 2018.

South Monterey County Joint
Union High School District

District



Authorized Signature

Daniel R. Moirao

Name

February 13, 2017

Date

Monterey County
Superintendent of Schools

Authorized Signature

Name

Date

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

SUBJECT: Approval of Sales Quote from Dynamic Digital Displays – Marque at Greenfield High School

MEETING: February 28, 2017

AGENDA SECTION:

ACTION

INFORMATION

ACTION/CONSENT

GOVERNING BOARD

Board Goals:

- _____ Improve, Monitor and Sustain Student Achievement
- X Improve School Climate in Support of Teaching, Learning and Student Safety
- X Develop/Sustain Fiscal Solvency
- _____ Ensure that Facilities are Safe for Staff and Students
- X Ensure Compliance with Education/Other Codes/Updating Board Policies and Administrative Regulations

Summary:

This quote is for a Wireless Ethernet Bridge System from Client PC to Display to update the marquee at Greenfield High School. Included in our Local Control Accountability Plan is to update the marquees at the school sites to promote community involvement.

Recommendation:

It is recommended that the Board of Education approve the Sales Quote from Dynamic Digital Display for \$28,064 for a Wireless Ethernet Bridge System from Client PC to Display.

Fiscal Impact:


\$28,064 from LCAP Goal 3A.

Submitted By:

Approved:



Sherrie S. Castellanos
Chief Business Official



Daniel R. Moirao, Ed.D.
Superintendent

Sales Quote Form

SQ #6892

Project Name: Greenfield High School XC20mm 3.15f x 9.45f 2-Sided	Effective Date: 02/14/2017
D3 LED, LLC 11370 Sunrise Park Drive, Rancho Cordova, CA 95742	Company Name: Frank Lynch
Contact: Edward Wehrenberg	Address: 225 El Camino Real, Greenfield, CA 93927 - United States
Telephone: 888.99D3LED	Contact: Frank Lynch
Email: ewehrenberg@d3led.com ("D3")	Telephone: (831) 674-2751
	Email: www.greenfieldhs.org ("Client")

GENERAL SCOPE OF WORK

Quoted in US Dollars - Greenfield High School

XC20mm Lamp display, 2-sided
 LED Dimensions 3.15f x 9.45f
 Cab Dimensions 3.25f x 9.55f
 48 x 144 Resolution

Quoted for direct Line-of-Sight Wireless Communication from control location to display.
 Includes Client-side control PC. Includes 10 free custom content images. Quote does NOT include stamped engineering certifications.

All data / power cables, and conduit by others. Power to be supplied to required termination points inside of display by customer or installer.
 Permitting and Installation not included unless specifically noted.

Shipping is estimate and subject to change based on current shipping rates and fuel costs at time of shipment.

Includes 2-year parts warranty. Any on-site work to be charged at standard rates - customer to provide necessary lifts and display access).
 Includes one-day On-Site Tech and Training - travel expenses are to be billed with final billing.

Terms: 50% down, 40% pre-shipment and 10% 30 days after shipment. Standard lead time is 90-days to shipment, from receipt of signed Sales Agreement and Deposit.

EQUIPMENT DESCRIPTION:

Item Type	Item Description	Qty	Unit Price	Extended Price
Custom Display	XC20mm 3.15f x 9.45f 2-Sided	2	\$8,066.30	\$16,132.60
Custom Cabinet	Cabinet 3.25f x 9.55f 2-Sided	1	\$4,469.40	\$4,469.40
Addons Package	D3 Player Software, TEC and VNC Software	1	\$0.00	\$0.00
Addons Package	10 Custom Messages / Content provided by D3	1	\$0.00	\$0.00
Addons Package	D3 Online and Phone Training INCLUDED FREE	1	\$0.00	\$0.00
Addons Package	One-Day On-Site Tech and Training	1	\$1,100.00	\$1,100.00
Addons Package	Client-Side Control PC	1	\$1,199.00	\$1,199.00
Addons Package	XC20mm Spare Parts Kit	1	\$849.00	\$849.00
Addons Package	Estimated Crating and Shipping	1	\$437.00	\$437.00
Addons Package	Wireless Line-of-Sight Communication	1	\$1,683.00	\$1,683.00
Addons Package	Estimated Taxes	1	\$2,194.00	\$2,194.00
TOTAL:				\$28,064.00

ALL TAXES, INCLUDING SALES AND USE TAXES ARE NOT INCLUDED.

DISPLAYS:

Display Description	XC20mm 3.15f x 9.45f 2-Sided
Module Name	XC20-LMP-TD-320X320
Pixel Pitch	20mm
Display Size (ft)	3.15 x 9.45
Total Square Feet	29.77
Display Size (m)	0.960 x 2.880
Total Square Meters	2.765
Module Matrix	16 x 16
Module Size (in)	12.6 x 12.6
Module Size (mm)	320 x 320
Modules High x Wide	3 x 9
Total # of Modules	27
Display Matrix	48 x 144
Total Pixels	6,912
Total Power (Watts)	447
Estimated Weight (lb)	99.90
Estimated Weight (kg)	45.314
Display Price	\$8,066.30
Display Qty	2
Total Price	\$16,132.60

CABINETS:

Cabinet Description	Cabinet 3.25f x 9.55f 2-Sided
Cabinet Type	Aluminum Cab
Height (ft)	3.25
Width (ft)	9.55
Depth (ft)	1.00
Total Square Feet	31.04
Height (m)	0.991
Width (m)	2.911
Depth (m)	0.305
Total Square Meters	2.884
Cabinet Price	\$4,469.40
Cabinet Qty	1
Total Price	\$4,469.40

ADDONS:

D3 Player Software, TEC and VNC Software				
Type	Description	Qty	Unit Price	Extended Price
Other Software	D3 Player Software, TEC and VNC Software FREE	1	\$0.00	\$0.00
				Total: \$0.00

10 Custom Messages / Content provided by D3				
Type	Description	Qty	Unit Price	Extended Price
Other Software	10 Custom Messages / Content provided by D3 FREE	1	\$0.00	\$0.00
				Total: \$0.00

D3 Online and Phone Training INCLUDED FREE				
Type	Description	Qty	Unit Price	Extended Price
Other	D3 On-Line and Phone Training INCLUDED FREE	1	\$0.00	\$0.00
				Total: \$0.00

One-Day On-Site Tech and Training				
Type	Description	Qty	Unit Price	Extended Price
Other	One-Day On-Site Tech and Training	1	\$1,100.00	\$1,100.00
				Total: \$1,100.00

Client-Side Control PC				
Type	Description	Qty	Unit Price	Extended Price
Other Hardware	Client-Side Control PC	1	\$1,199.00	\$1,199.00
				Total: \$1,199.00

XC20mm Spare Parts Kit				
Type	Description	Qty	Unit Price	Extended Price
Other Hardware	XC20mm Spare Parts Kit	1	\$849.00	\$849.00
				Total: \$849.00

Estimated Crating and Shipping				
Type	Description	Qty	Unit Price	Extended Price
Estimated Shipping	Estimated Crating and Shipping	1	\$437.00	\$437.00
				Total: \$437.00

Wireless Line-of-Sight Communication				
Type	Description	Qty	Unit Price	Extended Price
Network Equipment	Wireless Line-of-Sight Communication	1	\$1,683.00	\$1,683.00
				Total: \$1,683.00

Estimated Taxes				
Type	Description	Qty	Unit Price	Extended Price
Taxes	Estimated Taxes	1	\$2,194.00	\$2,194.00
				Total: \$2,194.00



D3 LED, LLC
11370 Sunrise Park Drive, Rancho Cordova, CA 95742
Toll-Free: 1.888.99.D3LED Fax: 916.266.0960

The prices set forth in this Quote are subject to change if an Agreement is not executed by both parties on or prior to 04/15/2017.

This sales quotation is subject to D3 LED, LLC "Terms and Conditions of Sale" located at: (http://www.d3led.com/terms_conditions/terms-and-conditions-of-sale.pdf). Acceptance of this sales quotation via subsequent purchase order or contract constitutes acceptance of these terms and conditions and creates binding agreement in execution of the order and contract.

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

SUBJECT: Approval of Proposal from ASAP Signs & Printing – Marquee at Greenfield High School

MEETING: February 28, 2017

AGENDA SECTION:

ACTION

INFORMATION

ACTION/CONSENT

GOVERNING BOARD

Board Goals:

- Improve, Monitor and Sustain Student Achievement
- Improve School Climate in Support of Teaching, Learning and Student Safety
- Develop/Sustain Fiscal Solvency
- Ensure that Facilities are Safe for Staff and Students
- Ensure compliance with Education/Other Codes/Updating Board Policies and Administrative Regulations

Summary:

This quote is to install the equipment purchased from Dynamic Digital Displays and modify existing marquee at Greenfield High School.

Recommendation:

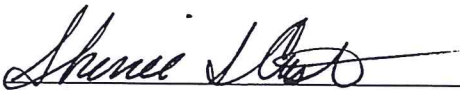
It is recommended that the Board of Education approve the proposal from ASAP Signs & Printing for the installation of the marquee at Greenfield High School.

Fiscal Impact:

\$2,660.27 from LCAP Goal 3A.

Submitted By:

Approved:



Sherrie S. Castellanos
Chief Business Official



Daniel R. Moirao, Ed.D.
Superintendent

Proposal / Quote



ASAP Signs & Printing
 590 Brunken Ave., Ste B
 Salinas, CA 93901
 Phone: (831) 757-7377
 Fax: (831) 240-4510

QUOTE #:	26180
QUOTE DATE:	02/13/17
TERMS:	50% Deposit. Balance COD
CONTACT:	Nigel

CLIENT	OES SCOREBOARDS AND VIDEO
Telephone: 831.612.7299 / 831.419.5272	
Fax:	
Contact: John Marinovich	

jmarinovich@oes-inc.com

SHIP	GREENFIELD HIGH SCHOOL 225 S EL CAMINO REAL GREENFIELD, CA 93927
Telephone:	
Fax:	
Contact:	

Tax Code: .Greenfield, 9.125%

REFERENCE	GREENFIEL HS MARQUEE UPDATE
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	Each	Qty	Total	Inc. Tax
MARQUEE UPDATE	\$2,185.00	1	2,185.00	\$2,185.00
1) Remove existing message centers and dipose 2) Install new horizontal beams 3) Install new video boards 4) Install lockable box with disconnect switches, connect to existing power 5) Install end-shroud 6) Mount communications antenna to outside of building and feed CAT6 into the building (CAT6 cable-run through ceiling to computer room by others)				
TRAVEL TIME FOR TWO MOBILIZATIONS	\$480.00	1	480.00	\$480.00
HARDWARE	\$676.80	1	676.80	\$738.55
CAT6 J-box and switches 3" Beams Shroud				
PEDESTAL	\$492.08	1	492.08	\$536.98
Split-face CMU bricks (50) Mortar				
LABOR TO BUILD BRICK PEDESTAL	\$1,380.00	1	1,380.00	\$1,380.00
Note: The height of the pedestal is 55-3/4 which is not an exact multiple of the height of the bricks (8-1/2"). Additional labor may be required to cut bricks to a custom size.				
TOTAL:			5,213.88	<u>\$5,320.54</u>
Deposit required please prior to manufacturing.			2,606.94	<u>\$2,660.27</u>

Customer signature: _____ Date: _____

Proposal / Quote



ASAP Signs & Printing
 590 Brunken Ave., Ste B
 Salinas, CA 93901
 Phone: (831) 757-7377
 Fax: (831) 240-4510

QUOTE #:	26180
QUOTE DATE:	02/13/17
TERMS:	50% Deposit. Balance COD
CONTACT:	Nigel

CLIENT	OES SCOREBOARDS AND VIDEO
Telephone: 831.612.7299 / 831.419.5272	
Fax:	
Contact: John Marinovich	

SHIP	GREENFIELD HIGH SCHOOL 225 S EL CAMINO REAL GREENFIELD, CA 93927
Telephone:	
Fax:	
Contact:	

Tax Code: .Greenfield, 9.125%

jmarinovich@oes-inc.com

REFERENCE	GREENFIEL HS MARQUEE UPDATE
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TERMS AND CONDITIONS...

ACCEPTANCE: Please sign and return this quote with your 50% deposit to signify your acceptance.

DELIVERY: Please allow 15 working days from the date layouts are approved/signed.

PROMOTIONS: If you do not wish to receive email promotions from us check here [].

CUSTOMER-PROVIDED ART: When BUYER agrees to provide electronic artwork; acceptable formats are Adobe Illustrator, Corel Draw, or vector EPS. Time required to convert, recreate or otherwise render the artwork useable is charged at the current hourly Designer rate.

STANDARD COLORS: Price quoted assumes colors chosen from manufacturers standard color book. Depending on the product, custom colors are available at an additional cost. Custom color quotes available upon request.

PERMITS: BUYER acknowledges full responsibility for obtaining any/all city and other required permits, and by signing this quote BUYER releases SELLER from such responsibility.

GUARANTEE: Each product is guaranteed for a period of 180 days after completion against defective workmanship and materials.

COMPLETION AND PERFORMANCE: SELLER shall commence the construction of the sign and prosecute the work thereon with due diligence until completion. Reference completion date is approximate only. All obligations to be performed by the SELLER hereunder shall be subject to delay or failure resulting from riot, war, fire, labor disputes, unforeseen commercial delays, acts of God, laws, regulations or restriction of governmental or public authorities, accidents, forcas, conditions or circumstances, whether or not similar to the foregoing, beyond its reasonable control.

COLOR MATCHING: For digital printing SELLER cannot guarantee to achieve BUYERS' color expectations unless PMS colors are specified or color swatches are provided.

TAXES: The amount of any present or future sales, license, excise, or other tax, Federal, State, or Local, which may now or hereafter be Assessed against the SELLER, or the BUYER, for services or materials covered by this contract, or against such services, shall be paid by the BUYER, to the SELLER, upon demand by the SELLER, as an additional charge over and above the price as set forth in this contract.

CUSTOMER MEASUREMENTS: Where BUYER provides measurements SELLER cannot accept responsibility for products that do not fit the space available.

EXISTING DAMAGE: SELLER cannot be held responsible for existing damage revealed when removing existing signs or awnings.

POST HOLES

- 1) Not responsible for any damage to underground items not located and marked by depth. Power, sewer, water, etc. locations by others.
- 2) Adequate layout marking to be provided prior to mobilization.
- 3) Parking sign installation is quoted holes being dug into dirt. Installations requiring core drilling will incur an additional charge of \$60 per sign (minimum \$300).

PLAQUES: PLAQUE PRICING IS AN ESTIMATE ONLY UNTIL FINAL ARTWORK HAS BEEN SUBMITTED AND APPROVED.

APPROVAL: Detailed shop drawings will be provided to BUYER for approval BEFORE any product is manufactured.

INSTALLATION PRICE is based on one (1) mobilization. Additional mobilizations, as a result of circumstances beyond the control of SELLER will be charged at the current hourly installation rate, per person.

WAIT TIME: Time spent waiting for access to locked buildings, gates, and/or call-outs when site is not ready, etc., is charged at the current hourly installation rate, per person.

Customer signature: _____ Date: _____

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
GOVERNING BOARD

SUBJECT: Approval of Overnight Trip for Migrant
Students to Visit Microsoft in Mountain View, CA

MEETING: February 28, 2017

AGENDA SECTION:

ACTION

INFORMATION

ACTION/CONSENT

Board Goals:

- Improve, Monitor and Sustain Student Achievement
- Improve School Climate in Support of Teaching, Learning and Student Safety
- Develop/Sustain Fiscal Solvency
- Ensure that Facilities are Safe for Staff and Students
- Ensure Compliance with Education/Other Codes/Updating Board Policies and Administrative Regulations

Summary:

Migrant students are graduating from high school at a lower rate than other non-migrant students (based on data collected from DataQuest) and therefore entering college/career based STEM fields at a much lower rate. The demand for professionals in the STEM (science, technology, engineering and mathematics) field is far outpacing the actual number of STEM graduates and is a career field that needs to be explored in depth by all high school migrant students. In the State Service Delivery Plan for Migrant Students 2016-2017, it is noted that in order to close the achievement gap for migrant students the MEP must increase the percentage of migrant students who are prepared for college work or careers” in order to achieve this goal, students must examine what career choices will most impact their long term success once they graduate. Exploring possible STEM career paths, skill requirements and higher educational opportunities has been noted as an effective way to “build a bridge to college and career” for migrant students.

Nine South Monterey County Joint High School Students have been selected to participate in the Microsoft Trip in Mountain View, CA. The trip will be from March 21-March 22, 2017. Arrangements have been made for 5 chaperones to work 24 hours to cover supervision of hallways and rooms during the overnight stay at the hotel.

Students will acquire foundational computer science knowledge through Coding instruction.

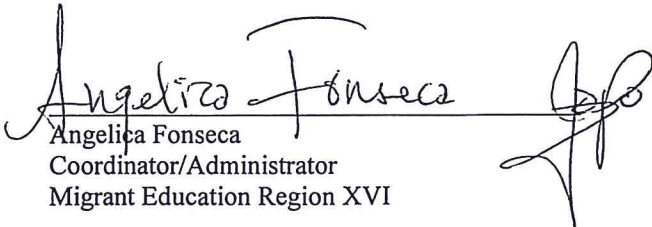
Recommendation:

It is recommended that the Board of Education approve the overnight travel for migrant students to explore STEM based career at Microsoft Headquarters in Mountain View, CA.

Fiscal Impact:


There is no fiscal impact to the district. Migrant Education Region XVI will cover all cost associated with the trip.

Submitted By:



Angelica Fonseca
Coordinator/Administrator
Migrant Education Region XVI

Approved:



Daniel R. Moirao, Ed.D.
Superintendent

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

SUBJECT: 2015/16 Financial Audit Report

MEETING: February 28, 2017

AGENDA SECTION:

ACTION

INFORMATION

ACTION/CONSENT

GOVERNING BOARD

Board Goals:

- Improve, Monitor and Sustain Student Achievement
- Improve School Climate in Support of Teaching, Learning and Student Safety
- Develop/Sustain Fiscal Solvency
- Ensure that Facilities are Safe for Staff and Students
- Ensure compliance with Education/Other Codes/Updating Board Policies and Administrative Regulations

Summary:

All school districts are audited at the end of each fiscal year. The enclosed audit copy is for the fiscal year ending June 30, 2016. There are findings in this audit which will be shared with staff and resolutions determined over the coming months.

Michael Ash, CPA from Christy White Associates, LLC will be at the meeting to present the audit.


Recommendation:

Information item only. Action item later on the agenda.

Fiscal Impact:


Not applicable

Submitted By:



Sherrie S. Castellanos
Chief Business Official

Approved:



Daniel R. Moirao, Ed.D.
Superintendent



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

**AUDIT REPORT
JUNE 30, 2016**

San Diego

Los Angeles

**San Francisco
Bay Area**

christywhite
A PROFESSIONAL
ACCOUNTANCY CORPORATION *associates*

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

INDEPENDENT AUDITORS' REPORT

Governing Board
South Monterey County Joint Union High School District
King City, California

Report on the Financial Statements

We have audited the accompanying financial statements of the governmental activities, the major fund, and the aggregate remaining fund information of the South Monterey County Joint Union High School District, as of and for the year ended June 30, 2016, and the related notes to the financial statements, which collectively comprise the South Monterey County Joint Union High School District's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

Christy White, CPA

Michael Ash, CPA

Heather Rubio

SAN DIEGO
LOS ANGELES
SAN FRANCISCO/BAY AREA

Corporate Office:
348 Olive Street
San Diego, CA 92103

toll-free: 877.220.7229
tel: 619.270.8222
fax: 619.260.9085
www.christywhite.com

Licensed by the California
State Board of Accountancy

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Basis for Qualified Opinion on Governmental Activities

Because the District's account records were inadequate and certain supporting documents were not available, we were unable to obtain sufficient appropriate audit evidence supporting the amounts at which capital asset and related accumulated depreciation were reported in the accompanying financial statements at \$25,850,716 and \$12,991,454, respectively, as of June 30, 2016.

Qualified Opinion

In our opinion, except for the effects of the matter described in the "Basis for Qualified Opinion on Governmental Activities" paragraph, the financial statements referred to above present fairly, in all material respects, the respective financial position of the South Monterey County Joint Union High School District as of June 30, 2016, and the respective changes in financial position thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Unmodified Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the major fund and the aggregate remaining fund information of South Monterey County Joint Union High School District, as of June 30, 2016, and the respective changes in financial position thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the required supplementary information, such as management's discussion and analysis, budgetary comparison information, schedule of funding progress for OPEB benefits, schedules of proportionate share of net pension liability, and schedules of District contributions for pensions be presented to supplement the basic financial statements. Such information, although not part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in appropriate operational, economic, or historical context.

We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Supplementary Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the South Monterey County Joint Union High School District's basic financial statements. The supplementary information listed in the table of contents, including the schedule of expenditures of Federal awards, which is required by Title 2 U.S. Code of Federal Regulations (CFR) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, is presented for purposes of additional analysis and is not a required part of the basic financial statements.

The supplementary information listed in the table of contents is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the supplementary information is fairly stated, in all material respects, in relation to the basic financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated February 9, 2017 on our consideration of South Monterey County Joint Union High School District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering South Monterey County Joint Union High School District's internal control over financial reporting and compliance.

Christy White Associates

San Diego, California
February 9, 2017

**SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
MANAGEMENT'S DISCUSSION AND ANALYSIS**

INTRODUCTION

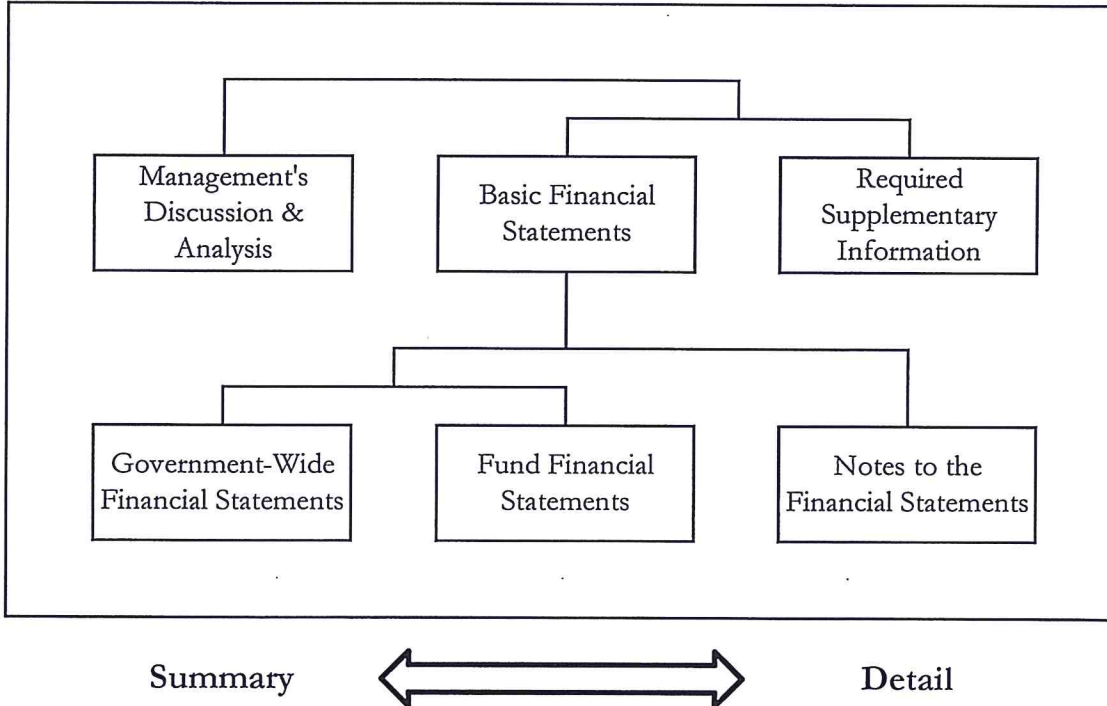
Our discussion and analysis of South Monterey County Joint Union High School District's (District) financial performance provides an overview of the District's financial activities for the fiscal year ended June 30, 2016. It should be read in conjunction with the District's financial statements, which follow this section.

FINANCIAL HIGHLIGHTS

- The District's total net position was \$6,797,924 at June 30, 2016. This was an increase of \$4,838,600 from the prior year's net position.
- Overall revenues were \$28,533,702 which exceeded expenses of \$23,695,102.

OVERVIEW OF FINANCIAL STATEMENTS

Components of the Financials Section



SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
MANAGEMENT'S DISCUSSION AND ANALYSIS, *continued*
FOR THE YEAR ENDED JUNE 30, 2016

This annual report consists of three parts – Management's Discussion and Analysis (this section), the basic financial statements, and required supplementary information. The three sections together provide a comprehensive overview of the District. The basic financial statements are comprised of two kinds of statements that present financial information from different perspectives:

- ▶ **Government-wide financial statements**, which comprise the first two statements, provide both short-term and long-term information about the entity's overall financial position.

- ▶ **Fund financial statements** focus on reporting the individual parts of District operations in more detail. The fund financial statements comprise the remaining statements.
 - ▶ **Governmental Funds** provide a detailed *short-term* view that helps you determine whether there are more or fewer financial resources that can be spent in the near future to finance the District's programs.

 - ▶ **Fiduciary Funds** report balances for which the District is a custodian or *trustee* of the funds, such as Associated Student Bodies and pension funds.

The financial statements also include notes that explain some of the information in the statements and provide more detailed data. The basic financial statements are followed by a section of required and other supplementary information that further explain and support the financial statements.

Government-Wide Statements

The government-wide statements report information about the District as a whole using accounting methods similar to those used by private-sector companies. The statement of net position includes all of the government's assets and liabilities. All of the current year's revenues and expenses are accounted for in the statement of activities, regardless of when cash is received or paid.

The two government-wide statements report the District's net position and how it has changed. Net position is one way to measure the District's financial health. Over time, increases or decreases in the District's net position are an indicator of whether its financial health is improving or deteriorating, respectively.

The government-wide financial statements of the District include governmental activities. All of the District's basic services are included here, such as regular education, food service, maintenance and general administration. Local control formula funding and federal and state grants finance most of these activities.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
MANAGEMENT'S DISCUSSION AND ANALYSIS, continued
FOR THE YEAR ENDED JUNE 30, 2016

FINANCIAL ANALYSIS OF THE ENTITY AS A WHOLE

Net Position

The District's net position was \$6,797,924 at June 30, 2016, as reflected in the table below. Of this amount, (\$15,424,042) was unrestricted. Restricted net position is reported separately to show legal constraints from debt covenants and enabling legislation that limit the Governing Board's ability to use that net position for day-to-day operations.

	Governmental Activities		
	2016	2015	Net Change
ASSETS			
Current and other assets	\$ 18,334,558	\$ 13,983,278	\$ 4,351,280
Capital assets	25,850,716	25,850,716	-
Total Assets	44,185,274	39,833,994	4,351,280
DEFERRED OUTFLOWS OF RESOURCES	1,505,941	867,657	638,284
LIABILITIES			
Current liabilities	6,220,837	4,321,297	1,899,540
Long-term liabilities	30,234,116	31,249,751	(1,015,635)
Total Liabilities	36,454,953	35,571,048	883,905
DEFERRED INFLOWS OF RESOURCES	2,438,338	3,171,279	(732,941)
NET POSITION			
Net investment in capital assets	18,572,637	17,139,003	1,433,634
Restricted	3,649,329	4,321,158	(671,829)
Unrestricted	(15,424,042)	(19,500,837)	4,076,795
Total Net Position	\$ 6,797,924	\$ 1,959,324	\$ 4,838,600

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
MANAGEMENT'S DISCUSSION AND ANALYSIS, continued
FOR THE YEAR ENDED JUNE 30, 2016

FINANCIAL ANALYSIS OF THE ENTITY AS A WHOLE (continued)

Changes in Net Position

The results of this year's operations for the District as a whole are reported in the Statement of Activities. The table below takes the information from the Statement and rearranges them slightly, so you can see our total revenues, expenses, and special items for the year.

	Governmental Activities		
	2016	2015	Net Change
REVENUES			
Program revenues			
Charges for services	\$ 174,699	\$ 164,286	\$ 10,413
Operating grants and contributions	3,483,257	3,021,144	462,113
Capital grants and contributions	-	675	(675)
General revenues			
Property taxes	7,896,537	7,719,085	177,452
Unrestricted federal and state aid	16,170,354	12,325,420	3,844,934
Other	808,855	589,977	218,878
Total Revenues	28,533,702	23,820,587	4,713,115
EXPENSES			
Instruction	11,192,098	10,060,778	1,131,320
Instruction-related services	2,906,262	2,035,123	871,139
Pupil services	2,534,058	2,107,721	426,337
General administration	1,901,692	1,842,546	59,146
Plant services	3,421,271	2,317,352	1,103,919
Ancillary services	398,718	446,313	(47,595)
Debt service	938,257	1,008,706	(70,449)
Other Outgo	402,746	131,633	271,113
Total Expenses	23,695,102	19,950,172	3,744,930
Change in net position	4,838,600	3,870,415	968,185
Net Position - Beginning*	1,959,324	(1,911,091)	3,870,415
Net Position - Ending	\$ 6,797,924	\$ 1,959,324	\$ 4,838,600

* Beginning Net Position was restated for the 2015 year only

The cost of all our governmental activities this year was \$23,695,102 (refer to the table above). The amount that our taxpayers ultimately financed for these activities through taxes was only \$7,896,537 because the cost was paid by other governments and organizations who subsidized certain programs with grants and contributions and through other charges for services.

**SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
MANAGEMENT'S DISCUSSION AND ANALYSIS, continued
FOR THE YEAR ENDED JUNE 30, 2016**

FINANCIAL ANALYSIS OF THE ENTITY AS A WHOLE (continued)

Changes in Net Position (continued)

In the table below we have presented the net cost of each of the District's functions. Net cost shows the financial burden that was placed on the District's taxpayers by each of these functions. Providing this information allows our citizens to consider the cost of each function in comparison to the benefits they believe are provided by that function.

	Net Cost of Services	
	2016	2015
Instruction	\$ 9,135,152	\$ 8,244,952
Instruction-related services	2,405,196	1,686,074
Pupil services	1,646,006	1,181,518
General administration	1,793,584	1,767,930
Plant services	3,421,271	2,317,352
Ancillary services	395,111	446,313
Debt service	938,257	1,008,706
Transfers to other agencies	302,569	111,222
Total Expenses	\$ 20,037,146	\$ 16,764,067

FINANCIAL ANALYSIS OF THE DISTRICT'S MAJOR FUNDS

The financial performance of the District as a whole is reflected in its governmental funds as well. As the District completed this year, its governmental funds reported a combined fund balance of \$14,549,551, which is greater than last year's ending fund balance of \$12,044,555. The District's General Fund had \$2,429,665 more in operating revenues than expenditures for the year ended June 30, 2016.

CURRENT YEAR BUDGET 2015-16

During the fiscal year, budget revisions and appropriation transfers are presented to the Board for their approval on a monthly basis to reflect changes to both revenues and expenditures that become known during the year. In addition, the Board of Education approves financial projections included with the Adopted Budget, First Interim, and Second Interim financial reports. The Unaudited Actuals reflect the District's financial projections and current budget based on State and local financial information.

**SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
MANAGEMENT'S DISCUSSION AND ANALYSIS, continued
FOR THE YEAR ENDED JUNE 30, 2016**

CAPITAL ASSET AND DEBT ADMINISTRATION

Capital Assets

By the end of 2015-16 the District had invested \$25,850,716 in capital assets, net of accumulated depreciation.

	Governmental Activities		
	2016	2015	Net Change
CAPITAL ASSETS			
Land	\$ 2,269,094	\$ 2,269,094	\$ -
Construction in progress	2,003,154	2,003,154	-
Buildings & improvements	30,795,933	30,795,933	-
Furniture & equipment	3,773,989	3,773,989	-
Accumulated depreciation	(12,991,454)	(12,991,454)	-
Total Capital Assets	\$ 25,850,716	\$ 25,850,716	\$ -

Long-Term Debt

At year-end, the District had \$30,234,116 in long-term debt, a decrease of \$1,015,635 from last year – as shown in the table below. (More detailed information about the District's long-term liabilities is presented in footnotes to the financial statements.)

	Governmental Activities		
	2016	2015	Net Change
LONG-TERM LIABILITIES			
Total general obligation bonds	\$ 7,072,052	\$ 8,413,548	\$ (1,341,496)
Lease revenue bonds	11,935,000	12,515,000	(580,000)
Capital leases	206,027	298,165	(92,138)
Compensated absences	191,810	183,157	8,653
Net OPEB obligation	800,711	717,169	83,542
Net pension liability	12,120,544	11,136,346	984,198
Less: current portion of long-term debt	(2,092,028)	(2,013,634)	(78,394)
Total Long-term Liabilities	\$ 30,234,116	\$ 31,249,751	\$ (1,015,635)

**SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
MANAGEMENT'S DISCUSSION AND ANALYSIS, continued
FOR THE YEAR ENDED JUNE 30, 2016**

ECONOMIC FACTORS AND NEXT YEAR'S BUDGET AND RATES

At the time these financial statements were prepared and audited, the District was aware of several circumstances that could affect its future financial health.

Landmark legislation passed in Year 2013 reformed California school district finance by creating the Local Control Funding Formula (LCFF). The District continues to analyze the impact of the LCFF on funding for our program offerings and services. The LCFF is designed to provide a flexible funding mechanism that links student achievement to state funding levels. The LCFF provides a per pupil base grant amount, by grade span, that is augmented by supplemental funding for targeted student groups in low income brackets, those that are English language learners and foster youth. The State anticipates all school districts to reach the statewide targeted base funding levels by 2020-21 but the annual amount funded to meet the target is uncertain.

Factors related to LCFF that the District is monitoring include: (1) estimates of funding in the next budget year and beyond; (2) the Local Control and Accountability Plan (LCAP) that aims to link student accountability measurements to funding allocations; (3) ensuring the integrity of reporting student data through the California Longitudinal Pupil Achievement Data System (CALPADs); and, (4) meeting annual compliance and audit requirements.

The State's economy is expected to grow faster than the national economy with unemployment dropping. Personal income is expected to grow 3.6%; according to the UCLA Anderson Economic Forecast, April 2016. The ability of the State to fund the LCFF and other programs is largely dependent on the strength of the State's economy and while positive remains uncertain.

The District participates in state employee pensions plans, PERS and STRS, and both are underfunded. The District's proportionate share of the liability is reported in the Statement of Net Position as of June 30, 2016. The amount of the liability is material to the financial position of the District. To address the underfunding issues, the pension plans continue to raise employer rates in future years and the increased costs are significant.

Enrollment can fluctuate due to factors such as population growth, competition from private, parochial, inter-district transfers in or out, economic conditions and housing values. Losses in enrollment will cause a school district to lose operating revenues without necessarily permitting the district to make adjustments in fixed operating costs.

All of these factors were considered in preparing the District's budget for the 2016-17 fiscal year.

CONTACTING THE DISTRICT'S FINANCIAL MANAGEMENT

This financial report is designed to provide our citizens, taxpayers, students, and investors and creditors with a general overview of the District's finances and to show the District's accountability for the money it receives. If you have questions about this report or need any additional financial information, contact the Business Services Office at the South Monterey County Joint Union High School District, 800 Broadway, King City, CA 93930, (831) 385-0606.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
STATEMENT OF NET POSITION
JUNE 30, 2016

	<u>Governmental Activities</u>
ASSETS	
Cash and investments	\$ 17,750,005
Accounts receivable	542,069
Prepaid expenses	42,484
Capital assets, not depreciated	4,272,248
Capital assets, net of accumulated depreciation	21,578,468
Total Assets	<u>44,185,274</u>
 DEFERRED OUTFLOWS OF RESOURCES	
Deferred outflows related to pensions	1,505,941
Total Deferred Outflows of Resources	<u>1,505,941</u>
 LIABILITIES	
Accrued liabilities	2,326,754
Unearned revenue	1,802,055
Long-term liabilities, current portion	2,092,028
Long-term liabilities, non-current portion	30,234,116
Total Liabilities	<u>36,454,953</u>
 DEFERRED INFLOWS OF RESOURCES	
Deferred inflows related to pensions	2,438,338
Total Deferred Inflows of Resources	<u>2,438,338</u>
 NET POSITION	
Net investment in capital assets	18,572,637
Restricted:	
Capital projects	183,780
Debt service	2,590,812
Educational programs	647,411
All others	227,326
Unrestricted	(15,424,042)
Total Net Position	<u>\$ 6,797,924</u>

The accompanying notes are an integral part of these financial statements.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2016

Function/Programs	Expenses	Program Revenues		Governmental Activities	Net (Expenses) Revenues and Changes in Net Position
		Charges for Services	Operating Grants and Contributions		
GOVERNMENTAL ACTIVITIES					
Instruction	\$ 11,192,098	\$ -	\$ 2,056,946		\$ (9,135,152)
Instruction-related services					
Instructional supervision and administration	1,752,968	-	439,770		(1,313,198)
Instructional library, media, and technology	116,953	-	70		(116,883)
School site administration	1,036,341	-	61,226		(975,115)
Pupil services					
Home-to-school transportation	827,388	-	96,995		(730,393)
Food services	631,941	174,699	534,542		77,300
All other pupil services	1,074,729	-	81,816		(992,913)
General administration					
Centralized data processing	542,552	-	-		(542,552)
All other general administration	1,359,140	-	108,108		(1,251,032)
Plant services	3,421,271	-	-		(3,421,271)
Ancillary services	398,718	-	3,607		(395,111)
Interest on long-term debt	938,257	-	-		(938,257)
Other Outgo	402,746	-	100,177		(302,569)
Total Governmental Activities	\$ 23,695,102	\$ 174,699	\$ 3,483,257		(20,037,146)
General revenues					
Taxes and subventions					
Property taxes, levied for general purposes					6,063,537
Property taxes, levied for debt service					1,686,101
Property taxes, levied for other specific purposes					146,899
Federal and state aid not restricted for specific purposes					16,170,354
Interest and investment earnings					105,735
Miscellaneous					703,120
Subtotal, General Revenue					24,875,746
CHANGE IN NET POSITION					
Net Position - Beginning					1,959,324
Net Position - Ending					\$ 6,797,924

The accompanying notes are an integral part of these financial statements.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
GOVERNMENTAL FUNDS
BALANCE SHEET
JUNE 30, 2016

	General Fund	Non-Major Governmental Funds	Total Governmental Funds
ASSETS			
Cash and investments	\$ 14,344,769	\$ 3,405,236	\$ 17,750,005
Accounts receivable	477,393	64,676	542,069
Due from other funds	5,563	-	5,563
Prepaid expenditures	42,484	-	42,484
Total Assets	\$ 14,870,209	\$ 3,469,912	\$ 18,340,121
LIABILITIES			
Accrued liabilities	\$ 1,864,323	\$ 118,629	\$ 1,982,952
Due to other funds	-	5,563	5,563
Unearned revenue	1,802,055	-	1,802,055
Total Liabilities	3,666,378	124,192	3,790,570
FUND BALANCES			
Nonspendable	48,484	-	48,484
Restricted	647,411	3,345,720	3,993,131
Assigned	3,046,478	-	3,046,478
Unassigned	7,461,458	-	7,461,458
Total Fund Balances	11,203,831	3,345,720	14,549,551
Total Liabilities and Fund Balances	\$ 14,870,209	\$ 3,469,912	\$ 18,340,121

The accompanying notes are an integral part of these financial statements.

**SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
RECONCILIATION OF THE GOVERNMENTAL FUNDS BALANCE SHEET TO THE STATEMENT
OF NET POSITION
JUNE 30, 2016**

Total Fund Balance - Governmental Funds \$ 14,549,551

Amounts reported for assets and liabilities for governmental activities in the statement of net position are different from amounts reported in governmental funds because:

Capital assets:

In governmental funds, only current assets are reported. In the statement of net position, all assets are reported, including capital assets and accumulated depreciation:

Capital assets	\$	38,842,170	
Accumulated depreciation		(12,991,454)	25,850,716

Unmatured interest on long-term debt:

In governmental funds, interest on long-term debt is not recognized until the period in which it matures and is paid. In the government-wide statement of activities, it is recognized in the period that it is incurred. The additional liability for unmaturing interest owing at the end of the period was:

(343,802)

Long-term liabilities:

In governmental funds, only current liabilities are reported. In the statement of net position, all liabilities, including long-term liabilities, are reported. Long-term liabilities relating to governmental activities consist of:

Total general obligation bonds	\$	7,072,052	
Lease revenue bonds		11,935,000	
Capital leases		206,027	
Compensated absences		191,810	
Net OPEB obligation		800,711	
Net pension liability		12,120,544	(32,326,144)

Deferred outflows and inflows of resources relating to pensions:

In governmental funds, deferred outflows and inflows of resources relating to pensions are not reported because they are applicable to future periods. In the statement of net position, deferred outflows and inflows of resources relating to pensions are reported.

Deferred outflows of resources related to pensions	\$	1,505,941	
Deferred inflows of resources related to pensions		(2,438,338)	(932,397)

Total Net Position - Governmental Activities	\$	6,797,924
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The accompanying notes are an integral part of these financial statements.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
GOVERNMENTAL FUNDS
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES
FOR THE YEAR ENDED JUNE 30, 2016

	General Fund	Non-Major Governmental Funds	Total Governmental Funds
REVENUES			
LCFF sources	\$ 20,812,217	\$ -	\$ 20,812,217
Federal sources	1,043,782	495,594	1,539,376
Other state sources	2,495,987	46,255	2,542,242
Other local sources	1,711,669	2,045,393	3,757,062
Total Revenues	26,063,655	2,587,242	28,650,897
EXPENDITURES			
Current			
Instruction	11,493,601	-	11,493,601
Instruction-related services			
Instructional supervision and administration	1,791,256	-	1,791,256
Instructional library, media, and technology	117,518	-	117,518
School site administration	1,059,691	-	1,059,691
Pupil services			
Home-to-school transportation	828,875	-	828,875
Food services	-	632,849	632,849
All other pupil services	1,094,704	-	1,094,704
General administration			
Centralized data processing	543,685	-	543,685
All other general administration	1,369,343	5,563	1,374,906
Plant services	2,906,530	-	2,906,530
Facilities acquisition and maintenance	332,257	186,894	519,151
Ancillary services	403,360	-	403,360
Transfers to other agencies	402,746	-	402,746
Debt service			
Principal	580,000	1,407,138	1,987,138
Interest and other	710,424	279,467	989,891
Total Expenditures	23,633,990	2,511,911	26,145,901
NET CHANGE IN FUND BALANCE	2,429,665	75,331	2,504,996
Fund Balance - Beginning	8,774,166	3,270,389	12,044,555
Fund Balance - Ending	\$ 11,203,831	\$ 3,345,720	\$ 14,549,551

The accompanying notes are an integral part of these financial statements.

**SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
RECONCILIATION OF THE GOVERNMENTAL FUNDS STATEMENT OF REVENUES,
EXPENDITURES, AND CHANGES IN FUND BALANCES TO THE STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2016**

Net Change in Fund Balances - Governmental Funds \$ 2,504,996

Amounts reported for governmental activities in the statement of activities are different from amounts reported in governmental funds because:

Debt service:

In governmental funds, repayments of long-term debt are reported as expenditures. In the government-wide statements, repayments of long-term debt are reported as reductions of liabilities. Expenditures for repayment of the principal portion of long-term debt were: 1,987,138

Unmatured interest on long-term debt:

In governmental funds, interest on long-term debt is recognized in the period that it becomes due. In the government-wide statement of activities, it is recognized in the period it is incurred. Unmatured interest owing at the end of the period, less matured interest paid during the period but owing from the prior period, was: 25,138

Compensated absences:

In governmental funds, compensated absences are measured by the amounts paid during the period. In the statement of activities, compensated absences are measured by the amount earned. The difference between compensated absences paid and compensated absences earned, was: (8,653)

Postemployment benefits other than pensions (OPEB):

In governmental funds, OPEB costs are recognized when employer contributions are made. In the statement of activities, OPEB costs are recognized on the accrual basis. This year, the difference between OPEB costs and actual employer contributions was: (83,542)

Pensions:

In governmental funds, pension costs are recognized when employer contributions are made, in the government-wide statement of activities, pension costs are recognized on the accrual basis. This year, the difference between accrual-basis pension costs and employer contributions was: 387,027

Amortization of debt issuance premium or discount:

In governmental funds, if debt is issued at a premium or at a discount, the premium or discount is recognized as an Other Financing Source or an Other Financing Use in the period it is incurred. In the government-wide statements, the premium or discount is amortized over the life of the debt. Amortization of premium or discount for the period is: 26,496

Change in Net Position of Governmental Activities \$ 4,838,600

The accompanying notes are an integral part of these financial statements.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
 FIDUCIARY FUNDS
 STATEMENT OF NET POSITION
 JUNE 30, 2016

	<u>Agency Funds</u>
	<u>Student Body</u>
	<u>Fund</u>
ASSETS	
Cash and investments	\$ 87,919
Total Assets	<u>\$ 87,919</u>
LIABILITIES	
Due to student groups	\$ 87,919
Total Liabilities	<u>\$ 87,919</u>

The accompanying notes are an integral part of these financial statements.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

A. Financial Reporting Entity

The South Monterey County Joint Union High School District (the "District") accounts for its financial transactions in accordance with the policies and procedures of the Department of Education's *California School Accounting Manual*. The accounting policies of the District conform to generally accepted accounting principles as prescribed by the Governmental Accounting Standards Board (GASB) and the American Institute of Certified Public Accountants (AICPA).

The District operates under a locally elected Board form of government and provides educational services to grades 9-12 as mandated by the state. A reporting entity is comprised of the primary government, component units, and other organizations that are included to ensure the financial statements are not misleading. The primary government of the District consists of all funds, departments and agencies that are not legally separate from the District. For the District, this includes general operations, food service, and student-related activities.

B. Component Units

Component units are legally separate organizations for which the District is financially accountable. Component units may also include organizations that are fiscally dependent on the District in that the District approves their budget, the issuance of their debt or the levying of their taxes. In addition, component units are other legally separate organizations for which the District is not financially accountable but the nature and significance of the organization's relationship with the District is such that exclusion would cause the District's financial statements to be misleading or incomplete. The District has no such component units.

C. Basis of Presentation

Government-Wide Statements. The statement of net position and the statement of activities display information about the primary government (the District). These statements include the financial activities of the overall government, except for fiduciary activities. Eliminations have been made to minimize the double-counting of internal activities. Governmental activities generally are financed through taxes, intergovernmental revenue, and other non-exchange transactions.

The statement of activities presents a comparison between direct expenses and program revenue for each function of the District's governmental activities. Direct expenses are those that are specifically associated with a program or function and, therefore, are clearly identifiable to a particular function. Indirect expense allocations that have been made in the funds have been reserved for the statement of activities. Program revenues include charges paid by the recipients of the goods or services offered by the programs and grants and contributions that are restricted to meeting of operational or capital requirements of a particular program. Revenues that are not classified as program revenues are presented as general revenues. The comparison of program revenues and expenses identifies the extent to which each program or business segment is self-financing or draws from the general revenues of the District.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2016

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

C. Basis of Presentation (continued)

Fund Financial Statements. The fund financial statements provide information about the District's funds, including its fiduciary funds. Separate statements for each fund category – governmental and fiduciary – are presented. The emphasis of fund financial statements is on major governmental funds, each displayed in a separate column. All remaining governmental funds are aggregated and reported as non-major funds.

Governmental funds are used to account for activities that are governmental in nature. Governmental activities are typically tax-supported and include education of pupils, operation of food service and child development programs, construction and maintenance of school facilities, and repayment of long-term debt.

Fiduciary funds are used to account for assets held by the District in a trustee or agency capacity for others that cannot be used to support the District's own programs.

Major Governmental Funds

General Fund: The General Fund is the main operating fund of the District. It is used to account for all activities except those that are required to be accounted for in another fund. In keeping with the minimum number of funds principle, all of the District's activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. A District may have only one General Fund.

Non-Major Governmental Funds

Special Revenue Funds: Special revenue funds are used to account for and report the proceeds of specific revenue sources that are restricted or committed to expenditures for specified purposes other than debt service or capital projects. The District maintains the following special revenue funds:

Cafeteria Special Revenue Fund: This fund is used to account separately for federal, state, and local resources to operate the food service program (*Education Code Sections 38090–38093*). The Cafeteria Special Revenue Fund shall be used only for those expenditures authorized by the governing board as necessary for the operation of the District's food service program (*Education Code Sections 38091 and 38100*).

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, *continued*
JUNE 30, 2016

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (*continued*)

C. Basis of Presentation (*continued*)

Non-Major Governmental Funds (*continued*)

Capital Project Funds: Capital project funds are established to account for financial resources to be used for the acquisition or construction of major capital facilities (other than those financed by proprietary funds and trust funds).

Capital Facilities Fund: This fund is used primarily to account separately for moneys received from fees levied on developers or other agencies as a condition of approving a development (*Education Code Sections 17620–17626*). The authority for these levies may be county/city ordinances (*Government Code Sections 65970–65981*) or private agreements between the District and the developer. Interest earned in the Capital Facilities Fund is restricted to that fund (*Government Code Section 66006*).

County School Facilities Fund: This fund is established pursuant to *Education Code Section 17070.43* to receive apportionments from the 1998 State School Facilities Fund (Proposition 1A), the 2002 State School Facilities Fund (Proposition 47), or the 2004 State School Facilities Fund (Proposition 55) authorized by the State Allocation Board for new school facility construction, modernization projects, and facility hardship grants, as provided in the Leroy F. Greene School Facilities Act of 1998 (*Education Code Section 17070 et seq.*).

Debt Service Funds: Debt service funds are established to account for the accumulation of resources for and the payment of principal and interest on general long-term debt.

Bond Interest and Redemption Fund: This fund is used for the repayment of bonds issued for the District (*Education Code Sections 15125–15262*). The board of supervisors of the county issues the bonds. The proceeds from the sale of the bonds are deposited in the county treasury to the Building Fund of the District. Any premiums or accrued interest received from the sale of the bonds must be deposited in the Bond Interest and Redemption Fund of the District. The county auditor maintains control over the District's Bond Interest and Redemption Fund. The principal and interest on the bonds must be paid by the county treasurer from taxes levied by the county auditor-controller.

Debt Service Fund: This fund was established during the fiscal year to separate funds that will be used to pay State School Apportionment Lease Revenue Bonds.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2016

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

C. Basis of Presentation (continued)

Fiduciary Funds

Trust and Agency Funds: Trust and agency funds are used to account for assets held in a trustee or agent capacity for others that cannot be used to support the District's own programs. The key distinction between trust and agency funds is that trust funds are subject to a trust agreement that affects the degree of management involvement and the length of time that the resources are held.

Student Body Fund: The Student Body Fund is an agency fund and, therefore, consists only of accounts such as cash and balancing liability accounts, such as due to student groups. The student body itself maintains its own general fund, which accounts for the transactions of that entity in raising and expending money to promote the general welfare, morale, and educational experiences of the student body (*Education Code Sections 48930–48938*).

D. Basis of Accounting – Measurement Focus

Government-Wide and Fiduciary Financial Statements

The government-wide and fiduciary fund financial statements are reported using the economic resources measurement focus. The government-wide and fiduciary fund financial statements are reported using the accrual basis of accounting. Revenues are recorded when earned and expenses are recorded at the time liabilities are incurred, regardless of when the related cash flows take place.

Net Position equals assets and deferred outflows of resources minus liabilities and deferred inflows of resources. Net investment in capital assets consists of capital assets, net of accumulated depreciation, reduced by the outstanding balances of any borrowings used for the acquisition, construction or improvement of those assets. The net position should be reported as restricted when constraints placed on its use are either externally imposed by creditors (such as through debt covenants), grantors, contributors, or laws or regulations of other governments or imposed by law through constitutional provisions or enabling legislation. The net position restricted for other activities results from special revenue funds and the restrictions on their use.

Governmental Funds

Basis of accounting refers to when revenues and expenditures are recognized in the accounts and reported in the financial statements. Governmental funds use the modified accrual basis of accounting.

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

D. Basis of Accounting – Measurement Focus (continued)

Revenues – Exchange and Non-Exchange Transactions

Revenue resulting from exchange transactions, in which each party gives and receives essentially equal value, is recorded under the accrual basis when the exchange takes place. On a modified accrual basis, revenue is recorded in the fiscal year in which the resources are measurable and become available. "Available" means the resources will be collected within the current fiscal year or are expected to be collected soon enough thereafter to be used to pay liabilities of the current fiscal year. Generally, "available" means collectible within the current period or within 60 days after year-end. However, to achieve comparability of reporting among California school districts and so as not to distort normal revenue patterns, with specific respect to reimbursement grants and corrections to State-aid apportionments, the California Department of Education has defined available for school districts as collectible within one year.

Non-exchange transactions, in which the District receives value without directly giving equal value in return, include property taxes, grants, and entitlements. Under the accrual basis, revenue from property taxes is recognized in the fiscal year for which the taxes are levied. Revenue from the grants and entitlements is recognized in the fiscal year in which all eligibility requirements have been satisfied.

Eligibility requirements include timing requirements, which specify the year when the resources are to be used or the fiscal year when use is first permitted; matching requirements, in which the District must provide local resources to be used for a specific purpose; and expenditure requirements, in which the resources are provided to the District on a reimbursement basis. Under the modified accrual basis, revenue from non-exchange transactions must also be available before it can be recognized.

Unearned Revenue

Unearned revenue arises when potential revenue does not meet both the "measurable" and "available" criteria for recognition in the current period or when resources are received by the District prior to the incurrence of qualifying expenditures. In subsequent periods, when both revenue recognition criteria are met, or when the District has a legal claim to the resources, the liability for unearned revenue is removed from the balance sheet and revenue is recognized.

Certain grants received that have not met eligibility requirements are recorded as unearned revenue. On the governmental fund financial statements, receivables that will not be collected within the available period are also recorded as unearned revenue.

Expenses/Expenditures

On the accrual basis of accounting, expenses are recognized at the time a liability is incurred. On the modified accrual basis of accounting, expenditures are generally recognized in the accounting period in which the related fund liability is incurred, as under the accrual basis of accounting. However, under the modified accrual basis of accounting, debt service expenditures, as well as expenditures related to compensated absences and claims and judgments, are recorded only when payment is due. Allocations of cost, such as depreciation and amortization, are not recognized in the governmental funds. When both restricted and unrestricted resources are available for use, it is the District's policy to use restricted resources first, then unrestricted resources as they are needed.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2016

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

E. Assets, Deferred Outflows of Resources, Liabilities, Deferred Inflows of Resources, Fund Balance and Net Position

Cash and Cash Equivalents

The District's cash and cash equivalents consist of cash on hand, demand deposits and short-term investments with original maturities of three months or less from the date of acquisition.

Investments

Investments with original maturities greater than one year are stated at fair value. Fair value is estimated based on quoted market prices at year-end. All investments not required to be reported at fair value are stated at cost or amortized cost. Fair values of investments in county and State investment pools are determined by the program sponsor.

Inventories

Inventories are recorded using the purchases method in that the cost is recorded as an expenditure at the time the individual inventory items are requisitioned. Inventories are valued at historical cost and consist of expendable supplies held for consumption.

Capital Assets

The accounting and reporting treatment applied to the capital assets associated with a fund is determined by its measurement focus. Capital assets are reported in the governmental activities column of the government-wide statement of net position, but are not reported in the fund financial statements.

Capital assets are capitalized at cost (or estimated historical cost) and updated for additions and retirements during the year. Donated fixed assets are recorded at their acquisition value as of the date received. The District maintains a capitalization threshold of \$5,000. The District does not own any infrastructure as defined in GASB Statement No. 34. Improvements are capitalized; the costs of normal maintenance and repairs that do not add to the value of the asset or materially extend an asset's life are not capitalized. All reported capital assets, except for land and construction in progress, are depreciated. Improvements are depreciated over the remaining useful lives of the related capital assets. Depreciation is computed using the straight-line method.

Interfund Balances

On fund financial statements, receivables and payables resulting from short-term interfund loans are classified as "Due from other funds/Due to other funds." These amounts are eliminated in the governmental activities columns of the statement of net position.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2016

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

E. Assets, Deferred Outflows of Resources, Liabilities, Deferred Inflows of Resources, Fund Balance and Net Position (continued)

Compensated Absences

Accumulated unpaid employee vacation benefits are accrued as a liability as the benefits are earned. The entire compensated absence liability is reported on the government-wide financial statements. For governmental funds, the current portion of unpaid compensated absences is recognized upon the occurrence of relevant events such as employee resignations and retirements that occur prior to year-end that have not yet been paid with expendable available financial resource. These amounts are recorded in the fund from which the employees who have accumulated leave are paid.

Accumulated sick leave benefits are not recognized as liabilities of the District. The District's policy is to record sick leave as an operating expense in the period taken because such benefits do not vest, nor is payment probable; however, unused sick leave is added to the creditable service period for calculation of retirement benefits when the employee retires.

Accrued Liabilities and Long-Term Obligations

All payables, accrued liabilities, and long-term obligations are reported in the government-wide financial statements. In general, governmental fund payables and accrued liabilities that, once incurred, are paid in a timely manner and in full from current financial resources are reported as obligations of the funds.

Premiums and Discounts

In the government-wide financial statements, long-term obligations are reported as liabilities in the statement of net position. Bond premiums and discounts are deferred and amortized over the life of the bonds using the straight line method.

Deferred Outflows/Deferred Inflows of Resources

In addition to assets, the District will sometimes report a separate section for deferred outflows of resources. This separate financial statement element, deferred outflows of resources, represents a consumption of net position that applies to a future period and so will not be recognized as an outflow of resources (expense/expenditure) until then.

In addition to liabilities, the District will sometimes report a separate section for deferred inflows of resources. This separate financial statement element, deferred inflows of resources, represents an acquisition of net position that applies to a future period and so will not be recognized as an inflow of resources (revenue) until that time.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2016

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

E. Assets, Deferred Outflows of Resources, Liabilities, Deferred Inflows of Resources, Fund Balance and Net Position (continued)

Pensions

For purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, and pension expense, information about the fiduciary net position of the defined benefit pension plans (the Plans) of the California State Teachers' Retirement System (CalSTRS) and the California Public Employees' Retirement System (CalPERS) and additions to/deductions from the Plans' fiduciary net position have been determined on the same basis as they are reported by the Plans. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

Fund Balance

Fund balance is divided into five classifications based primarily on the extent to which the District is bound to observe constraints imposed upon the use of the resources in the governmental funds. The classifications are as follows:

Nonspendable - The nonspendable fund balance classification reflects amounts that are not in spendable form. Examples include inventory, prepaid items, the long-term portion of loans receivable, and nonfinancial assets held for resale. This classification also reflects amounts that are in spendable form but that are legally or contractually required to remain intact, such as the principal of a permanent endowment.

Restricted - The restricted fund balance classification reflects amounts subject to externally imposed and legally enforceable constraints. Such constraints may be imposed by creditors, grantors, contributors, or laws or regulations of other governments, or may be imposed by law through constitutional provisions or enabling legislation.

Committed - The committed fund balance classification reflects amounts subject to internal constraints self-imposed by formal action of the Governing Board. The constraints giving rise to committed fund balance must be imposed no later than the end of the reporting period. The actual amounts may be determined subsequent to that date but prior to the issuance of the financial statements. In contrast to restricted fund balance, committed fund balance may be redirected by the government to other purposes as long as the original constraints are removed or modified in the same manner in which they were imposed, that is, by the same formal action of the Governing Board.

Assigned - The assigned fund balance classification reflects amounts that the government *intends* to be used for specific purposes. Assignments may be established either by the Governing Board or by a designee of the governing body, and are subject to neither the restricted nor committed levels of constraint. In contrast to the constraints giving rise to committed fund balance, constraints giving rise to assigned fund balance are not required to be imposed, modified, or removed by formal action of the Governing Board. The action does not require the same level of formality and may be delegated to another body or official. Additionally, the assignment need not be made before the end of the reporting period, but rather may be made any time prior to the issuance of the financial statements.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, *continued*
JUNE 30, 2016

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (*continued*)

E. Assets, Deferred Outflows of Resources, Liabilities, Deferred Inflows of Resources, Fund Balance and Net Position (*continued*)

Fund Balance (*continued*)

Unassigned - In the General Fund only, the unassigned fund balance classification reflects the residual balance that has not been assigned to other funds and that is not restricted, committed, or assigned to specific purposes. However, deficits in any fund, including the General Fund that cannot be eliminated by reducing or eliminating amounts assigned to other purposes are reported as negative unassigned fund balance.

The District applies restricted resources first when expenditures are incurred for purposes for which either restricted or unrestricted (committed, assigned and unassigned) amounts are available. Similarly, within unrestricted fund balance, committed amounts are reduced first followed by assigned, and then unassigned amounts when expenditures are incurred for purposes for which amounts in any of the unrestricted fund balance classifications could be used.

F. Interfund Activity

Exchange transactions between funds are reported as revenues in the seller funds and as expenditures/expenses in the purchaser funds. Flows of cash or goods from one fund to another without a requirement for repayment are reported as interfund transfers. Interfund transfers are reported as other financing sources/uses in governmental funds. Repayments from funds responsible for particular expenditures/expenses to the funds that initially paid for them are not presented in the financial statements. Interfund transfers are eliminated in the governmental activities columns of the statement of activities.

G. Estimates

The preparation of the financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the amounts reported in the financial statements and accompanying notes. Actual results may differ from those estimates.

H. Budgetary Data

The budgetary process is prescribed by provisions of the California Education Code and requires the governing board to hold a public hearing and adopt an operating budget no later than July 1 of each year. The District governing board satisfied these requirements. The adopted budget is subject to amendment throughout the year to give consideration to unanticipated revenue and expenditures primarily resulting from events unknown at the time of budget adoption with the legal restriction that expenditures cannot exceed appropriations by major object account.

The amounts reported as the original budgeted amounts in the budgetary statements reflect the amounts when the original appropriations were adopted. The amounts reported as the final budgeted amounts in the budgetary statements reflect the amounts after all budget amendments have been accounted for. For purposes of the budget, on-behalf payments have not been included as revenue and expenditures as required under generally accepted accounting principles.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2016

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

I. Property Tax

Secured property taxes attach as an enforceable lien on property as of January 1. Taxes are payable in two installments on November 1 and February 1 and become delinquent on December 10 and April 10, respectively. Unsecured property taxes are payable in one installment on or before August 31. The County Auditor-Controller bills and collects the taxes on behalf of the District. Local property tax revenues are recorded when received.

J. New Accounting Pronouncements

GASB Statement No. 72 – In February 2015, GASB issued Statement No. 72, *Fair Value Measurement and Application*. This standard addresses accounting and financial reporting issues related to fair value measurements. The Statement is effective for periods beginning after June 15, 2015. The District has implemented GASB Statement No. 72 for the year ended June 30, 2016.

GASB Statement No. 73 – In June 2015, GASB issued Statement No. 73, *Accounting and Financial Reporting for Pensions and Related Assets That are Not within the Scope of GASB Statement 68, and Amendments to Certain Provisions of GASB Statements 67 and 68*. This standard establishes requirements for defined benefit pensions that are not within the scope of GASB Statement 68 and amends certain provisions of GASB Statements 67 and 68. A portion of this Statement is effective for periods beginning after June 15, 2015. The District has implemented GASB Statement No. 73 for the year ended June 30, 2016.

GASB Statement No. 75 – In June 2015, GASB issued Statement No. 75, *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions*. This standard's primary objective is to improve accounting and financial reporting by state and local governments for postemployment benefits other than pensions. The Statement is effective for periods beginning after June 15, 2017. The District has not yet determined the impact on the financial statements.

GASB Statement No. 80 – In January 2016, GASB issued Statement No. 80, *Blending Requirements for Certain Component Units – an Amendment of GASB Statement No. 14*. This standard's primary objective is to improve financial reporting by clarifying the financial statement presentation requirements for certain component units. The Statement is effective for periods beginning after June 15, 2016. The District has not yet determined the impact on the financial statements.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
 NOTES TO FINANCIAL STATEMENTS, continued
 JUNE 30, 2016

NOTE 2 – CASH AND INVESTMENTS

A. Summary of Cash and Investments

	Governmental Funds	Fiduciary Funds
Investment in county treasury	\$ 15,471,724	\$ -
Cash on hand and in banks	88,885	87,919
Cash with fiscal agent	2,183,396	-
Cash in revolving fund	6,000	-
Total cash and investments	\$ 17,750,005	\$ 87,919

B. Policies and Practices

The District is authorized under California Government Code to make direct investments in local agency bonds, notes, or warrants within the state; U.S. Treasury instruments; registered state warrants or treasury notes; securities of the U.S. Government, or its agencies; bankers acceptances; commercial paper; certificates of deposit placed with commercial banks and/or savings and loan companies; repurchase or reverse repurchase agreements; medium term corporate notes; shares of beneficial interest issued by diversified management companies, certificates of participation, obligations with first priority security; collateralized mortgage obligations; and the County Investment Pool.

Investment in County Treasury – The District maintains substantially all of its cash in the County Treasury in accordance with *Education Code Section 41001*. The Monterey County Treasurer’s pooled investments are managed by the County Treasurer who reports on a monthly basis to the board of supervisors. In addition, the function of the County Treasury Oversight Committee is to review and monitor the County’s investment policy. The committee membership includes the Treasurer and Tax Collector, the Auditor-Controller, Chief Administrative Officer, Superintendent of Schools Representative, and a public member. The fair value of the District's investment in the pool is based upon the District's pro-rata share of the fair value provided by the County Treasurer for the entire portfolio (in relation to the amortized cost of that portfolio). The balance available for withdrawal is based on the accounting records maintained by the County Treasurer, which is recorded on the amortized cost basis.

Cash with Fiscal Agent – The amount of \$2,183,396 represents cash held by U.S. Bank as trustee for the repayment of State Fund Apportionment Lease Revenue Bonds. This amount is fully collateralized.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
 NOTES TO FINANCIAL STATEMENTS, continued
 JUNE 30, 2016

NOTE 2 – CASH AND INVESTMENTS (continued)

C. General Authorizations

Except for investments by trustees of debt proceeds, the authority to invest District funds deposited with the county treasury is delegated to the County Treasurer and Tax Collector. Additional information about the investment policy of the County Treasurer and Tax Collector may be obtained from its website. The table below identifies the investment types permitted by California Government Code.

<u>Authorized Investment Type</u>	<u>Maximum Remaining Maturity</u>	<u>Maximum Percentage of Portfolio</u>	<u>Maximum Investment in One Issuer</u>
Local Agency Bonds, Notes, Warrants	5 years	None	None
Registered State Bonds, Notes, Warrants	5 years	None	None
U. S. Treasury Obligations	5 years	None	None
U. S. Agency Securities	5 years	None	None
Banker's Acceptance	180 days	40%	30%
Commercial Paper	270 days	25%	10%
Negotiable Certificates of Deposit	5 years	30%	None
Repurchase Agreements	1 year	None	None
Reverse Repurchase Agreements	92 days	20% of base	None
Medium-Term Corporate Notes	5 years	30%	None
Mutual Funds	N/A	20%	10%
Money Market Mutual Funds	N/A	20%	10%
Mortgage Pass-Through Securities	5 years	20%	None
County Pooled Investment Funds	N/A	None	None
Local Agency Investment Fund (LAIF)	N/A	None	S None
Joint Powers Authority Pools	N/A	None	None

D. Interest Rate Risk

Interest rate risk is the risk that changes in market interest rates will adversely affect the fair value of an investment. Generally, the longer the maturity of an investment, the greater the sensitivity of its fair value to changes in market interest rates. The District manages its exposure to interest rate risk by investing in the County Treasury. The District maintains a pooled investment with the County Treasury with a fair value of approximately \$15,466,515 and an amortized book value of \$15,471,724. The average weighted maturity for this pool is 491 days.

E. Credit Risk

Credit risk is the risk that an issuer of an investment will not fulfill its obligation to the holder of the investment. This is measured by the assignment of a rating by a nationally recognized statistical rating organization. The investments in the County Treasury are not required to be rated. As of June 30, 2016, the pooled investments in the County Treasury were not rated.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
 NOTES TO FINANCIAL STATEMENTS, continued
 JUNE 30, 2016

NOTE 2 – CASH AND INVESTMENTS (continued)

F. Custodial Credit Risk – Deposits

This is the risk that in the event of a bank failure, the District's deposits may not be returned to it. The District does not have a policy for custodial credit risk for deposits. However, the California Government Code requires that a financial institution secure deposits made by state or local governmental units by pledging securities in an undivided collateral pool held by a depository regulated under state law. The market value of the pledged securities in the collateral pool must equal at least 110 percent of the total amount deposited by the public agencies. California law also allows financial institutions to secure public deposits by pledging first trust deed mortgage notes having a value of 150 percent of the secured public deposits and letters of credit issued by the Federal Home Loan Bank of San Francisco having a value of 105 percent of the secured deposits. As of June 30, 2016, the District's bank balance was not exposed to custodial credit risk.

G. Fair Value

The District categorizes the fair value measurements of its investments based on the hierarchy established by generally accepted accounting principles. The fair value hierarchy is based on the valuation inputs used to measure an asset's fair value. The following provides a summary of the hierarchy used to measure fair value:

Level 1 - Quoted prices (unadjusted) in active markets for identical assets.

Level 2 - Observable inputs other than Level 1 prices such as quoted prices for similar assets in active markets, quoted prices for identical or similar assets in markets that are not active, or other inputs that are observable, either directly or indirectly.

Level 3 - Unobservable inputs should be developed using the best information available under the circumstances, which might include the District's own data. The District should adjust that data if reasonable available information indicates that other market participants would use different data or certain circumstances specific to the District are not available to other market participants.

Uncategorized - Investments in the Monterey County Treasury Investment Pool are not measured using the input levels above because the District's transactions are based on a stable net asset value per share. All contributions and redemptions are transacted at \$1.00 net asset value per share.

The District's fair value measurements at June 30, 2016 were as follows:

	<u>Uncategorized</u>
Investment in county treasury	\$ 15,466,515
Total fair market value of investments	\$ 15,466,515

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
 NOTES TO FINANCIAL STATEMENTS, continued
 JUNE 30, 2016

NOTE 3 – ACCOUNTS RECEIVABLE

Accounts receivable at June 30, 2016 consisted of the following:

	General Fund	Non-Major Governmental Funds	Total Governmental Activities
Federal Government			
Categorical aid	\$ 213,869	\$ 60,045	\$ 273,914
State Government			
Categorical aid	61,734	4,630	66,364
Lottery	199,777	-	199,777
Local Government			
Other local sources	2,013	1	2,014
Total	\$ 477,393	\$ 64,676	\$ 542,069

NOTE 4 – CAPITAL ASSETS

Capital asset activity for the year ended June 30, 2016 was as follows:

	Balance July 01, 2015	Additions	Deletions	Balance June 30, 2016
Governmental Activities				
Capital assets not being depreciated				
Land	\$ 2,269,094	\$ -	\$ -	\$ 2,269,094
Construction in progress	2,003,154	-	-	2,003,154
Total Capital Assets not Being Depreciated	4,272,248	-	-	4,272,248
Capital assets being depreciated				
Buildings & improvements	30,795,933	-	-	30,795,933
Furniture & equipment	3,773,989	-	-	3,773,989
Total Capital Assets Being Depreciated	34,569,922	-	-	34,569,922
Less Accumulated Depreciation				
Buildings & improvements	9,486,014	-	-	9,486,014
Furniture & equipment	3,505,440	-	-	3,505,440
Total Accumulated Depreciation	12,991,454	-	-	12,991,454
Governmental Activities				
Capital Assets, net	\$ 25,850,716	\$ -	\$ -	\$ 25,850,716

NOTE 5 – INTERFUND TRANSACTIONS

Intefund Payables/Receivables (Due To/From)

Interfund payables/receivables at June 30, 2016 consisted of \$5,563 due from the Capital Facilities Fund to the General Fund for an administrative fee on developer fee collections.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
 NOTES TO FINANCIAL STATEMENTS, continued
 JUNE 30, 2016

NOTE 6 – ACCRUED LIABILITIES

Accrued liabilities at June 30, 2016 consisted of the following:

	Non-Major Governmental			Total Governmental
	General Fund	Funds	District-Wide	Activities
Payroll	\$ 403,739	\$ 1,985	\$ -	\$ 405,724
Vendors payable	1,460,584	116,644	-	1,577,228
Unmatured interest	-	-	343,802	343,802
Total	\$ 1,864,323	\$ 118,629	\$ 343,802	\$ 2,326,754

NOTE 7 – UNEARNED REVENUE

Unearned revenue at June 30, 2016, consisted of the following:

	General Fund
Federal sources	\$ 9,773
State categorical sources	1,792,282
Total	\$ 1,802,055

NOTE 8 – LONG-TERM DEBT

A schedule of changes in long-term debt for the year ended June 30, 2016 consisted of the following:

	Balance			Balance June 30, 2016	Balance Due In One Year
	July 01, 2015	Additions	Deductions		
Governmental Activities					
General obligation bonds	\$ 8,255,000	\$ -	\$ 1,315,000	\$ 6,940,000	\$ 1,395,000
Unamortized premium	158,548	-	26,496	132,052	26,496
Total general obligation bonds	8,413,548	-	1,341,496	7,072,052	1,421,496
Lease revenue bonds	12,515,000	-	580,000	11,935,000	605,000
Capital leases	298,165	-	92,138	206,027	65,532
Compensated absences	183,157	8,653	-	191,810	-
Net OPEB obligation	717,169	83,542	-	800,711	-
Net pension liability	11,136,346	984,198	-	12,120,544	-
Total	\$ 33,263,385	\$ 1,076,393	\$ 2,013,634	\$ 32,326,144	\$ 2,092,028

- Payments for general obligation bonds are made in the Bond Interest and Redemption Fund.
- Payments on lease revenue bonds are made in the General Fund.
- Payments for capital lease obligations are made in the Capital Facilities Fund.
- Payments for compensated absences are typically paid in the General Fund and the Non-Major Governmental Funds.

A. Compensated Absences

Total unpaid employee compensated absences as of June 30, 2016 amounted to \$191,810. This amount is included as part of long-term liabilities in the government-wide financial statements.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
 NOTES TO FINANCIAL STATEMENTS, continued
 JUNE 30, 2016

NOTE 8 – LONG-TERM DEBT (continued)

B. General Obligation Bonds

On March 20, 2012, the 2012 General Obligation Refunding Bonds in the aggregate amount of \$11,820,000 were issued to currently refund all of the District's outstanding 1998 General Obligation Refunding bonds. The refunding bonds mature through August 15, 2020, and have interest rates from 2.0% to 5.0%. Principal payments are due annually on August 1 and interest payments are due semi-annually on February 1 and August 1. The outstanding general obligation bonded debt of the District as of June 30, 2016, is as follows:

Issue Date	Maturity Date	Interest Rate	Original Issue	Bonds			Bonds Outstanding June 30, 2016
				Outstanding July 01, 2015	Additions	Deductions	
2012	2021	2.0%-5.0%	\$ 11,820,000	\$ 8,255,000	\$ -	\$ 1,315,000	\$ 6,940,000
				\$ 8,255,000	\$ -	\$ 1,315,000	\$ 6,940,000

The annual requirements to amortize the general obligation bonds are as follows:

Year Ended June 30,	Principal	Interest	Total
2017	\$ 1,395,000	\$ 246,656	\$ 1,641,656
2018	1,485,000	204,806	1,689,806
2019	1,570,000	160,256	1,730,256
2020	1,665,000	113,156	1,778,156
2021	825,000	29,906	854,906
Total	\$ 6,940,000	\$ 754,780	\$ 7,694,780

C. State School Apportionment Lease Revenue Bonds

On July 22, 2009, Senate Bill 130, Chapter 20, Statutes of 2009, was enacted. This legislation provided an emergency apportionment loan to the district of \$5 million. In addition the bill authorized the district to augment the emergency loan with an additional \$8 million of lease financing in order to increase the emergency loan to a total of \$13 million. This loan provides a floating line of credit. As of June 30, 2012, the district received the balance of the apportionment loan amount. The legislation requires the district to repay the loan, including interest calculated at a rate equal to the rate earned by the State's Pooled Money Investment account on the effective date of Senate Bill 130. The bill provides that the loan be repaid over a 20-year period.

On April 7, 2010, the California Infrastructure and Economic Development Bank (I-Bank) issued \$14,395,000 in lease revenue bonds bearing interest at 2.0% to 5.6% with maturities from August 15, 2011 through August 15, 2029. The bonds were issued to fund the emergency apportionment given to the district. The district entered into a lease-back agreement whereby the scheduled lease payments will provide the source for the required principal and interest payments on the bonds. The lease payments will be made by an intercept of apportionments due to the district by the State Controller's Office. The intercepts will be made July through October beginning July 2010 and held by the Trustee until the principal and interest bond payments are due as per the debt service schedule.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
 NOTES TO FINANCIAL STATEMENTS, continued
 JUNE 30, 2016

NOTE 8 – LONG-TERM DEBT (continued)

C. State School Apportionment Lease Revenue Bonds (continued)

The outstanding Lease Revenue bonded debt of the District as of June 30, 2016 is as follows:

Issue Date	Maturity Date	Interest Rate	Original Issue	Bonds			Bonds Outstanding June 30, 2016
				Outstanding July 01, 2015	Additions	Deductions	
2010	2030	2.0%-5.6%	\$ 14,395,000	\$ 12,515,000	\$ -	\$ 580,000	\$ 11,935,000
				\$ 12,515,000	\$ -	\$ 580,000	\$ 11,935,000

The annual requirements to amortize the emergency apportionment lease revenue bonds are as follows:

Year Ended June 30,	Principal	Interest	Total
2017	\$ 605,000	\$ 629,131	\$ 1,234,131
2018	630,000	599,769	1,229,769
2019	660,000	566,694	1,226,694
2020	695,000	531,125	1,226,125
2021	735,000	493,588	1,228,588
2022 - 2026	4,265,000	1,843,859	6,108,859
2027 - 2030	4,345,000	517,356	4,862,356
Total	\$ 11,935,000	\$ 5,181,522	\$ 17,116,522

D. Capital Leases

The District has entered into agreements to lease various facilities and equipment that provide for the title to pass upon expiration of the lease period.

The following is a summary of the capital lease obligations:

Year Ended June 30,	Lease Payment
2017	\$ 74,013
2018	74,013
2019	74,012
Total minimum lease payments	222,038
Less amount representing interest	(16,011)
Present value of minimum lease payments	\$ 206,027

E. Net Pension Liability

The District's beginning net pension liability was \$11,136,346 and increased by \$984,198 during the year ended June 30, 2016. The ending net pension liability at June 30, 2016 was \$12,120,544. See Note 11 for additional information regarding the net pension liability.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
 NOTES TO FINANCIAL STATEMENTS, continued
 JUNE 30, 2016

NOTE 9 – FUND BALANCES

Fund balances were composed of the following elements at June 30, 2016:

	General Fund	Non-Major Governmental Funds	Total Governmental Funds
Non-spendable			
Revolving cash	\$ 6,000	\$ -	\$ 6,000
Prepaid expenditures	42,484	-	42,484
Total non-spendable	48,484	-	48,484
Restricted			
Educational programs	647,411	-	647,411
Capital projects	-	183,780	183,780
Debt service	-	2,934,614	2,934,614
All others	-	227,326	227,326
Total restricted	647,411	3,345,720	3,993,131
Assigned			
Special reserve fund	3,021,839	-	3,021,839
Adult education	24,639	-	24,639
Total assigned	3,046,478	-	3,046,478
Unassigned			
Reserve for economic uncertainties	4,008,350	-	4,008,350
Remaining unassigned	3,453,108	-	3,453,108
Total unassigned	7,461,458	-	7,461,458
Total	\$ 11,203,831	\$ 3,345,720	\$ 14,549,551

The District is committed to maintaining a prudent level of financial resources to protect against the need to reduce service levels because of temporary revenue shortfalls or unpredicted expenditures. The District's Minimum Fund Balance Policy requires a Reserve for Economic Uncertainties, consisting of unassigned amounts, equal to no less than three percent of General Fund expenditures and other financing uses.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
 NOTES TO FINANCIAL STATEMENTS, continued
 JUNE 30, 2016

NOTE 10 – POSTEMPLOYMENT BENEFITS OTHER THAN PENSIONS (OPEB)

A. Plan Description and Contribution Information

The plan is a single-employer defined benefit health care plan administered by the District. The plan provides medical and dental insurance benefits to eligible retirees and their spouses.

Membership of the plan consisted of the following:

Retirees and beneficiaries receiving benefits	12
Active plan members	119
Total*	131
 Number of participating employers	1

*As of July 1, 2014 actuarial study

B. Funding Policy

The District's contribution is currently based on a project pay-as-you-go funding method, that is, benefits are payable when due.

As of June 30, 2016, the District has not established a plan or equivalent that contains an irrevocable transfer of assets dedicated to providing benefits to retirees in accordance with the terms of the plan and that are legally protected from creditors.

C. Annual OPEB Cost and Net OPEB Obligation

The District's annual OPEB cost (expense) is calculated based on the annual required contribution of the employer (ARC), an amount actuarially determined in accordance with the parameters of GASB Statement No. 45. The ARC represents a level of funding that, if paid on an ongoing basis, is projected to cover normal cost each year and amortize any unfunded actuarial accrued liabilities (UAAL) (or funding excess) over a period not to exceed thirty years. The following table shows the components of the District's annual OPEB cost for the year, the amount actually contributed to the Plan, and changes in the District's net OPEB obligation to the Plan:

Annual required contribution	\$ 278,340
Interest on net OPEB obligation	34,066
Adjustment to annual required contribution	(31,786)
Annual OPEB cost (expense)	280,620
Contributions made	(197,078)
Increase (decrease) in net OPEB obligation	83,542
Net OPEB obligation, beginning of the year	717,169
Net OPEB obligation, end of the year	\$ 800,711

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
 NOTES TO FINANCIAL STATEMENTS, continued
 JUNE 30, 2016

NOTE 10 – POSTEMPLOYMENT BENEFITS OTHER THAN PENSIONS (OPEB) (continued)

C. Annual OPEB Cost and Net OPEB Obligation (continued)

The annual OPEB cost, the percentage of annual OPEB cost contributed to the Plan, and the net OPEB obligation for the year ended June 30, 2016 and the preceding two years were as follows:

Year Ended June 30,	Annual OPEB Cost	Percentage Contributed	Net OPEB Obligation
2016	\$ 280,620	70%	\$ 800,711
2015	\$ 280,291	63%	\$ 717,169
2014	\$ 241,311	52%	\$ 614,107

D. Funded Status and Funding Progress

The funded status of the plan as of the most recent actuarial evaluation consists of the following:

Actuarial Valuation Date	Actuarial Valuation of Assets	Actuarial Accrued Liability (AAL)	Unfunded AAL (UAAL)	Funded Ratio	Covered Payroll	UAAL as a Percentage of Covered Payroll
July 1, 2014	\$ -	\$ 2,226,672	\$ 2,226,672	0%	\$ 9,670,107	23%

Actuarial valuations of an ongoing plan involve estimates of the value of reported amounts and assumptions about the probability of occurrence of events far into the future. Examples include assumptions about future employment, investment returns, mortality, and the healthcare cost trend. Amounts determined regarding the funded status of the Plan and the annual required contributions of the employer are subject to continual revision as actual results are compared with past expectations and new estimates are made about the future.

The schedule of funding progress, presented as required supplementary information following the notes to financial statements, presents multiyear trend information about whether the actuarial value of plan assets is increasing or decreasing over time relative to the actuarial accrued liabilities for benefits.

NOTE 10 – POSTEMPLOYMENT BENEFITS OTHER THAN PENSIONS (OPEB) (continued)

E. Actuarial Methods and Assumptions

Projections of benefits for financial reporting purposes are based on the substantive plan (the plan as understood by the employer and the plan members) and include the types of benefits provided at the time of each valuation and the historical pattern of sharing of benefit costs between the employer and plan members to that point. The actuarial methods and assumptions used include techniques that are designed to reduce the effects of short-term volatility in actuarial accrued liabilities and the actuarial value of assets, consistent with the long-term perspective of the calculations.

Additional information as of the latest actuarial valuation follows:

Valuation Date	7/1/2014
Actuarial Cost Method	Entry Age Normal
Amortization Method	Level-percentage of payroll
Remaining Amortization Period	28 years
Actuarial Assumptions:	
Investment rate of return	4.75%
Discount rate	4.75%
Health care trend rate	4.00%
Inflation rate	2.75%

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
 NOTES TO FINANCIAL STATEMENTS, continued
 JUNE 30, 2016

NOTE 11 – PENSION PLANS

Qualified employees are covered under multiple-employer contributory retirement plans maintained by agencies of the State of California. Certificated employees are members of the California State Teachers' Retirement System (CalSTRS), and classified employees are members of the California Public Employees' Retirement System (CalPERS). The District reported its proportionate share of the net pension liabilities, pension expense, deferred outflow of resources, and deferred inflow of resources for each of the above plans as follows:

	Net pension liability	Deferred outflows related to pensions	Deferred inflows related to pensions	Pension expense
STRS Pension	\$ 9,168,106	\$ 894,453	\$ 1,988,989	\$ 528,579
PERS Pension	2,952,438	611,488	449,349	269,875
Total	\$ 12,120,544	\$ 1,505,941	\$ 2,438,338	\$ 798,454

California State Teachers' Retirement System (CalSTRS)

Plan Description

The District contributes to the California State Teachers' Retirement System (CalSTRS); a cost-sharing multiple employer public employee retirement system defined benefit pension plan administered by CalSTRS. The plan provides retirement and disability benefits and survivor benefits to beneficiaries. Benefit provisions are established by state statutes, as legislatively amended, within the State Teachers' Retirement Law. CalSTRS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. Copies of the CalSTRS annual financial report may be obtained from CalSTRS, 7919 Folsom Blvd., Sacramento, CA 95826.

Benefits provided

The CalSTRS defined benefit plan has two benefit formulas:

CalSTRS 2% at 60: Members first hired on or before December 31, 2012, to perform service that could be creditable to CalSTRS

CalSTRS 2% at 62: Members first hired on or after January 1, 2013, to perform service that could be creditable to CalSTRS

CalSTRS 2% at 60

CalSTRS 2% at 60 members are eligible for normal retirement at age 60, with a minimum of five years of credited service. The normal retirement benefit is equal to 2.0 percent of final compensation for each year of credited service. Early retirement options are available at age 55 with five years of credited service or as early as age 50 with 30 years of credited service. The age factor for retirements after age 60 increases with each quarter year of age to 2.4 percent at age 63 or older. Members who have 30 years or more of credited service receive an additional increase of up to 0.2 percent to the age factor, known as the career factor. The maximum benefit with the career factor is 2.4 percent of final compensation.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
 NOTES TO FINANCIAL STATEMENTS, continued
 JUNE 30, 2016

NOTE 11 – PENSION PLANS (continued)

California State Teachers' Retirement System (CalSTRS) (continued)

Benefits provided (continued)

CalSTRS 2% at 62

CalSTRS 2% at 62 members are eligible for normal retirement at age 62, with a minimum of five years of credited service. The normal retirement benefit is equal to 2.0 percent of final compensation for each year of credited service. An early retirement option is available at age 55. The age factor for retirement after age 62 increases with each quarter year of age to 2.4 percent at age 65 or older.

Contributions

Active plan CalSTRS 2% at 60 and 2% at 62 members are required to contribute 9.20% and 8.56% of their salary for fiscal year 2016, respectively, and the District is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by CalSTRS Teachers' Retirement Board. The required employer contribution rate for fiscal year 2016 was 10.73% of annual payroll. The contribution requirements of the plan members are established by state statute. Contributions to the plan from the District were \$894,453 for the year ended June 30, 2016.

On-Behalf Payments

The District was the recipient of on-behalf payments made by the State of California to CalSTRS for K-12 education. These payments consist of state general fund contributions of approximately \$492,697 to CalSTRS (7.126% of 2013-14 creditable compensation subject to CalSTRS).

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

At June 30, 2016, the District reported a liability for its proportionate share of the net pension liability that reflected a reduction for State pension support provided to the District. The amount recognized by the District as its proportionate share of the net pension liability, the related State support, and the total portion of the net pension liability that was associated with the District were as follows:

District's proportionate share of the net pension liability	\$ 9,168,106
State's proportionate share of the net pension liability associated with the District	4,848,904
Total	\$ 14,017,010

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
 NOTES TO FINANCIAL STATEMENTS, continued
 JUNE 30, 2016

NOTE 11 – PENSION PLANS (continued)

California State Teachers' Retirement System (CalSTRS) (continued)

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions (continued)

The net pension liability was measured as of June 30, 2015, and the total pension liability used to calculate the net pension liability was determined by applying update procedures to an actuarial valuation as of June 30, 2014, and rolling forward the total pension liability to June 30, 2015. The District's proportion of the net pension liability was based on a projection of the District's long-term share of contributions to the pension plan relative to the projected contributions of all participating school districts, actuarially determined. At June 30, 2015, the District's proportion was 0.014 percent, which was a decrease of 0.002 percent from its proportion measured as of June 30, 2014.

For the year ended June 30, 2016, the District recognized pension expense of \$528,579. In addition, the District recognized pension expense and revenue of \$375,502 for support provided by the State. At June 30, 2016, the District reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	<u>Deferred Outflows of Resources</u>	<u>Deferred Inflows of Resources</u>
Differences between projected and actual earnings on plan investments	\$ -	\$ 747,350
Differences between expected and actual experience	-	153,202
Changes in proportion and differences between District contributions and proportionate share of contributions	-	1,088,437
District contributions subsequent to the measurement date	894,453	-
	<u>\$ 894,453</u>	<u>\$ 1,988,989</u>

The \$894,453 reported as deferred outflows of resources related to pensions resulting from District contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the year ended June 30, 2017. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

<u>Year Ended June 30,</u>	<u>Deferred Inflows of Resources</u>
2017	\$ 393,777
2018	393,777
2019	393,777
2020	393,777
2021	206,940
2022	206,941
	<u>\$ 1,988,989</u>

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
 NOTES TO FINANCIAL STATEMENTS, continued
 JUNE 30, 2016

NOTE 11 – PENSION PLANS (continued)

California State Teachers’ Retirement System (CalSTRS) (continued)

Actuarial assumptions

The total pension liability was determined by applying update procedures to an actuarial valuation as of June 30, 2014, and rolling forward the total pension liability to June 30, 2015 using the following actuarial assumptions, applied to all periods included in the measurement:

Consumer Price Inflation	3.00%
Investment Yield*	7.60%
Wage Inflation	3.75%

* Net of investment expenses, but gross of administrative expenses.

CalSTRS uses custom mortality tables to best fit the patterns of mortality among its members. These custom tables are based on RP2000 series tables adjusted to fit CalSTRS experience.

The actuarial assumptions used in the June 30, 2014 valuation were based on the results of an actuarial experience study for the period July 1, 2006–June 30, 2010.

The long-term expected rate of return on pension plan investments was determined using a building-block method in which best-estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. The best-estimate ranges were developed using capital market assumptions from CalSTRS general investment consultant (Pension Consulting Alliance - PCA) as an input to the process. Based on the model from CalSTRS consulting actuary’s (Milliman) investment practice, a best estimate range was determined by assuming the portfolio is re-balanced annually and that annual returns are lognormally distributed and independent from year to year to develop expected percentiles for the long-term distribution of annualized returns. The assumed asset allocation by PCA is based on board policy for target asset allocation in effect on February 2, 2012, the date the current experience study was approved by the board. Best estimates of 10-year geometric real rates of return and the assumed asset allocation for each major asset class used as input to develop the actuarial investment rate of return are summarized in the following table:

<u>Asset Class</u>	<u>Assumed Asset Allocation</u>	<u>Long-Term* Expected Real Rate of Return</u>
Global Equity	47%	4.50%
Private Equity	12%	6.20%
Real Estate	15%	4.35%
Inflation Sensitive	5%	3.20%
Fixed Income	20%	0.20%
Cash/Liquidity	1%	0.00%
	<u>100%</u>	

* 10-year geometric average

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
 NOTES TO FINANCIAL STATEMENTS, continued
 JUNE 30, 2016

NOTE 11 – PENSION PLANS (continued)

California State Teachers' Retirement System (CalSTRS) (continued)

Discount rate

The discount rate used to measure the total pension liability was 7.60 percent. The projection of cash flows used to determine the discount rate assumed that contributions from plan members and employers will be made at statutory contribution rates in accordance with the rate increases per AB 1469. Projected inflows from investment earnings were calculated using the long-term assumed investment rate of return (7.60 percent) and assuming that contributions, benefit payments, and administrative expense occur midyear. Based on those assumptions, the Plan's fiduciary net position was projected to be available to make all projected future benefit payments to current plan members. Therefore, the long-term assumed investment rate of return was applied to all periods of projected benefit payments to determine the total pension liability.

Sensitivity of the District's proportionate share of the net pension liability to changes in the discount rate

The following presents the District's proportionate share of the net pension liability calculated using the discount rate of 7.60 percent, as well as what the District's proportionate share of the net pension liability would be if it were calculated using a discount rate that is 1-percentage-point lower (6.60 percent) or 1-percentage-point higher (8.60 percent) than the current rate:

	1% Decrease (6.60%)	Current Discount Rate (7.60%)	1% Increase (8.60%)
District's proportionate share of the net pension liability	\$ 13,843,126	\$ 9,168,106	\$ 5,282,787

Pension plan fiduciary net position

Detailed information about the pension plan's fiduciary net position is available in the separately issued CalSTRS financial report.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2016

NOTE 11 – PENSION PLANS (continued)

California Public Employees' Retirement System (CalPERS)

Plan Description

The District contributes to the School Employer Pool under the California Public Employees' Retirement System (CalPERS); a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalPERS. The plan provides retirement and disability benefits, annual cost-of-living adjustments, and death benefits to plan members and beneficiaries. Benefit provisions are established by state statutes, as legislatively amended, within the Public Employees' Retirement Laws. CalPERS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. Copies of the CalPERS annual financial report may be obtained from the CalPERS Executive Office, 400 P Street, Sacramento, CA 95811.

Benefits provided

The benefits for the defined benefit plan are based on members' years of service, age, final compensation, and benefit formula. Benefits are provided for disability, death, and survivors of eligible members or beneficiaries. Members become fully vested in their retirement benefits earned to date after five years of credited service.

Contributions

Active plan members who entered into the plan prior to January 1, 2013, are required to contribute 7.0% of their salary. The California Public Employees' Pension Reform Act (PEPRA) specifies that new members entering into the plan on or after January 1, 2013, shall pay the higher of fifty percent of normal costs or 6.0% of their salary. Additionally, for new members entering the plan on or after January 1, 2013, the employer is prohibited from paying any of the employee contribution to CalPERS unless the employer payment of the member's contribution is specified in an employment agreement or collective bargaining agreement that expires after January 1, 2013.

The District is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the CalPERS Board of Administration. The required employer contribution rate for fiscal year 2016 was 11.847% of annual payroll. Contributions to the plan from the District were \$291,028 for the year ended June 30, 2016.

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

At June 30, 2016, the District reported a liability of \$2,952,438 for its proportionate share of the net pension liability. The net pension liability was measured as of June 30, 2015, and the total pension liability used to calculate the net pension liability was determined by applying update procedures to an actuarial valuation as of June 30, 2014, and rolling forward the total pension liability to June 30, 2015. The District's proportion of the net pension liability was based on a projection of the District's long-term share of contributions to the pension plan relative to the projected contributions of all participating school districts, actuarially determined. At June 30, 2015, the District's proportion was 0.020 percent, which was an increase of 0.001 percent from its proportion measured as of June 30, 2014.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
 NOTES TO FINANCIAL STATEMENTS, continued
 JUNE 30, 2016

NOTE 11 – PENSION PLANS (continued)

California Public Employees’ Retirement System (CalPERS) (continued)

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions (continued)

For the year ended June 30, 2016, the District recognized pension expense of \$269,875. At June 30, 2016, the District reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	<u>Deferred Outflows of Resources</u>	<u>Deferred Inflows of Resources</u>
Differences between projected and actual earnings on plan investments	\$ -	\$ 101,094
Differences between expected and actual experience	168,736	-
Changes in assumptions	-	181,406
Changes in proportion and differences between District contributions and proportionate share of contributions	151,724	166,849
District contributions subsequent to the measurement date	291,028	-
	<u>\$ 611,488</u>	<u>\$ 449,349</u>

The \$291,028 reported as deferred outflows of resources related to pensions resulting from District contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the year ended June 30, 2017. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

<u>Year Ended June 30,</u>	<u>Deferred Outflows of Resources</u>	<u>Deferred Inflows of Resources</u>
2017	\$ 110,504	\$ 143,444
2018	110,504	143,444
2019	99,452	137,188
2020	-	25,273
	<u>\$ 320,460</u>	<u>\$ 449,349</u>

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2016

NOTE 11 – PENSION PLANS (continued)

California Public Employees' Retirement System (CalPERS) (continued)

Actuarial assumptions

The total pension liability was determined by applying update procedures to an actuarial valuation as of June 30, 2014, and rolling forward the total pension liability to June 30, 2015 using the following actuarial assumptions, applied to all periods included in the measurement:

Consumer Price Inflation	2.75%
Investment Yield*	7.65%
Wage Inflation	Varies by Entry Age and Service

* Net of investment expenses, but gross of administrative expenses.

CalPERS uses custom mortality tables to best fit the patterns of mortality among its members. These custom tables are derived using CalPERS' membership data for all funds. The table includes 20 years of mortality improvements using Society of Actuaries Scale BB.

The actuarial assumptions used in the June 30, 2014, valuation were based on the results of an actuarial experience study for the period from 1997 to 2011.

The long-term expected rate of return on pension plan investments was determined using a building block method in which best estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. In determining the long-term expected rate of return, both short-term and long-term market return expectations as well as the expected pension fund cash flows were taken into account. Such cash flows were developed assuming that both members and employers will make their required contributions on time and as scheduled in all future years. Using historical returns of all the funds' asset classes, expected compound (geometric) returns were calculated over the short-term (first 10 years) and the long-term (11-60 years) using a building block approach. Using the expected nominal returns for both short-term and long-term, the present value of benefits was calculated for each fund. The expected rate of return was set by calculating the single equivalent expected return that arrived at the same present value of benefits for cash flows as the one calculated using both short-term and long-term returns. The expected rate of return was then set equivalent to the single equivalent rate calculated above and rounded down to the nearest one quarter of one percent.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
 NOTES TO FINANCIAL STATEMENTS, continued
 JUNE 30, 2016

NOTE 11 – PENSION PLANS (continued)

California Public Employees’ Retirement System (CalPERS) (continued)

Actuarial assumptions (continued)

The table below reflects long-term expected real rate of return by asset class. The rate of return was calculated using the capital market assumptions applied to determine the discount rate and asset allocation. These geometric rates of return are net of administrative expenses.

Asset Class	Assumed Asset Allocation	Real Return Years 1-10*	Real Return Years 11+**
Global Equity	51%	5.25%	5.71%
Global Fixed Income	19%	0.99%	2.43%
Inflation Sensitive	6%	0.45%	3.36%
Private Equity	10%	6.83%	6.95%
Real Estate	10%	4.50%	5.13%
Infrastructure and Forestland	2%	4.50%	5.09%
Liquidity	2%	-0.55%	-1.05%
	100%		

* An expected inflation of 2.5% used for this period
 ** An expected inflation of 3.0% used for this period

Discount rate

The discount rate used to measure the total pension liability was 7.65 percent. A projection of the expected benefit payments and contributions was performed to determine if assets would run out. The test revealed the assets would not run out. Therefore the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability for the Schools Pool. The results of the crossover testing for the Schools Pool are presented in a detailed report that can be obtained at CalPERS’ website.

Sensitivity of the District’s proportionate share of the net pension liability to changes in the discount rate

The following presents the District’s proportionate share of the net pension liability calculated using the discount rate of 7.65 percent, as well as what the District’s proportionate share of the net pension liability would be if it were calculated using a discount rate that is 1-percentage-point lower (6.65 percent) or 1-percentage-point higher (8.65 percent) than the current rate:

	1% Decrease (6.65%)	Current Discount Rate (7.65%)	1% Increase (8.65%)
District’s proportionate share of the net pension liability	\$ 4,805,339	\$ 2,952,438	\$ 1,411,627

Pension plan fiduciary net position

Detailed information about the pension plan’s fiduciary net position is available in the separately issued CalPERS financial report.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2016

NOTE 12 – PARTICIPATION IN JOINT POWERS AUTHORITIES

The District participates in three joint ventures under joint powers authorities (JPAs), the Monterey County Schools' Insurance Group, the Monterey and San Benito Counties Liability/Property JPA, and the Monterey County Schools' Workers' Compensation JPA. The relationships between the District and the JPAs are such that the JPAs are not component units of the District for financial reporting purposes.

The JPAs have budgeting and financial reporting requirements independent of member units, and their financial statements are not presented in these financial statements. However, fund transactions between the JPAs and the District are included in these statements. The audited financial statements are generally available from the respective entities.

**REQUIRED SUPPLEMENTARY
INFORMATION**

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
GENERAL FUND – BUDGETARY COMPARISON SCHEDULE
FOR THE YEAR ENDED JUNE 30, 2016

	Budgeted Amounts		Actual* (Budgetary Basis)	Variances - Final to Actual
	Original	Final		
REVENUES				
LCFF sources	\$ 20,144,086	\$ 20,584,804	\$ 20,812,217	\$ 227,413
Federal sources	888,658	1,023,005	1,043,782	20,777
Other state sources	871,340	4,022,440	2,416,351	(1,606,089)
Other local sources	1,333,156	1,479,545	1,686,754	207,209
Total Revenues	23,237,240	27,109,794	25,959,104	(1,150,690)
EXPENDITURES				
Certificated salaries	8,762,768	8,784,126	8,542,170	241,956
Classified salaries	2,669,213	2,682,177	2,694,362	(12,185)
Employee benefits	3,712,707	3,771,564	4,109,619	(338,055)
Books and supplies	1,076,888	2,174,407	2,023,807	150,600
Services and other operating expenditures	3,835,205	6,869,815	4,346,227	2,523,588
Capital outlay	104,000	108,051	169,173	(61,122)
Other outgo				
Excluding transfers of indirect costs	1,541,527	1,596,527	1,693,170	(96,643)
Total Expenditures	21,702,308	25,986,667	23,578,528	2,408,139
NET CHANGE IN FUND BALANCE				
Fund Balance - Beginning	1,534,932	1,123,127	2,380,576	1,257,449
Fund Balance - Ending	3,460,197	5,941,073	5,776,777	(164,296)
	\$ 4,995,129	\$ 7,064,200	\$ 8,157,353	\$ 1,093,153

* The actual amounts reported on this schedule do not agree with the amounts reported on the Statement of Revenues, Expenditures, and Changes in Fund Balance for the following reasons:

- Actual amounts reported in this schedule are for the General Fund only, and do not agree with the amounts reported on the Statement of Revenues, Expenditures, and Changes in Fund Balances because the amounts on that schedule include the financial activity of the Adult Education Fund and Special Reserve Fund for Other than Capital Outlay Projects in accordance with the fund type definitions promulgated by GASB Statement No. 54.
- Audit adjustments from the prior year are not reported on this schedule and impact the beginning fund balance.

See accompanying note to required supplementary information.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
 SCHEDULE OF FUNDING PROGRESS
 FOR THE YEAR ENDED JUNE 30, 2016

Actuarial Valuation Date	Actuarial Valuation of Assets	Actuarial Accrued Liability (AAL)	Unfunded AAL (UAAL)	Funded Ratio	Covered Payroll	UAAL as a Percentage of Covered Payroll
July 1, 2014	\$ -	\$ 2,226,672	\$ 2,226,672	0%	\$ 9,670,107	23%
October 1, 2011	\$ -	\$ 1,761,155	\$ 1,761,155	0%	\$ 9,606,525	18%
October 1, 2009	\$ -	\$ 2,700,265	\$ 2,700,265	0%	\$ 10,265,527	26%

See accompanying note to required supplementary information.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
 SCHEDULE OF THE DISTRICT'S PROPORTIONATE SHARE OF THE NET PENSION LIABILITY -
 CALSTRS
 FOR THE YEAR ENDED JUNE 30, 2016

	<u>June 30, 2016</u>	<u>June 30, 2015</u>
District's proportion of the net pension liability	0.014%	0.015%
District's proportionate share of the net pension liability	\$ 9,168,106	\$ 9,015,325
States's proportionate share of the net pension liability associated with the District	4,848,904	5,443,842
Total	<u>\$ 14,017,010</u>	<u>\$ 14,459,167</u>
District's covered-employee payroll	\$ 8,544,687	\$ 7,212,524
District's proportionate share of the net pension liability as a percentage of its covered-employee payroll	107.3%	125.0%
Plan fiduciary net position as a percentage of the total pension liability.	74.0%	76.5%

See accompanying note to required supplementary information.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
 SCHEDULE OF THE DISTRICT'S PROPORTIONATE SHARE OF THE NET PENSION LIABILITY -
 CALPERS
 FOR THE YEAR ENDED JUNE 30, 2016

	<u>June 30, 2016</u>	<u>June 30, 2015</u>
District's proportion of the net pension liability	0.020%	0.019%
District's proportionate share of the net pension liability	\$ 2,952,438	\$ 2,121,021
District's covered-employee payroll	\$ 2,606,780	\$ 2,457,583
District's proportionate share of the net pension liability as a percentage of its covered-employee payroll	113.3%	86.3%
Plan fiduciary net position as a percentage of the total pension liability.	79.4%	83.4%

See accompanying note to required supplementary information.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
 SCHEDULE OF DISTRICT CONTRIBUTIONS - CALSTRS
 FOR THE YEAR ENDED JUNE 30, 2016

	<u>June 30, 2016</u>	<u>June 30, 2015</u>
Contractually required contribution	\$ 894,453	\$ 606,816
Contributions in relation to the contractually required contribution*	(894,453)	(606,816)
Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>
District's covered-employee payroll	\$ 8,544,687	\$ 7,212,524
Contributions as a percentage of covered-employee payroll	10.47%	8.41%

*Amounts do not include on behalf contributions

See accompanying note to required supplementary information.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
 SCHEDULE OF DISTRICT CONTRIBUTIONS - CALPERS
 FOR THE YEAR ENDED JUNE 30, 2016

	<u>June 30, 2016</u>	<u>June 30, 2015</u>
Contractually required contribution	\$ 291,028	\$ 260,841
Contributions in relation to the contractually required contribution	(291,028)	(260,841)
Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>
District's covered-employee payroll	\$ 2,606,780	\$ 2,457,583
Contributions as a percentage of covered-employee payroll	11.16%	10.61%

See accompanying note to required supplementary information.

**SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
NOTES TO REQUIRED SUPPLEMENTARY INFORMATION
FOR THE YEAR ENDED JUNE 30, 2016**

NOTE 1 – PURPOSE OF SCHEDULES

Budgetary Comparison Schedule

This schedule is required by GASB Statement No. 34 as required supplementary information (RSI) for the General Fund and for each major special revenue fund that has a legally adopted annual budget. The budgetary comparison schedule presents both (a) the original and (b) the final appropriated budgets for the reporting period as well as (c) actual inflows, outflows, and balances, stated on the District's budgetary basis. A separate column to report the variance between the final budget and actual amounts is also presented, although not required.

Schedule of Funding Progress

This schedule is required by GASB Statement No. 45 for all sole and agent employers that provide other postemployment benefits (OPEB). The schedule presents, for the most recent actuarial valuation and the two preceding valuations, information about the funding progress of the plan, including, for each valuation, the actuarial valuation date, the actuarial value of assets, the actuarial accrued liability, the total unfunded actuarial liability (or funding excess), the actuarial value of assets as a percentage of the actuarial accrued liability (funded ratio), the annual covered payroll, and the ratio of the total unfunded actuarial liability (or funding excess) to annual covered payroll.

Schedule of the District's Proportionate Share of the Net Pension Liability

This 10-year schedule is required by GASB Statement No. 68 for each cost-sharing pension plan. Until a full 10-year trend is compiled, the schedule will only show those years under which GASB Statement No. 68 was applicable. The schedule presents the District's proportion (percentage) of the collective net pension liability, the District's proportionate share (amount) of the collective net pension liability, the District's covered-employee payroll, the District's proportionate share (amount) of the collective net pension liability as a percentage of the employer's covered-employee payroll, and the pension plan's fiduciary net position as a percentage of the total pension liability.

Schedule of District Contributions

This 10-year schedule is required by GASB Statement No. 68 for each cost-sharing pension plan. Until a full 10-year trend is compiled, the schedule will only show those years under which GASB Statement No. 68 was applicable. The schedule presents the District's statutorily or contractually required employer contribution, the amount of contributions recognized by the pension plan in relation to the statutorily or contractually required employer contribution, the difference between the statutorily or contractually required employer contribution and the amount of contributions recognized by the pension plan in relation to the statutorily or contractually required employer contribution, the District's covered-employee payroll, and the amount of contributions recognized by the pension plan in relation to the statutorily or contractually required employer contribution as a percentage of the District's covered-employee payroll.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
 NOTES TO REQUIRED SUPPLEMENTARY INFORMATION
 FOR THE YEAR ENDED JUNE 30, 2016

NOTE 2 – EXCESS OF EXPENDITURES OVER APPROPRIATIONS

For the year ended June 30, 2016, the District incurred an excess of expenditures over appropriations in individual major funds presented in the Budgetary Comparison Schedule by major object code as follows:

	Expenditures and Other Uses		
	Budget	Actual	Excess
General Fund			
Classified salaries	\$ 2,682,177	\$ 2,694,362	\$ 12,185
Employee benefits	\$ 3,771,564	\$ 4,109,619	\$ 338,055
Capital outlay	\$ 108,051	\$ 169,173	\$ 61,122
Other outgo			
Excluding transfers of indirect costs	\$ 1,596,527	\$ 1,693,170	\$ 96,643

**SUPPLEMENTARY
INFORMATION**

**SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED JUNE 30, 2016**

Federal Grantor/Pass-Through Grantor/Program or Cluster	CFDA Number	Pass-Through Entity Identifying Number	Federal Expenditures
U. S. DEPARTMENT OF EDUCATION:			
<i>Passed through California Department of Education:</i>			
Title I, Part A, Basic Grants Low-Income and Neglected	84.010	14329	\$ 448,275
Title I, Part A, Program Improvement LEA Corrective Action	84.010	14357	990
Subtotal Title I, Part A			449,265
Title II, Part A, Teacher Quality	84.367	14341	96,291
Title II, Part D, Enhancing Education Through Technology, Formula Grants	84.318	14334	1,372
Title III			
Title III, Limited English Proficient (LEP) Student Program	84.365	14346	40,436
Title III, Immigrant Education Program	84.365	15146	4,125
Subtotal Title III			44,561
IDEA Basic Local Assistance Entitlement, Part B, Sec 611	84.027	13379	357,745
Vocational Programs: Voc & Appl Tech Secondary II C, Sec 131 (Carl Perkins Act)	84.048	14894	80,608
Advanced Placement Incentive Program Grant	84.330C	14504	13,940
Total U. S. Department of Education			1,043,782
U. S. DEPARTMENT OF AGRICULTURE:			
<i>Passed through California Department of Education:</i>			
Child Nutrition Cluster			
Especially Needy Breakfast	10.553	13526	51,466
National School Lunch Program	10.555	13391	405,223
USDA Commodities	10.555	*	38,905
Total U. S. Department of Agriculture			495,594
Total Federal Expenditures			\$ 1,539,376

* - Pass-Through Entity Identifying Number not available or not applicable

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
 SCHEDULE OF AVERAGE DAILY ATTENDANCE (ADA)
 FOR THE YEAR ENDED JUNE 30, 2016

	Second Period Report	Annual Report
SCHOOL DISTRICT		
Ninth through Twelfth		
Regular ADA	2,036.22	2,022.79
Total Ninth through Twelfth	2,036.22	2,022.79
TOTAL SCHOOL DISTRICT	2,036.22	2,022.79

See accompanying note to supplementary information.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
 SCHEDULE OF INSTRUCTIONAL TIME
 FOR THE YEAR ENDED JUNE 30, 2016

Grade Level	Minutes Requirement	2015-16	Number of Days	Status
		Actual Minutes		
Grade 9	64,800	65,767	181	Complied
Grade 10	64,800	65,767	181	Complied
Grade 11	64,800	65,767	181	Complied
Grade 12	64,800	65,767	181	Complied

See accompanying note to supplementary information.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
 SCHEDULE OF FINANCIAL TRENDS AND ANALYSIS
 FOR THE YEAR ENDED JUNE 30, 2016

	2017 (Budget)	2016	2015***	2014
General Fund - Budgetary Basis**				
Revenues And Other Financing Sources	\$ 26,367,276	\$ 25,959,104	\$ 20,848,665	\$ 18,097,740
Expenditures And Other Financing Uses	26,013,341	23,578,528	18,624,317	16,610,631
Net change in Fund Balance	\$ 353,935	\$ 2,380,576	\$ 2,224,348	\$ 1,487,109
Ending Fund Balance	\$ 8,511,288	\$ 8,157,353	\$ 5,941,073	\$ 3,637,057
Available Reserves*	\$ 7,844,658	\$ 7,461,458	\$ 4,351,068	\$ 2,288,999
Available Reserves As A Percentage Of Outgo	30.16%	31.65%	23.36%	13.78%
Long-term Debt	\$ 30,234,116	\$ 32,326,144	\$ 33,263,385	\$ 23,913,620
Average Daily Attendance At P-2	2,086	2,036	1,901	1,829

The General Fund balance has increased by \$4,520,296 over the past two years. The fiscal year 2016-17 budget projects a further increase of \$353,935. For a District this size, the State recommends available reserves of at least 3% of General Fund expenditures, transfers out, and other uses (total outgo).

The District has incurred operating surpluses in each of the past three years and anticipates incurring an operating surplus during the 2016-17 fiscal year. Total long term obligations have increased by \$8,412,524 over the past two years.

Average daily attendance has increased by 207 ADA over the past two years. An increase of 50 ADA is anticipated during the 2016-17 fiscal year.

*Available reserves consist of all unassigned fund balance within the General Fund.

**The actual amounts reported in this schedule are for the General Fund only, and do not agree with the amounts reported on the Statement of Revenues, Expenditures, and Changes in Fund Balances because the amounts on that schedule include the financial activity of the Adult Education Fund and Special Reserve Fund for Other than Capital Outlay Projects, in accordance with the fund type definitions promulgated by GASB Statement No. 54.

***2015 amounts do not include audit adjustments.

See accompanying note to supplementary information.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
 RECONCILIATION OF ANNUAL FINANCIAL AND BUDGET REPORT WITH AUDITED
 FINANCIAL STATEMENTS
 FOR THE YEAR ENDED JUNE 30, 2016

	General Fund	Adult Education Fund	Special Reserve Fund for Other Than Capital Outlay Projects
June 30, 2016, annual financial and budget report fund balance	\$ 8,157,353	\$ 24,639	\$ 3,021,839
Adjustments and reclassifications:			
Increase (decrease) in total fund balances:			
Fund balance transfer (GASB 54)	3,046,478	(24,639)	(3,021,839)
Net adjustments and reclassifications	3,046,478	(24,639)	(3,021,839)
June 30, 2016, audited financial statement fund balance	\$ 11,203,831	\$ -	\$ -

See accompanying note to supplementary information.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
SCHEDULE OF CHARTER SCHOOLS
FOR THE YEAR ENDED JUNE 30, 2016

<u>Charter School</u>	<u>Status</u>	<u>Included in Audit Report</u>
Pinnacle Academy Charter*	Active	No

*School started at Pinnacle Academy Charter on August 8, 2016.

See accompanying note to supplementary information.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
 COMBINING BALANCE SHEET
 JUNE 30, 2016

	Cafeteria Fund	Capital Facilities Fund	Bond Interest & Redemption Fund	Debt Service Fund	Non-Major Governmental Funds
ASSETS					
Cash and investments	\$ 175,711	\$ 294,911	\$ 1,685,887	\$ 1,248,727	\$ 3,405,236
Accounts receivable	64,675	1	-	-	64,676
Total Assets	\$ 240,386	\$ 294,912	\$ 1,685,887	\$ 1,248,727	\$ 3,469,912
LIABILITIES					
Accrued liabilities	\$ 13,060	\$ 105,569	\$ -	\$ -	\$ 118,629
Due to other funds	-	5,563	-	-	5,563
Total Liabilities	13,060	111,132	-	-	124,192
FUND BALANCES					
Restricted	227,326	183,780	1,685,887	1,248,727	3,345,720
Total Fund Balances	227,326	183,780	1,685,887	1,248,727	3,345,720
Total Liabilities and Fund Balance	\$ 240,386	\$ 294,912	\$ 1,685,887	\$ 1,248,727	\$ 3,469,912

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See accompanying note to supplementary information.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
 COMBINING STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES
 FOR THE YEAR ENDED JUNE 30, 2016

	Cafeteria Fund	Capital Facilities Fund	Bond Interest & Redemption Fund	Debt Service Fund	Non-Major Governmental Funds
REVENUES					
Federal sources	\$ 495,594	\$ -	\$ -	\$ -	\$ 495,594
Other state sources	38,749	-	7,506	-	46,255
Other local sources	174,897	187,766	1,682,730	-	2,045,393
Total Revenues	709,240	187,766	1,690,236	-	2,587,242
EXPENDITURES					
Current					
Pupil services					
Food services	632,849	-	-	-	632,849
General administration					
All other general administration	-	5,563	-	-	5,563
Facilities acquisition and maintenance	-	186,894	-	-	186,894
Debt service					
Principal	-	92,138	1,315,000	-	1,407,138
Interest and other	-	13,086	266,381	-	279,467
Total Expenditures	632,849	297,681	1,581,381	-	2,511,911
NET CHANGE IN FUND BALANCE	76,391	(109,915)	108,855	-	75,331
Fund Balance - Beginning	150,935	293,695	1,577,032	1,248,727	3,270,389
Fund Balance - Ending	\$ 227,326	\$ 183,780	\$ 1,685,887	\$ 1,248,727	\$ 3,345,720

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See accompanying note to supplementary information.

**SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
 LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE
 JUNE 30, 2016**

The South Monterey County Joint Union High School District (formerly known as the King City Joint Union High School District) was established in 1911 and consists of an area comprising approximately 2,500 square miles. The District operates two high schools and one continuation high school. There were no boundary changes during the year.

GOVERNING BOARD

Member	Office	Term Expires
Paulette Bumbalough	President	2017
Joe Santibanez	Clerk	2019
David Gaboni	Member	2019
Paul Dakei	Member	2017
Leslie Girard	Member	2017

DISTRICT ADMINISTRATORS

Daniel Moirao, Ed.D.
State Administrator

Duane Wolgamott*
Chief Business Official

*Sherrie Castellanos was named Chief Business Official subsequent to June 30, 2016.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
NOTES TO SUPPLEMENTARY INFORMATION
JUNE 30, 2016

NOTE 1 – PURPOSE OF SCHEDULES

Schedule of Expenditures of Federal Awards

The accompanying Schedule of Expenditures of Federal Awards includes the Federal grant activity of the District and is presented on the modified accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of, the financial statements.

The District has not elected to use the 10 percent de minimis indirect cost rate.

Schedule of Average Daily Attendance (ADA)

Average daily attendance (ADA) is a measurement of the number of pupils attending classes of the District. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to school districts. This schedule provides information regarding the attendance of students at various grade levels and in different programs.

Schedule of Instructional Time

This schedule presents information on the amount of instructional time offered by the District and whether the District complied with the provisions of *Education Code Sections 46200 through 46208*. During the year ended June 30, 2016, the District participated in the Longer Day incentive funding program. As of June 30, 2016, the District had not yet met its target funding.

Schedule of Financial Trends and Analysis

This schedule discloses the District's financial trends by displaying past years' data along with current year budget information. These financial trend disclosures are used to evaluate the District's ability to continue as a going concern for a reasonable period of time.

Reconciliation of Annual Financial and Budget Report with Audited Financial Statements

This schedule provides the information necessary to reconcile the fund balance of all funds reported on the Annual Financial and Budget Report Unaudited Actuals to the audited financial statements.

Schedule of Charter Schools

This schedule lists all Charter Schools chartered by the District, and displays information for each Charter School on whether or not the Charter School is included in the District audit.

Combining Statements – Non-Major Funds

These statements provide information on the District's non-major funds.

Local Education Agency Organization Structure

This schedule provides information about the District's boundaries and schools operated, members of the governing board, and members of the administration.

**OTHER INDEPENDENT
AUDITORS' REPORTS**

REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON
COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL
STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT
AUDITING STANDARDS*

Independent Auditors' Report

Christy White, CPA

Michael Ash, CPA

Heather Rubio

Governing Board
South Monterey County Joint Union High School District
King City, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, the major fund, and the aggregate remaining fund information of South Monterey County Joint Union High School District, as of and for the year ended June 30, 2016, and the related notes to the financial statements, which collectively comprise the South Monterey County Joint Union High School District's basic financial statements, and have issued our report thereon dated February 9, 2017.

Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered South Monterey County Joint Union High School District's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of South Monterey County Joint Union High School District's internal control. Accordingly, we do not express an opinion on the effectiveness of South Monterey County Joint Union High School District's internal control.

Our consideration of internal control was for the limited purpose described in the preceding paragraph and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies and therefore, material weakness or significant deficiencies may exist that were not identified. However, as described in the accompanying schedule of findings and questioned costs, we identified certain deficiencies in internal control that we consider to be material weaknesses and significant deficiencies.

SAN DIEGO
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State Board of Accountancy

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. We consider the following deficiencies described in the accompanying schedule of findings and questioned costs to be material weaknesses. (Finding #2016-01)

A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance. We consider the following deficiencies described in the accompanying schedule of findings and questioned costs to be significant deficiencies. (Findings #2016-02, #2016-03)

Compliance and Other Matters

As part of obtaining reasonable assurance about whether South Monterey County Joint Union High School District's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

South Monterey County Joint Union High School District's Response to Findings

South Monterey County Joint Union High School District's response to the findings identified in our audit are described in the accompanying schedule of findings and questioned costs. South Monterey County Joint Union High School District's response was not subjected to the auditing procedures applied in the audit of the financial statements and, accordingly, we express no opinion on it.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Christy White Associates

San Diego, California
February 9, 2017

REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM; AND REPORT
ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY THE UNIFORM
GUIDANCE

Independent Auditors' Report

Christy White, CPA

Michael Ash, CPA

Heather Rubio

Governing Board
South Monterey County Joint Union High School District
King City, California

Report on Compliance for Each Major Federal Program

We have audited South Monterey County Joint Union High School District's compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of South Monterey County Joint Union High School District's major federal programs for the year ended June 30, 2016. South Monterey County Joint Union High School District's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of South Monterey County Joint Union High School District's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about South Monterey County Joint Union High School District's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

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We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of South Monterey County Joint Union High School District's compliance.

Opinion on Each Major Federal Program

In our opinion, South Monterey County Joint Union High School District complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2016.

Report on Internal Control Over Compliance

Management of South Monterey County Joint Union High School District is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered South Monterey County Joint Union High School District's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of South Monterey County Joint Union High School District's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Christy White Associates

San Diego, California
February 9, 2017

REPORT ON STATE COMPLIANCE

Independent Auditors' Report

Christy White, CPA

Michael Ash, CPA

Heather Rubio

Governing Board
South Monterey County Joint Union High School District
King City, California

Report on State Compliance

We have audited South Monterey County Joint Union High School District's compliance with the types of compliance requirements described in the *2015-16 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, issued by the California Education Audit Appeals Panel that could have a direct and material effect on each of South Monterey County Joint Union High School District's state programs for the fiscal year ended June 30, 2016, as identified below.

Management's Responsibility

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its state programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of South Monterey County Joint Union High School District's state programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the *2015-16 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, issued by the California Education Audit Appeals Panel as regulations. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on the state programs noted below occurred. An audit includes examining, on a test basis, evidence about South Monterey County Joint Union High School District's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance with the requirements referred to above. However, our audit does not provide a legal determination of South Monterey County Joint Union High School District's compliance with those requirements.

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Opinion on State Compliance

In our opinion, South Monterey County Joint Union High School District complied, in all material respects, with the types of compliance requirements referred to above that are applicable to the state programs noted in the table below for the year ended June 30, 2016.

Other Matters

The results of our auditing procedures disclosed instances of noncompliance, which are described in the accompanying schedule of findings and questioned costs as items #2016-04 and #2016-05. Our opinion on state compliance is not modified with respect to these matters.

South Monterey County Joint Union High School District's response to the noncompliance findings identified in our audit are described in the accompanying schedule of findings and questioned costs and corrective action plan. South Monterey County Joint Union High School District's response was not subjected to the auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

Procedures Performed

In connection with the audit referred to above, we selected and tested transactions and records to determine South Monterey County Joint Union High School District's compliance with the state laws and regulations applicable to the following items:

<u>PROGRAM NAME</u>	<u>PROCEDURES PERFORMED</u>
Attendance	Yes
Teacher Certification and Misassignments	Yes
Kindergarten Continuance	Not Applicable
Independent Study	Yes
Continuation Education	Yes
Instructional Time	Yes
Instructional Materials	Yes
Ratios of Administrative Employees to Teachers	Yes
Classroom Teacher Salaries	Yes
Early Retirement Incentive	Not Applicable
Gann Limit Calculation	Yes
School Accountability Report Card	Yes
Juvenile Court Schools	Not Applicable
Middle or Early College High Schools	Not Applicable
K-3 Grade Span Adjustment	Not Applicable
Transportation Maintenance of Effort	Yes
Educator Effectiveness	Yes
California Clean Energy Jobs Act	Yes

<u>PROGRAM NAME</u>	<u>PROCEDURES PERFORMED</u>
After School Education and Safety Program	Not Applicable
Proper Expenditure of Education Protection Account Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control and Accountability Plan	Yes
Independent Study-Course Based	Not Applicable
Immunizations	Yes
Attendance; for charter schools	Not Applicable
Mode of Instruction; for charter schools	Not Applicable
Nonclassroom-Based Instruction/Independent Study; for charter schools	Not Applicable
Determination of Funding for Nonclassroom-Based Instruction; for charter schools	Not Applicable
Annual Instructional Minutes – Classroom Based; for charter schools	Not Applicable
Charter School Facility Grant Program	Not Applicable

Christy White Associates

San Diego, California
February 9, 2017

**SCHEDULE OF FINDINGS
AND QUESTIONED COSTS**

**SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
SUMMARY OF AUDITORS' RESULTS
FOR THE YEAR ENDED JUNE 30, 2016**

FINANCIAL STATEMENTS

Type of auditors' report issued:	<u>Qualified</u>
Internal control over financial reporting:	
Material weakness(es) identified?	<u>Yes</u>
Significant deficiency(ies) identified?	<u>Yes</u>
Non-compliance material to financial statements noted?	<u>No</u>

FEDERAL AWARDS

Internal control over major program:	
Material weakness(es) identified?	<u>No</u>
Significant deficiency(ies) identified?	<u>None Reported</u>
Type of auditors' report issued:	<u>Unmodified</u>
Any audit findings disclosed that are required to be reported in accordance with Uniform Guidance 2 CFR 200.516(a)?	<u>No</u>
Identification of major programs:	

<u>CFDA Number(s)</u>	<u>Name of Federal Program or Cluster</u>
<u>84.027</u>	<u>IDEA, Basic Local Assistance</u>
<u>10.553, 10.555</u>	<u>Child Nutrition Cluster</u>

Dollar threshold used to distinguish between Type A and Type B programs:	\$ <u>750,000</u>
Auditee qualified as low-risk auditee?	<u>No</u>

STATE AWARDS

Internal control over state programs:	
Material weaknesses identified?	<u>No</u>
Significant deficiency(ies) identified?	<u>Yes</u>
Type of auditors' report issued on compliance for state programs:	<u>Unmodified</u>

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
FINANCIAL STATEMENT FINDINGS
FOR THE YEAR ENDED JUNE 30, 2016

FIVE DIGIT CODE

20000
30000

AB 3627 FINDING TYPE

Inventory of Equipment
Internal Control

FINDING #2016-01: CAPITAL ASSETS (30000) (Material Weakness)

Criteria: The District should maintain a complete capital asset listing. These assets should be depreciated in conformity with generally accepted accounting principles, tracked, accounted for, and properly valued. Good internal controls and prudent accounting practices require the establishment and adherence to sound policies and procedures for capital assets.

Condition: The District has not been maintaining a complete capital asset listing. Auditor was unable to receive adequate documentation to support the capital asset listing presented in the financial statements rendering capital assets unauditible.

Cause: Lack of policies and procedures over capital assets.

Perspective/Context: All District capital assets.

Effect: Balance of capital asset listing may be materially misstated without an accurate listing and support for the amount the District presents as capital assets. The auditor's opinion was qualified because it can't be determined whether the capital assets and related accumulated depreciation are fairly stated.

Recommendations: The District should obtain a complete valuation for its capital assets and confirm that a valuation is complete, accurate, and adequately supports the amount they state in their financial statements. The District should also establish and implement written policies and procedures surrounding recording and tracking of capital assets and calculation of depreciation expense.

District Response: The District has contracted with AssetWorks to do an accurate valuation of buildings and structures. We have a complete inventory of vehicles and capital equipment purchases. We will develop procedures and a depreciation schedule to properly account for depreciation.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
FINANCIAL STATEMENT FINDINGS, continued
FOR THE YEAR ENDED JUNE 30, 2016

FINDING #2016-02: STUDENT BODY FUNDS (30000)

Criteria: Maintaining sound internal control procedures over cash disbursements and cash receipts reduces the opportunity for irregularities to go undetected. The Fiscal Crisis Management Assistance Team (FCMAT) Associated Student Body Accounting Manual & Desk Reference outlines proper internal control procedures for associated student body accounts to follow.

Condition: The following discrepancies were noted through testing of ASB cash receipts and the current year ASB activity at Greenfield High School ASB:

- Five out of five receipts selected for testing could not be reconciled to the deposit amount.
- The beginning balance of the current year income statement did not match to the ending balance from the prior year income statement. The amount of the difference was \$4,491.
- The income statement has an "Undeposited Fund" account in the income statement and wasn't able to provide any explanation for its use. The amount was \$5,930.

Cause: Insufficient controls over student body activities.

Perspective/Context: Cash receipts and current year ASB activity at Greenfield High School ASB.

Effect: The potential for irregularities in accounting to go undetected.

Recommendations: We recommend that the District and those charged with overseeing the ASB work to address these internal control weaknesses. For all sales activities, supporting documentation should be prepared and retained to reconcile the amount of sales or collections to the amount deposited. The current year activity should be reconciled on a timely basis.

District Response: We will investigate the discrepancies found, provide proper training to site staff on receipting funds, and maintain proper oversight on reconciling statements.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
FINANCIAL STATEMENT FINDINGS, continued
FOR THE YEAR ENDED JUNE 30, 2016

FINDING #2016-03: BANK ACCOUNTS AND RECONCILIATIONS (30000)

Criteria: Internal controls over bank accounts and reconciliations are important to ensure that the District's financial statements are free of material misstatement.

Condition: During our testing of the District's bank accounts and reconciliations, it was noted that the District's cash with fiscal agent did not reconcile from the District's general ledger to the supporting documentation. The amount of the discrepancy was immaterial to the financial statements.

Cause: Lack of oversight over District cash with fiscal agent reconciliation.

Perspective/Context: Testing of District's bank accounts and reconciliations for the year under audit.

Effect: Risk of material misstatement.

Recommendation: Sound internal controls and oversight should be put into place to review all activity related to the District's cash with fiscal agent account.

District Response: The District will work with the county to obtain cash reconciliations so that we can properly review and maintain cash with fiscal agent.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
FEDERAL AWARD FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2016

FIVE DIGIT CODE

50000

AB 3627 FINDING TYPE

Federal Compliance

There were no federal award findings and questioned costs for the year ended June 30, 2016.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
 STATE AWARD FINDINGS AND QUESTIONED COSTS
 FOR THE YEAR ENDED JUNE 30, 2016

<u>FIVE DIGIT CODE</u>	<u>AB 3627 FINDING TYPE</u>
10000	Attendance
40000	State Compliance
42000	Charter School Facilities Programs
60000	Miscellaneous
61000	Classroom Teacher Salaries
62000	Local Control Accountability Plan
70000	Instructional Materials
71000	Teacher Misassignments
72000	School Accountability Report Card

FINDING #2016-04: CLASSROOM TEACHER SALARIES (61000)

Criteria: As set forth in California Education Code section 41372, a high school district should expend a minimum of 50% of the District's current expenses of education towards salaries of classroom teachers.

Condition: In the 2015-16 fiscal year, South Monterey Joint Union High School District did not meet the minimum percentage requirement.

Cause: Oversight.

Perspective/Context: The minimum percentage required by the State of California is 50% for a high school district. South Monterey Joint Union High School District only spent 48.98% on classroom teacher salaries in the 2015-16 fiscal year.

Effect: The District's current expense of education for the year audited June 30, 2016 was \$20,037,776 and the total salaries and benefits for classroom teachers was \$9,814,240. The District was below the minimum required percentage of 50% by 1.02% which calculates out to a deficiency of \$204,385.

Questioned Costs: The questioned costs are the deficiency of \$204,385.

Recommendations: We recommend that in the future, the District monitor their expenses towards salaries of classroom teachers against their total expenses to be sure that they meet the 50% minimum requirement.

District Response: We filed a waiver with the County Office of Education and will monitor to make sure that the appropriate percentage is spent.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
STATE AWARD FINDINGS AND QUESTIONED COSTS, continued
FOR THE YEAR ENDED JUNE 30, 2016

FINDING#2016-05: SCHOOL ACCOUNTABILITY REPORT CARD (72000)

Criteria: School Accountability Report Cards (SARCs), prepared on annual basis for each school site within the District and posted in February, should contain information regarding school facilities conditions, as indicated in the most recently prepared facility inspection tool (FIT) form developed by the Office of Public School Construction and approved by the State Allocation Board, or local evaluation instruments that meet the same criteria, as per Education Code Sections 33126(b)(8) and 17002(d).

Condition: During testing of a representative sample of 2014-15 SARCs posted in 2015-16, the following issues were noted regarding facilities conditions for Portola-Butler Continuation High School:

In reviewing this FIT and comparing to the information in the SARC, the evaluation for two categories did not match:

- The FIT indicates that the Interior was evaluated as "Fair" while the SARC indicates interior as "Good"
- The FIT Indicates that the Structural Category as "Fair" while the SARC indicates the Structural Category as "Good"

Cause: Human error.

Questioned Costs: Not applicable.

Effect: The information on the SARC did not match the FIT form for two categories.

Recommendation: We recommend that the District implement a process to ensure that information from the FIT form is accurately reported on the SARC.

District Response: This was human error. The district will do a better job of double-checking the information entered prior to finalizing the SARC.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS
FOR THE YEAR ENDED JUNE 30, 2016

FINDING #2015-01: CAPITAL ASSETS (30000) (Material Weakness)

Criteria: The District should maintain a complete capital asset listing. These assets should be depreciated in conformity with generally accepted accounting principles, tracked, accounted for, and properly valued. Good internal controls and prudent accounting practices require the establishment and adherence to sound policies and procedures for capital assets.

Condition: The District has not been maintaining a complete capital asset listing. Auditor was unable to receive adequate documentation to support the capital asset listing presented in the financial statements rendering capital assets unauditible.

Cause: Lack of policies and procedures over capital assets.

Perspective/Context: All District capital assets.

Effect: Balance of capital asset listing may be materially misstated without an accurate listing and support for the amount the District presents as capital assets. The auditor's opinion was qualified because it can't be determined whether the capital assets and related accumulated depreciation are fairly stated.

Recommendations: The District should obtain a complete valuation for its capital assets and confirm that a valuation is complete, accurate, and adequately supports the amount they state in their financial statements. The District should also establish and implement written policies and procedures surrounding recording and tracking of capital assets and calculation of depreciation expense.

District Response: The District will contract with outside contractor for annual Capital Assets valuations.

Current Status: Not implemented, see Finding #2016-01.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS, continued
FOR THE YEAR ENDED JUNE 30, 2016

FINDING #2015-02: STUDENT BODY FUNDS (30000)

Criteria: Maintaining sound internal control procedures over cash disbursements and cash receipts reduces the opportunity for irregularities to go undetected. The Fiscal Crisis Management Assistance Team (FCMAT) Associated Student Body Accounting Manual & Desk Reference outlines proper internal control procedures for associated student body accounts to follow.

Condition: The following discrepancies were noted through testing of ASB cash receipts and cash disbursements at Greenfield High School ASB:

- Three out of ten cash receipts tested were missing supporting documentation.
- Two out of ten cash receipts tested were not deposited within a timely manner.
- Three of ten cash disbursements were missing proper approvals.

Cause: Insufficient controls over student body activities.

Perspective/Context: Cash receipts and cash disbursements tested at Greenfield High School ASB.

Effect: The potential for irregularities in accounting to go undetected.

Recommendations: We recommend that the District and those charged with overseeing the ASB work to address these internal control weaknesses. For all sales activities, supporting documentation should be prepared and retained to reconcile the amount of sales or collections to the amount deposited. For all disbursements, proper approvals should be obtained.

District Response: The District has purchased a new ASB software program which has Point of Sale feature and receipt printer which will assist in proper receipting and accounting. Transfer of funds from Greenfield High School to the District for deposits will be done at least twice a week through an in-house courier. The District has added a Fiscal Technician Position (started 12-1-15) who will now be working with school sites on ASB oversight and accounting.

Current Status: Partially implemented, see Finding #2016-02.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS, continued
FOR THE YEAR ENDED JUNE 30, 2016

FINDING #2015-03: CASH IN COUNTY TREASURY RECONCILIATIONS (30000)

Criteria: Good internal controls and prudent business practices require that cash reconciliations be performed and reviewed by the District on a regular basis to ensure that they understand and agree with all the reconciling items and adjustments.

Condition: The District is not reviewing or preparing a reconciliation for the cash in the county treasury.

Cause: District does not receive reconciliations from the County Office of Education.

Perspective/Context: District's cash in county treasury.

Effect: Reconciliations of the cash in county will prevent against misstatement of the stated ending balance each month.

Recommendation: The District should obtain, review and maintain reconciliations for the cash in county treasury.

District Response: The County Office of Education is implementing and testing new systems to be able to supply this information.

Current Status: Implemented.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS, continued
FOR THE YEAR ENDED JUNE 30, 2016

FINDING #2015-04: JOURNAL ENTRIES (30000)

Criteria: Internal controls over journal entries are important to ensure that the District's financial statements are free of material misstatement.

Condition: During our internal control testing over journal entries, we found that there is not a policy in place for review of journal entries. Journal entries are made by one employee and there is no review process to ensure that the journal entries are accurate and reasonable.

Cause: Lack of policies and procedures and segregation of duties surrounding journal entries.

Perspective/Context: Testing of journal entries made by the District.

Effect: Risk of material misstatement.

Recommendation: Sound internal controls over journal entries should be put into place to review all journal entries made into the general ledger.

District Response: The District has added a Fiscal Technician Position (started 12-1-15) who will be initiating Journal Entries with the CBO posting them after review.

Current Status: Implemented.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS, continued
FOR THE YEAR ENDED JUNE 30, 2016

FINDING #2015-05: YEAR-END ADJUSTMENT (30000)

Criteria: Internal controls over year-end adjustments are important to ensure that the District's financial statements are free of material misstatement.

Condition: During our testing of the District's unaudited actuals, we had to make adjustments in order to properly state accounts payable and cash with fiscal agent.

Cause: Lack of oversight over District accounting.

Perspective/Context: Testing of year-end balances and activity for the year under audit.

Effect: Risk of material misstatement.

Recommendation: Sound internal controls and oversight should be put into place to review all activity recorded in the District's accounting records.

District Response: The District has added a Fiscal Technician Position (started 12-1-15) who will be working with the CBO on year end accounting to ensure more oversight of accounting and year end closing.

Current Status: Implemented.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS, *continued*
FOR THE YEAR ENDED JUNE 30, 2016

FINDING #2015-06: BANK ACCOUNTS AND RECONCILIATIONS (30000)

Criteria: Internal controls over bank accounts and reconciliations are important to ensure that the District's financial statements are free of material misstatement.

Condition: During our testing of the District's bank accounts and reconciliations, we noted the following: that the District's cash with fiscal agent did not reconcile from the District's general ledger to the supporting documentation.

Cause: Lack of oversight over District cash with fiscal agent reconciliation.

Perspective/Context: Testing of District's bank accounts and reconciliations for the year under audit.

Effect: Risk of material misstatement.

Recommendation: Sound internal controls and oversight should be put into place to review all activity related to the District's cash with fiscal agent account.

District Response: The Cash with Fiscal Agent information for the SACS report was supplied by the County Office of Education.

Current Status: Not implemented, see Finding #2016-03.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS, continued
FOR THE YEAR ENDED JUNE 30, 2016

FINDING #2015-07: FREE AND REDUCED MEAL VERIFICATIONS AND APPLICATIONS (50000)

Program Title/ Area: Child Nutrition Cluster (CFDA 10.553-10.555), U.S. Department of Agriculture, Passed through the California Department of Education

Criteria: Determination of free and reduced price meal eligibility for the Child Nutrition Cluster should follow free and reduced meal income eligibility sampling guidelines outlined in 7 CFR 245.

Condition: Students selected for eligibility test were found to differ from the original application or could not be verified.

Perspective: 8 of 81 students tested did not have a meal status which agreed to their original application or could not be verified.

Cause: Procedures for meal verifications and applications were not consistently followed by the District Food Services Department and personnel.

Questioned Costs: No questioned costs because the value of the meals is negligible.

Effect: Students participating in the National School Lunch Program may be ineligible due to not meeting the income requirements based on their original application or through the verification process.

Recommendations: District should implement procedures to conduct meal verifications and update the system as required.

District Response: New procedures were implemented effective August 1, 2015 which require a second review of all FRMP applications was implemented to ensure accuracy.

Current Status: Implemented.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS, *continued*
FOR THE YEAR ENDED JUNE 30, 2016

FINDING #2015-08 – UNDUPLICATED LOCAL CONTROL FUNDING FORMULA PUPIL COUNTS (40000)

Criteria: Students classified as free or reduced price meal eligible (FRPM) only, English Learner (EL), or both FRPM and EL, and who are not directly certified on the CALPADS 1.18 FRPM/English Learner/Foster Youth – Student List Report must have supporting documentation that indicates the student was eligible for the determination. Auditors are required to verify compliance with Education Code Section 42238.02(b)(3)(b) in Section W of the 2014-15 *Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*.

Condition: 7 of 60 students tested from the CALPADS 1.18 FRPM/English Learner/Foster Youth – Student List Report who were classified as FRPM only did not have proper supporting documentation to support their designation. 1 of 7 students tested from the CALPADS 1.18 FRPM/English Learner/Foster Youth – Student List Report who were classified as EL only did not have proper supporting documentation to support their designation. 1 of 21 students tested from the CALPADS 1.18 FRPM/English Learner/Foster Youth – Student List Report who were classified as both FRPM and EL did not have proper supporting documentation to support their designation. After extrapolating the error rates to the total populations of 374, 65 and 201 students, respectively, an additional 37, 8, and 9 students were disallowed for a total of 63 students total (9 from original sample and additional 54).

Cause: Incorrect classification of students.

Effect: The District is not in compliance with State requirements.

Context: 63 of 3,514 (1,757 in both 2013-14 and 2014-15) students reported in the District’s Unduplicated Pupil Count did not have proper supporting documentation to support their FRPM designation.

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS, continued
FOR THE YEAR ENDED JUNE 30, 2016

FINDING #2015-08 – UNDUPLICATED LOCAL CONTROL FUNDING FORMULA PUPIL COUNTS (40000) (continued)

Questioned Cost: \$54,383, as calculated below.

LCFF Target Base Grant Amount and Pupil Counts		
1) Total Base Grant Amount ⁽¹⁾		16,618,924
	Section 1: UPP	Section 2: UPP
2) Total Enrollment Count from Unduplicated Pupil Percentage Exhibit ⁽²⁾	4,080	4,007
3) Unduplicated Pupil Count from Unduplicated Pupil Percentage Exhibit ⁽⁴⁾	3,514	3,387
Unduplicated Pupil Percentage Adjustment		
4) Unduplicated Pupil Count	3,514	3,387
5) Number of Unduplicated Pupil Count Adjustment (plus or minus) ⁽⁴⁾	(63)	(63)
6) Adjusted Unduplicated Pupil Count	3,451	3,324
7) Unduplicated Pupil Percentage calculated at P-2	0.8613	0.8453
8) Adjusted Unduplicated Pupil Percentage	0.8458	0.8295
9) Funded UPP (Greater of Section 1 or 2)	0.8458	
Target Supplemental Audit Adjustment		
10) Target supplemental grant funding calculated at P-2	2,862,776	-
11) Adjusted target supplemental grant funding	2,811,257	-
12) Target supplemental audit adjustment	(51,519)	-
Target Concentration Audit Adjustment		
13) Target Concentration grant funding calculated at P-2	2,586,736	2,453,784
14) Adjusted target concentration grant funding	2,457,939	2,322,495
15) Target concentration audit adjustment	(128,797)	(131,289)
Value of Adjustment in Current Year		
16) Total target supplemental and concentration audit adjustment	(180,315)	(131,289)
17) Statewide gap funding rate	0.3016000000	0.3016000000
18) Estimated value of unduplicated pupil count audit adjustment for 2014-15	(54,383)	(39,597)

Recommendation: We recommend that the District ensure that all students listed as FRPM, EL, or both FRPM and EL in the CALPADS 1.18 FRPM/English Learner/Foster Youth – Student List Report have proper documentation to support their CALPADS designation.

District Response: New procedures were implemented effective August 1, 2015 which require a second review of all FRMP applications was implemented to ensure accuracy in claims and unduplicated count reporting. English Learner status will be reviewed by the office of the Director of Instructional Services to ensure proper classification of ELs.

Current Status: Implemented.

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

SUBJECT: Site Enrollment, Attendance and Referral Statistics

MEETING: February 28, 2017

AGENDA SECTION:

ACTION

INFORMATION

ACTION/CONSENT

GOVERNING BOARD

Board Goals:

- Improve, Monitor and Sustain Student Achievement
- Improve School Climate in Support of Teaching, Learning and Student Safety
- Develop/Sustain Fiscal Solvency
- 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 the period of October through December 2016.

Recommendation:

This is information only.

Fiscal Impact:

Not applicable

Submitted By:



Sherrie S. Castellanos
Chief Business Official

Approved:



Daniel R. Moirao, Ed.D.
Superintendent

King City High School

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2016-2017

MONTHLY ATTENDANCE SUMMARY TOTALS

Page 1

Month 3-5 (10/3/2016 - 12/23/2016)

Regular Program

Month	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 Total Apport Attend (A*D) - G-H	J Total A.D.A. (I/A)	K Max Days Possible (A*D) - G	L Percent Attend (I/K)
3	9-12	19	994	4	998	16	982	198	766	17998	947.26	18764	95.92%
Month 3 Total		19	994	4	998	16	982	198	766	17998	947.26	18764	95.92%
4	9-12	15	982	7	989	5	984	77	761	13997	933.13	14758	94.84%
Month 4 Total		15	982	7	989	5	984	77	761	13997	933.13	14758	94.84%
5	9-12	15	984	2	986	8	978	65	695	14030	935.33	14725	95.28%
Month 5 Total		15	984	2	986	8	978	65	695	14030	935.33	14725	95.28%
Months 3-5 Cumulative 9-12		49		13		29		340	2222	46025	939.29	48247	95.39%
Months 3-5 Cumulative Total		49		13		29		340	2222	46025	939.29	48247	95.39%

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

King City High School

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MONTHLY ATTENDANCE SUMMARY TOTALS

Page 2

Month 3-5 (10/3/2016 - 12/23/2016)

Program H Home-Hospital

Month	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 Total Apport Attend (A*D) - G-H	J Total A.D.A. (I/A)	K Max Days Possible (A*D) - G	L Percent Attend (I/K)
3	9-12	19	2	0	2	0	2	0	11	27	1.42	38	71.05%
Month 3 Total		19	2	0	2	0	2	0	11	27	1.42	38	71.05%
4	9-12	15	2	0	2	0	2	0	13	17	1.13	30	56.67%
Month 4 Total		15	2	0	2	0	2	0	13	17	1.13	30	56.67%
5	9-12	15	2	0	2	0	2	0	13	17	1.13	30	56.67%
Month 5 Total		15	2	0	2	0	2	0	13	17	1.13	30	56.67%
Months 3-5 Cumulative 9-12		49		0		0		0	37	61	1.24	98	62.24%
Months 3-5 Cumulative Total		49		0		0		0	37	61	1.24	98	62.24%

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

King City High School

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MONTHLY ATTENDANCE SUMMARY TOTALS

Page 3

Month 3-5 (10/3/2016 - 12/23/2016)

Program I Independent Study

	A	B	C	D	E	F	G	H	I	J	K	L
Month Grade Level	Tchg Days	Enroll-ment Carried Fwd	Gains	Total Enrollment (B+C)	Losses	Ending Enrollment (D-E)	Days Not Enroll	Days Non-Apport Attend	Total Apport Attend (A*D) - G-H	Total A.D.A. (I/A)	Max Days Possible (A*D) - G	Percent Attend (I/K)
3 9-12	19	9	0	9	0	9	0	36	135	7.11	171	78.95%
Month 3 Total	19	9	0	9	0	9	0	36	135	7.11	171	78.95%
4 9-12	15	9	0	9	0	9	0	21	114	7.60	135	84.44%
Month 4 Total	15	9	0	9	0	9	0	21	114	7.60	135	84.44%
5 9-12	15	9	0	9	0	9	0	40	95	6.33	135	70.37%
Month 5 Total	15	9	0	9	0	9	0	40	95	6.33	135	70.37%
Months 3-5 Cumulative 9-12	49		0		0		0	97	344	7.02	441	78.00%
Months 3-5 Cumulative Total	49		0		0		0	97	344	7.02	441	78.00%

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

King City High School

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MONTHLY ATTENDANCE SUMMARY TOTALS

Page 4

Month 3-5 (10/3/2016 - 12/23/2016)

Program T SDC Transitional Program

Month 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 Total Apport Attend (A*D) - G-H	J Total A.D.A. (I/A)	K Max Days Possible (A*D) - G	L Percent Attend (I/K)
3	9-12	19	34	0	34	1	33	18	32	596	31.37	628	94.90%
Month 3 Total		19	34	0	34	1	33	18	32	596	31.37	628	94.90%
4	9-12	15	33	0	33	0	33	0	34	461	30.73	495	93.13%
Month 4 Total		15	33	0	33	0	33	0	34	461	30.73	495	93.13%
5	9-12	15	33	0	33	0	33	0	16	479	31.93	495	96.77%
Month 5 Total		15	33	0	33	0	33	0	16	479	31.93	495	96.77%
Months 3-5 Cumulative 9-12		49		0		1		18	82	1536	31.35	1618	94.93%
Months 3-5 Cumulative Total		49		0		1		18	82	1536	31.35	1618	94.93%

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

King City High School

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Discipline Distribution Report from 10/1/2016 to 12/31/2016

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	999	
04 *Assault (E) 48900 (a)(2)	2	1	1	-	-	-	2	2	-	-	-	-	-	-	-	-
07 *Drugs, Paraphernalia (E) 489C	4	2	-	-	2	-	4	3	-	-	-	-	-	-	1	-
08 *Drugs, Possession of (E) 489C	3	-	2	-	1	1	2	3	-	-	-	-	-	-	-	-
10 *Drugs, Use of (E) 48900 (c)	4	1	1	1	1	-	4	4	-	-	-	-	-	-	-	-
11 *Explosives, Destructible Devic	1	1	-	-	-	-	1	1	-	-	-	-	-	-	-	-
36 Behavior, Defiance (E) 48900 (	3	-	1	-	2	-	3	3	-	-	-	-	-	-	-	-
37 Behavior, Disobedience (E) 489	1	-	-	1	-	-	1	1	-	-	-	-	-	-	-	-
38 Behavior, Disruptive (E) 48900	2	1	1	-	-	-	2	1	-	-	-	-	-	-	1	-
39 Behavior, Inappropriate (E) 489	1	-	1	-	-	-	1	-	-	-	-	-	-	-	1	-
41 Class Rules, Violation of	1	-	-	-	1	-	1	1	-	-	-	-	-	-	-	-
52 Fighting (E) 48900 (a)(1)	12	4	4	2	2	5	7	10	-	-	-	-	-	1	1	-
88 Tobacco, Use of (E) 48900 (h)	1	-	-	-	1	-	1	1	-	-	-	-	-	-	-	-
92 Other	2	1	1	-	-	-	2	2	-	-	-	-	-	-	-	-
Totals:	37	11	12	4	10	6	31	32	-	-	-	-	-	1	4	-

Greenfield High School

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MONTHLY ATTENDANCE SUMMARY TOTALS

Page 1

Month 3-5 (10/3/2016 - 12/23/2016)

Regular Program

Month	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 Total Apport Attend (A*D) - G-H	J Total A.D.A. (I/A)	K Max Days Possible (A*D) - G	L Percent Attend (I/K)
3	9-12	19	1134	9	1143	12	1131	233	1127	20357	1071.42	21484	94.75%
Month 3 Total		19	1134	9	1143	12	1131	233	1127	20357	1071.42	21484	94.75%
4	9-12	15	1131	9	1140	16	1124	172	955	15973	1064.87	16928	94.36%
Month 4 Total		15	1131	9	1140	16	1124	172	955	15973	1064.87	16928	94.36%
5	9-12	15	1124	7	1131	22	1109	81	828	16056	1070.40	16884	95.10%
Month 5 Total		15	1124	7	1131	22	1109	81	828	16056	1070.40	16884	95.10%
Months 3-5 Cumulative 9-12		49		25		50		486	2910	52386	1069.10	55296	94.74%
Months 3-5 Cumulative Total		49		25		50		486	2910	52386	1069.10	55296	94.74%

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

Greenfield High School

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MONTHLY ATTENDANCE SUMMARY TOTALS

Page 2

Month 3-5 (10/3/2016 - 12/23/2016)

Program H Home-Hospital

Month	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 Total Apport Attend (A*D) - G-H	J Total A.D.A. (I/A)	K Max Days Possible (A*D) - G	L Percent Attend (I/K)
3	9-12	19	2	0	2	0	2	0	0	38	2.00	38	100.00%
Month 3 Total		19	2	0	2	0	2	0	0	38	2.00	38	100.00%
4	9-12	15	2	0	2	0	2	0	0	30	2.00	30	100.00%
Month 4 Total		15	2	0	2	0	2	0	0	30	2.00	30	100.00%
5	9-12	15	2	0	2	0	2	0	0	30	2.00	30	100.00%
Month 5 Total		15	2	0	2	0	2	0	0	30	2.00	30	100.00%
Months 3-5 Cumulative 9-12		49		0		0		0	0	98	2.00	98	100.00%
Months 3-5 Cumulative Total		49		0		0		0	0	98	2.00	98	100.00%

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

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MONTHLY ATTENDANCE SUMMARY TOTALS

Page 3

Month 3-5 (10/3/2016 - 12/23/2016)

Program I Independent Study

Month	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 Total Apport Attend (A*D) - G-H	J Total A.D.A. (I/A)	K Max Days Possible (A*D) - G	L Percent Attend (I/K)
3	9-12	19	10	1	11	0	11	4	42	163	8.58	205	79.51%
Month 3 Total		19	10	1	11	0	11	4	42	163	8.58	205	79.51%
4	9-12	15	11	0	11	0	11	0	19	146	9.73	165	88.48%
Month 4 Total		15	11	0	11	0	11	0	19	146	9.73	165	88.48%
5	9-12	15	11	0	11	7	4	0	42	123	8.20	165	74.55%
Month 5 Total		15	11	0	11	7	4	0	42	123	8.20	165	74.55%
Months 3-5 Cumulative 9-12		49		1		7		4	103	432	8.82	535	80.75%
Months 3-5 Cumulative Total		49		1		7		4	103	432	8.82	535	80.75%

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

Greenfield High School

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MONTHLY ATTENDANCE SUMMARY TOTALS

Page 4

Month 3-5 (10/3/2016 - 12/23/2016)

Program T SDC Transitional Program

Month	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 Total Apport Attend (A*D) - G-H	J Total A.D.A. (I/A)	K Max Days Possible (A*D) - G	L Percent Attend (I/K)
3	9-12	19	7	0	7	0	7	0	4	129	6.79	133	96.99%
Month 3 Total		19	7	0	7	0	7	0	4	129	6.79	133	96.99%
4	9-12	15	7	0	7	0	7	0	2	103	6.87	105	98.10%
Month 4 Total		15	7	0	7	0	7	0	2	103	6.87	105	98.10%
5	9-12	15	7	0	7	0	7	0	5	100	6.67	105	95.24%
Month 5 Total		15	7	0	7	0	7	0	5	100	6.67	105	95.24%
Months 3-5 Cumulative 9-12		49		0		0		0	11	332	6.78	343	96.79%
Months 3-5 Cumulative Total		49		0		0		0	11	332	6.78	343	96.79%

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

Greenfield High School

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MONTHLY ATTENDANCE SUMMARY TOTALS

Page 5

Month 3-5 (10/3/2016 - 12/23/2016)

Program V Short Term Independent Study

Month	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 Total Apport Attend (A*D) - G-H	J Total A.D.A. (I/A)	K Max Days Possible (A*D) - G	L Percent Attend (I/K)
3	9-12	19	0	2	2	2	0	18	20	0	0.00	20	0.00%
Month 3 Total		19	0	2	2	2	0	18	20	0	0.00	20	0.00%
4	9-12	15	0	0	0	0	0	0	0	0	0.00	0	0.00%
Month 4 Total		15	0	0	0	0	0	0	0	0	0.00	0	0.00%
5	9-12	15	0	0	0	0	0	0	0	0	0.00	0	0.00%
Month 5 Total		15	0	0	0	0	0	0	0	0	0.00	0	0.00%
Months 3-5 Cumulative 9-12		49		2		2		18	20	0	0.00	20	0.00%
Months 3-5 Cumulative Total		49		2		2		18	20	0	0.00	20	0.00%

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

Greenfield High School

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2016-2017

Discipline Distribution Report from 10/1/2016 to 12/31/2016

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	999	
02 *Alcohol, Use of (E) 48900 (c)	1	-	1	-	-	-	1	1	-	-	-	-	-	-	-	-
04 *Assault (E) 48900 (a)(2)	5	1	1	3	-	1	4	5	-	-	-	-	-	-	-	-
08 *Drugs, Possession of (E) 48900 (c)	3	1	2	-	-	-	3	2	-	-	-	-	-	1	-	-
10 *Drugs, Use of (E) 48900 (c)	1	1	-	-	-	-	1	1	-	-	-	-	-	-	-	-
15 *Knife, Brandishing (E) 48900 (k)	1	-	-	1	-	-	1	1	-	-	-	-	-	-	-	-
16 *Loitering/Trespassing	2	-	2	-	-	-	2	2	-	-	-	-	-	-	-	-
18 *Property, Destruction of (E) 48900 (d)	4	3	-	1	-	-	4	3	-	-	-	-	-	1	-	-
24 *Vandalism (E) 48900 (f)	1	-	1	-	-	-	1	1	-	-	-	-	-	-	-	-
33 Academic Code Violation (Cheating)	1	-	1	-	-	-	1	1	-	-	-	-	-	-	-	-
36 Behavior, Defiance (E) 48900 (g)	77	30	33	8	6	8	69	76	-	-	-	-	-	1	-	-
37 Behavior, Disobedience (E) 48900 (h)	13	3	5	4	1	-	13	13	-	-	-	-	-	-	-	-
38 Behavior, Disruptive (E) 48900 (i)	36	21	7	5	3	4	32	36	-	-	-	-	-	-	-	-
39 Behavior, Inappropriate (E) 48900 (j)	33	18	11	3	1	1	32	33	-	-	-	-	-	-	-	-
41 Class Rules, Violation of	2	2	-	-	-	-	2	2	-	-	-	-	-	-	-	-
42 Class, Leave without Permission	8	3	5	-	-	-	8	7	-	-	-	-	-	1	-	-
44 Contract, Behavior	1	-	1	-	-	-	1	1	-	-	-	-	-	-	-	-
46 Detention, No Show	2	-	-	2	-	-	2	2	-	-	-	-	-	-	-	-
47 Disruption of School Activities (E)	1	1	-	-	-	-	1	1	-	-	-	-	-	-	-	-
52 Fighting (E) 48900 (a)(1)	16	8	4	2	2	3	13	16	-	-	-	-	-	-	-	-
58 Harassment (E) 48900.4	7	3	2	2	-	1	6	7	-	-	-	-	-	-	-	-
60 Hate Statement (E) 48900.3	3	2	1	-	-	-	3	3	-	-	-	-	-	-	-	-
62 Horseplay	1	-	-	-	1	-	1	1	-	-	-	-	-	-	-	-
64 Language, Obscene (E) 48900	1	1	-	-	-	-	1	1	-	-	-	-	-	-	-	-
65 Language, Profanity (E) 48900	8	2	6	-	-	1	7	8	-	-	-	-	-	-	-	-
71 Off Limits	7	1	3	1	2	-	7	7	-	-	-	-	-	-	-	-
73 Saturday School, No Show	2	-	1	1	-	-	2	2	-	-	-	-	-	-	-	-
74 Profanity (E) 48900 (i)	2	1	-	1	-	-	2	2	-	-	-	-	-	-	-	-

Greenfield High School

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Discipline Distribution Report from 10/1/2016 to 12/31/2016

Page 2

Code # and Name	Total	Grade				Sex		Hispanic/Latino?	Race (Not Hispanic)						
		9	10	11	12	F	M	Y	100	200	300	400	600	700	999
75 Harassment, Threats or Intimid.	9	3	2	4	-	1	8	9	-	-	-	-	-	-	-
76 School Rules, Violation of	5	2	2	1	-	-	5	5	-	-	-	-	-	-	-
81 Tardy, Habitual	66	22	26	5	13	10	56	66	-	-	-	-	-	-	-
83 Tardy Sweeps	3	3	-	-	-	3	-	3	-	-	-	-	-	-	-
84 Threats to Others (E) 48900 (a)	1	-	-	1	-	-	1	1	-	-	-	-	-	-	-
89 Truant	19	5	9	4	1	3	16	19	-	-	-	-	-	-	-
90 Truant, Period	1	-	1	-	-	-	1	1	-	-	-	-	-	-	-
Totals:	343	137	127	49	30	36	307	339	-	-	-	-	-	-	4

Portola-Butler Contin. High School

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MONTHLY ATTENDANCE SUMMARY TOTALS

Page 1

Month 3-5 (10/3/2016 - 12/23/2016)

Regular Program

	A	B	C	D	E	F	G	H	I	J	K	L
Month Grade Level	Tchg Days	Enroll-ment Carried Fwd	Gains	Total Enrollment (B+C)	Losses	Ending Enrollment (D-E)	Days Not Enroll	Days Non-Apport Attend	Total Apport Attend (A*D) - G-H	Total A.D.A. (I/A)	Max Days Possible (A*D) - G	Percent Attend (I/K)
5 9-12	15	63	0	63	8	55	32	0	913	60.87	913	100.00%
Month 5 Total	15	63	0	63	8	55	32	0	913	60.87	913	100.00%
Months 3-5 Cumulative 9-12	15		0		8		32	0	913	60.87	913	100.00%
Months 3-5 Cumulative Total	15		0		8		32	0	913	60.87	913	100.00%

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

Portola-Butler Contin. High School

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MONTHLY ATTENDANCE SUMMARY TOTALS

Page 2

Month 3-5 (10/3/2016 - 12/23/2016)

Program I Independent Study

	A	B	C	D	E	F	G	H	I	J	K	L
Month Grade Level	Tchg Days	Enroll-ment Carried Fwd	Gains	Total Enrollment (B+C)	Losses	Ending Enrollment (D-E)	Days Not Enroll	Days Non-Apport Attend	Total Apport Attend (A*D) - G-H	Total A.D.A. (I/A)	Max Days Possible (A*D) - G	Percent Attend (I/K)
5 9-12	15	5	0	5	2	3	0	3	72	4.80	75	96.00%
Month 5 Total	15	5	0	5	2	3	0	3	72	4.80	75	96.00%
Months 3-5 Cumulative 9-12	15		0		2		0	3	72	4.80	75	96.00%
Months 3-5 Cumulative Total	15		0		2		0	3	72	4.80	75	96.00%

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

Portola-Butler Contin. High School

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2016-2017

MONTHLY ATTENDANCE SUMMARY TOTALS

Page 3

Month 3-5 (10/3/2016 - 12/23/2016)

Program V Short Term Independent Study

Month	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 Total Apport Attend (A*D) - G-H	J Total A.D.A. (I/A)	K Max Days Possible (A*D) - G	L Percent Attend (I/K)
5	9-12	15	0	0	0	0	0	0	0	0	0.00	0	0.00%
Month 5 Total		15	0	0	0	0	0	0	0	0	0.00	0	0.00%
Months 3-5 Cumulative 9-12		15		0		0		0	0	0	0.00	0	0.00%
Months 3-5 Cumulative Total		15		0		0		0	0	0	0.00	0	0.00%

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

Portola-Butler Contin. High School

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MONTHLY ATTENDANCE SUMMARY TOTALS

Page 4

Month 3-5 (10/3/2016 - 12/23/2016)

Program X Fifth year senior

	A	B	C	D	E	F	G	H	I	J	K	L
Month Grade Level	Tchg Days	Enroll-ment Carried Fwd	Gains	Total Enroll-ment (B+C)	Losses	Ending Enroll-ment (D-E)	Days Not Enroll	Days Non-Apport Attend	Total Apport Attend (A*D) - G-H	Total A.D.A. (I/A)	Max Days Possible (A*D) - G	Percent Attend (I/K)
5 9-12	15	3	0	3	3	0	0	0	45	3.00	45	100.00%
Month 5 Total	15	3	0	3	3	0	0	0	45	3.00	45	100.00%
Months 3-5 Cumulative 9-12	15		0		3		0	0	45	3.00	45	100.00%
Months 3-5 Cumulative Total	15		0		3		0	0	45	3.00	45	100.00%

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

Portola-Butler Contin. High School

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2016-2017

Discipline Distribution Report from 10/1/2016 to 12/31/2016

Page 1

Code # and Name	Total	Grade			Sex		Hispanic/Latino?	Race (Not Hispanic)							
		10	11	12	F	M	Y	100	200	300	400	600	700	999	
17 *Property, Deface/Tag/Graffiti (	1	-	1	-	-	1	1	-	-	-	-	-	-	-	-
36 Behavior, Defiance (E) 48900 (	1	-	1	-	-	1	1	-	-	-	-	-	-	-	-
37 Behavior, Disobedience (E) 489	2	-	2	-	-	2	2	-	-	-	-	-	-	-	-
39 Behavior, Inappropriate (E) 489	1	-	-	1	-	1	1	-	-	-	-	-	-	-	-
60 Hate Statement (E) 48900.3	1	-	-	1	-	1	1	-	-	-	-	-	-	-	-
75 Harassment, Threats or Intimid.	1	-	1	-	-	1	1	-	-	-	-	-	-	-	-
Totals:	7	-	5	2	-	7	7	-	-	-	-	-	-	-	-

Pinnacles Charter School

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MONTHLY ATTENDANCE SUMMARY TOTALS

Page 1

Month 3-5 (10/3/2016 - 12/23/2016)

Program I Independent Study

		A	B	C	D	E	F	G	H	I	J	K	L
		Tchg Days	Enroll-ment Carried Fwd	Gains	Total Enrollment (B+C)	Losses	Ending Enrollment (D-E)	Days Not Enroll	Days Non-Apport Attend	Total Apport Attend (A*D) - G-H	Total A.D.A. (I/A)	Max Days Possible (A*D) - G	Percent Attend (I/K)
Month	Grade Level												
3	9-12	19	14	11	25	1	24	48	157	270	14.21	427	63.23%
Month 3 Total		19	14	11	25	1	24	48	157	270	14.21	427	63.23%
4	9-12	15	24	1	25	0	25	2	122	251	16.73	373	67.29%
Month 4 Total		15	24	1	25	0	25	2	122	251	16.73	373	67.29%
5	9-12	15	25	2	27	0	27	14	177	214	14.27	391	54.73%
Month 5 Total		15	25	2	27	0	27	14	177	214	14.27	391	54.73%
Months 3-5 Cumulative 9-12		49		14		1		64	456	735	15.00	1191	61.71%
Months 3-5 Cumulative Total		49		14		1		64	456	735	15.00	1191	61.71%

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

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
GOVERNING BOARD

SUBJECT: Cashflow Summary Report for 2016/17
(Through December 2016)

MEETING: February 28, 2017

AGENDA SECTION:

ACTION

INFORMATION

ACTION/CONSENT

Board Goals:

- Improve, Monitor and Sustain Student Achievement
- Improve School Climate in support of Teaching, Learning and Student Safety
- Develop/Sustain Fiscal Solvency
- 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 – Through December 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:

Approved:



Sherrie S. Castellanos
Chief Business Official



Daniel R. Moirao, Ed.D.
Superintendent

Fund 01 - Actuals through December

Fiscal Year 2016/17

Object	Beginning Balance	July	August	September	October	November	December	
BEGINNING CASH	9110	10,390,803.30	10,294,433.20	9,543,059.20	10,148,898.14	10,252,620.73	8,549,164.01	
RECEIPTS								
CFF Revenue Sources								
Principal Apportionment	8010-8019	2,047,738.00	2,047,738.00	2,811,898.00	2,047,738.00		765,800.00	
Property Taxes	8020-8079	2,186.59		5,844.68	164,787.06	30,359.70	2,655,621.13	
Miscellaneous Funds	8080-8099							
Federal Revenues	8100-8299			79,990.80			217,543.00	
Other State Revenues	8300-8599	132,497.85		1,792,282.86	29,180.25	306,668.30	24,482.00	
Other Local Revenues	8600-8799	350.00	76,476.00	65,991.19	139,847.78	192,933.82	80,188.02	
Interfund Transfers In	8910-8929							
All Other Financing Sources	8930-8979							
Undefined Objects								
TOTAL RECEIPTS		.00	2,182,072.44	2,124,214.00	4,756,007.53	2,381,553.09	529,961.82	3,743,634.15
DISBURSEMENTS								
Certificated Salaries	1000-1999	114,859.47	919,162.89	894,657.35	926,997.50	914,555.45	942,852.17	
Classified Salaries	2000-2999	140,752.49	260,359.57	260,627.40	252,332.78	260,199.37	284,395.53	
Employee Benefits	3000-3999	114,915.54	399,119.48	381,795.37	387,612.82	391,809.85	393,065.92	
Books and Supplies	4000-4999	102,582.23	281,987.30	166,460.46	143,851.01	137,230.63	73,067.64	
Depreciation	5000-5999	372,263.43	546,413.82	481,820.30	391,214.55	378,862.83	331,717.11	
Capital Outlay	6000-6599		119,955.98	17,035.00	13,252.38	50,934.84	60,470.23	
Other Outgo	7000-7499	5,583.00	39,318.04	41,242.90	35,944.53	41,274.46	5,784.03	
Interfund Transfers Out	7600-7629							
All Other Financing Uses	7630-7699							
Undefined Objects								
TOTAL DISBURSEMENTS		.00	850,956.16	2,566,317.08	2,243,638.78	2,151,205.57	2,174,867.43	2,091,352.63
BALANCE SHEET ITEMS								
Cash and Deferred Outflows								
Cash Not In Treasury	9111-9199	967,879.07	246,543.38	246,543.38	219,333.75	246,543.38		
Accounts Receivable	9200-9299	415,658.94	132,992.29		84,001.12	66,784.60	24,600.71	
Due From Other Funds	9310	5,563.00					97,462.00	
Prepaids	9320							
Unpaid Expenditures	9330	42,483.94	42,483.94					
Other Current Assets	9340							
Deferred Outflows of Resrcs	9490							
Undefined Objects								
TOTAL ASSETS		1,431,584.95	71,067.15	246,543.38	135,332.63	179,758.78	24,600.71	97,462.00

Selection Grouped by Org, Fund, Filtered by (Org = 28, Actuals Thru Period = 6, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

ESCAPE ONLINE

Fund 01 - Actuals through December

Fiscal Year 2016/17

	Object	Beginning Balance	July	August	September	October	November	December	
Liabilities and Deferred Inflows									
Accounts Payable	9500-9599	1,862,979.71	1,359,454.23-	62,727.54-	35,847.05	51,179.98	37,596.86-	140,692.15	
Due To Other Funds	9610								
Current Loans	9640								
Unearned Revenues	9650	1,802,055.36			1,802,055.36-				
Deferred Inflows of Resources	9690								
Undefined Objects									
SUBTOTAL LIABILITIES		3,665,035.07	1,356,419.23-	62,727.54-	1,771,197.18-	53,133.85	33,950.40-	140,692.15	
Nonoperating									
Suspense Clearing	9910		3,035.00		4,988.87-	1,953.87	3,646.46		
TOTAL BALANCE SHEET ITEMS		2,233,450.12	1,427,486.38-	309,270.92-	1,906,529.81-	126,624.93-	58,551.11-	238,154.15	
NET INCREASE/DECREASE									
B - C + D			96,370.10-	751,374.00-	605,838.94	103,722.59	1,703,456.72-	1,890,435.67	
ENDING CASH (A + E)			10,294,433.20	9,543,059.20	10,148,898.14	10,252,620.73	8,549,164.01	10,439,599.68	
Ending Cash, Plus Cash									
Receipts and Adjustments									

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Fund 09 - Actuals through December

Fiscal Year 2016/17

Object	Beginning Balance	July	August	September	October	November	December	
BEGINNING CASH	9110		.00	.00	.00	.00	.00	4,649.59-
RECEIPTS								
LCFF Revenue Sources								
Principal Apportionment	8010-8019							5,802.00
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	5,802.00
DISBURSEMENTS								
Certificated Salaries	1000-1999					3,423.24		5,439.30
Classified Salaries	2000-2999					384.38		384.38
Employee Benefits	3000-3999					834.97		2,279.93
Books and Supplies	4000-4999							
Severance Pay	5000-5999					7.00		3.50
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	4,649.59	8,107.11
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 = 6, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

ESCAPE ONLINE

und 09 - Actuals through December

Fiscal Year 2016/17

	Object	Beginning Balance	July	August	September	October	November	December	
ilities and Deferred Inflows									
counts Payable	9500-9599								
re To Other Funds	9610								
urrent Loans	9640								
earned Revenues	9650								
ferred Inflows of Resrcs	9690								
efined Objects									
IBTOTAL LIABILITIES		.00	.00	.00	.00	.00	.00	.00	
perating									
spense Clearing	9910								
TOTAL BALANCE SHEET ITEMS		.00	.00	.00	.00	.00	.00	.00	
ET INCREASE/DECREASE									
- C + D			.00	.00	.00	.00	4,649.59-	2,305.11-	
NDING CASH (A + E)			.00	.00	.00	.00	4,649.59-	6,954.70-	
nding Cash, Plus Cash									
uals and Adjustments									

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Fund 11 - Actuals through December

Fiscal Year 2016/17

	Object	Beginning Balance	Fiscal Year 2016/17					
			July	August	September	October	November	December
BEGINNING CASH	9110		35,752.23-	37,078.59-	41,543.53-	43,240.65-	13,477.08-	20,326.67-
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				37,528.29			
Other Local Revenues	8600-8799					246.10-		
Interfund Transfers In	8910-8929							
All Other Financing Sources	8930-8979							
Undefined Objects								
TOTAL RECEIPTS		.00	.00	.00	.00	37,528.29	246.10-	.00
DISBURSEMENTS								
Certificated Salaries	1000-1999					6,038.89	5,121.16	6,662.04
Classified Salaries	2000-2999				1,065.49	676.81	307.71	353.57
Employee Benefits	3000-3999				236.43	835.83	663.96	835.69
Books and Supplies	4000-4999			4,464.94	304.88	213.19	600.98	
Severance	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	4,464.94	1,606.80	7,764.72	6,693.81	7,851.30
BALANCE SHEET ITEMS								
<u>Assets and Deferred Outflows</u>								
Cash Not In Treasury	9111-9199							
Accounts Receivable	9200-9299	61,734.31-						
Due From Other Funds	9310							
Stores	9320							
Prepaid Expenditures	9330							
Other Current Assets	9340							
Deferred Outflows of Resrcs	9490							
Undefined Objects								
SUBTOTAL ASSETS		61,734.31-	.00	.00	.00	.00	.00	.00
(continued)								

Selection Grouped by Org, Fund, Filtered by (Org = 28, Actuals Thru Period = 6, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

ESCAPE ONLINE

und 11 - Actuals through December

Fiscal Year 2016/17

	Object	Beginning Balance	July	August	September	October	November	December	
ilities and Deferred Inflows									
counts Payable	9500-9599	1,342.88	1,326.36-		90.32-		90.32		
re To Other Funds	9610								
rrrent Loans	9640								
earned Revenues	9650								
ferred Inflows of Resrcs	9690								
efined Objects									
BTOTAL LIABILITIES		1,342.88	1,326.36-	.00	90.32-	.00	90.32	.00	
perating									
spense Clearing	9910								
TAL BALANCE SHEET ITEMS		60,391.43-	1,326.36-	.00	90.32-	.00	90.32	.00	
ET INCREASE/DECREASE									
- C + D			1,326.36-	4,464.94-	1,697.12-	29,763.57	6,849.59-	7,851.30-	
NDING CASH (A + E)			37,078.59-	41,543.53-	43,240.65-	13,477.08-	20,326.67-	28,177.97-	
nding Cash, Plus Cash									
uals and Adjustments									

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und 13 - Actuals through December

Fiscal Year 2016/17

	Object	Beginning Balance	July	August	September	October	November	December	
BEGINNING CASH	9110		171,862.02	159,649.47	104,894.46	46,426.54	26,641.81	23,158.32-	
RECEIPTS									
CFF Revenue Sources									
Principal Apportionment	8010-8019								
Property Taxes	8020-8079								
Miscellaneous Funds	8080-8099								
Federal Revenues	8100-8299					49,758.63	12,373.69		
Other State Revenues	8300-8599					110.60			
Other Local Revenues	8600-8799					1,284.75	794.40		
Interfund Transfers In	8910-8929								
All Other Financing Sources	8930-8979								
Undefined Objects									
TOTAL RECEIPTS		.00	.00	.00	.00	51,153.98	13,168.09	.00	
DISBURSEMENTS									
Certificated Salaries	1000-1999								
Classified Salaries	2000-2999		2,298.56	12,170.51	15,129.05	14,744.78	14,021.10	14,570.73	
Employee Benefits	3000-3999		1,171.16	6,687.53	7,111.18	6,985.28	7,035.00	7,202.25	
Inventory and Supplies	4000-4999		20.91	30,036.75	39,745.44	46,324.66	40,393.08	21,303.29	
Materials	5000-5999		1,207.00	315.38	563.63	2,883.99	1,235.23	1,437.51	
Capital Outlay	6000-6599								
Other Outgo	7000-7499								
Interfund Transfers Out	7600-7629								
All Other Financing Uses	7630-7699								
Undefined Objects									
TOTAL DISBURSEMENTS		.00	4,697.63	49,210.17	62,549.30	70,938.71	62,684.41	44,513.78	
BALANCE SHEET ITEMS									
Assets and Deferred Outflows									
Cash Not In Treasury	9111-9199	3,849.06-			3,797.57				
Accounts Receivable	9200-9299	64,675.05-			283.81		283.81-		
Due From Other Funds	9310								
Prepays	9320								
Unpaid Expenditures	9330								
Other Current Assets	9340								
Deferred Outflows of Resources	9490								
Undefined Objects									
TOTAL ASSETS		68,524.11-	.00	.00	4,081.38	.00	283.81-	.00	
(continued)									

Selection Grouped by Org, Fund, Filtered by (Org = 28, Actuals Thru Period = 6, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

ESCAPE 

Fund 13 - Actuals through December **Fiscal Year 2016/17**

	Object	Beginning Balance	July	August	September	October	November	December	
Utilities and Deferred Inflows									
Accounts Payable	9500-9599	13,059.76	7,514.92-	5,544.84-					
Due To Other Funds	9610								
Current Loans	9640								
Earned Revenues	9650								
Deferred Inflows of Resrcs	9690								
Undefined Objects									
UBTOTAL LIABILITIES		13,059.76	7,514.92-	5,544.84-	.00	.00	.00	.00	
Operating									
Expense Clearing	9910								
TOTAL BALANCE SHEET ITEMS		55,464.35-	7,514.92-	5,544.84-	4,081.38	.00	283.81-	.00	
NET INCREASE/DECREASE									
3 - C + D			12,212.55-	54,755.01-	58,467.92-	19,784.73-	49,800.13-	44,513.78-	
ENDING CASH (A + E)			159,649.47	104,894.46	46,426.54	26,641.81	23,158.32-	67,672.10-	
Ending Cash, Plus Cash									
Receipts and Adjustments									

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Fund 17 - Actuals through December

Fiscal Year 2016/17

Object	Beginning Balance	July	August	September	October	November	December
BEGINNING CASH	9110		3,021,838.60	3,021,838.60	3,021,838.60	3,029,642.83	3,041,566.14
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					19,727.54	
Interfund Transfers In	8910-8929						
All Other Financing Sources	8930-8979						
Undefined Objects							
TOTAL RECEIPTS		.00	.00	.00	.00	19,727.54	.00
DISBURSEMENTS							
Certificated Salaries	1000-1999						
Classified Salaries	2000-2999						
Employee Benefits	3000-3999						
Books and Supplies	4000-4999						
Supplies	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
BALANCE SHEET ITEMS							
<u>Assets and Deferred Outflows</u>							
Cash Not In Treasury	9111-9199						
Accounts Receivable	9200-9299				7,804.23	7,804.23-	
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	7,804.23	7,804.23-	.00
(continued)							

Selection Grouped by Org, Fund, Filtered by (Org = 28, Actuals Thru Period = 6, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

ESCAPE ONLINE

Fund 17 - Actuals through December

Fiscal Year 2016/17

	Object	Beginning Balance	July	August	September	October	November	December	
Utilities and Deferred Inflows									
Accounts Payable	9500-9599								
Due To Other Funds	9610								
Current Loans	9640								
Earned Revenues	9650								
Deferred Inflows of Resrcs	9690								
Undefined Objects									
TOTAL LIABILITIES		.00	.00	.00	.00	.00	.00	.00	
Operating									
Expense Clearing	9910								
TOTAL BALANCE SHEET ITEMS		.00	.00	.00	7,804.23	.00	7,804.23	.00	
NET INCREASE/DECREASE									
{ - C + D			.00	.00	7,804.23	.00	11,923.31	.00	
ENDING CASH (A + E)			3,021,838.60	3,021,838.60	3,029,642.83	3,029,642.83	3,041,566.14	3,041,566.14	
Ending Cash, Plus Cash									
Transfers and Adjustments									

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Fund 25 - Actuals through December

Fiscal Year 2016/17

	Object	Beginning Balance	July	August	September	October	November	December
BEGINNING CASH	9110		237,085.37	131,516.38	131,516.38	149,475.07	182,134.74	173,465.99
RECEIPTS								
OFF 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					33,022.56	1,766.31	48,220.32
Interfund Transfers In	8910-8929							
All Other Financing Sources	8930-8979							
Undefined Objects								
TOTAL RECEIPTS		.00	.00	.00	.00	33,022.56	1,766.31	48,220.32
DISBURSEMENTS								
Certificated Salaries	1000-1999							
Classified Salaries	2000-2999							
Employee Benefits	3000-3999							
Books and Supplies	4000-4999							
Services	5000-5999					362.89	2,120.00	1,130.00
Capital Outlay	6000-6599				40,586.83		7,595.70	
Other Outgo	7000-7499							
Interfund Transfers Out	7600-7629							
All Other Financing Uses	7630-7699							
Undefined Objects								
TOTAL DISBURSEMENTS		.00	.00	.00	40,586.83	362.89	9,715.70	1,130.00
BALANCE SHEET ITEMS								
Assets and Deferred Outflows								
Cash Not In Treasury	9111-9199	57,826.16-			57,826.16			
Accounts Receivable	9200-9299				719.36		719.36-	
Due From Other Funds	9310							
Prepaids	9320							
Unpaid Expenditures	9330							
Other Current Assets	9340							
Deferred Outflows of Resrcs	9490							
Undefined Objects								
TOTAL ASSETS		57,826.16-	.00	.00	58,545.52	.00	719.36-	.00
continued)								

election Grouped by Org, Fund, Filtered by (Org = 28, Actuals Thru Period = 6, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

ESCAPE ONLINE

Fund 25 - Actuals through December

Fiscal Year 2016/17

	Object	Beginning Balance	July	August	September	October	November	December	
Liabilities and Deferred Inflows									
Accounts Payable	9500-9599	105,568.99	105,568.99-						
Due To Other Funds	9610	5,563.00							
Parent Loans	9640								
Earned Revenues	9650								
Deferred Inflows of Resrcs	9690								
Defined Objects									
TOTAL LIABILITIES		111,131.99	105,568.99-	.00	.00	.00	.00	.00	
Operating									
Expense Clearing	9910								
TOTAL BALANCE SHEET ITEMS		53,305.83	105,568.99-	.00	58,545.52	.00	719.36-	.00	
NET INCREASE/DECREASE									
- C + D			105,568.99-	.00	17,958.69	32,659.67	8,668.75-	47,090.32	
ENDING CASH (A + E)			131,516.38	131,516.38	149,475.07	182,134.74	173,465.99	220,556.31	
Ending Cash, Plus Cash									
Transfers and Adjustments									

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Fund 56 - Actuals through December

Fiscal Year 2016/17

	Object	Beginning Balance	July	August	September	October	November	December
BEGINNING CASH	9110		.00	.00	.00	.00	.00	.00
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
DISBURSEMENTS								
Certificated Salaries	1000-1999							
Classified Salaries	2000-2999							
Employee Benefits	3000-3999							
Books and Supplies	4000-4999							
Severance Pay	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
BALANCE SHEET ITEMS								
Assets and Deferred Outflows								
Cash Not In Treasury	9111-9199	1,248,727.02						
Accounts Receivable	9200-9299							
Due From Other Funds	9310							
Prepaids	9320							
Unpaid Expenditures	9330							
Other Current Assets	9340							
Deferred Outflows of Resources	9490							
Undefined Objects								
TOTAL ASSETS		1,248,727.02	.00	.00	.00	.00	.00	.00
(continued)								

Selection Grouped by Org, Fund, Filtered by (Org = 28, Actuals Thru Period = 6, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

ESCAPE ONLINE

	Object	Beginning Balance	July	August	September	October	November	December	
ilities and Deferred Inflows									
counts Payable	9500-9599								
e To Other Funds	9610								
rrent Loans	9640								
earned Revenues	9650								
ferred Inflows of Resrcs	9690								
defined Objects									
IBTOTAL LIABILITIES		.00	.00	.00	.00	.00	.00	.00	
perating									
spense Clearing	9910								
TOTAL BALANCE SHEET ITEMS		1,248,727.02-	.00	.00	.00	.00	.00	.00	
NET INCREASE/DECREASE									
- C + D			.00	.00	.00	.00	.00	.00	
NDING CASH (A + E)			.00	.00	.00	.00	.00	.00	
nding Cash, Plus Cash									
uals and Adjustments									

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

SUBJECT: Revenue and Expenditures for 2016/17

MEETING: February 28, 2017

AGENDA SECTION:

ACTION

INFORMATION

ACTION/CONSENT

Board Goals:

- Improve, Monitor and Sustain Student Achievement
- Improve School Climate in support of Teaching, Learning and Student Safety
- Develop/Sustain Fiscal Solvency
- 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 Revenues and Expenditures Report for each fund.

Recommendation:

This is information only.

Fiscal Impact:

Per the 2016/17 approved budget.

Submitted By:



Sherrie S. Castellanos
Chief Business Official

Approved:



Daniel R. Moirao, Ed.D.
Superintendent

Fund 01 - General Fund		Fiscal Year 2017 through 12/31/2016				
		Budget	Actual	Encumbrance	Balance	Avail
REVENUES						
LCFF Revenue Sources	(8010-8099)	22,801,105.00	12,579,711.16		10,221,393.84	45%
Federal Revenue	(8100-8299)	1,401,104.30	297,533.80		1,103,570.50	79%
Other State Revenue	(8300-8599)	3,974,395.57	2,285,111.26		1,689,284.31	43%
Other Local Revenue	(8600-8799)	1,627,799.55	555,086.81		1,072,712.74	66%
Total Revenues		29,804,404.42	15,717,443.03		14,086,961.39	47%
EXPENDITURES						
Certificated Salaries	(1000-1999)	10,420,202.00	4,713,084.83	.00	5,707,117.17	55%
Classified Salaries	(2000-2999)	3,143,007.00	1,458,667.14	.00	1,684,339.86	54%
Employee Benefits	(3000-3999)	5,117,788.00	2,068,318.98	.00	3,049,469.02	60%
Books and Supplies	(4000-4999)	2,439,563.02	905,179.27	390,081.02	1,144,302.73	47%
Services & Operating Expenses	(5000-5999)	7,160,899.36	2,502,292.04	1,777,534.78	2,881,072.54	40%
Capital Outlay	(6000-6999)	526,933.97	261,648.43	127,099.05	138,186.49	26%
Other Outgo	(7100-7299, 7400-7499)	1,770,879.00	169,146.96	.00	1,601,732.04	90%
Transfer of Indirect Costs	(7300-7399)	1.00	.00	.00	1.00	100%
Total Expenditures		30,579,273.35	12,078,337.65	2,294,714.85	16,206,220.85	53%
Operating Surplus/(Deficit)		(774,868.93)	3,639,105.38	1,344,390.53		
Beginning Fund Balance		8,157,353.18	8,157,353.18	8,157,353.18		
Net Ending Fund Balance		7,382,484.25	11,796,458.56	9,501,743.71		
		<i>*** calculated ***</i>				
Components of Ending Fund Balance						
Undesignated/Unappropriated - 9790		7,382,484.25	.00			
Ending Fund Balance		7,382,484.25	.00			

Fund 09 - Charter Schools Fund		Fiscal Year 2017 through 12/31/2016				
		Budget	Actual	Encumbrance	Balance	Avail.
REVENUES						
LCFF Revenue Sources	(8010-8099)	106,179.00	5,802.00		100,377.00	95%
Other State Revenue	(8300-8599)	1,974.00	.00		1,974.00	100%
Total Revenues		108,153.00	5,802.00		102,351.00	95%
EXPENDITURES						
Certificated Salaries	(1000-1999)	74,430.00	8,862.54	.00	65,567.46	88%
Classified Salaries	(2000-2999)	3,760.00	768.76	.00	2,991.24	80%
Employee Benefits	(3000-3999)	14,903.00	3,114.90	.00	11,788.10	79%
Books and Supplies	(4000-4999)	5,974.00	.00	2,135.93	3,838.07	64%
Services & Operating Expenses	(5000-5999)	1,000.00	10.50	.00	989.50	99%
Total Expenditures		100,067.00	12,756.70	2,135.93	85,174.37	85%
Operating Surplus/(Deficit)		8,086.00	(6,954.70)	(9,090.63)		
Net Ending Fund Balance		8,086.00	(6,954.70)	(9,090.63)		
<i>*** calculated ***</i>						
Components of Ending Fund Balance						
Undesignated/Unappropriated - 9790		8,086.00	.00			
Ending Fund Balance		8,086.00	.00			

Fund 11 - Adult Education Fund		Fiscal Year 2017 through 12/31/2016				
		Budget	Actual	Encumbrance	Balance	Avail
REVENUES						
Other State Revenue	(8300-8599)	78,500.00	37,528.29		40,971.71	52%
Other Local Revenue	(8600-8799)	.00	(246.10)		246.10	0%
Total Revenues		78,500.00	37,282.19		41,217.81	53%
EXPENDITURES						
Certificated Salaries	(1000-1999)	35,000.00	17,822.09	.00	17,177.91	49%
Classified Salaries	(2000-2999)	7,500.00	2,403.58	.00	5,096.42	68%
Employee Benefits	(3000-3999)	6,896.00	2,571.91	.00	4,324.09	63%
Books and Supplies	(4000-4999)	17,193.00	5,583.99	815.77	10,793.24	63%
Services & Operating Expenses	(5000-5999)	11,911.00	.00	.00	11,911.00	100%
Total Expenditures		78,500.00	28,381.57	815.77	49,302.66	63%
Operating Surplus/(Deficit)		.00	8,900.62	8,084.85		
Beginning Fund Balance		24,639.20	24,639.20	24,639.20		
Net Ending Fund Balance		24,639.20	33,539.82	32,724.05		
*** calculated ***						
Components of Ending Fund Balance						
Undesignated/Unappropriated - 9790		24,639.20	.00			
Ending Fund Balance		24,639.20	.00			

Fund 13 - Cafeteria Fund		Fiscal Year 2017 through 12/31/2016				
		Budget	Actual	Encumbrance	Balance	Avail
REVENUES						
Federal Revenue	(8100-8299)	455,000.00	62,132.32		392,867.68	86%
Other State Revenue	(8300-8599)	36,500.00	110.60		36,389.40	100%
Other Local Revenue	(8600-8799)	164,971.00	2,079.15		162,891.85	99%
Total Revenues		656,471.00	64,322.07		592,148.93	90%
EXPENDITURES						
Classified Salaries	(2000-2999)	143,216.00	72,934.73	.00	70,281.27	49%
Employee Benefits	(3000-3999)	98,501.00	36,192.40	.00	62,308.60	63%
Books and Supplies	(4000-4999)	397,413.00	177,824.13	72,826.93	146,761.94	37%
Services & Operating Expenses	(5000-5999)	28,341.00	7,642.74	13,466.26	7,232.00	26%
Total Expenditures		667,471.00	294,594.00	86,293.19	286,583.81	43%
Operating Surplus/(Deficit)		(11,000.00)	(230,271.93)	(316,565.12)		
Beginning Fund Balance		227,326.37	227,326.37	227,326.37		
Net Ending Fund Balance		216,326.37	(2,945.56)	(89,238.75)		
		<i>*** calculated ***</i>				
Components of Ending Fund Balance						
Undesignated/Unappropriated - 9790		216,326.37	.00			
Ending Fund Balance		216,326.37	.00			

Fund 17 - Special Reserve Fund for Other		Fiscal Year 2017 through 12/31/2016				
		Budget	Actual	Encumbrance	Balance	Avail
REVENUES						
Other Local Revenue	(8600-8799)	16,266.00	19,727.54		(3,461.54)	(21)%
Total Revenues		16,266.00	19,727.54		(3,461.54)	(21)%
Operating Surplus/(Deficit)		16,266.00	19,727.54	19,727.54		
OTHER FINANCING SOURCES/USES						
Interfund Transfers Out	(7600-7629)	2,500,000.00	.00	.00	2,500,000.00	100%
Total Other Financing Sources/Uses		(2,500,000.00)	.00	.00	(2,500,000.00)	100%
Net Surplus/(Deficit)		(2,483,734.00)	19,727.54	19,727.54		
Beginning Fund Balance		3,021,838.60	3,021,838.60	3,021,838.60		
Net Ending Fund Balance		538,104.60	3,041,566.14	3,041,566.14		
*** calculated ***						
Components of Ending Fund Balance						
Undesignated/Unappropriated - 9790		538,104.60	.00			
Ending Fund Balance		538,104.60	.00			

Fund 25 - Capital Facilities Fund		Fiscal Year 2017 through 12/31/2016				
		Budget	Actual	Encumbrance	Balance	Avail
REVENUES						
Other Local Revenue	(8600-8799)	174,685.00	83,009.19		91,675.81	52%
Total Revenues		174,685.00	83,009.19		91,675.81	52%
EXPENDITURES						
Books and Supplies	(4000-4999)	10,000.00	.00	.00	10,000.00	100%
Services & Operating Expenses	(5000-5999)	59,461.00	3,612.89	18,290.00	37,558.11	63%
Capital Outlay	(6000-6999)	.00	48,182.53	359,035.00	(407,217.53)	0%
Other Outgo	(7100-7299, 7400-7499)	105,224.00	.00	.00	105,224.00	100%
Total Expenditures		174,685.00	51,795.42	377,325.00	(254,435.42)	(146)%
Operating Surplus/(Deficit)		.00	31,213.77	(346,111.23)		
Beginning Fund Balance		183,779.54	183,779.54	183,779.54		
Net Ending Fund Balance		183,779.54	214,993.31	(162,331.69)		
<i>*** calculated ***</i>						
Components of Ending Fund Balance						
Undesignated/Unappropriated - 9790		183,779.54	.00			
Ending Fund Balance		183,779.54	.00			

Fund 56 - Debt Service Fund		Fiscal Year 2017 through 12/31/2016			
	Budget	Actual	Encumbrance	Balance	Avail
OTHER FINANCING SOURCES/USES					
Interfund Transfers In (8900-8929)	2,500,000.00	.00		2,500,000.00	100%
Total Other Financing Sources/Uses	2,500,000.00	.00		2,500,000.00	100%
Net Surplus/(Deficit)	2,500,000.00	.00	.00		
Beginning Fund Balance	1,248,727.02	1,248,727.02	1,248,727.02		
Net Ending Fund Balance	3,748,727.02	1,248,727.02	1,248,727.02		
<i>*** calculated ***</i>					
Components of Ending Fund Balance					
Undesignated/Unappropriated - 9790	3,748,727.02	.00			
Ending Fund Balance	3,748,727.02	.00			

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
GOVERNING BOARD

SUBJECT: Board Policies -First Reading

MEETING: February 28, 2017

AGENDA SECTION:

ACTION

INFORMATION

ACTION/CONSENT

-
- Improve, Monitor and Sustain Student Achievement
 - Improve School Climate in Support of Teaching, Learning and Student Safety
 - Develop/Sustain Fiscal Solvency
 - Ensure that Facilities are Safe for Staff and Students
 - Ensure Compliance with Education/Other Codes/Updating Board Policies and Administrative Regulations

Summary:

The following Board Policies are presented as a first reading/revision for the Governing's Board Consideration:

- BP 3470 – Debt Issuance and Management (new)
- BP 5030 – Student Wellness
- AR 5111.1 – Criteria for Residency (revised)
- BP 5116.2 – Involuntary Student Transfers (revised)
- BP 5141.21 – Administering Medication and Monitoring Health Conditions (new)
- AR 5141.21 – Administering Medication and Monitoring Health Conditions (new)
- BP 6146.1 – High School Graduation Requirements (revised)
- BP 6154 – Homework/Makeup Work (revised)
- BP 6164.6 – Identification and Education Under Section 504 (new)
- AR 6164.6 – Identification and Education Under Section 504 (new)
- BP 6173 – Education for Homeless Children (revised)
- AR 6173.3 – Education for Juvenile Court School Students (revised)
- BB 9240 – Board Training (new)
- BB 9323 – Meeting Conduct (revised)

Recommendation:

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

Fiscal Impact:

No fiscal impact

Submitted By:



Daniel R. Moirao, Ed. D.
Superintendent

Approved:



Daniel R. Moirao, Ed.D.
Superintendent

Business and Noninstructional Operations

Debt Issuance And Management

Note: Government Code 8855, as amended by SB 1029 (Ch. 307, Statutes of 2016), mandates that the Governing Board adopt a debt management policy prior to issuing any debt, such as general obligation bonds, tax and revenue anticipation notes (TRANS), and certificates of participation. The policy must include (1) the purposes for which the debt proceeds may be used; (2) the types of debt that may be issued; (3) the relationship of the debt to, and integration with, the district's capital improvement program or budget, if applicable; (4) policy goals related to the district's planning goals and objectives; and (5) internal control procedures to ensure that the proceeds of the proposed debt issuance will be directed to the intended use. SB 1029 declares the intent of the Legislature that, consistent with the recommendation of the Government Finance Officers Association (GFOA), local agencies adopt comprehensive written debt management policies that are reflective of local, state, and federal laws and regulations. Districts are encouraged to consult legal counsel and their financial advisor in developing this policy. The following policy should be revised to reflect district practice.

The Governing Board is committed to long-term capital and financial planning and recognizes that the issuance of debt is a key source for funding the improvement and maintenance of school facilities and managing cash flow. Any debt issued by the district shall be consistent with law and this policy.

(cf. 3000 - Concepts and Roles)
 (cf. 3460 - Financial Reports and Accountability)
 (cf. 7110 - Facilities Master Plan)
 (cf. 7210 - Facilities Financing)

Note: Article 16, Section 18 of California Constitution contains the basic "debt limitation" (i.e., the constraints on discretionary borrowing) applicable to school districts. Under so-called "traditional authority," a measure authorizing the issuance of general obligation bonds may be approved by two-thirds of the electorate; under Proposition 39, a measure authorizing the issuance of general obligation bonds may be approved by 55 percent of the electorate (see BP/AR 7214 - General Obligation Bonds). Lease financings, such as certificates of participation, are not considered "indebtedness" for purposes of the Constitutional debt limitation and are not subject to voter approval. For further information, see the California Debt and Investment Advisory Commission's (CDIAC) California Debt Issuance Primer.

The district shall not enter into indebtedness or liability that in any year exceeds the income and revenue provided for such year, unless two-thirds of the voters approve the obligation or one of the exceptions specified in law applies. (California Constitution, Article 16, Section 18)

When the Board determines that it is in the best interest of the district, the Board may issue debt or order an election to issue debt. The Superintendent or designee shall make recommendations to the Board regarding appropriate financing methods for capital projects or other projects that

are authorized purposes for debt issuance. When approved by the Board and/or the voters as applicable, the Superintendent or designee shall administer and coordinate the district's debt issuance program and activities, including the timing of issuance, sizing of issuance, method of sale, structuring of the issue, and marketing strategies.

Note: Pursuant to 15 USC 78o-4 (Section 15B of Securities Exchange Act of 1934), any financial advisor retained by the district must be duly registered with both the Securities Exchange Commission (SEC) and the Municipal Securities Rulemaking Board (MSRB) and must also hold any certifications and/or licenses required by the SEC and/or MSRB.

The Superintendent or designee shall retain a financial advisor, municipal advisor, investment advisor, and other financial services professionals as needed to assist with the structuring of the debt issuance and to provide general advice on the district's debt management program, financing options, investments, and compliance with legal requirements. Contracts for services provided by such advisors may be for a single transaction or for multiple transactions, consistent with the contracting requirements in Education Code 17596. In the event that the district issues debt through a negotiated sale, underwriters may be selected for multiple transactions if multiple issuances are planned for the same project. In addition, the district shall select a legal team on an as-needed basis to assist with debt issuances or special projects.

(cf. 3312 - Contracts)

(cf. 3600 - Consultants)

(cf. 9270 - Conflict of Interest)

Goals

Note: Government Code 8855, as amended by SB 1029 (Ch. 307, Statutes of 2016), mandates that the district's debt management policy include policy goals related to the district's planning goals and objectives. The following section should be revised to reflect district goals.

The district's debt issuance activities and procedures shall be aligned with the district's vision and goals for providing adequate facilities and programs that support student learning and well-being. When issuing debt, the district shall ensure that it:

1. Maintains accountability for the fiscal health of the district, including prudent management and transparency of the district's financing programs
2. Attains the best possible credit rating for each debt issue in order to reduce interest costs, within the context of preserving financial flexibility and meeting capital funding requirements
3. Takes all practical precautions and proactive measures to avoid any financial decision that will negatively impact current credit ratings on existing or future debt issues

4. Maintains effective communication with rating agencies and, as appropriate, credit enhancers such as bond insurers or other providers of credit or liquidity instruments in order to enhance the creditworthiness, liquidity, or marketability of the debt
5. Monitors the district's statutory debt limit in relation to assessed valuation within the district and the tax burden needed to meet long-term debt service requirements
6. When determining the timing of debt issuance, considers market conditions, cash flows associated with repayment, and the district's ability to expend the obtained funds in a timely, efficient, and economical manner consistent with federal tax laws
7. Determines the amortization (maturity) schedule which will fit best within the overall debt structure of the district at the time the new debt is issued
8. Considers the useful lives of assets funded by the debt issue, as well as repair and replacement costs of those assets to be incurred in the future
9. Preserves the availability of the district's general fund for operating purposes and other purposes that cannot be funded by the issuance of voter-approved debt
10. Meets the ongoing obligations and accountability requirements associated with the issuance and management of debt under state and federal tax and securities laws

(cf. 0000 - Vision)

(cf. 0200 - Goals for the School District)

(cf. 7000 - Concepts and Roles)

Authorized Purposes for the Issuance of Debt

Note: Government Code 8855, as amended by SB 1029 (Ch. 307, Statutes of 2016), mandates that the district's debt management policy include the purposes for which debt proceeds may be used. The following section should be revised to reflect purposes that the Board has determined may be appropriate purposes for issuing debt in the district.

The district may issue debt for any of the following purposes:

1. To pay for the cost of capital improvements, including acquiring, constructing, reconstructing, rehabilitating, replacing, improving, extending, enlarging, and/or equipping district facilities
2. To refund existing debt
3. To provide for cash flow needs

(cf. 3100 - Budget)

(cf. 3110 - Transfer of Funds)

Pursuant to Government Code 53854, general operating costs, including, but not limited to, items normally funded in the district's annual operating budget, shall not be financed from debt payable later than 15 months from the date of issuance. The district may deem it desirable to finance cash flow requirements under certain conditions so that available resources better match expenditures within a given fiscal year. To satisfy both state constitutional and statutory constraints, such cash flow borrowing shall be payable from taxes, income, revenue, cash receipts, and other moneys attributable to the fiscal year in which the debt is issued.

Authorized Types of Debt

Note: Government Code 8855, as amended by SB 1029 (Ch. 307, Statutes of 2016), mandates that the district's debt management policy include the types of debt that may be issued. The following section should be revised to reflect the types of debt instruments authorized by the Board.

The Superintendent or designee shall recommend to the Board potential financing method(s) that result in the highest benefit to the district, with the cost of staff and consultants considered. Potential financing sources may include:

1. Short-Term Debt

- a. Short-term debt, such as tax and revenue anticipation notes (TRANs), when necessary to allow the district to meet its cash flow requirements (Government Code 53850-53858)
- b. Bond anticipation notes (BANs) to provide interim financing for capital bond projects that will ultimately be paid from general obligation bonds (Education Code 15150)
- c. Grant anticipation notes (GANs) to provide interim financing pending the receipt of grants and/or loans from the state or federal government that have been appropriated and committed to the district (Government Code 53859-53859.08)

2. Long-Term Debt

Note: The California Constitution, Article 13A, Sections 1(b)(2) and 1(b)(3), Education Code 15100-15262 and 15264-15276, and Government Code 53506-53509.5 authorize the district to issue general obligation bonds requiring either two-thirds voter approval or 55 percent voter approval, subject to specific accountability requirements. Voter-approved general obligation bonds typically provide the lowest cost of borrowing and, by providing for the levy of additional ad valorem property taxes to service the debt, do not impact the district's general fund. See BP/AR 7214 - General Obligation Bonds for requirements pertaining to the issuance of general obligation bonds.

- a. General obligation bonds for projects approved by voters (California Constitution, Article 13A, Section 1; Education Code 15100-15262, 15264-15276; Government Code 53506-53509.5)

(cf. 7214 - General Obligation Bonds)

Note: Districts may establish a community facilities district for school facility purposes in accordance with the Mello-Roos Community Facilities Act (Government Code 53311-53368.3). The boundaries of the Mello-Roos district may include the entire school district, but usually include only a portion of the district, such as an area with new housing developments. The bonds sold by the community facilities district are paid for by a special tax on the properties within that community facilities district's boundaries. See BP 7212 - Mello Roos Districts.

- b. Special tax bonds issued pursuant to the Mello-Roos Community Facilities Act of 1982 (Government Code 53311-53368.3)

(cf. 7212 - Mello Roos Districts)

3. Lease financing, including certificates of participation (COPs)

- a. Lease financing to fund the highest priority capital equipment purchases when pay-as-you-go financing is not feasible (Education Code 17450-17453.1)

Note: Authority for lease financings is based in part on judicial rulings finding that leases that meet certain conditions do not constitute indebtedness subject to a vote of the electorate.

- b. Lease financing to fund facilities projects when there is insufficient time to obtain voter approval or in instances where obtaining voter approval is either not feasible or unavailable (Education Code 17400-17429)

4. Special financing programs or structures offered by the federal or state government, such as Qualified Zone Academy Bonds or other tax credit obligations or obligations that provide subsidized interest payments, when the use of such programs or structures is determined to result in sufficiently lower financing costs compared to traditional tax-exempt bonds and/or COPs

5. Temporary borrowing from other sources such as the County Treasurer

Note: Education Code 42133 prohibits the issuance of non-voter approved debt when the district has a qualified or negative certification regarding the district's ability to meet its fiscal obligations, except as provided below. Pursuant to Education Code 42131, a "qualified certification" indicates that the district may not meet its financial obligations for the current fiscal year and two subsequent fiscal years, and a "negative" certification indicates that the district will be unable to meet its financial obligations for the remainder of the fiscal year or the subsequent fiscal year. See BP 3460 - Financial Reports and Accountability for further information about such certifications.

COPs, TRANs, revenue bonds, or any other non-voter approved debt instrument shall not be issued by the district in any fiscal year in which the district has a qualified or negative certification, unless the County Superintendent of Schools determines, pursuant to criteria established by the Superintendent of Public Instruction, that the district's repayment of that indebtedness is probable. (Education Code 42133)

Relationship of Debt to District Facilities Program and Budget

Note: Government Code 8855, as amended by SB 1029 (Ch. 307, Statutes of 2016), mandates that the district's debt management policy include the relationship of the debt to, and integration with, the district's capital improvement program or budget, if applicable. The following section should be revised to reflect district practice.

Decisions regarding the issuance of debt for the purpose of financing capital improvement shall be aligned with current needs for acquisition, development, and/or improvement of district property and facilities as identified in the district's facilities master plan or other applicable needs assessment, the projected costs of those needs, schedules for the projects, and the expected resources.

Note: The following paragraph is optional.

The cost of debt issued for major capital repairs or replacements shall be evaluated against the potential cost of delaying such repairs and/or replacing such facilities.

When considering a debt issuance, the Board and the Superintendent or designee shall evaluate both the short-term and long-term implications of the debt issuance and additional operating costs associated with the new projects involved. Such evaluation may include, but is not limited to, the projected ratio of annual debt service to the tax burden on the district's taxpayers and the ratio of annual debt service secured by the general fund to general fund expenditures.

The district may enter into credit enhancement agreements such as municipal bond insurance, surety bonds, letters of credit, and lines of credit with commercial banks, municipal bond insurance companies, or other financial entities when their use is judged to lower borrowing costs, eliminate restrictive covenants, or have a net economic benefit to the financing.

Structure of Debt Issues

The district shall consider the overall impact of the current and future debt burden of the financing when determining the duration of the debt issue.

The district shall design the financing schedule and repayment of debt so as to take best advantage of market conditions, ensure cost effectiveness, provide flexibility, and, as practical, recapture or maximize its debt capacity for future use. Principal amortization will be structured to meet debt repayment, tax rate, and flexibility goals.

Note: Education Code 15106 limits the district's total outstanding bonded debt (i.e., the principal portion only) to 1.25 or 2.5 percent of the assessed valuation of the taxable property of a non-unified and unified district, respectively. Consequently, Education Code 15106 limits the issuance of new debt when the district has total bonded indebtedness in excess of the applicable percentage of the assessed valuation in the district. TRANs and lease payment obligations in support of COPs generally do not count against this limit except as provided in Education Code 17422.

For new money debt issuances for capital improvements, the district shall size the debt issuance with the aim of funding capital projects as deemed appropriate by the Board, as long as the issuance is consistent with the overall financing plan, does not exceed the amount authorized by voters, and, unless a waiver is sought and received from the state, will not cause the district to exceed the limitation on debt issuances specified in the California Constitution or Education Code 15106.

To the extent practicable, the district shall also consider credit issues, market factors, and tax law when sizing the district's bond issuance. The sizing of refunding bonds shall be determined by the amount of money that will be required to cover the principal of, any accrued interest on, and any redemption premium for the debt to be paid on the call date and to cover appropriate financing costs.

Any general obligation bond issued by the district shall mature within 40 years of the issuance date or as otherwise required by law. (California Constitution, Article 16, Section 18; Government Code 53508.6)

The final maturity of equipment or real property lease obligations will be limited to the useful life of the assets to be financed but, with respect to a lease purchase of equipment, no longer than a period of 10 years. (Education Code 17452)

Method of Sale

For the sale of any district-issued debt, the Superintendent or designee shall recommend the method of sale with the potential to achieve the lowest financing cost and/or to generate other benefits to the district. Potential methods of sale include:

1. A competitive bidding process through which the award is based on, among other factors, the lowest offered true interest cost
2. Negotiated sale, subject to approval by the district to ensure that interest costs are in accordance with comparable market interest rates
3. Private placement sale, when the financing can or must be structured for a single or limited number of purchasers or where the terms of the private placement are more beneficial to the district than either a negotiated or competitive sale

Investment of Proceed

The district shall actively manage the proceeds of debt issued for public purposes in a manner that is consistent with state law governing the investment of public funds and with the permitted securities covenants of related financing documents executed by the district. Where applicable, the district's official investment policy and legal documents for a particular debt issuance shall govern specific methods of investment of bond-related proceeds. Preservation of principal shall be the primary goal of any investment strategy, followed by the availability of funds and then by return on investment.

(cf. 3430 - Investing)

Note: Pursuant to Education Code 15146, the proceeds of the sale of bonds, exclusive of any premium received, must be deposited in the county treasury to the credit of the building fund of the district. As amended by AB 2738 (Ch. 472, Statutes of 2016), Education Code 15146 prohibits districts from withdrawing proceeds from the sale of bonds at any time for purposes of making investments outside the county treasury.

With regard to general obligation bonds, the district shall invest new money bond proceeds in the county treasury pool as required by law. (Education Code 15146)

The management of public funds shall enable the district to respond to changes in markets or changes in payment or construction schedules so as to ensure liquidity and minimize risk.

Refunding/Restructuring

Note: The following section may be revised to reflect district practice. The GFOA's Analyzing and Issuing Refunding Bonds states that a test often used to assess the appropriateness of a refunding is the achievement of a minimum net present value savings. According to the GFOA, a common threshold is that the savings, as a percentage of the refunding bonds, should be at least 3-5 percent. However, the GFOA recognizes that it may be appropriate to approve refunding that results in lower anticipated savings in some circumstances, such as when interest rates are at low levels or the time remaining to maturity is limited and thus future opportunities to achieve greater savings are not likely to occur.

The district may consider refunding or restructuring outstanding debt if it will be financially advantageous or beneficial for debt repayment and/or structuring flexibility. When doing so, the district shall consider the maximization of the district's expected net savings over the life of the debt issuance and, when using a general obligation bond to refund an existing bond, shall ensure that the final maturity of the refunding bond is no longer than the final maturity of the existing bond.

Internal Controls

Note: Government Code 8855, as amended by SB 1029 (Ch. 307, Statutes of 2016), mandates that the district's debt management policy include the internal control procedures that the district has implemented or will implement to ensure that the proceeds of the proposed debt issuance will be directed to the intended use. Examples of internal control standards for the management of bond funds are contained in the U.S. Government Accountability Office's Internal Control System Checklist. These include factors related to the internal control environment, risk assessment, control activities, information and communications, and monitoring. Because internal controls and accountability measures may be lengthy, districts may choose to develop an administrative regulation, exhibit, or other document that provides further details and that may be updated as needed. Also see BP 3400 - Management of District Assets/Accounts. The following section should be revised to reflect district practice.

The Superintendent or designee shall establish internal control procedures to ensure that the proceeds of any debt issuance are directed to the intended use. Such procedures shall assist the district in maintaining the effectiveness and efficiency of operations, properly expending funds, reliably reporting debt incurred by the district and the use of the proceeds, complying with all laws and regulations, preventing fraud, and avoiding conflict of interest.

(cf. 3314 - Payments for Goods and Services)
(cf. 3400 - Management of District Assets/Accounts)

The district shall be vigilant in using bond proceeds in accordance with the stated purposes at the time such debt was incurred as defined in the text of the voter-approved bond measure.
(Government Code 53410)

When feasible, the district shall issue debt with a defined revenue source in order to preserve the use of the general fund for general operating purposes.

The district shall annually conduct a due diligence review to ensure its compliance with all ongoing obligations applicable to issuers of debt. Such a review may be conducted by general legal counsel or bond counsel. Any district personnel involved in conducting such reviews shall receive periodic training regarding their responsibilities.

In addition, the Superintendent or designee shall ensure that the district completes, as applicable, all performance and financial audits that may be required for any debt issued by the district, including disclosure requirements applicable to a particular transaction.

Records/Reports

***Note: Government Code 8855 requires that the district report any proposed issuance of debt to the CDIAC at least 30 days prior to the sale of the debt issue. Typically, bond counsel will file the report on behalf of the district. As amended by SB 1029 (Ch. 307, Statutes of 2016),

Government Code 8855 requires that the report include a certification that the district has adopted a debt policy and that the issuance is consistent with that policy.***

At least 30 days prior to the sale of any debt issue, the Superintendent or designee shall submit a report of the proposed issuance to the California Debt and Investment Advisory Commission (CDIAC). Such report shall include a self-certification that the district has adopted a policy concerning the use of debt that complies with law and that the contemplated debt issuance is consistent with that policy. (Government Code 8855)

Note: SB 1029 (Ch. 307, Statutes of 2016) amended Government Code 8855 to add the following requirement for an annual report of debt issuance, applicable to any final sale of debt on or after January 21, 2017. The report covers the period from July 1 to June 30, and must be submitted electronically on a form provided by CDIAC within seven months of the end of the reporting period (January 31).

On or before January 31 of each year, the Superintendent or designee shall submit a report to the CDIAC regarding the debt authorized, the debt outstanding, and the use of proceeds of the issued debt for the period from July 1 to June 30. (Government Code 8855)

Note: Pursuant to 17 CFR 240.15c2-12, most financings are required to have official disclosure statements which include the terms of the bond, security, risk factors, financial and operating information concerning the issuer, and background information. In addition, districts must provide ongoing disclosure in the form of annual reports and event notices pursuant to 17 CFR 240.15c2-12. Such disclosures must be made to the MSRB through its Electronic Municipal Market Access repository or any successor repository, as well as to investors and other persons or entities entitled to disclosure. For further information, see CDIAC's California Debt Issuance Primer and the GFOA's Understanding Your Continuing Disclosure Requirements.

The Superintendent or designee shall provide initial and any annual or ongoing disclosures required by 17 CFR 240.10b-5 and 240.15c2-12 to the Municipal Securities Rulemaking Board, investors, and other persons or entities entitled to disclosure, and shall ensure that the district's disclosure filings are updated as needed.

Note: 26 CFR 1.6001-1 requires districts to retain records for as long as the contents thereof are material in the administration of any internal revenue law. Records related to debt issuance may affect tax liability in both past and future tax years. In order to be consistent with specific record retention requirements, the Internal Revenue Service (IRS) publication Tax Exempt Bond FAQs Regarding Record Retention Requirements, available on the IRS web site, recommends that material records should be kept for as long as the debt is outstanding, plus three years after the final payment of the debt. Although the IRS recommendation is specific to tax-exempt bonds, districts should also retain records related to other forms debt issuance for the same length of time.

The Superintendent or designee shall maintain transaction records of decisions made in

connection with each debt issuance, including the selection of members of the financing team, the structuring of the financing, selection of credit enhancement products and providers, and selection of investment products. Each transaction file shall include the official transcript for the financing, interest rates and cost of issuance on the day when the debt was sold ("final number runs"), and a post-pricing summary of the debt issue. In addition, documentation evidencing the expenditure of proceeds, the use of debt-financed property by public and private entities, all sources of payment or security for the debt, and investment of proceeds shall be kept for as long as the debt is outstanding, plus the period ending three years after the financial payment date of the debt or the final payment date of any obligations or series of bonds issued to refund directly or indirectly all of any portion of the debt, whichever is later.

The Superintendent or designee shall annually report to the Board regarding debts issued by the district, including information on actual and projected tax rates, an analysis of bonding capacity, ratings on the district's bonds, market update and refunding opportunities, new development for California bond financings, and the district's compliance with post-issuance requirements.

Legal Reference:

EDUCATION CODE

5300-5441 Conduct of elections
 15100-15262 Bonds for school districts and community college districts
 15264-15276 Strict accountability in local school construction bonds
 15278-15288 Citizen's oversight committees
 15300-15425 School Facilities Improvement Districts
 17150 Public disclosure of non-voter-approved debt
 17400-17429 Leasing of district property
 17450-17453.1 Leasing of equipment
 17456 Sale or lease of district property
 17596 Duration of contracts
 42130-42134 Financial reports and certifications

ELECTIONS CODE

1000 Established election dates

GOVERNMENT CODE

8855 California Debt and Investment Advisory Commission
 53311-53368.3 Mello-Roos Community Facilities Act
 53410-53411 Bond reporting
 53506-53509.5 General obligation bonds
 53550-53569 Refunding bonds of local agencies
 53580-53595.55 Bonds
 53850-53858 Tax and revenue anticipation notes
 53859-53859.08 Grant anticipation notes

CALIFORNIA CONSTITUTION

Article 13A, Section 1 Tax limitation

Article 16, Section 18 Debt limit

UNITED STATES CODE, TITLE 15

78o-4 Registration of municipal securities dealers
UNITED STATES CODE, TITLE 26
54E Qualified Zone Academy Bonds
CODE OF FEDERAL REGULATIONS, TITLE 17
240.10b-5 Prohibition against fraud or deceit
240.15c2-12 Municipal securities disclosure
CODE OF FEDERAL REGULATIONS, TITLE 26
1.103 Interest on state and local bonds
1.141 Private activity bonds
1.148 Arbitrage and rebate
1.149 Hedge bonds
1.6001-1 Records

Management Resources:

CALIFORNIA DEBT AND INVESTMENT ADVISORY COMMISSION PUBLICATIONS
California Debt Issuance Primer
GOVERNMENT FINANCE OFFICERS ASSOCIATION PUBLICATIONS
An Elected Official's Guide to Debt Issuance, 2nd Ed., 2016
Understanding Your Continuing Disclosure Responsibilities, Best Practice, September 2015
Investment of Bond Proceeds, Best Practice, September 2014
Selecting and Managing Municipal Advisors, Best Practice, February 2014
Debt Management Policy, Best Practice, October 2012
Analyzing and Issuing Refunding Bonds, Best Practice, February 2011
INTERNAL REVENUE SERVICE PUBLICATIONS
Tax Exempt Bond FAQs Regarding Record Retention Requirements
Tax-Exempt Governmental Bonds, Publication 4079, rev. 2016
U.S. GOVERNMENT ACCOUNTABILITY OFFICE PUBLICATIONS
Internal Control System Checklist
WEB SITES
California Debt and Investment Advisory Commission: <http://www.treasurer.ca.gov/cdiac>
Government Finance Officers Association: <http://www.gfoa.org>
Internal Revenue Service: <http://www.irs.gov>
Municipal Security Rulemaking Board, Electronic Municipal Market Access (EMMA):
<http://www.emma.msrb.org>
U.S. Government Accountability Office: <http://www.gao.gov>
U.S. Securities and Exchange Commission: <http://www.sec.gov>

12/16

Policy: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

First Reading: February 22, 2017

Adopted:

King City, California

Students

Student Wellness

The Governing Board recognizes the link between student health and learning and desires to provide a comprehensive program promoting healthy eating and physical activity for district students. The Superintendent or designee shall build a coordinated school health system that supports and reinforces health literacy through health education, physical education and activity, health services, nutrition services, psychological and counseling services, health promotion for staff, a safe and healthy school environment, and parent/guardian and community involvement.

- (cf. 3513.3 - Tobacco-Free Schools)
- (cf. 3514 - Environmental Safety)
- (cf. 3555 - Nutrition Program Compliance)
- (cf. 5131.6 - Alcohol and Other Drugs)
- (cf. 5131.61 - Drug Testing)
- (cf. 5131.62 - Tobacco)
- (cf. 5131.63 - Steroids)
- (cf. 5141 - Health Care and Emergencies)
- (cf. 5141.22 - Infectious Diseases)
- (cf. 5141.3 - Health Examinations)
- (cf. 5141.31 - Immunizations)
- (cf. 5141.32 - Health Screening for School Entry)
- (cf. 5141.6 - School Health Services)
- (cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Education)
- (cf. 6164.2 - Guidance/Counseling Services)

To encourage consistent health messages between the home and school environment, the Superintendent or designee may disseminate health information and/or the district's student wellness policy to parents/guardians through district or school newsletters, handouts, parent/guardian meetings, district and school web sites, and other communications. Outreach to parents/guardians shall emphasize the relationship between student health and academic performance.

- (cf. 1100 - Communication with the Public)
- (cf. 1112 - Media Relations)
- (cf. 1113 - District and School Web Sites)
- (cf. 1114 - District-Sponsored Social Media)
- (cf. 6020 - Parent Involvement)

School Health Council/Committee

The Superintendent or designee shall permit parents/guardians, students, food service employees, physical education teachers, school health professionals, Board members, school administrators,

and members of the public to participate in the development, implementation, and periodic review and update of the district's student wellness policy. (42 USC 1758b)

To fulfill this requirement, the Superintendent or designee may appoint a school health council or other district committee whose membership shall include representatives of these groups. He/she also may invite participation of other groups or individuals, such as health educators, curriculum directors, counselors, before- and after-school program staff, health practitioners, and/or others interested in school health issues.

(cf. 1220 - Citizen Advisory Committees)
(cf. 9140 - Board Representatives)

The school health council/committee shall advise the district on health-related issues, activities, policies, and programs. At the discretion of the Superintendent or designee, the duties of the council/committee may also include the planning, implementation, and evaluation of activities to promote health within the school or community.

Nutrition and Physical Activity Goals

The Board shall adopt goals for nutrition promotion and education, physical activity, and other school-based activities that promote student wellness. (42 USC 1758b)

(cf. 0000 - Vision)
(cf. 0200 - Goals for the School District)

The district's nutrition education and physical education programs shall be based on research, consistent with the expectations established in the state's curriculum frameworks and content standards, and designed to build the skills and knowledge that all students need to maintain a healthy lifestyle.

(cf. 6011 - Academic Standards)
(cf. 6143 - Courses of Study)

Nutrition education shall be provided as part of the health education program and, as appropriate, shall be integrated into other academic subjects in the regular educational program. Nutrition education also may be offered through before- and after-school programs.

(cf. 5148.2 - Before/After School Programs)
(cf. 6142.8 - Comprehensive Health Education)

The Board prohibits the marketing and advertising of non-nutritious foods and beverages through signage, vending machine fronts, logos, scoreboards, school supplies, advertisements in school publications, coupon or incentive programs, free give-aways, or other means.

(cf. 1325 - Advertising and Promotion)

All students shall be provided opportunities to be physically active on a regular basis. Opportunities for moderate to vigorous physical activity shall be provided through physical education and recess and may also be provided through school athletic programs, extracurricular programs, before- and after-school programs, programs encouraging students to walk or bicycle to and from school, in-class physical activity breaks, and other structured and unstructured activities.

(cf. 5142.2 - Safe Routes to School Program)
(cf. 6142.7 - Physical Education and Activity)
(cf. 6145 - Extracurricular and Cocurricular Activities)
(cf. 6145.2 - Athletic Competition)

The Board may enter into a joint use agreement to make district facilities or grounds available for recreational or sports activities outside the school day and/or to use community facilities to expand students' access to opportunity for physical activity.

(cf. 1330.1 - Joint Use Agreements)

Professional development may be regularly offered to the nutrition program director, managers, and staff, as well as health education teachers, physical education teachers, coaches, activity supervisors, and other staff as appropriate to enhance their knowledge and skills related to student health and wellness.

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

In order to ensure that students have access to comprehensive health services, the district may provide access to health services at or near district schools and/or may provide referrals to community resources.

The Board recognizes that a safe, positive school environment is also conducive to students' physical and mental health and thus prohibits bullying and harassment of all students, including bullying on the basis of weight or health condition.

(cf. 5131.2 - Bullying)
(cf. 5145.3 - Nondiscrimination/Harassment)

The Superintendent or designee shall encourage staff to serve as positive role models for healthy eating and physical fitness. He/she shall promote work-site wellness and may provide opportunities for regular physical activity among employees. Professional development may

include instructional strategies that assess health knowledge and skills and promote healthy behaviors.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

Nutritional Guidelines for Foods Available at School

For all foods available on each campus during the school day, the district shall adopt nutritional guidelines which are consistent with 42 USC 1773 and 1779 and support the objectives of promoting student health and reducing childhood obesity. (42 USC 1758b)

The Board believes that foods and beverages available to students at district schools shall support the health curriculum and promote optimal health, taking into consideration the needs of students with special dietary needs. Nutritional standards adopted by the district for all foods and beverages sold to students, including foods and beverages provided through the district's food service program, student stores, vending machines, or other venues, shall meet or exceed state and federal nutritional standards.

(cf. 3312 - Contracts)

(cf. 3550 - Food Service/Child Nutrition Program)

(cf. 3554 - Other Food Sales)

(cf. 5141.27 - Food Allergies/Special Dietary Needs)

(cf. 5148 - Child Care and Development)

(cf. 5148.3 - Preschool/Early Childhood Education)

In order to maximize the district's ability to provide nutritious meals and snacks, all district schools shall participate in available federal school nutrition programs, including the National School Lunch and School Breakfast Programs and after-school snack programs, to the extent possible. When approved by the California Department of Education, the district may sponsor a summer meal program.

(cf. 3552 - Summer Meal Program)

(cf. 3553 - Free and Reduced Price Meals)

The ~~State Administrator~~ Superintendent or designee shall encourage school organizations to use healthy food items or non-food items for fundraising purposes. School staff shall avoid the use of non-nutritious foods as a reward for students' academic performance, accomplishments, or classroom behavior.

(cf. 1230 - School-Connected Organizations)

School staff shall encourage parents/guardians or other volunteers to support the district's nutrition education program by considering nutritional quality when selecting any snacks which they may donate for occasional class parties. Class parties or celebrations shall be held after the lunch period.

~~***Note: Pursuant to 42 USC 1758, schools participating in the National School Lunch Program are required to make free drinking water available for consumption at locations where meals are served during meal service. In addition, Education Code 38086 requires all California schools to make free drinking water available during school meal times, unless the Board adopts a resolution demonstrating that the district is unable to comply due to fiscal constraints or health or safety concerns. See AR 3550—Food Service/Child Nutrition Program for policy language related to these requirements. Also see CSBA's policy brief Increasing Access to Drinking Water in Schools for further information and sample strategies for providing water and encouraging consumption. Information on potential funding sources to comply with the potable water requirement is available on the CDE web site.***~~

The Superintendent or designee shall provide access to free, potable water in the food service area during meal times in accordance with Education Code 38086 and 42 USC 1758, and shall encourage students' consumption of water by educating them about the health benefits of water and by serving water in an appealing manner.

~~***Note: Pursuant to 7 CFR 210.30, as added by 81 Fed. Reg. 50151, districts are mandated to include, within the wellness policy, standards for all foods and beverages which are made available to students outside the district's food services program (e.g., sales through vending machines, student stores, and fundraisers). Nutrition standards and other requirements pertaining to such food sales are addressed in AR 3554—Other Food Sales.***~~

The Board believes that all foods and beverages sold to students at district schools, including those available outside the district's reimbursable food services program, should support the health curriculum and promote optimal health. Nutrition standards adopted by the district for foods and beverages provided through student stores, vending machines, or other venues shall meet or exceed state and federal nutrition standards.

(cf. 3312 - Contracts)

(cf. 3554 - Other Food Sales)

The Superintendent or designee shall encourage school organizations to use healthy food items or non-food items for fundraising purposes.

He/she also shall encourage school staff to avoid the use of non-nutritious foods as a reward for students' academic performance, accomplishments, or classroom behavior.

School staff shall encourage parents/guardians or other volunteers to support the district's nutrition education program by considering nutritional quality when selecting any snacks

which they may donate for occasional class parties. Class parties or celebrations shall be held after the lunch period when possible.

~~***Note: Pursuant to 7 CFR 210.30, as added by 81 Fed. Reg. 50151, only those foods and beverages that are allowed for sale on campus during the school day may be marketed within the district. The Analysis of Comments to the federal regulations, 81 Fed. Reg. 50151 pg. 50159-50160, clarifies that this includes, but is not limited to, marketing by way of signage, vending machine exteriors, menu boards, coolers, trash cans, cups, and scoreboards, but does not apply to materials for educational purposes. It also states that existing items do not need to be immediately replaced, but as new contracts are signed and/or durable equipment replaced, these guidelines should be followed.***~~

To reinforce the district's nutrition education program, the Board prohibits the marketing and advertising of foods and beverages that do not meet nutrition standards for the sale of foods and beverages on campus during the school day. (7 CFR 210.30)

(cf. 1325 - Advertising and Promotion)

Program Implementation and Evaluation

~~***Note: 42 USC 1758b and 7 CFR 210.30 require the district to identify an individual with the authority and responsibility to ensure that each district school complies with the wellness policy. The Analysis of Comments to the federal regulations, 81 Fed. Reg. 50151 pg. 50155, recommends that districts provide a means of contacting the designated individual by providing a district or school phone number and/or email address.***~~

The Superintendent designates the individual(s) identified below as the individual(s) responsible for ensuring that each school site complies with the district's wellness policy. (42 USC 1758b; 7 CFR 210.30)

**Food Services Manager
(Title or Position)**

**831 385 0606
(Phone Number)**

**TBD
(Email Address)**

**(cf. 0500 - Accountability)
(cf. 3555 - Nutrition Program Compliance)**

~~***Note: 42 USC 1758b and 7 CFR 210.30, as added by 81 Fed. Reg. 50151, require an assessment of the implementation and compliance of the wellness policy, as specified in the~~

~~paragraph below. At its discretion, the district may revise the following paragraph to reflect a more frequent schedule.***~~

The Superintendent or designee shall assess the implementation and effectiveness of this policy at least once every three years. (42 USC 1758b; 7 CFR 210.30)

~~***Note: 42 USC 1758b requires that the district assessment include a comparison of the district's policy with model wellness policies. See the USDA's web site for model policies and best practices recommended by federal and state agencies and nongovernmental organizations.***~~

The assessment shall include the extent to which district schools are in compliance with this policy, the extent to which this policy compares to model wellness policies available from the U.S. Department of Agriculture, and a description of the progress made in attaining the goals of the wellness policy. (42 USC 1758b)

The Superintendent or designee shall invite feedback on district and school wellness activities from food service personnel, school administrators, the wellness council, parents/guardians, students, teachers, before- and after-school program staff, and/or other appropriate persons.

~~***Note: Items #1-9 below are optional and may be revised to reflect district practice. For further information about the following indicators and a list of other possible indicators, see CSBA's Monitoring for Success: A Guide for Assessing and Strengthening Student Wellness Policies. The guide also describes possible data sources that may be used for each indicator and includes a sample report format. Indicators selected by the district may include a mix of process measures (e.g., level of student participation, number of classes, staffing, and costs) as well as outcome measures that assess the policy's impact on students (e.g., physical fitness test results, Body Mass Index, and food choices).***~~

The Board and the Superintendent or designee shall establish indicators that will be used to measure the implementation and effectiveness of the district activities related to student wellness. Such indicators may include, but are not limited to:

- 1. Descriptions of the district's nutrition education, physical education, and health education curricula and the extent to which they align with state academic content standards and legal requirements**
- 2. An analysis of the nutritional content of school meals and snacks served in all district programs, based on a sample of menus and production records**
- 3. Student participation rates in all school meal and/or snack programs, including the number of students enrolled in the free and reduced-price meals program compared to the number of students eligible for that program**

4. **Extent to which foods and beverages sold on campus outside the food services program, such as through vending machines, student stores, or fundraisers, comply with nutrition standards**
5. **Extent to which other foods and beverages that are available on campus during the school day, such as foods and beverages for classroom parties, school celebrations, and rewards/incentives, comply with nutrition standards**
6. **Results of the state's physical fitness test at applicable grade levels**
7. **Number of minutes of physical education offered at each grade span, and the estimated percentage of class time spent in moderate to vigorous physical activity**
8. **A description of district efforts to provide additional opportunities for physical activity outside of the physical education program**
9. **A description of other districtwide or school-based wellness activities offered, including the number of sites and/or students participating, as appropriate**

As feasible, the assessment report may include a comparison of results across multiple years, a comparison of district data with county, statewide, or national data, and/or a comparison of wellness data with other student outcomes such as academic indicators or student discipline rates.

~~***Note: In addition to the district self-assessment described above, 7 CFR 210.18, as amended by 81 Fed. Reg. 50151, requires that the CDE conduct administrative reviews of all districts at least once every three years to ensure that districts are complying with their wellness policy. See section "Records" below for information about records that may be required for this assessment. The USDA's Food and Nutrition Service may grant a one-year extension to the CDE's three-year review cycle if needed for efficient state management of the program.***~~

In addition, the Superintendent or designee shall prepare and maintain the proper documentation and records needed for the administrative review of the district's wellness policy conducted by the California Department of Education (CDE) every three years.

The assessment results of both the district and state evaluations shall be submitted to the Board for the purposes of evaluating policy and practice, recognizing accomplishments, and making policy adjustments as needed to focus district resources and efforts on actions that are most likely to make a positive impact on student health and achievement.

Notifications

~~***Note: Pursuant to Education Code 49432, as amended by SB 1169 (Ch. 280, Statutes of 2016), 42 USC 1758b, and 7 CFR 210.30, as added by 81 Fed. Reg. 50151, the district is-~~

~~required to inform the public of the content and implementation of the wellness policy and the district's progress towards meeting the goals of the policy, as described below.***~~

The Superintendent or designee shall inform the public about the content and implementation of the district's wellness policy and shall make the policy, and any updates to the policy, available the public on an annual basis. He/she shall also inform the public of the district's progress towards meeting the goals of the wellness policy, including the availability of the triennial district assessment. (Education Code 49432; 42 USC 1758b; 7 CFR 210.30)

(cf. 5145.6 - Parental Notifications)

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

The Superintendent or designee shall distribute this information through the most effective methods of communication, including district or school newsletters, handouts, parent/guardian meetings, district and school web sites, and other communications. Outreach to parents/guardians shall emphasize the relationship between student health and wellness and academic performance.

(cf. 1100 - Communication with the Public)

(cf. 1112 - Media Relations)

(cf. 1113 - District and School Web Sites)

(cf. 1114 - District-Sponsored Social Media)

(cf. 6020 - Parent Involvement)

~~Program Implementation and Evaluation~~

~~The Superintendent shall designate one or more district or school employees, as appropriate, to ensure that each school site complies with this policy. (42 USC 1758b)~~

~~(cf. 0500 - Accountability)~~

~~(cf. 3555 - Nutrition Program Compliance)~~

The Superintendent or designee shall inform and update the public, including parents/guardians, students, and others in the community, about the contents and implementation of this policy. He/she shall periodically measure and make available to the public an assessment of the extent to which district schools are in compliance with this policy, the extent to which this policy compares to model wellness policies available from the U.S. Department of Agriculture, and a description of the progress made in attaining the goals of the wellness policy. (42 USC 1758b)

To determine whether the policy is being effectively implemented district wide and at each district school, the following indicators shall be used:

1. Descriptions of the district's nutrition education, physical education, and health education curricula by grade level
2. Number of minutes of physical education instruction offered at each grade span
3. Number and type of exemptions granted from physical education
4. Results of the state's physical fitness test
5. An analysis of the nutritional content of meals served based on a sample of menus
6. Student participation rates in school meal programs, compared to percentage of students eligible for free and reduced-price meals
7. Number of sales of non-nutritious foods and beverages in fundraisers or other venues outside of the district's meal programs
8. Feedback from food service personnel, school administrators, the school health council, parents/guardians, students, teachers, before- and after-school program staff, and/or other appropriate persons
9. Any other indicators recommended by the Superintendent and approved by the Board

Posting Requirements

Each school shall post the district's policies and regulations on nutrition and physical activity in public view within all school cafeterias or in other central eating areas. (Education Code 49432)

Each school shall also post a summary of nutrition and physical activity laws and regulations prepared by the California Department of Education.

Legal Reference:

~~EDUCATION CODE~~

~~33350-33354—CDE responsibilities re: physical education~~

~~49430-49436—Pupil Nutrition, Health, and Achievement Act of 2001~~

~~49490-49494—School breakfast and lunch programs~~

~~49500-49505—School meals~~

~~49510-49520—Nutrition~~

~~49530-49536—Child Nutrition Act~~

~~49540-49546—Child care food program~~

~~49547-49548.3—Comprehensive nutrition services~~

~~49550-49561—Meals for needy students~~

~~49565-49565.8—California Fresh Start pilot program~~

~~49570—National School Lunch Act~~

~~51210—Course of study, grades 1-6
51220—Course of study, grades 7-12
51222 Physical education
51223—Physical education, elementary schools
51795-51796.5—School instructional gardens
51880-51921—Comprehensive health education
CODE OF REGULATIONS, TITLE 5
15500-15501—Food sales by student organizations
15510—Mandatory meals for needy students
15530-15535—Nutrition education
15550-15565—School lunch and breakfast programs
UNITED STATES CODE, TITLE 42
1751-1769—National School Lunch Program, especially:
1758b Local wellness policy
1771-1791—Child Nutrition Act, including:
1773—School Breakfast Program
1779 Rules and regulations, Child Nutrition Act
CODE OF FEDERAL REGULATIONS, TITLE 7
210.1-210.31—National School Lunch Program
220.1-220.21—National School Breakfast Program
COURT DECISIONS
Frazer v. Dixon Unified School District, (1993) 18 Cal.App.4th 781~~

Records

~~***Note: 7 CFR 210.30, as added by 81 Fed. Reg. 50151, requires the district to retain records to document compliance with the federal regulation. The following paragraph outlines the records that, at a minimum, must be retained by the district.***~~

The Superintendent or designee shall retain records that document compliance with 7 CFR 210.30, including, but not limited to, the written student wellness policy, documentation of the triennial assessment of the wellness policy for each school site, and documentation demonstrating compliance with the community involvement requirements, including requirements to make the policy and assessment results available to the public. (7 CFR 210.30)

Legal Reference:

EDUCATION CODE

**33350-33354 CDE responsibilities re: physical education
38086 Free fresh drinking water
49430-49434 Pupil Nutrition, Health, and Achievement Act of 2001
49490-49494 School breakfast and lunch programs
49500-49505 School meals
49510-49520 Nutrition**

49530-49536 Child Nutrition Act
49540-49546 Child care food program
49547-49548.3 Comprehensive nutrition services
49550-49562 Meals for needy students
49565-49565.8 California Fresh Start pilot program
49570 National School Lunch Act
51210 Course of study, grades 1-6
51210.1-51210.2 Physical education, grades 1-6
51210.4 Nutrition education
51220 Course of study, grades 7-12
51222 Physical education
51223 Physical education, elementary schools
51795-51798 School instructional gardens
51880-51921 Comprehensive health education
CODE OF REGULATIONS, TITLE 5
15500-15501 Food sales by student organizations
15510 Mandatory meals for needy students
15530-15535 Nutrition education
15550-15565 School lunch and breakfast programs
UNITED STATES CODE, TITLE 42
1751-1769j National School Lunch Program, especially:
1758b Local wellness policy
1771-1793 Child Nutrition Act, especially:
1773 School Breakfast Program
1779 Rules and regulations, Child Nutrition Act
CODE OF FEDERAL REGULATIONS, TITLE 7
210.1-210.33 National School Lunch Program, especially:
210.30 Wellness policy
220.1-220.22 National School Breakfast Program
COURT DECISIONS
Frazer v. Dixon Unified School District, (1993) 18 Cal.App.4th 781

Management Resources:

CSBA PUBLICATIONS

Integrating Physical Activity into the School Day, Governance Brief, April 2016

Increasing Access to Drinking Water in Schools, Policy Brief, April 2013

Monitoring for Success: A Guide for Assessing and Strengthening Student Wellness Policies, rev. 2012

Nutrition Standards for Schools: Implications for Student Wellness, Policy Brief, rev. April 2012

Student Wellness: A Healthy Food and Physical Activity Policy Resource Guide, rev. 2012

Physical Activity and Physical Education in California Schools, Research Brief, April 2010

Building Healthy Communities: A School Leader's Guide to Collaboration and Community Engagement, 2009

Safe Routes to School: Program and Policy Strategies for School Districts, Policy Brief, 2009

Physical Education and California Schools, Policy Brief, rev. October 2007

School-Based Marketing of Foods and Beverages: Policy Implications for School Boards, Policy Brief, March 2006

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Physical Education Framework for California Public Schools, Kindergarten Through Grade Twelve, 2009

Health Framework for California Public Schools, Kindergarten Through Grade Twelve, 2003

CALIFORNIA PROJECT LEAN PUBLICATIONS

Policy in Action: A Guide to Implementing Your Local School Wellness Policy, October 2006

CENTER FOR COLLABORATIVE SOLUTIONS

Changing Lives, Saving Lives: A Step-by-Step Guide to Developing Exemplary Practices in Healthy Eating, Physical Activity and Food Security in Afterschool Programs, January 2015

CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONS

School Health Index for Physical Activity and Healthy Eating: A Self-Assessment and Planning Guide, rev. 2012

FEDERAL REGISTER

Rules and Regulations, July 29, 2016, Vol. 81, Number 146, pages 50151-50170

NATIONAL ASSOCIATION OF STATE BOARDS OF EDUCATION PUBLICATIONS

Fit, Healthy and Ready to Learn, rev. 2012

U.S. DEPARTMENT OF AGRICULTURE PUBLICATIONS

Dietary Guidelines for Americans, 2016

WEB SITES

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

Action for Healthy Kids: <http://www.actionforhealthykids.org>

Alliance for a Healthier Generation: <http://www.healthiergeneration.org>

California Department of Education, Nutrition Services Division:

<http://www.cde.ca.gov/ls/nu>

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

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

California Project LEAN (Leaders Encouraging Activity and Nutrition):

<http://www.californiaprojectlean.org>

California School Nutrition Association: <http://www.calsna.org>

Center for Collaborative Solutions: <http://www.ccscenter.org>

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

Dairy Council of California: <http://www.dairycouncilofca.org>

National Alliance for Nutrition and Activity:

<http://www.cspinet.org/nutritionpolicy/nana.html>

National Association of State Boards of Education: <http://www.nasbe.org>

School Nutrition Association: <http://www.schoolnutrition.org>

Society for Nutrition Education: <http://www.sne.org>

**U.S. Department of Agriculture, Food Nutrition Service, wellness policy:
<http://www.fns.usda.gov/tn/Healthy/wellnesspolicy.html>**

**U.S. Department of Agriculture, Healthy Meals Resource System:
<http://healthymeals.fns.usda.gov>**

(7/11 4/13) 12/16

Policy SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

First Reading: February 22, 2017

Adopted:

King City, California

Students

District Residency

Criteria for Residency

~~***Note: State law provides a number of options under which a student may attend school in a district other than the district where he/she resides. For instance, a student attending a school identified as low achieving on the state's Open Enrollment List may transfer to a school in any other district in the state subject to certain conditions, pursuant to Education Code 48350-48361; see BP/AR-5118—Open Enrollment Act Transfer. If the district chooses to enter into an interdistrict attendance agreement pursuant to Education Code 46600-46611, a student may request a permit to attend school in a different district when both the district of residence and the district of proposed attendance have agreed to allow interdistrict attendance. If the Governing Board has declared the district to be a "school district of choice" pursuant to Education Code 48300-48316, the district may accept a specific number of interdistrict transfers into the district through a random, unbiased selection process. See BP/AR-5117—Interdistrict Attendance for further information about these options. Pursuant to Education Code 48204, 48301, and 48356, students admitted under any of these options are deemed to have met district residency requirements. The district should revise item #3 as appropriate to reflect options provided by the district.***~~

A student shall be deemed to have complied with district residency requirements for enrollment in a district school if he/she meets any of the following criteria:

1. The student's parent/guardian resides within district boundaries. (Education Code 48200)
2. The student is placed within district boundaries in a regularly established licensed children's institution, a licensed foster home, or a family home pursuant to a court-ordered commitment or placement. (Education Code 48204)
3. The student has been admitted through an interdistrict attendance option, such as an interdistrict attendance agreement, "school district of choice" transfer, or Open Enrollment Act transfer. (Education Code 46600, 48204, 48301, 48356)
4. The student is an emancipated minor residing within district boundaries. (Education Code 48204)
5. The student lives with a caregiving adult within district boundaries. (Education Code 48204)
6. The student resides in a state hospital located within district boundaries. (Education Code 48204)

7. The student is confined to a hospital or other residential health facility within district boundaries for treatment of a temporary disability. (Education Code 48207)

(cf. 6183 - Home and Hospital Instruction)

8. **The student's parent/guardian resides outside district boundaries but is employed within district boundaries and lives with the student at the place of employment for a minimum of three days during the school week. (Education Code 48204)**

~~***Note: Pursuant to Education Code 48204.3, as added by SB 1455 (Ch. 312, Statutes of 2016), a student will be deemed to meet district residency requirements if his/her parent/guardian is transferred or is pending transfer to a military installation (i.e., a base, camp, post, station, yard, center, homeport facility for any ship, or other activity under the jurisdiction of the Department of Defense or the U.S. Coast Guard) within district boundaries.***~~

9. **The student's parent/guardian, while on active military duty pursuant to an official military order, is transferred or is pending transfer to a military installation within district boundaries. (Education Code 48204.3)**

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

Residency Based on Parent/Guardian Employment (Allen Bill Transfers)

District residency status may be granted to a student if at least one of his/her parents/guardians is physically employed within district boundaries for a minimum of 10 hours during the school week. No student seeking residency on this basis shall be denied enrollment based on race, ethnicity, sex, parental income, scholastic achievement, or any of the individual characteristics set forth in Education Code 220. However, the ~~State Administrator/Superintendent~~ or designee may deny enrollment into the district if any of the following circumstances is present: (Education Code 48204)

1. The additional cost of educating the student would exceed the amount of additional state aid received as a result of the transfer.
2. Enrollment of the student would adversely affect the district's court-ordered or voluntary desegregation plan as determined by the Governing Board.
3. Other circumstances exist that are not arbitrary.

Such circumstances may include, but are not limited to, overcrowding of school facilities at the relevant grade level.

Once a student establishes residency on this basis, he/she shall not be required to reapply for enrollment in subsequent years. The student may continue to attend school in the district through

the highest grade level offered by the district if the parent/guardian so chooses and if at least one parent/guardian of the student continues to be physically employed by an employer situated within district boundaries, subject to the exceptions in items #1-3 above. (Education Code 48204)

The ~~State Administrator~~/Superintendent or designee may deny a transfer out of the district by a student whose parent/guardian is employed within the boundaries of another district if the difference between the number of students entering and exiting the district on the basis of parent/guardian employment exceeds the limits prescribed in Education Code 48204. (Education Code 48204)

District residency is not required for enrollment in a regional occupational center or program if there are openings in the program or class. (Education Code 52317)

(cf. 6178.2 - Regional Occupational Center/Program)

The district may admit a nonresident student living in an adjoining state or foreign country in accordance with Education Code 48050-48052.

(cf. 5111.2 - Nonresident Foreign Students)

The ~~State Administrator~~/Superintendent or designee shall annually notify parents/guardians of all existing attendance options available in the district, including, but not limited to, all options for meeting residency requirements for school attendance. (Education Code 48980)

(cf. 5145.6 - Parental Notifications)

Proof of Residency

The ~~State Administrator~~/Superintendent or designee shall annually verify each student's district residency status and retain a copy of the document or written statement offered as verification in the student's mandatory permanent record. (5 CCR 432)

(cf. 5111 - Admission)

(cf. 5125 - Student Records)

Evidence of residency may be established by documentation showing the name and address of the parent/guardian within the district, including, but not limited to, any of the following: (Education Code 48204.1)

1. Property tax payment receipt
2. Rental property contract, lease, or payment receipt

3. Utility service contract, statement, or payment receipt
4. Pay stub
5. Voter registration
6. Correspondence from a government agency
7. Declaration of residency executed by the student's parent/guardian
8. If the student is an unaccompanied youth as defined in 42 USC 11434a, a declaration of residency executed by the student
9. If the student is residing in the home of a caregiving adult within district boundaries, an affidavit executed by the caregiving adult in accordance with Family Code 6552

(cf. 5141 - Health Care and Emergencies)

The ~~State Administrator~~/Superintendent or designee shall make a reasonable effort to secure evidence that a homeless or foster youth resides within the district, including, but not limited to, a utility bill, letter from a homeless shelter, hotel/motel receipt, or affidavit from the student's parent/guardian or other qualified adult relative.

However, a homeless or foster youth shall not be required to provide proof of residency as a condition of enrollment in district schools. (Education Code 48853.5; 42 USC 11432)

(cf. 6173 - Education for Homeless Children)
(cf. 6173.1 - Education for Foster Youth)

A parent/guardian seeking residency status on the basis of his/her employment within district boundaries shall submit proof of the employment which may include, but not be limited to, a paycheck stub or letter from his/her employer listing a physical address within district boundaries. Such evidence shall also indicate the number of hours or days per school week that the parent/guardian is employed at that location.

Note: Pursuant to Education Code 48204, a student shall be deemed a resident of the district if he/she lives with a caregiving adult within district boundaries; see item #5 in section "Criteria for Residency" above. Family Code 6552 provides an affidavit which authorizes a caregiver 18 years of age or older to enroll a minor in school and requires the caregiver's attestation that the student lives with the caregiver. If the student stops living with the caregiver, Family Code 6550 requires the caregiver to so notify the school.

9. If the student is residing in the home of a caregiving adult within district boundaries, an affidavit executed by the caregiving adult in accordance with Family Code 6552

(cf. 5141 - Health Care and Emergencies)

A parent/guardian seeking residency status on the basis of his/her employment within district boundaries shall submit proof of the employment which may include, but not be limited to, a paycheck stub or letter from his/her employer listing a physical address within district boundaries. Such evidence shall also indicate the number of hours or days per school week that the parent/guardian is employed at that location.

~~***Note: The following paragraph is for use by districts in which there is a military installation within district boundaries. Pursuant to Education Code 48204.3, as added by SB 1455 (Ch. 312, Statutes of 2016), a parent/guardian who is seeking residency status based on his/her transfer or pending transfer to a military installation within district boundaries may provide any of the following types of proof of residence.***~~

A parent/guardian who is transferred or pending transfer into a military installation within district boundaries shall provide proof of residence within 10 days after the published arrival date provided on official documentation. For this purpose, he/she may use as his/her address a temporary on-base billeting facility, a purchased or leased home or apartment, or federal government or public-private venture off-base military housing. (Education Code 48204.3)

~~***Note: Federal and state law require the immediate enrollment of homeless youth (Education Code 48852.7; 42 USC 11432), foster youth (Education Code 48853.5), or student who has had contact with the juvenile justice system (Education Code 48645.5), regardless of his/her ability to provide the school with records normally required for enrollment, including proof of residency. If a dispute arises over the enrollment of a homeless or foster youth, the student must be allowed to attend school while the district liaison conducts a dispute resolution process. See BP/AR/E 6173 - Education for Homeless Children and AR 6173.1 - Education for Foster Youth.***~~

~~***Note: The California Department of Education's web site provides sample forms to obtain a declaration and affidavit from the parent/guardian or other qualified adult relative of a homeless child attesting that the family does not have a fixed, regular, adequate nighttime residence and indicating the current location where the family lives.***~~

Any homeless or foster youth or student who has had contact with the juvenile justice system shall be immediately enrolled in school even if he/she is unable to provide proof of residency. (Education Code 48645.5, 48852.7, 48853.5; 42 USC 11432)

(cf. 6173 - Education for Homeless Children)

(cf. 6173.1 - Education for Foster Youth)

(cf. 6173.3 - Education for Juvenile Court School Students)

Failure to Verify Residency

When the ~~State Administrator~~/Superintendent or designee reasonably believes that a student's parent/guardian has provided false or unreliable evidence of residency, he/she may make reasonable efforts to determine that the student meets district residency requirements. (Education Code 48204.1)

If the ~~State Administrator~~/Superintendent or designee, upon investigation, determines that a student's enrollment or attempted enrollment is based on false or unreliable evidence of residency, he/she shall deny or revoke the student's enrollment. Before any such denial or revocation is final, the parent/guardian shall be sent written notice of the facts leading to the decision. This notice also shall inform the parent/guardian that he/she may provide new material evidence of residency, in writing, to the ~~State Administrator~~/Superintendent or designee within 10 school days. The State Administrator/Superintendent or designee shall review any new evidence and make a final decision within 10 school days.

Safe at Home/Confidential Address Program

When a student or parent/guardian participating in the Safe at Home program requests that the district use the substitute address designated by the Secretary of State, the ~~State Administrator~~/Superintendent or designee shall use the substitute address for all future communications and correspondence and shall not include the actual address in the student's file or any other public record. The ~~State Administrator~~/Superintendent or designee may request the actual residence address for the purpose of establishing residency within district boundaries. (Government Code 6206, 6207)

(cf. 3580 - District Records)

Regulation SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

First Reading: February 22, 2017

Adopted:

King City, California

Students

Involuntary Student Transfers

The Governing Board desires to enroll students in the school of their choice, but recognizes that circumstances sometimes necessitate the involuntary transfer of some students to another school or program in the district. The Superintendent or designee shall develop procedures to facilitate the transition of such students into their new school of enrollment.

(cf. 5113.1 - Chronic Absence and Truancy)

(cf. 5116.1 - Intradistrict Open Enrollment)

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

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

(cf. 6173.3 - Education for Juvenile Court School Students)

As applicable, when determining the best placement for a student who is subject to involuntary transfer, the Superintendent or designee shall review all educational options for which the student is eligible, the student's academic progress and needs, the enrollment capacity at district schools, and the availability of support services and other resources.

Whenever a student is involuntarily transferred, the Superintendent or designee shall provide timely written notification to the student and his/her parent/guardian and an opportunity for the student and parent/guardian to meet with the Superintendent or designee to discuss the transfer.

Students Convicted of Violent Felony or Misdemeanor

~~***Note: Education Code 48929, as added by SB 1343 (Ch. 154, Statutes of 2016), authorizes a district to involuntarily transfer a student who has been convicted of a violent felony as defined in Penal Code 667.5(c) (including, but not limited to, attempted murder, rape, assault, kidnapping, and robbery) or a misdemeanor associated with possession of a firearm as specified in Penal Code 29805, whenever the student is enrolled at the same school as a student who was a victim of the crime.***~~

~~***Note: In order to exercise this authority, Education Code 48929 mandates the Governing Board to adopt, at a regularly scheduled meeting, policy that contains the following provisions: (1) a requirement that the student and his/her parent/guardian be notified of the right to request a meeting with the principal or designee; (2) a requirement that the school first attempt to resolve the conflict using restorative justice, counseling, or other services; (3) whether the decision to transfer a student is subject to periodic review and the procedure for conducting the review; and (4) the process to be used by the Board to consider and approve or disapprove the recommendation of the principal or designee to transfer the student. Education Code 48929 also requires the district to provide notice of the policy to parents/guardians as part of the annual parental notification required by Education Code 48980.***~~

A student may be transferred to another district school if he/she is convicted of a violent felony,

as defined in Penal Code 667.5(c), or a misdemeanor listed in Penal Code 29805 and is enrolled at the same school as the victim of the crime for which he/she was convicted. (Education Code 48929)

Before transferring such a student, the Superintendent or designee shall attempt to resolve the conflict using restorative justice, counseling, or other such services. He/she shall also notify the student and his/her parents/guardians of the right to request a meeting with the principal or designee. (Education Code 48929)

(cf. 5138 - Conflict Resolution/Peer Mediation)
(cf. 5144 - Discipline)
(cf. 6164.2 - Guidance and Counseling Services)

Participation of the victim in any conflict resolution program shall be voluntary, and he/she shall not be subjected to any disciplinary action for his/her refusal to participate in conflict resolution.

~~***Note: The following paragraph may be revised to reflect district practice. Education Code 48929 mandates that the Board adopt policy describing the process to be used by the Board to consider and take action on the recommendation to transfer a student under this law, but does not prescribe any such process.***~~

~~***Note: Education Code 35146 provides that the Board must meet in closed session to address any student matter that may involve disclosure of confidential student information, or to consider a suspension, disciplinary action, or any other action against a student except expulsion. If a written request for open session is received from the parent/guardian or adult student, it will be honored to the extent that it does not violate the privacy rights of any other student. See BB 9321 - Closed Session Purposes and Agendas.***~~

The principal or designee shall submit to the Superintendent or designee a recommendation as to whether or not the student should be transferred. If the Superintendent or designee determines that a transfer would be in the best interest of the students involved, he/she shall submit such recommendation to the Board for approval.

The Board shall deliberate in closed session to maintain the confidentiality of student information, unless the parent/guardian or adult student submits a written request that the matter be addressed in open session and doing so would not violate the privacy rights of any other student. The Board's decision shall be final.

(cf. 9321 - Closed Session Purposes and Agendas)

The decision to transfer a student shall be subject to periodic review by the Superintendent or designee.

The Superintendent or designee shall annually notify parents/guardians of the district's policy

authorizing the transfer of a student pursuant to Education Code 48929. (Education Code 48980)

(cf. 5145.6 - Parental Notifications)

Other Involuntary Transfers

Students may be involuntarily transferred under either of the following circumstances:

Note: Item #1 below is for use by districts that maintain high schools. Education Code 48432 requires such districts to establish and maintain continuation education schools or classes whenever there are any students residing in the district who are subject to compulsory continuation education. Pursuant to Education Code 48432.5, districts that assign students to continuation schools are mandated to adopt rules and regulations governing procedures for involuntary transfer of students to continuation schools. See BP/AR 6184 - Continuation Education for language fulfilling this mandate.

1. If a high school student commits an act enumerated in Education Code 48900 or is habitually truant or irregular in school attendance, he/she may be transferred to a continuation school. (Education Code 48432.5)

(cf. 6184 - Continuation Education)

~~***Note: Education Code 48660-48666 authorize districts to establish community day schools for expelled students, certain probation-referred students pursuant to Welfare and Institutions Code 300 or 602, and students referred by a school attendance review board or through another formal district process. Pursuant to Education Code 48662, districts establishing a community day school are mandated to adopt policy that provides procedures for the involuntary transfer of students to the school. See BP/AR 6185 - Community Day Schools for language fulfilling this mandate.***~~

2. If a student is expelled from school for any reason, is probation-referred pursuant to Welfare and Institutions Code 300 or 602, or is referred by a school attendance review board or another formal district process, he/she may be transferred to a community day school. (Education Code 48662)

(cf. 6173 - Education for Homeless Children)

(cf. 6173.1 - Education for Foster Youth)

(cf. 6185 - Community Day School)

Legal Reference:

EDUCATION CODE

35146 Closed sessions; student matters

48430-48438 Continuation classes, especially:

48432.5 Involuntary transfer to continuation school

48660-48666 Community day schools, especially:
48662 Involuntary transfer to community day school
48900 Grounds for suspension and expulsion
48929 Transfer of student convicted of violent felony or misdemeanor
48980 Notice at beginning of term

PENAL CODE

667.5 Violent felony, definition
29805 Misdemeanors involving firearms

WELFARE AND INSTITUTIONS CODE

300 Minors subject to jurisdiction
602 Minors violating laws defining crime; ward of court

Management Resources:

WEB SITES

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

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

12/16

Policy: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

First Reading: February 22, 2017

Adopted:

King City, California

Students

Administering Medication And Monitoring Health Conditions

~~***Note: The following optional policy and accompanying administrative regulation apply to the administration of medication to students pursuant to Education Code 49414, 49414.3, 49414.5, 49423, and 49423.1 and the permissive guidelines in 5 CCR 600-611. Education Code 49414.3, as added by AB 1748 (Ch. 557, Statutes of 2016), authorizes districts to make emergency naloxone hydrochloride or another opioid antagonist available to school nurses or trained personnel who have volunteered to provide emergency medical aid to persons suffering, or reasonably believed to be suffering, from an opioid overdose.***~~

~~***Note: Education Code 49414.7, which authorized trained, unlicensed school personnel to administer medication to students with epilepsy suffering from seizures, is repealed on its own terms effective January 1, 2017. Although the procedures in Education Code 49414.7 are no longer required, health providers may train unlicensed school personnel to administer medication, including emergency anti-seizure medication, pursuant to the general authority in Education Code 49423 and 5 CCR 600-611, as interpreted by the California Supreme Court in American Nurses Association v. Torlakson.***~~

~~***Note: This policy and regulation do not address situations in which a district might be engaged in a collaborative arrangement with another entity for the provision of school health services to students; see BP/AR 5141.6 - School Health Services.***~~

The Governing Board believes that regular school attendance is critical to student learning and that students who need to take medication prescribed or ordered for them by their authorized health care providers should have an opportunity to participate in the educational program.

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

Any medication prescribed for a student with a disability who is qualified to receive services under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973 shall be administered in accordance with the student's individualized education program or Section 504 services plan, as applicable.

(cf. 5141.24 - Specialized Health Care Services)
(cf. 6159 - Individualized Education Program)
(cf. 6164.6 - Identification and Education Under Section 504)

~~***Note: 5 CCR 604 authorizes a parent/guardian to administer medication to his/her child or designate an individual to administer the medication, as specified below. In addition, California law allows students to carry and self-administer medication needed for the treatment or management of certain medical conditions, when the district has received a written request from the student's parent/guardian and written authorization from the student's authorized health care~~

~~provider, as specified in the accompanying administrative regulation. — Students have legal authorization to self-administer diabetes medication pursuant to Education Code 49414.5, auto-injectable epinephrine for anaphylactic reactions pursuant to Education Code 49423, and inhaled asthma medication pursuant to Education Code 49423.1. Pursuant to 5 CCR 605, districts may choose to allow students to carry and self-administer other types of medication beyond those specifically authorized by the Education Code.***~~

For the administration of medication to other students during school or school-related activities, the Superintendent or designee shall develop protocols which shall include options for allowing a parent/guardian to administer medication to his/her child at school, designate other individuals to do so on his/her behalf, and, with the child's authorized health care provider's approval, request the district's permission for his/her child to self-administer a medication or self-monitor and/or self-test for a medical condition. Such processes shall be implemented in a manner that preserves campus security, minimizes instructional interruptions, and promotes student safety and privacy.

- (cf. 1250 - Visitors/Outsiders)
- (cf. 5141 - Health Care and Emergencies)
- (cf. 5141.22 - Infectious Diseases)
- (cf. 5141.23 - Asthma Management)
- (cf. 5141.27 - Food Allergies/Special Dietary Needs)
- (cf. 6116 - Classroom Interruptions)

The Superintendent or designee shall make available epinephrine auto-injectors at each school for providing emergency medical aid to any person suffering, or reasonably believed to be suffering, from an anaphylactic reaction. (Education Code 49414)

~~***Note: The following optional paragraph is for use by any district that, at its discretion, chooses to make emergency naloxone hydrochloride or other opioid antagonist available at its schools for the purpose of providing emergency medical aid, pursuant to Education Code 49414.3, as added by AB 1748 (Ch. 557, Statutes of 2016). In choosing to make such medications available, the district should be aware of the possibility of increased liability and should consult legal counsel accordingly.***~~

The Board authorizes the Superintendent or designee to make available naloxone hydrochloride or another opioid antagonist for emergency medical aid to any person suffering, or reasonably believed to be suffering, from an opioid overdose. (Education Code 49414.3)

~~***Note: The following optional paragraph may be revised to reflect district practice. — The U.S. Department of Health and Human Services and the Centers for Disease Control and Prevention recommend that a district's emergency and disaster preparedness plan include procedures for dealing with medical emergencies, such as a pandemic flu outbreak or public disaster.***~~

The Superintendent or designee shall collaborate with city and county emergency responders,

including local public health administrators, to design procedures or measures for addressing an emergency such as a public disaster or epidemic.

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

Administration of Medication by School Personnel

~~***Note: Various provisions of state law allow districts to train nonmedical district employees (i.e., those who do not possess a medical license) to provide medical assistance to students at school when a credentialed school nurse or other licensed individual is unavailable. For example, Education Code 49414, 49414.3, 49414.5, 49423, and 49423.1 specifically authorize the use of trained, unlicensed school employees to administer medications to students suffering from allergic reactions, opioid overdose, severe hypoglycemia, or asthma. Moreover, in American Nurses Association v. Torlakson, the California Supreme Court held that, as with other prescription medications, state law permits trained, unlicensed school personnel to administer insulin to students where a physician has determined that unlicensed school personnel may safely and appropriately administer the medication. The medication must be administered in accordance with a written health care provider statement and parental consent.***~~

When allowed by law, medication prescribed to a student by an authorized health care provider may be administered by a school nurse or, when a school nurse or other medically licensed person is unavailable and the physician has authorized administration of medication by unlicensed personnel for a particular student, by other designated school personnel with appropriate training. School nurses and other designated school personnel shall administer medications to students in accordance with law, Board policy, administrative regulation, and, as applicable, the written statement provided by the student's parent/guardian and authorized health care provider. Such personnel shall be afforded appropriate liability protection.

(cf. 3530 - Risk Management/Insurance)

(cf. 4119.42/4219.42/4319.42 - Exposure Control Plan for Bloodborne Pathogens)

(cf. 4119.43/4219.43/4319.43 - Universal Precautions)

The Superintendent or designee shall ensure that school personnel designated to administer any medication receive appropriate training and, as necessary, retraining from qualified medical personnel before any medication is administered. At a minimum, the training shall cover how and when such medication should be administered, the recognition of symptoms and treatment, emergency follow-up procedures, and the proper documentation and storage of medication. Such trained, unlicensed designated school personnel shall be supervised by, and provided with immediate communication access to, a school nurse, physician, or other appropriate individual. (Education Code 49414, 49414.3, 49414.5, 49423, 49423.1)

The Superintendent or designee shall maintain documentation of the training and ongoing supervision, as well as annual written verification of competency of other designated school personnel.

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

Legal Reference:

EDUCATION CODE

48980 Notification at beginning of term
49407 Liability for treatment
49408 Emergency information
49414 Emergency epinephrine auto-injectors
49414.3 Emergency medical assistance; administration of medication for opioid overdose
49414.5 Providing school personnel with voluntary emergency training
49422-49427 Employment of medical personnel, especially:
49423 Administration of prescribed medication for student
49423.1 Inhaled asthma medication
49480 Continuing medication regimen; notice

BUSINESS AND PROFESSIONS CODE

2700-2837 Nursing, especially:
2726 Authority not conferred
2727 Exceptions in general
3501 Definitions
4119.2 Acquisition of epinephrine auto-injectors
4119.8 Acquisition of naloxone hydrochloride or another opioid antagonist

CODE OF REGULATIONS, TITLE 5

600-611 Administering medication to students

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act of 1974

1400-1482 Individuals with Disabilities Education Act

UNITED STATES CODE, TITLE 29

794 Rehabilitation Act of 1973, Section 504

COURT DECISIONS

American Nurses Association v. Torlakson, (2013) 57 Cal.4th 570

Management Resources:

AMERICAN DIABETES ASSOCIATION PUBLICATIONS

Glucagon Training Standards for School Personnel: Providing Emergency Medical Assistance to Pupils with Diabetes, May 2006

Training Standards for the Administration of Epinephrine Auto-Injectors, rev. 2015

Legal Advisory on Rights of Students with Diabetes in California's K-12 Public Schools, August 2007

Program Advisory on Medication Administration, 2005

NATIONAL DIABETES EDUCATION PROGRAM PUBLICATIONS

Helping the Student with Diabetes Succeed: A Guide for School Personnel, June 2003

WEB SITES

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

American Diabetes Association: <http://www.diabetes.org>

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

National Diabetes Education Program: <http://www.ndep.nih.gov>

U.S. Department of Health and Human Services, National Institutes of Health, Blood Institute,
asthma information: <http://www.nhlbi.nih.gov/health/public/lung/index.htm#asthma>

(11/11 12/13) 12/16

Policy: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

First Reading: February 22, 2017

Adopted:

King City, California

Students

Administering Medication And Monitoring Health Conditions

~~***Note: The following administrative regulation reflects requirements for the administration of medication to students on a continuing medication regimen or in emergency medical situations at school or a school-related activity. The district should consult legal counsel as necessary to ensure that all legal requirements are met.***~~

~~***Note: Education Code 49414.7, which authorized trained, unlicensed school personnel to administer anti-seizure medication to students with epilepsy, repealed on its own terms effective January 1, 2017. However, districts may choose to continue to train unlicensed school personnel to administer anti-seizure medication under the general authority in Education Code 49423 and 5 CCR 600-611, as interpreted by the California Supreme Court in American Nurses Association v. Torlakson. Such administration must be contingent upon a physician's written authorization for unlicensed personnel to administer the medication to the particular student. The district may revise the following regulation to reflect any district requirements related to the administration of such medication.***~~

Definitions

Authorized health care provider means an individual who is licensed by the State of California to prescribe or order medication, including, but not limited to, a physician or physician assistant. (Education Code 49423; 5 CCR 601)

Other designated school personnel means any individual employed by the district, including a nonmedical school employee, who has volunteered or consented to administer medication or otherwise assist the student and who may legally administer the medication to the student or assist the student in the administration of the medication. (5 CCR 601, 621)

Medication may include not only a substance dispensed in the United States by prescription, but also a substance that does not require a prescription, such as over-the-counter remedies, nutritional supplements, and herbal remedies. (5 CCR 601)

~~***Note: Education Code 49414, as amended by AB 1386 (Ch. 374, Statutes of 2016), defines "epinephrine auto-injector" as follows.***~~

Epinephrine auto-injector means a disposable delivery device designed for the automatic injection of a premeasured dose of epinephrine into the human body to prevent or treat a life-threatening allergic reaction. (Education Code 49414)

Anaphylaxis means a potentially life-threatening hypersensitivity to a substance, which may result from an insect sting, food allergy, drug reaction, exercise, or other cause. Symptoms may include shortness of breath, wheezing, difficulty breathing, difficulty talking or swallowing, hives, itching, swelling, shock, or asthma. (Education Code 49414)

(cf. 5141.23 - Asthma Management)
(cf. 5141.27 - Food Allergies/Special Dietary Needs)

~~***Note: Education Code 49414.3, as added by AB 1748 (Ch. 557, Statutes of 2016), provides the following definition of "opioid antagonist." See section "Emergency Medication for Opioid Overdose" below for requirements for districts that choose to provide opioid antagonists to school nurses or other designated school personnel to administer to persons suffering, or reasonably believed to be suffering, from an opioid overdose.***~~

Opioid antagonist means naloxone hydrochloride or another drug approved by the federal Food and Drug Administration that, when administered, negates or neutralizes in whole or in part the pharmacological effects of an opioid in the body and that has been approved for the treatment of an opioid overdose. (Education Code 49414.3)

Notifications to Parents/Guardians

~~***Note: Pursuant to Education Code 48980, districts must notify parents/guardians, at the beginning of each school year, of their rights and responsibilities (see section "Parent/Guardian Responsibilities" below) under Education Code 49423 pertaining to the administration of medication by school employees and self-administration of epinephrine by students. Though notification is not required for self-administration of any medication other than epinephrine, it is recommended that the annual notification include other medications to facilitate implementation by school personnel.***~~

At the beginning of each school year, the Superintendent or designee shall notify parents/guardians of the options available to students who need to take prescribed medication during the school day and the rights and responsibilities of parents/guardians regarding those options. (Education Code 49480)

(cf. 5145.6 - Parental Notifications)

In addition, the Superintendent or designee shall inform the parents/guardians of any student on a continuing medication regimen for a nonepisodic condition of the following requirements: (Education Code 49480)

1. The parent/guardian is required to inform the school nurse or other designated employee of the medication being taken, the current dosage, and the name of the supervising physician.
2. With the parent/guardian's consent, the school nurse or other designated employee may communicate with the student's physician regarding the medication and its effects and may counsel school personnel regarding the possible effects of the medication on the student's physical, intellectual, and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission, or overdose.

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

When a student requires medication during the school day in order to participate in the educational program, the Superintendent or designee shall, as appropriate, inform the student's parents/guardians that the student may qualify for services or accommodations pursuant to the Individuals with Disabilities Education Act (20 USC 1400-1482) or Section 504 of the federal Rehabilitation Act of 1973 (29 USC 794).

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)
(cf. 6164.6 - Identification and Education Under Section 504)

Parent/Guardian Responsibilities

The responsibilities of the parent/guardian of any student who may need medication during the school day shall include, but are not limited to:

~~***Note: Education Code 49423 and 5 CCR 600 authorize districts to administer prescribed medication only upon receipt of written statements from the student's authorized health care provider and parent/guardian. Appropriate statements must be received before students are allowed to carry and self-administer diabetes medication pursuant to Education Code 49414.5, auto-injectable epinephrine pursuant to Education Code 49423, or asthma medication pursuant to Education Code 49423.1. Districts may choose to allow students to carry and self-administer other types of medication beyond those authorized by the Education Code. If so, the district should modify the following section accordingly. See the accompanying Board policy.***~~

1. Providing parent/guardian and authorized health care provider written statements each school year as described in the sections "Parent/Guardian Statement" and "Health Care Provider Statement" below. The parent/guardian shall provide a new authorized health care provider's statement if the medication, dosage, frequency of administration, or reason for administration changes. (Education Code 49414.5, 49423, 49423.1; 5 CCR 600, 626)
2. If the student is on a continuing medication regimen for a nonepisodic condition, informing the school nurse or other designated certificated employee of the medication being taken, the current dosage, and the name of the supervising physician and updating the information when needed. (Education Code 49480)

~~***Note: Pursuant to 5 CCR 606, the district is authorized to establish rules for the delivery and storage of medication on a school site.***~~

3. Providing medications in properly labeled, original containers along with the authorized health care provider's instructions. For prescribed or ordered medication, the container also shall bear the name and telephone number of the pharmacy, the student's identification, and the name and phone number of the authorized health care provider. (5 CCR 606)

Parent/Guardian Statement

~~***Note: 5 CCR 603 authorizes the district to establish specific requirements regarding the parent/guardian's written statement. The following list should be modified to reflect the district's requirements.***~~

When district employees are to administer medication to a student, the parent/guardian's written statement shall:

1. Identify the student
2. Grant permission for an authorized district representative to communicate directly with the student's authorized health care provider and pharmacist, as may be necessary, regarding the health care provider's written statement or any other questions that may arise with regard to the medication
3. Contain an acknowledgment that the parent/guardian understands how district employees will administer the medication or otherwise assist the student in its administration
4. Contain an acknowledgment that the parent/guardian understands his/her responsibilities to enable district employees to administer or otherwise assist the student in the administration of medication, including, but not limited to, the parent/guardian's responsibility to provide a written statement from the authorized health care provider, to ensure that the medication is delivered to the school in a proper container by an individual legally authorized to be in possession of the medication, and to provide all necessary supplies and equipment
5. Contain an acknowledgment that the parent/guardian understands that he/she may terminate the consent for the administration of the medication or for otherwise assisting the student in the administration of medication at any time

In addition to the requirements in items #1-5 above, if a parent/guardian has requested that his/her child be allowed to carry and self-administer prescription auto-injectable epinephrine or prescription inhaled asthma medication, the parent/guardian's written statement shall:
(Education Code 49423, 49423.1)

1. Consent to the self-administration
2. Release the district and school personnel from civil liability if the student suffers an adverse reaction as a result of self-administering the medication

In addition to the requirements in items #1-5 above, if a parent/guardian wishes to designate an individual who is not an employee of the district to administer medication to his/her child, the parent/guardian's written statement shall clearly identify the individual and shall state:

1. The individual's willingness to accept the designation

2. That the individual is permitted to be on the school site
3. Any limitations on the individual's authority

Health Care Provider Statement

~~***Note: Education Code 49423 and 49423.1 and 5 CCR 602 list items that the authorized health care provider's written statement must contain, as specified in items #1-5 below. Districts that request additional information in the statement should modify the following list accordingly.***~~

When any district employee is to administer prescribed medication to a student, or when a student is to be allowed to carry and self-administer prescribed medication during school hours, the authorized health care provider's written statement shall include:

1. Clear identification of the student (Education Code 49423, 49423.1; 5 CCR 602)
2. The name of the medication (Education Code 49423, 49423.1; 5 CCR 602)
3. The method, amount, and time schedules by which the medication is to be taken (Education Code 49423, 49423.1; 5 CCR 602)
4. If a parent/guardian has requested that his/her child be allowed to self-administer medication, confirmation that the student is able to self-administer the medication (Education Code 49414.5, 49423, 49423.1; 5 CCR 602)
5. For medication that is to be administered by unlicensed personnel, confirmation by the student's health care provider that the medication may safely and appropriately be administered by unlicensed personnel (Education Code 49423, 49423.1; 5 CCR 602)

~~***Note: Items #6-8 below may be revised to reflect district practice.***~~

6. For medication that is to be administered on an as-needed basis, the specific symptoms that would necessitate administration of the medication, allowable frequency for administration, and indications for referral for medical evaluation
7. Possible side effects of the medication
8. Name, address, telephone number, and signature of the student's authorized health care provider

District Responsibilities

~~***Note: The following section should be modified to reflect district practice.***~~

The Superintendent or designee shall ensure that any unlicensed school personnel authorized to administer medication to a student receives appropriate training from the school nurse or other qualified medical personnel.

The school nurse or other designated school personnel shall:

1. Administer or assist in administering medication in accordance with the authorized health care provider's written statement
2. Accept delivery of medications from parents/guardians and count and record them upon receipt
3. Maintain a list of students needing medication during the school day, including those authorized to self-administer medication, and note on the list the type of medication and the times and dosage to be administered

~~***Note: 5 CCR 601 specifies items that districts may, but are not required to, include in the medication log, as provided in item #4 below.***~~

4. Maintain for each student a medication log which may:
 - a. Specify the student's name, medication, dose, method of administration, time of administration during the regular school day, date(s) on which the student is required to take the medication, and the authorized health care provider's name and contact information
 - b. Contain space for daily recording of the date, time, and amount of medication administered, and the signature of the individual administering the medication

~~***Note: 5 CCR 601 specifies items that may be included in the medication record, as detailed below. In addition, 5 CCR 607 authorizes the district to establish policies regarding documentation of medication, including the maintenance of the medication record.***~~

5. Maintain for each student a medication record which may include the authorized health care provider's written statement, the parent/guardian's written statement, the medication log, and any other written documentation related to the administration of medication to the student

6. Ensure that student confidentiality is appropriately maintained

(cf. 5125 - Student Records)

7. Coordinate and, as appropriate, ensure the administration of medication during field trips and other school-related activities

(cf. 5148.2 - Before/After School Programs)

(cf. 6145.2 - Athletic Competition)
(cf. 6153 - School-Sponsored Trips)

8. Report to a student's parent/guardian and the site administrator any refusal by the student to take his/her medication
9. Keep all medication to be administered by the district in a locked drawer or cabinet
10. As needed, communicate with a student's authorized health care provider and/or pharmacist regarding the medication and its effects
11. Counsel other designated school personnel regarding the possible effects of a medication on a student's physical, intellectual, and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission, or overdose

~~***Note: 5 CCR 609 authorizes the district to establish policies regarding unused, discontinued, or outdated medication.***~~

12. Ensure that any unused, discontinued, or outdated medication is returned to the student's parent/guardian at the end of the school year or, if the medication cannot be returned, dispose of it in accordance with state laws and local ordinances
13. In the event of a medical emergency requiring administration of medication, provide immediate medical assistance, directly observe the student following the administration of medication, contact the student's parent/guardian, and determine whether the student should return to class, rest in the school office, or receive further medical assistance
14. Report to the site administrator, the student's parent/guardian, and, if necessary, the student's authorized health care provider any instance when a medication is not administered properly, including administration of the wrong medication or failure to administer the medication in accordance with authorized health care provider's written statement

Emergency Epinephrine Auto-Injectors

~~***Note: Education Code 49414 requires districts to provide epinephrine auto-injectors to school nurses or other employees who volunteer and receive training, which they may use to provide emergency medical aid to persons suffering, or reasonably believed to be suffering, from an anaphylactic reaction.***~~

The Superintendent or designee shall provide epinephrine auto-injectors to school nurses or other employees who have volunteered to administer them in an emergency and have received training. The school nurse, or a volunteer employee when a school nurse or physician is unavailable, may administer an epinephrine auto-injector to provide emergency medical aid to any person suffering, or reasonably believed to be suffering, from potentially life-threatening

symptoms of anaphylaxis at school or a school activity. (Education Code 49414)

At least once per school year, the Superintendent or designee shall distribute to all staff a notice requesting volunteers to be trained to administer an epinephrine auto-injector and describing the training that the volunteer will receive. (Education Code 49414)

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

~~***Note: Education Code 49414 specifies topics to be included in training for employees who volunteer to be trained in the use of epinephrine auto injectors. Education Code 49414 requires the Superintendent of Public Instruction (SPI), in consultation with specified agencies and organizations, to review the minimum standards for the training at least every five years. These standards are available on the California Department of Education's web site.***~~

The principal or designee at each school may designate one or more volunteers to receive initial and annual refresher training, which shall be provided by a school nurse or other qualified person designated by a physician and surgeon authorized pursuant to Education Code 49414 and shall be based on the standards developed by the Superintendent of Public Instruction (SPI). Written materials covering the required topics for training shall be retained by the school for reference. (Education Code 49414)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

~~***Note: Education Code 49414 specifies the type of epinephrine auto injectors that must be provided to each school and the district personnel authorized to obtain the prescriptions. The following paragraphs may be revised to reflect the position(s) assigned to fulfill this responsibility and the grade levels maintained by the district.***~~

A school nurse or other qualified supervisor of health, or a district administrator if the district does not have a qualified supervisor of health, shall obtain a prescription for epinephrine auto-injectors for each school from an authorized physician and surgeon. Such prescription may be filled by local or mail order pharmacies or epinephrine auto-injector manufacturers. Elementary schools shall, at a minimum, be provided one adult (regular) and one junior epinephrine auto-injector. Secondary schools shall be provided at least one adult (regular) epinephrine auto-injector, unless there are any students at the school who require a junior epinephrine auto-injector. (Education Code 49414)

If an epinephrine auto-injector is used, the school nurse or other qualified supervisor of health shall restock the epinephrine auto-injector as soon as reasonably possible, but no later than two weeks after it is used. In addition, epinephrine auto-injectors shall be restocked before their expiration date. (Education Code 49414)

Information regarding defense and indemnification provided by the district for any and all civil liability for volunteers administering epinephrine auto-injectors shall be provided to each volunteer and retained in his/her personnel file. (Education Code 49414)

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

A school may accept gifts, grants, and donations from any source for the support of the school in carrying out the requirements of Education Code 49414, including, but not limited to, the acceptance of epinephrine auto-injectors from a manufacturer or wholesaler. (Education Code 49414)

(cf. 3290 - Gifts, Grants and Bequests)

The Superintendent or designee shall maintain records regarding the acquisition and disposition of epinephrine auto-injectors for a period of three years from the date the records were created. (Business and Professions Code 4119.2)

(cf. 3580 - District Records)

Emergency Medication for Opioid Overdose

~~***Note: The following section is optional. Education Code 49414.3, as added by AB 1748 (Ch. 557, Statutes of 2016), authorizes, but does not require, districts to make emergency naloxone hydrochloride or another opioid antagonist available to school nurses or trained personnel who have volunteered to provide emergency medical aid to persons suffering, or reasonably believed to be suffering, from an opioid overdose. Districts that choose to provide the medication must meet specified requirements as provided below. Such districts may revise the following section to indicate the grade levels at which such medication will be available (e.g., at secondary schools only).***~~

The district may elect to make emergency naloxone hydrochloride or another opioid antagonist available at schools for the purpose of providing emergency medical aid to persons suffering, or reasonably believed to be suffering, from an opioid overdose. In determining whether to make this medication available, the Superintendent or designee shall evaluate the emergency medical response time to the school and determine whether initiating emergency medical services is an acceptable alternative to providing an opioid antagonist and training personnel to administer the medication. (Education Code 49414.3)

When available at the school site, the school nurse shall provide emergency naloxone hydrochloride or another opioid antagonist for emergency medical aid to any person exhibiting potentially life-threatening symptoms of an opioid overdose at school or a school activity. Other designated personnel who have volunteered and have received training may administer such medication when a school nurse or physician is unavailable, and shall only administer the medication by nasal spray or auto-injector. (Education Code 49414.3)

At least once per school year, the Superintendent or designee shall distribute to all staff a notice requesting volunteers to be trained to administer naloxone hydrochloride or another opioid antagonist, describing the training that the volunteer will receive, and explaining the right of the volunteer to rescind his/her offer to volunteer at any time, including after receiving training. The notice shall also include a statement that no benefit will be granted to or withheld from any employee based on his/her offer to volunteer and that there will be no retaliation against any employee for rescinding his/her offer to volunteer. (Education Code 49414.3)

~~***Note: Pursuant to Education Code 49414.3, the training provided to designated school personnel must be based on standards adopted by the SPI in consultation with specified agencies and organizations. The SPI is required to review those standards at least once every five years. Required topics of the training include (1) techniques for recognizing symptoms of an opioid overdose; (2) standards and procedures for the storage, restocking, and emergency use of the medication; (3) basic emergency follow up procedures; and (4) recommendations on the necessity of instruction and certification in cardiopulmonary resuscitation. In addition, the CDE is required to include on its web site a clearinghouse for best practices in training nonmedical personnel to administer an opioid antagonist to students.***~~

The principal or designee may designate one or more volunteer employees to receive initial and annual refresher training, based on standards adopted by the SPI, regarding the storage and emergency use of naloxone hydrochloride or another opioid antagonist. The training shall be provided at no cost to the employee, conducted during his/her regular working hours, and be provided by a school nurse or other qualified person designated by an authorizing physician and surgeon. Written materials provided during the training shall be retained at the school for reference. (Education Code 49414.3)

A school nurse, other qualified supervisor of health, or, if the district does not have a qualified supervisor of health, a district administrator shall obtain a prescription for naloxone hydrochloride or another opioid antagonist for each school from an authorized physician and surgeon. Such prescription may be filled by local or mail order pharmacies or manufacturers. (Education Code 49414.3)

If the medication is used, the school nurse, other qualified supervisor of health, or district administrator, as applicable, shall restock the medication as soon as reasonably possible, but no later than two weeks after it is used. In addition, the medication shall be restocked before its expiration date. (Education Code 49414.3)

Information regarding defense and indemnification provided by the district for any and all civil liability for volunteers administering naloxone hydrochloride or another opioid antagonist for emergency aid shall be provided to each volunteer and retained in his/her personnel file. (Education Code 49414.3)

A school may accept gifts, grants, and donations from any source for the support of the school in carrying out the requirements of Education Code 49414.3, including, but not limited to, the

acceptance of the naloxone hydrochloride or another opioid antagonist from a manufacturer or wholesaler. (Education Code 49414.3)

The Superintendent or designee shall maintain records regarding the acquisition and disposition of naloxone hydrochloride or another opioid antagonist for a period of three years from the date the records were created. (Business and Professions Code 4119.8)

(12/13 12/14) 12/16

Regulation: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

First Reading: February 22, 2017

Adopted:

King City, California

Instruction

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

~~***Note: The following policy is for use by districts that maintain grades 9-12.***~~

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

The Governing Board desires to prepare all students to obtain a high school diploma to enable them to take advantage of opportunities for postsecondary education and employment.

(cf. 5127 - Graduation Ceremonies and Activities)

(cf. 5147 - Dropout Prevention)

(cf. 6011 - Academic Standards)

(cf. 6143 - Courses of Study)

(cf. 6146.3 - Reciprocity of Academic Credit)

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

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

1. Four courses in English (Education Code 51225.3)

(cf. 6142.91 - Reading/Language Arts Instruction)

2. Two courses in mathematics (Education Code 51225.3)

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

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

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

(cf. 6011 - Academic Standards)

(cf. 6142.92 - Mathematics Instruction)

(cf. 6152.1 - Placement in Mathematics Courses)

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

(cf. 6142.93 - Science Instruction)

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

(cf. 6142.3 - Civic Education)

(cf. 6142.94 - History-Social Science Instruction)

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

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

(cf. 6142.2 - World/Foreign Language Instruction)

(cf. 6142.6 - Visual and Performing Arts Education)

(cf. 6178 - Career Technical Education)

(cf. 6178.2 - Regional Occupational Center/Program)

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

(cf. 6142.7 - Physical Education and Activity)

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

(cf. 6142.4 - Service Learning/Community Service Classes)

(cf. 6142.8 - Comprehensive Health Education)

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

(cf. 6146.11 - Alternative Credits Toward Graduation)

(cf. 6146.2 - Certificate of Proficiency/High School Equivalency)

(cf. 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities)

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

~~(cf. 6173 - Education for Homeless Children)~~

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

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

~~***Note: Education Code 51225.1 requires the district to exempt from any district-adopted graduation~~

~~requirements a foster youth or homeless student who transfers into the district or between district high schools any time after completing his/her second year of high school, unless the Superintendent or designee makes a finding that the youth is reasonably able to complete the requirements in time to graduate by the end of his/her fourth year of high school; see AR 6173.1—Education for Foster Youth and AR 6173—Education for Homeless Children. AB 2306 (Ch. 464, Statutes of 2016) amends Education Code 51225.1 to extend this exemption and related requirements to a student transferring from a juvenile court school any time after his/her second year of high school; see AR 6173.3—Education for Juvenile Court School Students.***~~

~~***Note: Pursuant to Education Code 51225.1, within 30 calendar days of the transfer of a foster youth, homeless student, or former juvenile court school student, the district is required to provide notice to the student of the availability of the exemption and whether the student qualifies for it. If the district fails to provide that notification, the student will be eligible for the exemption once notified, even if the notification is received after the termination of the court's jurisdiction over the foster youth or former juvenile court school student or after the homeless student ceases to be homeless.***~~

~~***Note: Education Code 51225.1 also provides that, if an exempted student completes the statewide coursework requirements before the end of his/her fourth year of high school, the district or a district school must not require or request that he/she graduate before the end of his/her fourth year of high school.***~~

~~***Note: Any complaint alleging the district's failure to comply with the requirements of Education Code 51225.1 may be filed using the district's uniform complaint procedures pursuant to 5 CCR 4600-4687; see BP/AR 1312.3—Uniform Complaint Procedures.***~~

A foster youth, homeless student, or former juvenile court school student who transfers into the district any time after completing his/her second year of high school shall be required to complete all graduation requirements specified in Education Code 51225.3 but shall be exempt from any additional district-adopted graduation requirements, unless the Superintendent or designee makes a finding that the student is reasonably able to complete the requirements in time to graduate by the end of his/her fourth year of high school. Within 30 days of the transfer, any such student shall be notified of the availability of the exemption and whether he/she qualifies for it. (Education Code 51225.1)

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 5145.6 - Parental Notifications)

(cf. 6173 - Education for Homeless Children)

(cf. 6173.1 - Education for Foster Youth)

(cf. 6173.3 - Education for Juvenile Court School Students)

Retroactive Diplomas

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

The district may retroactively grant a high school diploma to a former student who was interned by

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

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

Legal Reference:

EDUCATION CODE

~~47612 Enrollment in charter school~~

~~48200 Compulsory attendance~~

~~48412 Certificate of proficiency~~

~~48430 Continuation education schools and classes~~

~~48645.5 Acceptance of coursework~~

~~48980 Required notification at beginning of term~~

~~49701 Interstate Compact on Educational Opportunity for Military Children~~

~~51224 Skills and knowledge required for adult life~~

~~51224.5 Algebra instruction~~

~~51225.1 Exemption from district graduation requirements~~

~~51225.2 Pupil in foster care defined; acceptance of coursework, credits, retaking of course~~

~~51225.3 High school graduation~~

~~51225.35 Mathematics course requirements; computer science~~

~~51225.36 Instruction in sexual harassment and violence; districts that require health education for graduation~~

~~51225.5 Honorary diplomas; foreign exchange students~~

~~51228 Graduation requirements~~

~~51240-51246 Exemptions from requirements~~

~~51250-51251 Assistance to military dependents~~

~~51410-51412 Diplomas~~

~~51420-51427 High school equivalency certificates~~

~~51450-51455 Golden State Seal Merit Diploma~~

~~51745 Independent study restrictions~~

~~56390-56392 Recognition for educational achievement, special education~~

~~60851.5 Suspension of high school exit examination~~

~~60851.6 Retroactive diploma; completion of all graduation requirements except high school exit examination~~

~~66204 Certification of high school courses as meeting university admissions criteria~~

~~67386 Student safety; affirmative consent standard~~

CODE OF REGULATIONS, TITLE 5

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

COURT DECISIONS

~~O'Connell v. Superior Court (Valenzuela), (2006) 141 Cal.App.4th 1452~~

Management Resources:**WEB SITES**CSBA: <http://www.esba.org>California Department of Education, High School: <http://www.ede.ca.gov/ci/gc/hs>

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

<http://www.universityofcalifornia.edu/admissions/freshman/requirements>~~_____ (11/11-12/13) 12/15~~**Legal Reference:****EDUCATION CODE**

47612 Enrollment in charter school

48200 Compulsory attendance

48412 Certificate of proficiency

48430 Continuation education schools and classes

48645.5 Acceptance of coursework

48980 Required notification at beginning of term

49701 Interstate Compact on Educational Opportunity for Military Children

51224 Skills and knowledge required for adult life

51224.5 Algebra instruction

51225.1 Exemption from district graduation requirements

51225.2 Pupil in foster care defined; acceptance of coursework, credits, retaking of course

51225.3 High school graduation

51225.35 Mathematics course requirements; computer science

51225.36 Instruction in sexual harassment and violence; districts that require health education for graduation

51225.5 Honorary diplomas; foreign exchange students

51225.6 Compression-only cardiopulmonary resuscitation

51228 Graduation requirements

51240-51246 Exemptions from requirements

51250-51251 Assistance to military dependents

51410-51412 Diplomas

51420-51427 High school equivalency certificates

51430 Retroactive high school diplomas

51440 Retroactive high school diplomas

51450-51455 Golden State Seal Merit Diploma

51745 Independent study restrictions

56390-56392 Recognition for educational achievement, special education

60851.5 Suspension of high school exit examination

60851.6 Retroactive diploma; completion of all graduation requirements except high school exit examination

66204 Certification of high school courses as meeting university admissions criteria

67386 Student safety; affirmative consent standard

CODE OF REGULATIONS, TITLE 5

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

4600-4687 Uniform complaint procedures

COURT DECISIONS

O'Connell v. Superior Court (Valenzuela), (2006) 141 Cal.App.4th 1452

Management Resources:**WEB SITES**CSBA: <http://www.csba.org>California Department of Education, High School: <http://www.cde.ca.gov/ci/gs/hs>

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

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

(12/13 12/15) 12/16

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

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

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

SMCJUHS, State, and UC-CSU Graduation Requirement

<u>Subjects</u>	<u>SMCJUHS Graduation Requirements</u>	<u>Calif. State Requirements (Ed. Code 51225.3)</u>	<u>UC & CSU Requirements (A-G)</u>
English	40 units: <ul style="list-style-type: none"> 40 units approved courses 10 units of ELD per year may be counted for English credit 10 units of Read 180 may be counted for English credit 	3 years	4 years approved courses
Mathematics	20 units: <ul style="list-style-type: none"> 10 units Math 1 10 units other approved math courses 	2 years: <ul style="list-style-type: none"> Including 1 year of Algebra I/Math 1 	3 years approved math courses (4 years recommended): <ul style="list-style-type: none"> Algebra, Geometry, and Intermediate Algebra College preparatory mathematics that include or integrate the topics covered in elementary and advanced algebra and two and three dimensional geometry
Social Studies	30 units: <ul style="list-style-type: none"> 10 units World History 10 units U.S. History 5 units Civics 5 units Economics 	3 years: <ul style="list-style-type: none"> 1 year U.S. History & Geography 1 year World History, Culture & Geography 1 semester American Government or Civics 1 semester Economics 	2 years: <ul style="list-style-type: none"> 1 year U.S. History 1 year of another approved Social Studies course

<u>Subjects</u>	<u>SMCJUHS D Graduation Requirements</u>	<u>Calif. State Requirements (Ed. Code 51225.3)</u>	<u>UC & CSU Requirements (A-G)</u>
Science	20 units: <ul style="list-style-type: none"> • 10 units Physical Science • 10 units Biological Science 	2 years: <ul style="list-style-type: none"> • Including biological and physical sciences 	2 years approved lab science courses (3 years recommended): <ul style="list-style-type: none"> • Biology • Chemistry • Physics
Foreign Language	10 units OR 10 units of Visual and Performing Arts OR 10 units of Career & Technical Education	1 year OR 1 year of Visual and Performing Arts OR 10 units of Career & Technical Education	2 years in same language 3 years recommended
Visual and Performing Arts <ul style="list-style-type: none"> • Music • Art • Drama • Dance 	10 units OR 10 units of foreign language OR 10 units of Career & Technical Education	1 year OR 1 year of foreign language (which includes American Sign Language) or 10 units of Career & Technical Education	1 year from among dance, drama/theater, music, or visual arts
Physical Education	20 units <ul style="list-style-type: none"> • 10 units in 9th grade • 10 additional units in 10th-12th grades 	2 years <ul style="list-style-type: none"> • Unless the pupil has been exempted pursuant to EC 51241 	No Requirement
Elective	90 units	Other coursework as the governing board of the school district may, by rule, specify	1 Year from among history, English, advanced mathematics, lab science, foreign language, social science, or fine arts
Other	<ul style="list-style-type: none"> • 10 units Computer Applications 1A OR Computer Literacy • 20 hours community service in 11th or 12th grades • Health Educ. Component 	- Other coursework as the governing board of the school district may, by rule, specify	Admission Test Required SAT or ACT Subject Test for UC (subject areas) Completion of required courses with "C" grade or better

Total required units: 240

Board approved: 3-23-16

Effective beginning: 7-1-12

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

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

(cf. 6178.1 – Work Experience Education)

3. Vocational education classes offered in high schools.

(cf. 6178 – Vocational Education)

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

(cf. 6158 – Independent Study)

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

Requirements for graduation and specified alternative means for completing the prescribed course of study shall be made available to students, parents/guardians and the public.
(Education Code 51225.3)

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

(cf. 5118 – Transfers, withdrawals)

(cf. 5127. – Graduation Ceremonies and Activities)

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

Standards of Proficiency

The Board shall adopt proficiency standards in these areas and any others it deems appropriate. All adopted proficiency standards shall correspond with the goals of the course of study required for graduation.

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

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

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

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

(cf. 5125- Student Records)

(cf. 6020 – Parent Involvement)

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

(cf. 6164.2 – Guidance Services)

(cf. 6177 – Summer School)

Policy: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

First Reading: February 22, 2017

Adopted:

King City, California

Instruction

Homework/Makeup Work

~~The Governing Board recognizes that homework contributes toward building responsibility, self-discipline and life-long learning habits, and that time spent on homework directly influences students' ability to meet the district's academic standards. The Board expects students, parents/guardians and staff to view homework as a routine and important part of students' daily lives.~~

~~(cf. 6011—Academic Standards)~~

~~The Superintendent or designee shall ensure that administrators and teachers develop and implement an effective homework plan at each school site. As needed, teachers may receive training in designing relevant, challenging and meaningful homework assignments that reinforce classroom learning objectives. Teachers' expectations related to homework may be addressed in their evaluations.~~

~~(cf. 4115—Evaluation/Supervision)~~

~~(cf. 4131—Staff Development)~~

~~Although it is the student's responsibility to do most homework assignments independently, the Board expects teachers at all grade levels to use parents/guardians as a contributing resource. When students repeatedly fail to do their homework, parents/guardians shall be notified and asked to contact the teacher.~~

~~(cf. 5020—Parent Rights and Responsibilities)~~

~~(cf. 6020—Parent Involvement)~~

~~To further support students' homework efforts, the Superintendent or designee may establish and maintain telephone help lines and/or after-school centers where students can receive encouragement and clarification about homework assignments from teachers, volunteers and/or more advanced students who are performing community service. The Board encourages the Superintendent or designee to design class and transportation schedules that will enable students to make use of homework support services.~~

~~(cf. 1240—Volunteer Assistance)~~

~~(cf. 1700—Relations between Private Industry and the Schools)~~

~~(cf. 3541—Transportation Routes and Services)~~

~~(cf. 5148—Child Care and Development)~~

~~(cf. 6112—School Day)~~

~~(cf. 6142.4—Service Learning/Community Service Classes)~~

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

The Governing Board recognizes that meaningful homework assignments can be a valuable

extension of student learning time and assist students in developing good study habits. Homework shall be assigned when necessary to support classroom lessons, enable students to complete unfinished assignments, or review and apply academic content for better understanding.

The Superintendent or designee shall collaborate with school administrators and teachers to develop and regularly review guidelines for the assignment of homework and the related responsibilities of students, staff, and parents/guardians.

~~***Note: The following optional paragraph may be revised to specify the average number of minutes of homework that may be expected per day at each grade level, or the district may adopt an administrative regulation that contains such guidelines.***~~

Homework assignments shall be reasonable in length and appropriate to the grade level and course. The Board expects that the number, frequency, and degree of difficulty of homework assignments will increase with the grade level and the maturity of students. Teachers shall assign homework only as necessary to fulfill academic goals and reinforce current instruction.

(cf. 6011 - Academic Standards)

As needed, teachers may receive training in designing relevant homework assignments that reinforce classroom learning objectives.

(cf. 4131 - Staff Development)

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

Although on-time completion of homework is important to maintain academic progress, the Board recognizes that students learn at different rates. Students shall receive credit for work that is completed late in order to encourage their continued learning.

Age-appropriate instruction may be given to help students allocate their time wisely, meet their deadlines, and develop good personal study habits.

At the beginning of the school year, teachers shall communicate homework expectations to students and their parents/guardians. Homework guidelines also shall be included in student and/or parent handbooks. These communications shall include the manner in which homework relates to achievement of academic standards and course content, the impact of homework assignments on students' grades, any school resources and programs that are available to provide homework support, and ways in which parents/guardians may appropriately assist their children.

Although it is the student's responsibility to undertake assignments independently,

parents/guardians may serve as a resource and are encouraged to ensure that their child's homework assignments are completed. When a student repeatedly fails to complete his/her homework, the teacher shall notify the student's parents/guardians as soon as possible so that corrective action can be taken prior to the release of any final grades or report cards.

(cf. 5020 - Parent Rights and Responsibilities)
(cf. 6020 - Parent Involvement)

~~***Note: The following paragraph should be revised to reflect district practice. Pursuant to Education Code 8482.3, before-school and after-school programs operated under the After School Education and Safety Program (Education Code 8482-8484.65) and/or the federal 21st Century Community Learning Center program (Education Code 8484.7-8484.9; 20 USC 7171-7176) are required to include an educational and literacy component in which tutoring or homework assistance is provided in language arts, mathematics, history-social science, computer training, and/or science. If the district offers a before-school or after-school program under the 21st Century High School After School Safety and Enrichment for Teens program for grades 9-12 (Education Code 8420-8428; 20 USC 7171-7176), the program must include an academic assistance program, which may include homework assistance. See AR 5148.2 - Before/After School Programs. In addition, some districts offer a supervised study hall elective which high school students can take instead of other electives.***~~

To further support students' homework efforts, the Superintendent or designee may establish and maintain telephone help lines, provide access to school library media centers and technological resources, and/or provide before-school and after-school programs where students can receive homework assistance from teachers, volunteers, and/or student tutors. The Board encourages the Superintendent or designee to design class and transportation schedules that will enable students to make use of homework support services.

(cf. 1240 - Volunteer Assistance)
(cf. 1700 - Relations between Private Industry and the Schools)
(cf. 3541 - Transportation Routes and Services)
(cf. 5148 - Child Care and Development)
(cf. 5148.2 - Before/After School Programs)
(cf. 6112 - School Day)
(cf. 6142.4 - Service Learning/Community Service Classes)
(cf. 6163.1 - Library Media Centers)

Teachers shall review all completed homework to assess the student's understanding of academic content and shall provide timely feedback to the student.

Makeup Work

Students who miss school work because of an excused absence shall be given the opportunity to complete all assignments and tests that can be reasonably provided. As determined by the

teacher, the assignments and tests shall be reasonably equivalent to, but not necessarily identical to, the assignments and tests missed during the absence. Students shall receive full credit for work satisfactorily completed within a reasonable period of time. (Education Code 48205)
(cf. 5113 - Absences and Excuses)

Students who miss school work because of unexcused absences may be given the opportunity to make up missed work for full or reduced credit. Teachers shall assign such makeup work as necessary to ensure academic progress, not as a punitive measure.

Legal Reference:

EDUCATION CODE

~~48205 Absences for personal reasons~~

~~48913 Completion of work missed by suspended student~~

~~48980 Parental notifications~~

~~58700-58702 Tutoring and homework assistance program; summer school apportionment credit~~

Management Resources:

SBE POLICIES

~~Parent Involvement in the Education of Their Children, 1994~~

~~Policy Statement on Homework, 1995~~

~~(6/89-2/97) 2/99~~

Legal Reference:

EDUCATION CODE

8420-8428 21st Century High School After School Safety and Enrichment for Teens

8482-8484.65 After School Education and Safety Program

8484.7-8484.9 21st Century Community Learning Centers

48205 Absences for personal reasons

48913 Completion of work missed by suspended student

48980 Parental notifications

UNITED STATES CODE, TITLE 20

7171-7176 21st Century Community Learning Centers

Management Resources:

CSBA PUBLICATIONS

Research-Supported Strategies to Improve the Accuracy and Fairness of Grades, Governance Brief, July 2016

WEB SITES

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

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

(2/97 2/99) 12/16

Policy SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

First Reading: February 22, 2017

Adopted:

King City, California

Instruction

Identification And Education Under Section 504

The Governing Board believes that all children, including children with disabilities, should have an opportunity to learn in a safe and nurturing environment. ~~The district~~ **The Superintendent or designee** shall work to identify children with disabilities who reside within its jurisdiction in order to ensure that they receive educational and related services required by law.

~~The State Administrator/Superintendent~~ or designee shall provide identified students with disabilities with a free appropriate public education, as defined under Section 504 of the federal Rehabilitation Act of 1973. Such students shall receive regular or special education and related aids and services designed to meet their individual educational needs as adequately as the needs of nondisabled students are met. (34 CFR 104.33)

- (cf. 0410 - Nondiscrimination in District Programs and Activities)
- (cf. 0430 - Comprehensive Local Plan for Special Education)
- (cf. 5141.21 - Administering Medication and Monitoring Health Conditions)
- (cf. 5141.22 - Infectious Diseases)
- (cf. 5141.23 - Asthma Management)
- (cf. 5141.24 - Specialized Health Care Services)
- (cf. 5141.27 - Food Allergies/Special Dietary Needs)
- (cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
- (cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

In addition, qualified students with disabilities shall be provided an equal opportunity to participate in programs and activities that are integral components of the district's basic education program, including, but not limited to, extracurricular athletics, interscholastic sports, and/or other nonacademic activities. (34 CFR 104.37)

- (cf. 6145 - Extracurricular and Cocurricular Activities)
- (cf. 6145.2 - Athletic Competition)
- (cf. 6145.5 - Student Organizations and Equal Access)

~~***Note: The following optional paragraph may be revised to reflect district practice. Education Code 52060 requires that the district adopt a local control and accountability plan (LCAP) that includes annual goals, aligned with specified state priorities, to be achieved for all students and for each numerically significant subgroup as defined in Education Code 52052. Pursuant to Education Code 52052, students with disabilities are one of the numerically significant subgroups whose needs must be addressed in the LCAP, when there are at least 30 students with disabilities in the district or a school. See BP/AR 0460 - Local Control and Accountability Plan.***~~

The district's local control and accountability plan shall include goals and specific actions

to improve student achievement and other outcomes of students with disabilities. At least annually, the Superintendent or designee shall assess the district's progress in attaining the goals established for students with disabilities and shall report these results to the Board. (Education Code 52052, 52060)

(cf. 0460 - Local Control and Accountability Plan)

In providing services to students with disabilities under Section 504, the Superintendent or designee shall ensure district compliance with law, including providing the students and their parents/guardians with applicable procedural safeguards and required notifications. Any dispute as to the identification, evaluation, or placement of any student with a disability shall be resolved in accordance with the processes specified in the "Procedural Safeguards" section of the accompanying administrative regulation.

Legal Reference:

EDUCATION CODE

~~49423.5 Specialized physical health care services~~

~~CODE OF REGULATIONS, TITLE 5~~

~~3051.12 Health and Nursing Services~~

~~UNITED STATES CODE, TITLE 20~~

~~1232g Family Educational Rights and Privacy Act of 1974~~

~~1400-1482 Individuals with Disabilities Education Act~~

~~UNITED STATES CODE, TITLE 29~~

~~705 Definitions; Vocational Rehabilitation Act~~

~~794 Rehabilitation Act of 1973, Section 504~~

~~UNITED STATES CODE, TITLE 42~~

~~12101-12213 Americans with Disabilities Act~~

~~CODE OF FEDERAL REGULATIONS, TITLE 34~~

~~104.1-104.61 Nondiscrimination on the basis of handicap, especially:~~

~~104.1 Purpose to effectuate Section 504 of the Rehabilitation Act of 1973~~

~~104.3 Definitions~~

~~104.32 Location and notification~~

~~104.33 Free appropriate public education~~

~~104.34 Educational setting~~

~~104.35 Evaluation and placement~~

~~104.36 Procedural safeguards~~

COURT DECISIONS

~~Christopher S. v. Stanislaus County Office of Education, (2004) 384 F.3d 1205~~

Management Resources:

CSBA PUBLICATIONS

~~Rights of Students with Diabetes Under IDEA and Section 504, Policy Brief, November 2007~~

CALIFORNIA DEPARTMENT OF EDUCATION LEGAL ADVISORIES

~~Legal Advisory on Rights of Students with Diabetes in California's K-12 Public Schools, August~~

2007

U.S. DEPARTMENT OF EDUCATION OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Dear Colleague Letter; January 2013

Dear Colleague Letter and Questions and Answers on ADA Amendments Act of 2008 for Students with Disabilities Attending Public Elementary and Secondary Schools; January 2012

Free Appropriate Public Education for Students with Disabilities: Requirements under Section 504 of the Rehabilitation Act of 1973, September 2007

WEB SITES

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

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

U.S. Department of Education, Office for Civil Rights: <http://www2.ed.gov/about/offices/list/ocr>

——— (10/95-11/07) 4/13

Legal Reference:

EDUCATION CODE

49423.5 Specialized physical health care services

52052 Numerically significant student subgroups

52060-52077 Local control and accountability plan

56043 Special education, timelines

56321 Assessment; development of IEP; parental notifications, consent

CODE OF REGULATIONS, TITLE 5

3051.12 Health and Nursing Services

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act of 1974

1400-1482 Individuals with Disabilities Education Act

UNITED STATES CODE, TITLE 29

705 Definitions; Vocational Rehabilitation Act

794 Rehabilitation Act of 1973, Section 504

UNITED STATES CODE, TITLE 42

12101-12213 Americans with Disabilities Act

CODE OF REGULATIONS, TITLE 28

35.101-35.190 Nondiscrimination on the basis of disability in state and local government services

CODE OF FEDERAL REGULATIONS, TITLE 34

104.1-104.61 Nondiscrimination on the basis of handicap, especially:

104.1 Purpose to effectuate Section 504 of the Rehabilitation Act of 1973

104.3 Definitions

104.32 Location and notification

104.33 Free appropriate public education

104.34 Educational setting

104.35 Evaluation and placement

104.36 Procedural safeguards

104.37 Nonacademic services

104.7 Responsible employee; grievance procedures

COURT DECISIONS

Christopher S. v. Stanislaus County Office of Education, (2004) 384 F.3d 1205

Management Resources:

CSBA PUBLICATIONS

Rights of Students with Diabetes Under IDEA and Section 504, Policy Brief, December 2007

CALIFORNIA DEPARTMENT OF EDUCATION LEGAL ADVISORIES

Legal Advisory on Rights of Students with Diabetes in California's K-12 Public Schools, August 2007

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Dear Colleague Letter and Resource Guide on Students with ADHD, July 2016

Protecting Students with Disabilities: Frequently Asked Questions About Section 504 and the Education of Children with Disabilities, October 2015

Dear Colleague Letter, January 2013

Dear Colleague Letter and Questions and Answers on ADA Amendments Act of 2008 for Students with Disabilities Attending Public Elementary and Secondary Schools, January 2012

Free Appropriate Public Education for Students with Disabilities: Requirements under Section 504 of the Rehabilitation Act of 1973, September 2007

WEB SITES

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

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

U.S. Department of Education, Office for Civil Rights:

<http://www2.ed.gov/about/offices/list/ocr>

(11/07 4/13) 12/16

Policy SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

First Reading: February 22, 2017

Adopted:

King City, California

Instruction

Identification And Education Under Section 504

The Superintendent designates the following position as the district's 504 Coordinator to implement the requirements of Section 504 of the federal Rehabilitation Act of 1973: (34 CFR 104.7)

~~Assistant Superintendent, Administrative Services~~
Director of Alternative Programs for Student Support
800 Broadway, CA 93930
1-385-4461

Definitions

For the purpose of implementing Section 504 of the Rehabilitation Act of 1973, the following terms and phrases shall have only the meanings specified below:

Free appropriate public education (FAPE) means the provision of regular or special education and related aids and services designed to meet the individual educational needs of a student with disabilities as adequately as the needs of nondisabled students are met, without cost to the student or his/her parent/guardian, except when a fee is imposed on nondisabled students. (34 CFR 104.33)

(cf. 3260 - Fees and Charges)

Student with a disability means a student who has a physical or mental impairment which substantially limits one or more major life activities. (34 CFR 104.3)

Physical impairment means any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal, special sense organs; respiratory, including speech organs; cardiovascular; reproductive, digestive, genito-urinary; hemic and lymphatic; skin; and endocrine. (34 CFR 104.3)

Mental impairment means any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities. (34 CFR 104.3)

~~Substantially limits major life activities means limiting a person's ability to perform functions such as caring for himself/herself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating and working. Major life activities also includes major bodily functions such as functions of the immune system, normal cell growth, and digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions. Substantially~~

~~limits shall be determined without regard to the ameliorative effects of mitigating measures other than ordinary eyeglasses or contact lenses. Mitigating measures include, but are not limited to, medications, prosthetic devices, assistive devices, learned behavioral, or adaptive neurological modifications which an individual may use to eliminate or reduce the effects of an impairment. (42 USC 12102; 34 CFR 104.3)~~

~~***Note: 28 CFR 35.108, as added by 81 Fed. Reg. 53203, requires the term "substantially limits" to be construed broadly. An impairment is a disability if it substantially limits the ability of an individual to perform a major life activity as compared to most people in the general population. Such comparison usually does not require scientific, medical, or statistical evidence. An impairment need not prevent or significantly or severely restrict the performance of a major life activity in order to qualify as substantially limiting.***~~

~~***Note: 28 CFR 35.108 also provides that (1) in determining whether or not an impairment substantially limits a major life activity, the ameliorative effects of mitigating measures, other than ordinary eyeglasses or contact lenses, may not be considered; (2) an impairment that is episodic or in remission is a disability if it would substantially limit a major life activity when active; and (3) an impairment that substantially limits one major life activity need not substantially limit other major life activities in order to be considered a substantially limiting impairment.***~~

~~***Note: Additionally, 28 CFR 35.108 expands the definition of "major life activities" to include the operation of specific major bodily functions.***~~

Substantially limits major life activities means limiting a person's ability to perform functions, as compared to most people in the general population, such as caring for himself/herself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, writing, communicating, and working. Major life activities also includes major bodily functions such as functions of the immune system, special sense organs and skin, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, cardiovascular, endocrine, hemic, lymphatic, musculoskeletal, and reproductive functions, as well as the operation of an individual organ within a body system. The determination of whether an impairment substantially limits a student's major life activities shall be made without regard to the ameliorative effects of mitigating measures other than ordinary eyeglasses or contact lenses. Mitigating measures are measures that an individual may use to eliminate or reduce the effects of an impairment, including, but not limited to, medications, medical supplies or equipment, prosthetic devices, assistive devices, reasonable modifications or auxiliary aids or services, learned behavioral or adaptive neurological modifications, psychotherapy, behavioral therapy, or physical therapy. (42 USC 12102; 28 CFR 35.108)

Referral, Identification, and Evaluation

Any action or decision to be taken by the district involving the referral, identification, or

evaluation of a student with disabilities shall be in accordance with the following procedures:

1. Any student may be referred by a parent/guardian, teacher, other school employee, student success team, or community agency for consideration of eligibility as a disabled student under Section 504. This referral may be made to the principal or 504 Coordinator

2. Upon receipt of any such referral, the principal, 504 Coordinator, or other qualified individual with expertise in the area of the student's suspected disability shall consider the referral and determine whether an evaluation is appropriate. This determination shall be based on a review of the student's school records, including those in academic and nonacademic areas of the school program; consultation with the student's teacher(s), other professionals, and the parent/guardian, as appropriate; and analysis of the student's needs.

If it is determined that an evaluation is unnecessary, the principal or 504 Coordinator shall inform the parents/guardians in writing of this decision and of the procedural safeguards available, as described in the "Procedural Safeguards" section below.

3. If it is determined that the student needs or is believed to need special education or related services under Section 504, the district shall conduct an evaluation of the student prior to his/her initial placement. (34 CFR 104.35)

Prior to conducting an initial evaluation of a student for eligibility under Section 504, the district shall obtain written parent/guardian consent.

The district's evaluation procedures shall ensure that the tests and other evaluation materials: (34 CFR 104.35)

a. Have been validated and are administered by trained personnel in conformance with the instruction provided by the test publishers

b. Are tailored to assess specific areas of educational need and are not merely designed to provide a single general intelligence quotient

c. Reflect the student's aptitude or achievement or whatever else the tests purport to measure rather than his/her impaired sensory, manual, or speaking skills, except where **those** skills are the factors that the tests purport to measure

Section 504 Services Plan and Placement

Services and placement decisions for students with disabilities shall be determined as follows:

1. A multi-disciplinary 504 team shall be convened to review the evaluation data in order to make placement decisions.

The 504 team shall consist of a group of persons knowledgeable about the student, the meaning of the evaluation data, and the placement options. (34 CFR 104.35)

In interpreting evaluation data and making placement decisions, the team shall draw upon information from a variety of sources, including aptitude and achievement tests, teacher recommendations, physical condition, social or cultural background, and adaptive behavior. The team shall also ensure that information obtained from all such sources is documented and carefully considered and that the placement decision is made in conformity with 34 CFR 104.34. (34 CFR 104.35)

2. If, upon evaluation, a student is determined to be eligible for services under Section 504, the team shall meet to develop a written 504 services plan which shall specify the types of regular or special education services, accommodations, and supplementary aids and services necessary to ensure that the student receives FAPE.

The parents/guardians shall be invited to participate in the meeting and shall be given an opportunity to examine all relevant records.

(cf. 5141.21 - Administering Medication and Monitoring Health Conditions)

(cf. 5141.22 - Infectious Diseases)

(cf. 5141.23 - Asthma Management)

(cf. 5141.24 - Specialized Health Care Services)

(cf. 5141.26 - Tuberculosis Testing)

(cf. 5141.27 - Food Allergies/Special Dietary Needs)

3. If the 504 team determines that no services are necessary for the student, the record of the team's meeting shall reflect whether or not the student has been identified as a disabled person under Section 504 and shall state the basis for the determination that no special services are presently needed. The student's parent/guardian shall be informed in writing of his/her rights and procedural safeguards, as described in the "Procedural Safeguards" section below.

4. The student shall be placed in the regular educational environment, unless the district can demonstrate that the education of the student in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily. The student shall be educated with those who are not disabled to the maximum extent appropriate to his/her individual needs. (34 CFR 104.34)

5. The district shall complete the identification, evaluation, and placement process within a reasonable time frame.

6. A copy of the student's Section 504 services plan shall be kept in his/her student record. The student's teacher(s) and any other staff who provide services to the student shall be informed of the plan's requirements.

If a student transfers to another school within the district, the principal or designee at the school from which the student is transferring shall ensure that the principal or designee at the new school receives a copy of the plan prior to the student's enrollment in the new school.

(cf. 5125 - Student Records)

Review and Reevaluation

The 504 team shall monitor the progress of the student and, at least annually, shall review the effectiveness of the student's Section 504 services plan to determine whether the services are appropriate and necessary and whether the student's needs are being met as adequately as the needs of nondisabled students. In addition, each student with a disability under Section 504 shall be reevaluated at least once every three years.

A reevaluation of the student's needs shall be conducted before any subsequent significant change in placement. (34 CFR 104.35)

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

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

Procedural Safeguards

The ~~State Administrator~~/Superintendent or designee shall notify the parents/guardians of students with disabilities of all actions and decisions by the district regarding the identification, evaluation, or educational placement of their children. He/she also shall notify the parents/guardians of all the procedural safeguards available to them if they disagree with the district's action or decision, including an opportunity to examine all relevant records and an impartial hearing in which they shall have the right to participate. (34 CFR 104.36)

(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)

If a parent/guardian disagrees with any district action or decision regarding the identification, evaluation, or educational placement of his/her child under Section 504, he/she may request a Section 504 due process hearing within 30 days of that action or decision.

Prior to requesting a Section 504 due process hearing, the parent/guardian may, at his/her discretion, but within 30 days of the district's action or decision, request an administrative review of the action or decision. The Coordinator shall designate an appropriate administrator to meet with the parent/guardian to attempt to resolve the issue and the administrative review shall be held within 14 days of receiving the parent/guardian's request. If the parent/guardian is not satisfied with the resolution of the issue, he/she may request a Section 504 due process hearing.

Section 504 due process hearing shall be conducted in accordance with the following procedures:

1. The parent/guardian shall submit a written request to the Coordinator within 30 days of receiving the district's decision or, if an administrative review is held, within 14 days of the completion of the review. The request for the due process hearing shall include:
 - a. The specific nature of the decision with which he/she disagrees
 - b. The specific relief he/she seeks
 - c. Any other information he/she believes is pertinent to resolving the disagreement
2. Within 30 days of receiving the parent/guardian's request, the Superintendent or designee and 504 Coordinator shall select an impartial hearing officer. This 30-day deadline may be extended for good cause or by mutual agreement of the parties.
3. Within 45 days of the selection of the hearing officer, the Section 504 due process hearing shall be conducted and a written decision mailed to all parties. This 45-day deadline may be extended for good cause or by mutual agreement of the parties.
4. The parties to the hearing shall be afforded the right to:
 - a. Be accompanied and advised by counsel and by individuals with special knowledge or training related to the problems of students with disabilities under Section 504
 - b. Present written and oral evidence
 - c. Question and cross-examine witnesses
 - d. Receive written findings by the hearing officer stating the decision and explaining the reasons for the decision

If desired, either party may seek a review of the hearing officer's decision by a federal court of competent jurisdiction.

Notifications

The ~~State Administrator~~/Superintendent or designee shall ensure that the district has taken appropriate steps to notify students and parents/guardians of the district's duty under Section 504. (34 CFR 104.32)

(cf. 5145.6 - Parental Notifications)
(11/07 3/09) 4/13

Regulation SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

First Reading: February 22, 2017

Adopted:

King City, California

Instruction

Education For Homeless Children

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

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

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

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

(cf. 5111.13 - Residency for Homeless Children)

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

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

(cf. 0460 - Local Control and Accountability Plan)

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

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

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

(cf. 0500 - Accountability)

(cf. 6190 - Evaluation of the Instructional Program)

Transportation

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

(cf. 3250 - Transportation Fees)

(cf. 3541 - Transportation Routes and Services)

Legal Reference:

EDUCATION CODE

~~1980-1986 County community schools~~

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

~~39807.5 Payment of transportation costs by parents~~

UNITED STATES CODE, TITLE 42

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

Management Resources:

U.S. DEPARTMENT OF EDUCATION GUIDANCE

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

WEB SITES

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

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

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

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

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

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

Legal Reference:

EDUCATION CODE

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

39807.5 Payment of transportation costs by parents

48850 Educational rights; participation in extracurricular activities

48852.5 Notice of educational rights of homeless students

48852.7 Enrollment of homeless students

48915.5 Recommended expulsion, homeless student with disabilities

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

Management Resources:

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

WEB SITES

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

(7/02 7/05) 12/15

Policy SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
First Reading: February 22, 2017
Adopted: King City, California

Instruction

Education For Juvenile Court School Students

~~***Note: The following administrative regulation is for use by districts that maintain secondary schools. Juvenile court schools are operated by county offices of education pursuant to Education Code 48645-48646 and serve students who are under the protection or authority of the county juvenile justice system. Pursuant to Education Code 48645.2, such schools may be administered either by the County Superintendent of Schools or by the board of the district in which the juvenile court school is located, through a contract between the County Board of Education and the district's governing board.***~~

~~***Note: Education Code 51225.1 and 51225.2, as amended by AB 2306 (Ch. 464, Statutes of 2016), establish educational rights of former juvenile court school students who transition into a district school. These include rights related to the immediate enrollment of such students, the immediate transfer of educational records, the transfer of coursework and credits, and exemption from district established graduation requirements under certain conditions.***~~

~~***Note: The following optional paragraph reflects the intent expressed in Education Code 48647 to encourage collaboration between the district and county agencies to ensure effective communication, enrollment, and placement practices.***~~

The Superintendent or designee shall collaborate with the County Superintendent of Schools and the county probation department to facilitate the transition of students from a juvenile court school into the regular schools of the district. Such collaboration may include, but not be limited to, the development of data-sharing systems, communication strategies, and other structures that aid in the enrollment, placement, and continuous educational progress of such students.

Enrollment

~~***Note: Education Code 48645.5 requires the immediate enrollment of a student who has had contact with the juvenile justice system. Pursuant to Education Code 48645.5 and 48853.5, such a student must be enrolled even if he/she (1) has outstanding fees, fines, textbooks, or other items or monies due to the previous school; (2) does not have clothing normally required by the school, such as school uniforms; or (3) is unable to produce records normally required for enrollment.***~~

A former juvenile court school student transferring into a regular district school shall be immediately enrolled in the school. The Superintendent or designee shall not deny enrollment to a student solely on the basis of his/her arrest, adjudication by a juvenile court, formal or informal supervision by a probation officer, detention in a juvenile facility, enrollment in a juvenile court school, or other contact with the juvenile justice system. (Education Code 48645.5)

(cf. 5111 - Admission)

(cf. 5111.1 - District Residency)

(cf. 5125 - Student Records)
 (cf. 5125.2 - Withholding Grades, Diploma or Transcripts)
 (cf. 5132 - Dress and Grooming)
 (cf. 5141.26 - Tuberculosis Testing)
 (cf. 5141.31 - Immunizations)

Transfer of Coursework and Credits

When a student transfers from a juvenile court school into a district school, the district shall accept and issue full credit for any coursework that the student has satisfactorily completed at that school and shall not require the student to retake the course. If the student did not complete the entire course, he/she shall be issued partial credit for the coursework completed and shall not be required to retake the portion of the course completed. (Education Code 48645.5, 51225.2)

However, a student may be required to retake the portion of the course completed if the Superintendent or designee, in consultation with the holder of educational rights for the student, finds that the student is reasonably able to complete the requirements in time to graduate from high school. Whenever partial credit is issued to a former juvenile court school student in any particular course, he/she shall be enrolled in the same or equivalent course, if applicable, so that he/she may continue and complete the entire course. (Education Code 51225.2)

~~***Note: The following paragraph should be revised to reflect district practice, consistent with district policy related to partial credit awarded to homeless students and foster youth. Although Education Code 51225.2, as amended by AB 2306 (Ch. 464, Statutes of 2016), requires districts to award partial credits to former juvenile court school students who transfer from school to school, there is no uniform system for calculating and awarding partial credits. The following paragraph reflects a recommendation in the California Child Welfare Council's Partial Credit Model Policy and Practice Recommendations and is consistent with the approach provided in AR 6173 - Education for Homeless Children and AR 6173.1 - Education for Foster Youth.***~~

Partial credits shall be awarded on the basis of 0.5 credits for every seven class periods attended per subject. If the school is on a block schedule, each block schedule class period attended shall be equal to two regular class periods per subject.

In no event shall the district prevent a former juvenile court school student from taking or retaking a course to meet the eligibility requirements for admission to the California State University or the University of California. (Education Code 51225.2)

(cf. 6143 - Courses of Study)

Graduation

If a student completes district graduation requirements while being detained in a juvenile facility, the district shall issue the student a diploma from the school the student last attended, unless the

County Superintendent issues the diploma. (Education Code 48645.5)

(cf. 6146.1 - High School Graduation Requirements)

~~***Note: The remainder of this section addresses the completion of graduation requirements by students who transfer from a juvenile court school to a district school after completing two years of high school. Education Code 51225.1, as amended by AB 2306 (Ch. 464, Statutes of 2016), exempts such students from district established graduation requirements under certain conditions.***~~

A student who transfers to a district school from a juvenile court school shall generally be expected to complete all courses required by Education Code 51225.3 and to fulfill any additional graduation requirements prescribed by the Governing Board.

However, when a student who has completed his/her second year of high school transfers from a juvenile court school into a district school, he/she shall be exempted from all district-adopted coursework and other district-established graduation requirements, unless the district makes a finding that the student is reasonably able to complete the additional requirements in time to graduate from high school by the end of his/her fourth year of high school. Within 30 calendar days of the student's transfer, the Superintendent or designee shall notify the student, the person holding the right to make educational decisions for him/her, and the student's social worker or probation officer of the availability of the exemption and whether the student qualifies for it. If the Superintendent or designee fails to provide this notification, the student shall be eligible for the exemption once notified, even if the notification occurs after the termination of the court's jurisdiction over the student. (Education Code 51225.1)

(cf. 5145.6 - Parental Notifications)

To determine whether a student is in his/her third or fourth year of high school, the district shall use either the number of credits he/she has earned as of the date of the transfer or the length of his/her school enrollment, whichever qualifies him/her for the exemption. (Education Code 51225.1)

The Superintendent or designee shall notify any former juvenile court school student who is granted an exemption and the person holding the right to make educational decisions for him/her how any requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution and shall provide information about transfer opportunities available through the California Community Colleges. (Education Code 51225.1)

The district shall not require or request a former juvenile court school student to transfer schools in order to qualify for an exemption, and no request for a transfer solely to qualify for an exemption shall be made by a student, the person holding the right to make educational decisions for the student, or the student's social worker or probation officer. (Education Code 51225.1)

If a student is exempted from local graduation requirements, the exemption shall continue to apply after the termination of the court's jurisdiction over the student or if he/she transfers to another school or school district. (Education Code 51225.1)

If the Superintendent or designee determines that a former juvenile court school student is reasonably able to complete district graduation requirements within his/her fifth year of high school, he/she shall: (Education Code 51225.1)

1. Inform the student and, if the student is under 18 years of age, the person holding the right to make educational decisions for him/her, of the option available to the student to remain in school for a fifth year to complete the district's graduation requirements and how that will affect his/her ability to gain admission to a postsecondary educational institution
2. Provide information to the student about transfer opportunities available through the California Community Colleges
3. Upon agreement with the student or with the person holding the right to make educational decisions for him/her if he/she is under 18 years of age, permit the student to stay in school for a fifth year to complete the district's graduation requirements

Notification and Complaints

Information regarding the educational rights of former juvenile court school students, as specified in Education Code 51225.1 and 51225.2, shall be included in the annual uniform complaint procedures notification distributed to students, parents/guardians, employees, and other interested parties pursuant to 5 CCR 4622. (Education Code 51225.1, 51225.2)

~~***Note: Education Code 51225.1 and 51225.2, as amended by AB 2306 (Ch. 464, Statutes of 2016), provide that complaints of noncompliance with specified requirements related to the educational rights of former juvenile court school students may be filed in accordance with the uniform complaint procedures specified in 5 CCR 4600-4687. As with other complaints covered under the uniform complaint procedures, a complainant may appeal the district's decision to the California Department of Education (CDE) and, if the district or CDE finds any merit in the complaint, the district must provide a remedy to the affected student. See BP/AR 1312.3 - Uniform Complaint Procedures.***~~

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

(cf. 1312.3 - Uniform Complaint Procedures)

Legal Reference:

EDUCATION CODE

48645-48648 Juvenile court schools

48853.5 Immediate enrollment

51225.1 Exemption from district graduation requirements

51225.2 Former juvenile court school student defined; acceptance of coursework, credits, retaking of course

51225.3 High school graduation

60851.5 Suspension of high school exit examination

WELFARE AND INSTITUTIONS CODE

602 Minors violating law; ward of court

880-893 Wards and dependent children; juvenile homes, ranches and camps

CODE OF REGULATIONS, TITLE 5

4600-4687 Uniform complaint procedures

Management Resources:

CALIFORNIA CHILD WELFARE COUNCIL

Partial Credit Model Policy and Practice Recommendations

YOUTH LAW CENTER PUBLICATIONS

Educational Injustice: Barriers to Achievement and Higher Education for Youth in California

Juvenile Court Schools, 2016

WEB SITES

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

California Child Welfare Council: <http://www.chhs.ca.gov/Pages/CACChildWelfareCouncil.aspx>

California Department of Education, Juvenile Court Schools: <http://www.cde.ca.gov/sp/eo/jc>

Youth Law Center: <http://www.ylc.org>

12/16

Regulation: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

First Reading: February 22, 2017

Adopted:

King City, California

Board Bylaws

Board Training

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

~~***Note: CSBA's Professional Governance Standards include expectations that each individual Governing Board member will participate in professional development and commit the time and energy necessary to be an informed and effective leader. See CSBA's web site for education opportunities available through CSBA, including, but not limited to, CSBA's Institute for New and First Term Board Members, Masters in Governance program, Annual Education Conference and Trade Show, Legal Symposium for Experienced Board Members, Board Presidents Workshop, Brown Act Workshop, Back to School Webcast, other workshops and webinars on specific topics, and in-district governance consulting services.***~~

The Governing Board believes that the Board's ability to effectively and responsibly govern the district is essential to promoting student achievement, building positive community relations, and protecting the public interest in district schools. Board members shall be provided sufficient opportunities for professional development that helps them understand their responsibilities, stay abreast of new developments in education, and develop boardsmanship skills.

(cf. 9000 - Role of the Board)

(cf. 9005 - Governance Standards)

The Board and/or the Superintendent or designee shall provide an orientation to newly elected or appointed Board members which includes comprehensive information regarding Board roles, policies, and procedures and the district's vision and goals, operations, and current challenges. Throughout their first term, Board members shall continue to participate in additional educational opportunities designed to assist them in understanding the principles of effective governance, including, but not limited to, information on school finance and budgets, student achievement and assessment, labor relations, community relations, program evaluation, open meeting laws (the Brown Act), conflict of interest laws, and other topics necessary to govern effectively and in compliance with law.

(cf. 9230 - Orientation)

All Board members are encouraged to continuously participate in advanced training offered by the California School Boards Association in order to reinforce boardsmanship skills and build knowledge related to key education issues. Such activities may include online courses, webinars, webcasts, and in-person attendance at workshops and conferences. In addition, workshops and consultations may be held within the district on issues that involve the entire governance team.

~~***Note: CSBA recommends that board training and travel expenses be budgeted as separate items. While training is essential to maintain an effective, well informed Board, travel expenses are incurred for a variety of reasons.***~~

~~***Note: It is also recommended that the Board determine the manner in which board training activities that require the use of district funds will be selected or approved. Districts may allocate funds equally to each Board member and allow each member discretion to select activities that meet his/her needs, or may require that all activities or activities over a specified cost be approved by the full Board. The following paragraph may be revised to reflect district practice.***~~

Funds for board training shall be budgeted annually for the Board and each Board member. In selecting appropriate activities, the Board and/or individual Board members shall consider activities that are aligned with the district's vision and goals and the needs of the Board or individual member to obtain specific knowledge and skills. The Board shall annually develop a board training calendar in order to schedule and track board training activities and to schedule opportunities for Board members to report on the activities in which they participated.

(cf. 0000 - Vision)

(cf. 0200 - Goals for the School District)

(cf. 3100 - Budget)

(cf. 9250 - Remuneration, Reimbursement, and Other Benefits)

~~***Note: Pursuant to Government Code 54952.2, a "meeting" subject to Brown Act requirements does not include the attendance of a majority of the Board's members at a conference or similar public gathering, provided that a majority of the members do not discuss among themselves business of a specific nature that is within the subject matter jurisdiction of the Board. Also see BB 9320 Meetings and Notices.***~~

Board members may attend a conference or similar public gathering with other Board members and/or with the Superintendent or designee in order to develop common knowledge and understanding of an issue or engage in team-building exercises. In such cases, a majority of the Board members shall not discuss among themselves, other than as part of the scheduled program, business of a specified nature that is within the district's jurisdiction, so as not to violate the Brown Act open meeting laws pursuant to Government Code 54952.2.

(cf. 9320 - Meetings and Notices)

Board members shall report to the Board, orally or in writing, on the board training activities they attend, for the purpose of sharing the acquired knowledge or skills with the full Board and enlarging the benefit of the activity to the Board and district.

Legal Reference:

GOVERNMENT CODE

54950-54963 The Ralph M. Brown Act, especially:

54952.2 Meeting

Management Resources:

CSBA PUBLICATIONS

Professional Governance Standards for School Boards

WEB SITES

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

California County Boards of Education: <http://www.theccbe.org>

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

(12/87 6/94) 12/16

Bylaw: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

First Reading: February 22, 2017

Adopted:

King City, California

Bylaws of the Board

MEETING CONDUCT

Meeting Procedures

All Governing Board meetings shall begin on time and shall be guided by an agenda prepared in accordance with Board bylaws and posted and distributed in accordance the Ralph M. Brown Act (open meeting requirements) and other applicable laws.

(cf. 9322 - Agenda/Meeting Materials)

The Board president shall conduct Board meetings in accordance with Board bylaws and procedures that enable the Board to efficiently consider issues and carry out the will of the majority.

(cf. 9121 - President)

The Board believes that late night meetings deter public participation, can affect the Board's decision-making ability, and can be a burden to staff. Regular Board meetings shall be adjourned at 10:30 p.m. unless extended to a specific time determined by a majority of the Board. The meeting shall be extended no more than once and subsequently may be adjourned to a later date.

(cf. 9320 - Meetings and Notices)

Quorum

A majority of the number of filled positions on the Board constitutes a quorum (Education Code 35164)

(cf. 9323.2 - Actions by the Board)

Abstentions

The Board believes that when no conflict of interest requires abstention, its members have a duty to vote on issues before them. When a member abstains, his/her abstention shall be not be counted for purposes of determining whether a majority of the membership of the Board has taken action.

(cf. 9270 - Conflict of Interest)

Public Participation

Members of the public are encouraged to attend Board meetings and to address the Board concerning any item on the agenda or within the Board's jurisdiction. So as not to inhibit public participation, persons attending Board meetings shall not be requested to sign in, complete a questionnaire, or otherwise provide their name or other information as a condition of attending the meeting.

In order to conduct district business in an orderly and efficient manner, the Board requires that public presentations to the Board comply with the following procedures:

1. The Board shall give members of the public an opportunity to address the Board on any item of interest to the public that is within the subject matter jurisdiction of the Board, either before or during the Board's consideration of the item. (Education Code 35145.5, Government Code 54954.3)
2. At a time so designated on the agenda at a regular meeting, members of the public may bring before the Board, matters that are not listed on the agenda. The Board shall take no action or discussion on any item not appearing on the posted agenda, except as authorized by law. (Education Code 35145.5, Government Code 54954.2)
3. Without taking action, Board members or district staff members may briefly respond to statements made or questions posed by the public about items not appearing on the agenda. Additionally, on their own initiative or in response to questions posed by the public, a Board or staff member may ask a question for clarification, make a brief announcement, or make a brief report on his/her own activities. (Government Code 54954.2)

Furthermore, the Board or a Board member may provide a reference to staff or other resources for factual information, ask staff to report back to the Board at a subsequent meeting concerning any matter, or take action directing staff to place a matter of business on a future agenda. (Government Code 54954.2)

4. The Board need not allow the public to speak on any item that has already been considered by a committee composed exclusively of Board members at a public meeting where the public had the opportunity to address the committee on that item. However, if the Board determines that the item has been substantially changed since the committee heard the item, the Board shall provide an opportunity for the public to speak. (Government Code 54954.3)

(cf. 9130 - Board Committees)

5. A person wishing to be heard by the Board shall first be recognized by the president and shall then proceed to comment as briefly as the subject permits.

Individual speakers shall be allowed three minutes to address the Board on each agenda or nonagenda item. The Board shall limit the total time for public input on each item to 20 minutes. With Board consent, the president may increase or decrease the time allowed for public presentation, depending on the topic and the number of persons wishing to be heard. The president may take a poll of speakers for or against a particular issue and may ask that additional persons speak only if they have something new to add.

~~***Note: Government Code 54954.3 authorizes regulations limiting the total amount of time allocated for public testimony on particular issues and for each individual speaker. The following paragraph should be revised to reflect district practice.***~~

~~***Note: If the Board limits the time for public comment, Government Code 54954.3, as amended by AB 1787 (Ch. 507, Statutes of 2016), requires the Board to provide at least twice the allotted time~~

~~to a member of the public who utilizes a translator, as provided below.***~~

Individual speakers shall be allowed three minutes to address the Board on each agenda or non-agenda item. The Board shall limit the total time for public input on each item to 20 minutes. With Board consent, the Board president may increase or decrease the time allowed for public presentation, depending on the topic and the number of persons wishing to be heard. The president may take a poll of speakers for or against a particular issue and may ask that additional persons speak only if they have something new to add.

In order to ensure that non-English speakers receive the same opportunity to directly address the Board, any member of the public who utilizes a translator shall be provided at least twice the allotted time to address the Board, unless simultaneous translation equipment is used to allow the Board to hear the translated public testimony simultaneously. (Government Code 54954.3)

6. The Board president may rule on the appropriateness of a topic.

a. If the topic would be more suitably addressed at a later time, the president may indicate the time and place when it should be presented.

b. The Board shall not prohibit public criticism of its policies, procedures, programs, services, acts, or omissions. (Government Code 54954.3) ~~In addition, the Board may not prohibit public criticism of district employees.~~

~~***Note: The following optional item addresses the issue of specific charges or complaints against district employees in open Board meetings. Although the Board may inform the speaker of appropriate district complaint procedures, it cannot prohibit criticisms of the district and its employees, no matter how harsh. Board members and staff may briefly respond to the concerns raised by the complainant at the meeting.***~~

~~***Note: In *Baca v. Moreno Valley Unified School District*, a federal district court issued a preliminary injunction against the district prohibiting it from enforcing its policy barring criticism of employees at public Board meetings. The court found that the district's policy violated the plaintiff's First Amendment rights by restricting the content of her speech. The court further noted that the district could not legally prevent a person from speaking in open session, even if the speech was clearly defamatory. It is recommended that the Board consult legal counsel if a question arises regarding public criticism of a district employee.***~~

c. The Board shall not prohibit public criticism of district employees. However, whenever a member of the public initiates specific complaints or charges against an individual employee, the Board president shall inform the complainant of the appropriate complaint procedure.

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 9321 - Closed Session Purposes and Agendas)

Whenever a member of the public initiates specific complaints or charges against an employee, the Board president shall inform the complainant that in order to protect the employee's right to adequate notice before a hearing of such complaints and charges, and also to preserve the ability of the Board

to legally consider the complaints or charges in any subsequent evaluation of the employee, it is the policy of the Board to hear such complaints or charges in closed session unless otherwise requested by the employee pursuant to Government Code 54957. The Board president shall also encourage the complainant to file a complaint using the appropriate district complaint procedure.

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 9321 - Closed Session Purposes and Agendas)

~~7. The Board president shall not permit any disturbance or willful interruption of Board meetings. Persistent disruption by an individual or group shall be grounds for the president to terminate the privilege of addressing the Board.~~

7. The Board president shall not permit any disturbance or willful interruption of Board meetings. Persistent disruption by an individual or group or any conduct or statements that threaten the safety of any person(s) at the meeting shall be grounds for the president to terminate the privilege of addressing the Board.

The Board may remove disruptive individuals and order the room cleared if necessary. In this case, members of the media not participating in the disturbance shall be allowed to remain, and individuals not participating in such disturbances may be allowed to remain at the discretion of the Board. When the room is ordered cleared due to a disturbance, further Board proceedings shall concern only matters appearing on the agenda. (Government Code 54957.9)

When such disruptive conduct occurs, the Superintendent or designee shall contact local law enforcement.

Recording by the Public

~~The Superintendent or designee shall designate locations from which members of the public may broadcast, photograph, or tape record open meetings without causing a distraction.~~

(cf. 9324 - Board Minutes and Recordings)

~~***Note: Government Code 54953.5 provides that any person attending an open meeting may record it with an audio or video recorder or a still or motion picture camera unless the Board makes a reasonable finding that the recording cannot continue without noise, illumination, or obstruction of view which would persistently disrupt the meeting. Government Code 54953.6 requires a similar finding before the Board can prohibit or restrict a broadcast of its meetings.***~~

~~***Note: The following paragraph extends the right to record an open meeting to include recordings made by other devices such as a cell phone.***~~

Members of the public may record an open Board meeting using an audio or video recorder, still or motion picture camera, cell phone, or other device, provided that the noise, illumination, or obstruction of view does not persistently disrupt the meeting. The Superintendent or designee may designate locations from which members of the public may

make such recordings without causing a distraction.

(cf. 9324 - Board Minutes and Recordings)

If the Board finds that noise, illumination, or obstruction of view related to these activities would persistently disrupt the proceedings, these activities shall be discontinued or restricted as determined by the Board. (Government Code 54953.5, 54953.6)

Legal Reference:

EDUCATION CODE

~~5095 Powers of remaining board members and new appointees~~

~~32210 Willful disturbance of public school or meeting a misdemeanor~~

~~35010 Prescription and enforcement of rules~~

~~35145.5 Agenda; public participation; regulations~~

~~35163 Official actions, minutes and journal~~

~~35164 Vote requirements~~

~~35165 Effect of vacancies upon majority and unanimous votes by seven member board~~

GOVERNMENT CODE

~~54953.5 Audio or video tape recording of proceedings~~

~~54953.6 Broadcasting of proceedings~~

~~54954.2 Agenda; posting; action on other matters~~

~~54954.3 Opportunity for public to address legislative body; regulations~~

~~54957 Closed sessions~~

~~54957.9 Disorderly conduct of general public during meeting; clearing of room~~

PENAL CODE

~~403 Disruption of assembly or meeting~~

COURT DECISIONS

~~McMahon v. Albany Unified School District, (2002) 104 Cal.App.4th 1275~~

~~Rubin v. City of Burbank, (2002) 101 Cal.App.4th 1194~~

~~Baca v. Moreno Valley Unified School District, (1996) 936 F.Supp. 719~~

ATTORNEY GENERAL OPINIONS

~~76 Ops.Cal.Atty.Gen. 281 (1993)~~

~~66 Ops.Cal.Atty.Gen. 336 (1983)~~

~~63 Ops.Cal.Atty.Gen. 215 (1980)~~

~~61 Ops.Cal.Atty.Gen. 243, 253 (1978)~~

~~55 Ops.Cal.Atty.Gen. 26 (1972)~~

~~59 Ops.Cal.Atty.Gen. 532 (1976)~~

Management Resources:

CSBA PUBLICATIONS

~~The Brown Act: School Boards and Open Meeting Laws, rev. 2005~~

~~Board Presidents' Handbook, rev. 2002~~

~~Maximizing School Board Governance: Boardsmanship~~

ATTORNEY GENERAL PUBLICATIONS

~~The Brown Act: Open Meetings for Legislative Bodies, 2003~~

WEB SITES

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

~~California Attorney General's Office: <http://www.caag.state.ca.us>~~

~~(2/97 10/97) 11/06~~

Legal Reference:

EDUCATION CODE

- 5095 Powers of remaining board members and new appointees
- 32210 Willful disturbance of public school or meeting a misdemeanor
- 35010 Prescription and enforcement of rules
- 35145.5 Agenda; public participation; regulations
- 35163 Official actions, minutes and journal
- 35164 Vote requirements
- 35165 Effect of vacancies upon majority and unanimous votes by seven member board

CODE OF CIVIL PROCEDURE

- 527.8 Workplace Violence Safety Act

GOVERNMENT CODE

- 54953.3 Prohibition against conditions for attending a board meeting
- 54953.5 Audio or video recording of proceedings
- 54953.6 Broadcasting of proceedings
- 54954.2 Agenda; posting; action on other matters
- 54954.3 Opportunity for public to address legislative body; regulations
- 54957 Closed sessions
- 54957.9 Disorderly conduct of general public during meeting; clearing of room

PENAL CODE

- 403 Disruption of assembly or meeting

COURT DECISIONS

- City of San Jose v. Garbett, (2010) 190 Cal.App.4th 526
- Norse v. City of Santa Cruz, (9th Cir. 2010) 629 F3d 966
- McMahon v. Albany Unified School District, (2002) 104 Cal.App.4th 1275
- Rubin v. City of Burbank, (2002) 101 Cal.App.4th 1194
- Baca v. Moreno Valley Unified School District, (1996) 936 F.Supp. 719

ATTORNEY GENERAL OPINIONS

- 90 Ops.Cal.Atty.Gen. 47 (2007)
- 76 Ops.Cal.Atty.Gen. 281 (1993)
- 66 Ops.Cal.Atty.Gen. 336 (1983)
- 63 Ops.Cal.Atty.Gen. 215 (1980)
- 61 Ops.Cal.Atty.Gen. 243, 253 (1978)
- 59 Ops.Cal.Atty.Gen. 532 (1976)
- 55 Ops.Cal.Atty.Gen. 26 (1972)

Management Resources:

CSBA PUBLICATIONS

- Call to Order: A Blueprint for Great Board Meetings, 2015
- The Brown Act: School Boards and Open Meeting Laws, rev. 2014

ATTORNEY GENERAL PUBLICATIONS

- The Brown Act: Open Meetings for Local Legislative Bodies, 2003

WEB SITES

- CSBA: <http://www.csba.org>
- California Attorney General's Office: <https://oag.ca.gov>

Bylaws: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

First Reading: February 22, 2017

Adopted:

King City, California

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

SUBJECT: Approval of the 2015/16 Financial Audit Report

MEETING: February 28, 2017

AGENDA SECTION:

ACTION

INFORMATION

ACTION/CONSENT

GOVERNING BOARD

Board Goals:

- Improve, Monitor and Sustain Student Achievement
- Improve School Climate in Support of Teaching, Learning and Student Safety
- Develop/Sustain Fiscal Solvency
- Ensure that Facilities are Safe for Staff and Students
- Ensure compliance with Education/Other Codes/Updating Board Policies and Administrative Regulations

Summary:

All school districts are audited at the end of each fiscal year. Michael Ash, CPA from Christy White Associates, LLC presented the audit earlier in the meeting.

Recommendation:

It is the recommendation that the Board of Education approve the 2015/16 Financial Audit Report.

Fiscal Impact:

Not applicable

Submitted By:



Sherrie S. Castellanos
Chief Business Official

Approved:



Daniel R. Moirao, Ed.D.
Superintendent

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

SUBJECT: Approval to Surplus Equipment

MEETING: February 28, 2017

AGENDA SECTION:

ACTION

INFORMATION

ACTION/CONSENT

GOVERNING BOARD

Board Goals:

- Improve, Monitor and Sustain Student Achievement
- Improve School Climate in Support of Teaching, Learning and Student Safety
- Develop/Sustain Fiscal Solvency
- Ensure that Facilities are Safe for Staff and Students
- Ensure Compliance with Education/Other Codes/Updating Board Policies and Administrative Regulations

Summary:

Listed is the accumulation of surplus equipment from November 7, 2015 to February 13, 2017. The equipment is no longer working and/or no longer supports student software currently used within the district.

Recommendation:

It is recommended that the Board of Education approve the listed surplus equipment.

Fiscal Impact:

None

Submitted By:



Cristina Jimenez
Sr. Director of Technology

Approved:



Daniel R. Moirao, Ed.D.
Superintendent

Disposal Report - 11/07/2015 to 02/14/2017

Tag#	Location	Bldg	Room	Category	Type	Description	Serial#	Qty	PO#	Acq. Date	Disp.	Unit Cost	Salvage	Total Cost
7366	022 PORTOLA-BUTLER CONTINUATION (KING CITY) Reason:Returned to Mfr. Defective		Main Office	17 Business Machines	090 Computer Netbook/iPad	Microsoft Surface 3	007817553653	1	PO16-00335	01/2016	01/2016	\$ 599	5.0	\$ 599
7287	021 KING CITY HIGH Reason:duplicate		124	17 Business Machines	090 Computer Netbook/iPad	ipad air 16 GB	SDMPQHBA8FK1 0	1	po16-00277	10/2015	09/2016	\$ 379	5.0	\$ 379
7282	021 KING CITY HIGH Reason:Duplicate entry-ID:294161		tech office	17 Business Machines	227 Printer	Color laser jet pro m252dw	VNB3B20848	1	b16-00006	10/2015	05/2016	\$ 1,806	2.0	\$ 1,806
7281	021 KING CITY HIGH Reason:duplicate entry		121	17 Business Machines	227 Printer	Color laser jet pro m252dw	VNB3B20842	1	b16-00006	10/2015	08/2016	\$ 1,806	2.0	\$ 1,806
7250	022 PORTOLA-BUTLER CONTINUATION (KING CITY) Reason:sent back for replacement		Main Office	17 Business Machines	090 Computer Netbook/iPad	Microsoft Surface 3	006968653653	1	PO16-00335	01/2016	02/2016	\$ 599	5.0	\$ 599
6886	021 KING CITY HIGH Reason:No longer working		192	17 Business Machines	227 Printer	hp designjet 130	6g44m1805h	1		01/2008	08/2016	\$ 1,200	2.0	\$ 1,200
13	023 GREENFIELD HIGH Reason:5+ yrs/no longer working		BOYS PE	17 Business Machines	227 Printer	SAMSUNG SCX-4720FN	8S61BAAL706409 P	1		02/2015	02/2017	\$ 225	2.0	\$ 225
334	021 KING CITY HIGH Reason:No longer working		112	12 Audio Visual	333 Projector Video	EPSON 93+	R4EF23185L	1	130082	07/2012	08/2016	\$ 533	2.0	\$ 533
6560	021 KING CITY HIGH Reason:No longer working		183	17 Business Machines	194 Monitor	Dell Wide Screen Mon	CN0J6HFT744454 4NBWAL	1	PO14-00309	02/2014	08/2016	\$ 155	1.0	\$ 155
6481	021 KING CITY HIGH Reason:No longer working		Counselor	17 Business Machines	194 Monitor	Dell Monitor 20in P2014H	CN06JHFT744455 2GB21L	1	PO16-00009	07/2015	08/2016	\$ 140	1.0	\$ 140
6452	021 KING CITY HIGH Reason:Screen is cracked		195	17 Business Machines	194 Monitor	Dell Monitor 20in P2014H	CN0J6HFT744455 2GBH1L	1	PO16-00009	07/2015	02/2016	\$ 140	1.0	\$ 140
6315	021 KING CITY HIGH Reason:No longer working		113	17 Business Machines	194 Monitor	Dell Wide Screen Mon	CN-0J6HFT- 74445-44N-	1	PO14-00309	02/2014	01/2017	\$ 155	1.0	\$ 155
6315	021 KING CITY HIGH Reason:Duplicate Item		113	17 Business Machines	194 Monitor	Dell P2014H	CN-0J6HFT- 74445-44N-	1	PO15-00011	02/2014	01/2017	\$ 155	1.0	\$ 155
5544	021 KING CITY HIGH Reason:No longer working		Library	17 Business Machines	194 Monitor	Dell Wide Screen Mon	CN0J6HFT744454 4O727L	1	PO14-00309	02/2014	08/2016	\$ 155	1.0	\$ 155

Tag#	Location	Bldg	Room	Category	Type	Description	Serial#	Qty	PO#	Acq. Date	Disp.	Unit Cost	Salvage	Total Cost
4847	021 KING CITY HIGH	Main office	Counseling Tech	17 Business Machines	303 Scanner	Xerox DocuMate 510	674cn106bn59130 0196	1		02/2005	02/2016	\$ 700	2.0	\$ 700
	Reason:No longer works													
4801	023 GREENFIELD HIGH		105	77 Printing	522 Printer	HP LASERJET P1102W	VND3K39887	1	PO14-00003	08/2013	04/2016	\$ 98	2.0	\$ 98
	Reason:No longer functioning.													
4791	021 KING CITY HIGH		tech office	12 Audio Visual	340 Projector Overhead	EPSON 93+	R4EK3400420	1	PO14-00044	07/2013	10/2016	\$ 510	5.0	\$ 510
	Reason:No longer works													
4731	021 KING CITY HIGH		tech office	12 Audio Visual	340 Projector Overhead	EPSON 93+	R4EK3400483	1	PO14-00044	07/2013	10/2016	\$ 510	5.0	\$ 510
	Reason:No longer working													
4730	021 KING CITY HIGH		149	12 Audio Visual	340 Projector Overhead	EPSON 93+	R4EK3400467	1	PO14-00044	07/2013	08/2016	\$ 510	5.0	\$ 510
	Reason:No longer working													
4857	023 GREENFIELD HIGH		607	17 Business Machines	194 Monitor	Dell Monitor	cn0fj1816418067u 0rzk	1		07/2010	02/2017	\$ 250	1.0	\$ 250
	Reason:5+ yrs/no longer working													
4563	021 KING CITY HIGH		161	12 Audio Visual	340 Projector Overhead	EPSON 93+	R4EK3400390	1	PO14-00044	07/2013	08/2016	\$ 510	5.0	\$ 510
	Reason:No longer working													
4562	021 KING CITY HIGH		144	12 Audio Visual	340 Projector Overhead	EPSON 93+	R4EK3400404	1	PO14-00044	07/2013	08/2016	\$ 510	5.0	\$ 510
	Reason:No longer working													
4561	021 KING CITY HIGH		143	12 Audio Visual	340 Projector Overhead	EPSON 93+	R4EK3400433	1	PO14-00044	07/2013	08/2016	\$ 510	5.0	\$ 510
	Reason:No longer working													
4560	021 KING CITY HIGH		146	12 Audio Visual	340 Projector Overhead	EPSON 93+	R4EK3400406	1	PO14-00044	07/2013	08/2016	\$ 510	5.0	\$ 510
	Reason:No longer working													
4557	021 KING CITY HIGH		132	12 Audio Visual	340 Projector Overhead	EPSON 93+	R4EK3400397	1	PO14-00044	07/2013	10/2016	\$ 510	5.0	\$ 510
	Reason:No longer working													
4439	023 GREENFIELD HIGH		Library IDF	17 Business Machines	087 Computer, Server	IBoss Web Filter	PT206146	1		07/2012	10/2016	\$ 3,000	12.0	\$ 3,000
	Reason:Upgraded													
4434	021 KING CITY HIGH		161	77 Printing	522 Printer	Hp lasejet 1022	Vnb3c12848	1		09/2013	11/2016	\$ 98	2.0	\$ 98
	Reason:No longer working													
4427	021 KING CITY HIGH		Library mdf	17 Business Machines	198 Network Equipment	iboss	Na	1		07/2012	05/2016	\$ 3,000	1.0	\$ 3,000
	Reason:No longer working													
4416	021 KING CITY HIGH		Tech Office	17 Business Machines	303 Scanner	Symbol SPT1700	40a03n52y	1		01/2003	02/2016	\$ 1,100	2.0	\$ 1,100
	Reason:upgraded w/new system													

Tag#	Location	Bldg	Room	Category	Type	Description	Serial#	Qty	PO#	Acq. Date	Disp.	Unit Cost	Salvage	Total Cost
4398	021 KING CITY HIGH Reason:No longer working		tech office	17 Business Machines	303 Scanner	Dell scanner	cn-0f811-48734-51k-110s	1		04/2011	05/2016	\$ 100	2.0	\$ 100
4334	022 PORTOLA-BUTLER CONTINUATION (KING CITY) Reason:No Longer Working		portola office	12 Audio Visual	244 Monitor	Dell Monitor	CNOTJKG17426126EIEPU	1	130222	09/2012	02/2017	\$ 150	2.0	\$ 150
4320	021 KING CITY HIGH Reason:upgraded		tech office	12 Audio Visual	244 Monitor	DELL 17	CNOTJKG174261264OYGU	1	130222	09/2012	02/2016	\$ 150	2.0	\$ 150
4185	023 GREENFIELD HIGH Reason:5+ yrs/no longer working		607	17 Business Machines	088 Computer	Dell Optiplex 790	688cks1	1	120619	03/2012	02/2017	\$ 850	4.0	\$ 850
4184	023 GREENFIELD HIGH Reason:Older than 5 years/Not Working		301	17 Business Machines	088 Computer	Dell Optiplex 790	688Gk51	1	120619	03/2012	02/2017	\$ 850	4.0	\$ 850
4183	023 GREENFIELD HIGH Reason:5+ yrs/no longer working		607	17 Business Machines	088 Computer	Dell OptiPlex 790	687GKS1	1	120619	03/2012	02/2017	\$ 725	4.0	\$ 725
4168	021 KING CITY HIGH Reason:unable to repair		Tech Office	17 Business Machines	088 Computer	Dell Precision T3400	5P9RLJ1	1		01/2010	05/2016	\$ 875	4.0	\$ 875
4120	021 KING CITY HIGH Reason:unable to fix		Kitchen	17 Business Machines	088 Computer	Dell Dimension 5150	3JKQ891	1		01/2008	05/2016	\$ 875	4.0	\$ 875
412	021 KING CITY HIGH Reason:No longer working		tech office	77 Printing	522 Printer	Hp 1022	cnfb268646	1		09/2011	05/2016	\$ 120	2.0	\$ 120
4025	023 GREENFIELD HIGH Reason:No longer working		KIT	17 Business Machines	088 Computer	DELL DIMENSION 3000	HY3V851	1		01/2004	11/2015	\$ 975	4.0	\$ 975
4015	023 GREENFIELD HIGH Reason:Malfunctioning		601	12 Audio Visual	333 Projector Video	Epson Powerlite 93 H382A	P94f134059L	1	110794	06/2011	04/2016	\$ 800	2.0	\$ 800
4007	023 GREENFIELD HIGH Reason:Malfunctioning		201	12 Audio Visual	333 Projector Video	Epson 93 white/grey	p94f150136l	1		07/2011	04/2016	\$ 800	2.0	\$ 800
4005	023 GREENFIELD HIGH Reason:5+ yrs/no longer working		404	73 Power Mechanics	046 Analyzer	SNAP ON MT2500	SK11T0590011106	1		01/2000	02/2017	\$ 550	2.0	\$ 550
3693	023 GREENFIELD HIGH Reason:No Longer Working		tech office	77 Printing	522 Printer	HP LASERJET PRO P1102W	VNB34448657	1	130194	08/2012	02/2017	\$ 158	2.0	\$ 158
3613	021 KING CITY HIGH Reason:upgraded		tech office	17 Business Machines	194 Monitor	17	cn-oljkg1-74261-23e-	1	130012	07/2012	02/2016	\$ 150	1.0	\$ 150

Tag#	Location	Bldg	Room	Category	Type	Description	Serial#	Qty	PO#	Acq. Date	Disp.	Unit Cost	Salvage	Total Cost
3604	021 KING CITY HIGH		Tech office	12 Audio Visual	340 Projector Overhead	EPSON PROJECTOR 93+	R4EF232192L	1	130082	07/2012	09/2016	\$ 530	5.0	\$ 530
	Reason:no longer working													
3603	021 KING CITY HIGH		182	12 Audio Visual	340 Projector Overhead	EPSON PROJECTOR 93+	R4EF232182L	1	130082	07/2012	12/2015	\$ 530	5.0	\$ 530
	Reason:No longer working													
3602	021 KING CITY HIGH		tech office	12 Audio Visual	340 Projector Overhead	epson powerlite 93+	r4ek2602928	1	130169	08/2012	02/2016	\$ 600	5.0	\$ 600
	Reason:no longer working													
3599	021 KING CITY HIGH		tech office	17 Business Machines	303 Scanner	fuji scan snap scanner	a7mb346737	1		10/2011	01/2016	\$ 750	2.0	\$ 750
	Reason:no longer working													
3588	021 KING CITY HIGH		TECH OFFICE	12 Audio Visual	244 Monitor	DELL MONITOR	CN-0TJKG1-74261-23C-	1		07/2012	02/2016	\$ 150	2.0	\$ 150
	Reason:upgraded													
3556	021 KING CITY HIGH		192	17 Business Machines	227 Printer	HP Color LaserJet CP2025	CNGS716858	1		01/2012	08/2016	\$ 500	2.0	\$ 500
	Reason:No longer working													
3548	023 GREENFIELD HIGH		201	17 Business Machines	194 Monitor	Dell Monitor E170Sc	CN0HF0K3641801963JHU	1		01/2012	02/2017	\$ 175	1.0	\$ 175
	Reason:5+ yrs/no longer working													
3545	023 GREENFIELD HIGH		201	17 Business Machines	194 Monitor	Dell Monitor E170Sc	CN0HF0K3641801963MRU	1		01/2012	02/2017	\$ 175	1.0	\$ 175
	Reason:5+ yrs/no longer working													
3543	023 GREENFIELD HIGH		614	17 Business Machines	194 Monitor	Dell Monitor E170Sc	CN0HF0K3641801963M3U	1		01/2012	02/2017	\$ 175	1.0	\$ 175
	Reason:5+ yrs/no longer working													
3529	023 GREENFIELD HIGH		613	17 Business Machines	194 Monitor	Dell Monitor E170Sc	CN0HF0K3641801963MLU	1		01/2012	02/2017	\$ 175	1.0	\$ 175
	Reason:5+ yrs/no longer working													
3527	023 GREENFIELD HIGH		201	17 Business Machines	194 Monitor	Dell Monitor E170Sc	CN0HF0K3641801963K6U	1		01/2012	02/2017	\$ 175	1.0	\$ 175
	Reason:5+ yrs/no longer working													
3525	023 GREENFIELD HIGH		Library Lab	17 Business Machines	194 Monitor	Dell Monitor E170Sc	CN0HF0K3641801963MSU	1		01/2012	02/2017	\$ 175	1.0	\$ 175
	Reason:5+ yrs/no longer working													
3522	023 GREENFIELD HIGH		201	17 Business Machines	194 Monitor	Dell Monitor E170Sc	CN0HF0K3641801963JFU	1		01/2012	02/2017	\$ 175	1.0	\$ 175
	Reason:5+ yrs/no longer working													
3518	023 GREENFIELD HIGH		201	17 Business Machines	088 Computer	Dell Optiplex 790	2JG4YR1	1		01/2012	02/2017	\$ 850	4.0	\$ 850
	Reason:5+ yrs/no longer working													
3517	023 GREENFIELD HIGH		201	17 Business Machines	088 Computer	Dell Optiplex 790	2JF3YR1	1		01/2012	02/2017	\$ 850	4.0	\$ 850
	Reason:5+ yrs/no longer working													

Tag#	Location	Bldg	Room	Category	Type	Description	Serial#	Qty	PO#	Acq. Date	Disp.	Unit Cost	Salvage	Total Cost
3516	023 GREENFIELD HIGH		610	17 Business Machines	088 Computer	Dell Optiplex 790	2JJ0YR1	1		01/2012	02/2017	\$ 850	4.0	\$ 850
	Reason:5+ yrs/no longer working													
3515	023 GREENFIELD HIGH		613	17 Business Machines	088 Computer	Dell Optiplex 790	2JK2YR1	1		01/2012	02/2017	\$ 850	4.0	\$ 850
	Reason:5+ yrs/no longer working													
3514	023 GREENFIELD HIGH		301	17 Business Machines	088 Computer	Dell Optiplex 790	2JJ1YR1	1		01/2012	02/2017	\$ 850	4.0	\$ 850
	Reason:5+ yrs/no longer working													
3513	023 GREENFIELD HIGH		405	17 Business Machines	088 Computer	Dell Optiplex 790	2JF2YR1	1		01/2012	02/2017	\$ 850	4.0	\$ 850
	Reason:5+ yrs/no longer working													
3512	023 GREENFIELD HIGH		613	17 Business Machines	088 Computer	Dell Optiplex 790	2JK3YR1	1		01/2012	02/2017	\$ 850	4.0	\$ 850
	Reason:5+ yrs/no longer working													
3511	023 GREENFIELD HIGH		Tech Office	17 Business Machines	088 Computer	Dell Optiplex 790	2JH4YR1	1		01/2012	02/2017	\$ 850	4.0	\$ 850
	Reason:5+ yrs/no longer working													
3510	023 GREENFIELD HIGH		203	17 Business Machines	088 Computer	Dell Optiplex 790	2JH2YR1	1		01/2012	02/2017	\$ 850	4.0	\$ 850
	Reason:Older than 5 years/Not Working													
3509	023 GREENFIELD HIGH		610	17 Business Machines	088 Computer	Dell Optiplex 790	2JKYXR1	1		01/2012	02/2017	\$ 850	4.0	\$ 850
	Reason:5+ yrs/no longer working													
3507	023 GREENFIELD HIGH		301	17 Business Machines	088 Computer	Dell Optiplex 790	2JJ3YR1	1		01/2012	02/2017	\$ 850	4.0	\$ 850
	Reason:Older than 5 years/Not Working													
3506	023 GREENFIELD HIGH		615	17 Business Machines	088 Computer	Dell Optiplex 790	2JJZXR1	1		01/2012	02/2017	\$ 850	4.0	\$ 850
	Reason:5+ yrs/no longer working													
3505	023 GREENFIELD HIGH		405	17 Business Machines	088 Computer	Dell Optiplex 790	2JFYXR1	1		01/2012	02/2017	\$ 850	4.0	\$ 850
	Reason:5+ yrs/no longer working													
3504	023 GREENFIELD HIGH		610	17 Business Machines	088 Computer	Dell Optiplex 790	2JKZXR1	1		01/2012	02/2017	\$ 850	4.0	\$ 850
	Reason:5+ yrs/no longer working													
3503	023 GREENFIELD HIGH		405	17 Business Machines	088 Computer	Dell Optiplex 790	2JD2YR1	1		01/2012	02/2017	\$ 850	4.0	\$ 850
	Reason:Older than 5 years/Not Working													
3502	023 GREENFIELD HIGH		301	17 Business Machines	088 Computer	Dell Optiplex 790	2JH3YR1	1		01/2012	02/2017	\$ 850	4.0	\$ 850
	Reason:Older than 5 years/Not Working													
3501	023 GREENFIELD HIGH		201	17 Business Machines	088 Computer	Dell Optiplex 790	2JJ4YR1	1		01/2012	02/2017	\$ 850	4.0	\$ 850
	Reason:5+ yrs/no longer working													

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Tag#	Location	Bldg	Room	Category	Type	Description	Serial#	Qty	PO#	Acq. Date	Disp.	Unit Cost	Salvage	Total Cost
3500	023 GREENFIELD HIGH		303	17 Business Machines	088 Computer	Dell Optiplex 790	2JK1YR1	1		01/2012	02/2017	\$ 850	4.0	\$ 850
	Reason:5+ yrs/no longer working													
3499	023 GREENFIELD HIGH		301	17 Business Machines	088 Computer	Dell Optiplex 790	2JF4YR1	1		01/2012	02/2017	\$ 850	4.0	\$ 850
	Reason:5+ yrs/no longer working													
3498	023 GREENFIELD HIGH		201	17 Business Machines	088 Computer	Dell Optiplex 790	2JHZXR1	1		01/2012	02/2017	\$ 850	4.0	\$ 850
	Reason:5+ yrs/no longer working													
3497	023 GREENFIELD HIGH		614	17 Business Machines	088 Computer	Dell Optiplex 790	2JG1YR1	1		01/2012	02/2017	\$ 850	4.0	\$ 850
	Reason:5+ yrs/no longer working													
3496	023 GREENFIELD HIGH		201	17 Business Machines	088 Computer	Dell Optiplex 790	2JD3YR1	1		01/2012	02/2017	\$ 850	4.0	\$ 850
	Reason:5+ yrs/no longer working													
3495	023 GREENFIELD HIGH		203	17 Business Machines	088 Computer	Dell Optiplex 790	2JD4YR1	1		01/2012	02/2017	\$ 850	4.0	\$ 850
	Reason:Older than 5 years/Not Working													
3494	023 GREENFIELD HIGH		610	17 Business Machines	088 Computer	Dell Optiplex 790	2JYXR1	1		01/2012	02/2017	\$ 850	4.0	\$ 850
	Reason:5+ yrs/no longer working													
3493	023 GREENFIELD HIGH		303	17 Business Machines	088 Computer	Dell Optiplex 790	2JF1YR1	1		01/2012	02/2017	\$ 850	4.0	\$ 850
	Reason:5+ yrs/no longer working													
3492	023 GREENFIELD HIGH		303	17 Business Machines	088 Computer	Dell Optiplex 790	2JG2YR1	1		01/2012	02/2017	\$ 850	4.0	\$ 850
	Reason:5+ yrs/no longer working													
3491	023 GREENFIELD HIGH		201	17 Business Machines	088 Computer	Dell Optiplex 790	2JJ2YR1	1		01/2012	02/2017	\$ 850	4.0	\$ 850
	Reason:5+ yrs/no longer working													
3463	021 KING CITY HIGH		114	12 Audio Visual	333 Projector Video	Epson 93	P94F150171L	1		07/2011	12/2016	\$ 700	2.0	\$ 700
	Reason:No longer working													
3418	023 GREENFIELD HIGH		607	17 Business Machines	088 Computer	Dell Optiplex 790	jk8lfq1	1	110719	04/2011	02/2017	\$ 799	4.0	\$ 799
	Reason:Older than 5 years/Not Working													
3417	023 GREENFIELD HIGH		607	17 Business Machines	088 Computer	Dell Optiplex 790	jk8kfq1	1	110719	04/2011	02/2017	\$ 799	4.0	\$ 799
	Reason:5+ yrs/no longer working													
3416	023 GREENFIELD HIGH		301	17 Business Machines	088 Computer	Dell Optiplex 790	JK8MFO1	1	110719	04/2011	02/2017	\$ 799	4.0	\$ 799
	Reason:Older than 5 years/Not Working													
3415	023 GREENFIELD HIGH		607	17 Business Machines	088 Computer	Dell Optiplex 790	jk8bgq1	1	110719	04/2011	02/2017	\$ 799	4.0	\$ 799
	Reason:Older than 5 years/Not Working													

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Tag#	Location	Bldg	Room	Category	Type	Description	Serial#	Qty	PO#	Acq. Date	Disp.	Unit Cost	Salvage	Total Cost
3414	023 GREENFIELD HIGH		607	17 Business Machines	088 Computer	Dell Optiplex 790	jkbcgq1	1	110719	04/2011	02/2017	\$ 799	4.0	\$ 799
	Reason:Older than 5 years/Not Working													
3407	021 KING CITY HIGH		134	17 Business Machines	227 Printer	HP Laserjet P1102W	VNB4D36263	1		04/2011	01/2016	\$ 100	2.0	\$ 100
	Reason:Printer roller no longer works													
3399	023 GREENFIELD HIGH		Tech Office	12 Audio Visual	244 Monitor	Dell Monitor	cn0fj1816418067u0b1k	1		07/2010	02/2017	\$ 250	2.0	\$ 250
	Reason:5+ yrs/no longer working													
3398	023 GREENFIELD HIGH		204	12 Audio Visual	244 Monitor	Dell Monitor	0FJ181-64180-670-17XK	1		07/2010	02/2017	\$ 250	2.0	\$ 250
	Reason:5+ yrs/no longer working													
3366	021 KING CITY HIGH		tech office	12 Audio Visual	333 Projector Video	Epson 93 powerlite	P94F150137L	1	120090	07/2011	10/2016	\$ 700	2.0	\$ 700
	Reason:No longer works													
3365	021 KING CITY HIGH		123	12 Audio Visual	333 Projector Video	Epson Projector 3LCD Grey and White	p94f134075i	1		07/2011	08/2016	\$ 800	2.0	\$ 800
	Reason:No longer working													
3294	021 KING CITY HIGH		TECH OFFICE	17 Business Machines	227 Printer	HP OfficeJet 6500	MY99426078	1		01/2011	05/2016	\$ 375	2.0	\$ 375
	Reason:No longer working													
3274	023 GREENFIELD HIGH		405	17 Business Machines	194 Monitor	Dell E177FP	CNOCC639728725BP97GS	1		01/2006	02/2017	\$ 250	1.0	\$ 250
	Reason:5+ yrs/no longer working													
3	023 GREENFIELD HIGH		203	17 Business Machines	194 Monitor	Dell E177FP	CNOFJ1816418067M97AS	1		01/2006	02/2017	\$ 250	1.0	\$ 250
	Reason:5+ yrs/no longer working													
3271	023 GREENFIELD HIGH		Tech Office	17 Business Machines	194 Monitor	Dell E177FP	CNOFJ1816418067U109K	1		01/2006	02/2017	\$ 250	1.0	\$ 250
	Reason:5+ yrs/no longer working													
3268	023 GREENFIELD HIGH		303	17 Business Machines	194 Monitor	dell monitor	cn0fj1816418067u0bhk	1		05/2009	02/2017	\$ 150	1.0	\$ 150
	Reason:5+ yrs/no longer working													
3265	023 GREENFIELD HIGH		405	17 Business Machines	194 Monitor	Dell E177FP	CNOF5035641805AE267K	1		01/2006	02/2017	\$ 250	1.0	\$ 250
	Reason:5+ yrs/no longer working													
3264	023 GREENFIELD HIGH		607	17 Business Machines	194 Monitor	Dell E177FP	CNOFJ1816418067M979S	1		01/2006	02/2017	\$ 250	1.0	\$ 250
	Reason:5+ yrs/no longer working													
3262	021 KING CITY HIGH		TECH	17 Business Machines	194 Monitor	Dell E177FP	CNOFJ1816418067M97MS	1		01/2006	02/2016	\$ 250	1.0	\$ 250
	Reason:upgraded													
3256	800 MOTF DEPT		Break room	17 Business Machines	194 Monitor	Dell E177FP	CNOFJ1816418067U17BK	1		01/2006	02/2016	\$ 250	1.0	\$ 250
	Reason:upgraded													

Tag#	Location	Bldg	Room	Category	Type	Description	Serial#	Qty	PO#	Acq. Date	Disp.	Unit Cost	Salvage	Total Cost
3243	021 KING CITY HIGH		tech office	17 Business Machines	194 Monitor	Dell E177FPc	CN0FJ181641806 7M9M4S	1		01/2006	02/2016	\$ 350	1.0	\$ 350
	Reason:upgraded													
3217	021 KING CITY HIGH		tech office	17 Business Machines	227 Printer	Brother HL 2140	U61944B9J367849	1		01/2007	05/2016	\$ 175	2.0	\$ 175
	Reason:No longer working													
3183	000 DISTRICT OFFICE		llinda g	12 Audio Visual	244 Monitor	dell 17" mon	cnqd54287287256 838I	1		06/2010	02/2016	\$ 250	2.0	\$ 250
	Reason:upgraded													
3016	021 KING CITY HIGH		TECH	17 Business Machines	194 Monitor	Dell P17OSB	cn0TJKG1742612 3F03RU	1	130012	07/2012	02/2016	\$ 149	1.0	\$ 149
	Reason:upgraded													
2985	021 KING CITY HIGH		TECH	17 Business Machines	194 Monitor	Dell E177		1		01/2007	02/2016	\$ 250	1.0	\$ 250
	Reason:upgraded													
2971	023 GREENFIELD HIGH		Tech Office	17 Business Machines	194 Monitor	DELL e176fp	CN0WH31872872 75M54VL	1		01/2006	02/2017	\$ 350	1.0	\$ 350
	Reason:5+ yrs/no longer working													
2966	023 GREENFIELD HIGH		610	17 Business Machines	194 Monitor	DELL e176fp	CN0WH31872872 75M53KL	1		01/2006	02/2017	\$ 350	1.0	\$ 350
	Reason:5+ yrs/no longer working													
2965	023 GREENFIELD HIGH		610	17 Business Machines	194 Monitor	DELL e176fp	CN0WH31872872 75M53VL	1		01/2006	02/2017	\$ 350	1.0	\$ 350
	Reason:5+ yrs/no longer working													
4	023 GREENFIELD HIGH		608	17 Business Machines	194 Monitor	DELL e176fp	CN0WH31872872 75M540L	1		01/2006	02/2017	\$ 350	1.0	\$ 350
	Reason:5+ yrs/no longer working													
2963	023 GREENFIELD HIGH		610	17 Business Machines	194 Monitor	DELL e176fp	CN0WH31872872 75L313L	1		01/2006	02/2017	\$ 350	1.0	\$ 350
	Reason:5+ yrs/no longer working													
2962	023 GREENFIELD HIGH		610	17 Business Machines	194 Monitor	DELL e176fp	CN0WH31872872 75M542L	1		01/2006	02/2017	\$ 350	1.0	\$ 350
	Reason:5+ yrs/no longer working													
2961	023 GREENFIELD HIGH		403	17 Business Machines	194 Monitor	DELL e176fp	CN0WH31872872 75M54EL	1		01/2006	02/2017	\$ 350	1.0	\$ 350
	Reason:5+ yrs/no longer working													
2960	023 GREENFIELD HIGH		tech office	17 Business Machines	194 Monitor	DELL e176fp	CN0WH31872872 75M54CL	1		01/2006	02/2017	\$ 350	1.0	\$ 350
	Reason:5+ yrs/no longer working													
2955	023 GREENFIELD HIGH		403	17 Business Machines	194 Monitor	DELL e176fp	CN0WH31872872 75M53RL	1		01/2006	02/2017	\$ 350	1.0	\$ 350
	Reason:5+ yrs/no longer working													
2951	023 GREENFIELD HIGH		403	17 Business Machines	194 Monitor	DELL e176fp	CN0WH31872872 75M544L	1		01/2006	02/2017	\$ 350	1.0	\$ 350
	Reason:5+ yrs/no longer working													

Tag#	Location	Bldg	Room	Category	Type	Description	Serial#	Qty	PO#	Acq. Date	Disp.	Unit Cost	Salvage	Total Cost
2950	023 GREENFIELD HIGH		301	17 Business Machines	194 Monitor	DELL e176fp	CN0WH31872872 75M543L	1		01/2006	02/2017	\$ 350	1.0	\$ 350
	Reason:5+ yrs/no longer working													
2949	023 GREENFIELD HIGH		301	17 Business Machines	194 Monitor	DELL e176fp	CN0WH31872872 75M53UL	1		01/2006	02/2017	\$ 350	1.0	\$ 350
	Reason:5+ yrs/no longer working													
2948	023 GREENFIELD HIGH		tech office	17 Business Machines	194 Monitor	DELL e176fp	CN0CC639728725 C00DVS	1		01/2006	02/2017	\$ 350	1.0	\$ 350
	Reason:5+ yrs/no longer working													
2947	023 GREENFIELD HIGH		Tech office	17 Business Machines	194 Monitor	DELL e176fp	CN0WH31872872 75M53LL	1		01/2006	02/2017	\$ 350	1.0	\$ 350
	Reason:5+ yrs/no longer working													
2945	023 GREENFIELD HIGH		301	17 Business Machines	194 Monitor	DELL e176fp	CN0WH31872872 75M546L	1		01/2006	02/2017	\$ 350	1.0	\$ 350
	Reason:5+ yrs/no longer working													
2943	023 GREENFIELD HIGH		301	17 Business Machines	194 Monitor	DELL e176fp	CN0WH31872872 75M54YL	1		01/2006	02/2017	\$ 350	1.0	\$ 350
	Reason:5+ yrs/no longer working													
2942	023 GREENFIELD HIGH		301	17 Business Machines	194 Monitor	DELL e176fp	CN0WH31872872 75M54KL	1		01/2006	02/2017	\$ 350	1.0	\$ 350
	Reason:5+ yrs/no longer working													
2930	023 GREENFIELD HIGH		607	17 Business Machines	194 Monitor	DELL e176fp1	cn occ639sbp99gj	1		01/2006	02/2017	\$ 350	1.0	\$ 350
	Reason:5+ yrs/no longer working													
308	023 GREENFIELD HIGH		602	17 Business Machines	227 Printer	Brother hi2070n	u6123oh7j554197	1		01/2007	04/2016	\$ 175	2.0	\$ 175
	Reason:Jamming too often.													
2926	023 GREENFIELD HIGH		607	17 Business Machines	194 Monitor	DELL e176fp1	cnc63977872sbp 9725	1		01/2006	02/2017	\$ 350	1.0	\$ 350
	Reason:5+ yrs/no longer working													
2913	023 GREENFIELD HIGH		Sped	17 Business Machines	227 Printer	HP LaserJet P2035	cnb9k39296	1		09/2009	02/2017	\$ 225	2.0	\$ 225
	Reason:5+ yrs/no longer working													
2911	023 GREENFIELD HIGH		tech office	17 Business Machines	194 Monitor	DELL e176fpc	cn0cc639728725b p9ygs	1		01/2006	02/2017	\$ 350	1.0	\$ 350
	Reason:5+ yrs/no longer working													
2905	023 GREENFIELD HIGH		607	17 Business Machines	194 Monitor	Dell E177	6418067U08RK	1		01/2007	02/2017	\$ 250	1.0	\$ 250
	Reason:5+ yrs/no longer working													
2904	023 GREENFIELD HIGH		303	17 Business Machines	227 Printer	HP LaserJet P2035	cnb9k39292	1		09/2009	02/2017	\$ 225	2.0	\$ 225
	Reason:no longer working													
2900	023 GREENFIELD HIGH		Tech Office	17 Business Machines	194 Monitor	Dell E177	7287262A044T	1		01/2007	02/2017	\$ 250	1.0	\$ 250
	Reason:No Longer Working													

Tag#	Location	Bldg	Room	Category	Type	Description	Serial#	Qty	PO#	Acq. Date	Disp.	Unit Cost	Salvage	Total Cost
2887	023 GREENFIELD HIGH		203	17 Business Machines	194 Monitor	DELL e176fp1	CN0CC639728725 BPA68S	1		01/2006	02/2017	\$ 350	1.0	\$ 350
	Reason:5+ yrs/no longer working													
2885	023 GREENFIELD HIGH		admin-parent comp	17 Business Machines	194 Monitor	DELL e173fpc	cn0cc639728725 c003m5	1		01/2006	02/2017	\$ 350	1.0	\$ 350
	Reason:5+ yrs/no longer working													
2869	023 GREENFIELD HIGH		615	17 Business Machines	194 Monitor	DELL efp176e	CN0FJ181641806 5U06WL	1		01/2006	02/2017	\$ 350	1.0	\$ 350
	Reason:5+ yrs/no longer working													
2865	023 GREENFIELD HIGH		Library tech	17 Business Machines	194 Monitor	DELL e176ftp	CN0FJ181641806 7U18TK	1		01/2006	02/2017	\$ 350	1.0	\$ 350
	Reason:No Longer Working													
2860	023 GREENFIELD HIGH		Sp Ed	17 Business Machines	227 Printer	HP Inkjet 960c	MY23C1C1TVRO	1		01/2006	02/2017	\$ 250	2.0	\$ 250
	Reason:5+ yrs/no longer working													
2852	023 GREENFIELD HIGH		Athletic Dir	17 Business Machines	194 Monitor	DELL e151fpv	CN08W234466333 8R0JSU	1		01/2006	02/2017	\$ 250	1.0	\$ 250
	Reason:5+ yrs/no longer working													
2850	023 GREENFIELD HIGH		402	17 Business Machines	227 Printer	HP laserjet 1022n	CNBC5680KN	1		01/2009	04/2016	\$ 175	2.0	\$ 175
	Reason:Malfunctioning													
2836	023 GREENFIELD HIGH		Principal	17 Business Machines	227 Printer	HP color laserjet 3600n	CNDC6120LD	1		01/2010	02/2017	\$ 475	2.0	\$ 475
	Reason:no longer working													
3005	023 GREENFIELD HIGH		303	17 Business Machines	194 Monitor	DELL e176fpm	CN0KC031129635 8N01XI	1		01/2006	02/2017	\$ 350	1.0	\$ 350
	Reason:5+ yrs/no longer working													
2832	023 GREENFIELD HIGH		Principal Sect	17 Business Machines	148 Fax Machine	Brother IF2920	U61326F9N93200 7	1		01/2009	10/2016	\$ 375	1.0	\$ 375
	Reason:no longer working													
2828	023 GREENFIELD HIGH		Library	17 Business Machines	194 Monitor	Dell E177	cn0cc639728725C 00JLS	1		01/2007	04/2016	\$ 250	1.0	\$ 250
	Reason:no longer compatible													
2819	023 GREENFIELD HIGH		403	17 Business Machines	227 Printer	HP laserjet 1022	CNBC5CK187	1		01/2009	02/2017	\$ 175	2.0	\$ 175
	Reason:No Longer Working													
2818	023 GREENFIELD HIGH		303	17 Business Machines	194 Monitor	DELL e176fpm	CN0CC639728725 CO02NS	1		01/2006	02/2017	\$ 350	1.0	\$ 350
	Reason:5+ yrs/no longer working													
2817	023 GREENFIELD HIGH		303	17 Business Machines	194 Monitor	DELL e176fpm	CN0CC639728725 CM3J9S	1		01/2006	02/2017	\$ 350	1.0	\$ 350
	Reason:5+ yrs/no longer working													
2796	023 GREENFIELD HIGH		tech office	17 Business Machines	194 Monitor	Dell E177	6418067U0FUUK	1		01/2007	02/2017	\$ 250	1.0	\$ 250
	Reason:5+ yrs/no longer working													

Tag#	Location	Bldg	Room	Category	Type	Description	Serial#	Qty	PO#	Acq. Date	Disp.	Unit Cost	Salvage	Total Cost
2774	023 GREENFIELD HIGH		613	17 Business Machines	194 Monitor	Dell E177	CN OFJ1816418067	1		01/2007	02/2017	\$ 250	1.0	\$ 250
	Reason:5+ yrs/no longer working													
2761	023 GREENFIELD HIGH		607	17 Business Machines	194 Monitor	DELL E153PC	CN-OC53G9- 64180-51A-	1		01/2006	02/2017	\$ 250	1.0	\$ 250
	Reason:5+ yrs/no longer working													
2688	023 GREENFIELD HIGH		library-Tech Office	17 Business Machines	086 Computer Laptop	IBM Lenovo Thinkpad T43	L3AB7FN	1		01/2006	02/2017	\$ 675	5.0	\$ 675
	Reason:no longer working													
2648	024 PORTOLA-BUTLER CONTINUATION (GREENFIELD)		A	17 Business Machines	088 Computer	Dell Optiplex 270	3Y01551	1		09/2004	04/2016	\$ 875	4.0	\$ 875
	Reason:no longer compatible													
2583	023 GREENFIELD HIGH	Admin	ETS Office	17 Business Machines	088 Computer	Dell Dimension 5150	3Y9NH91	1		01/2008	09/2016	\$ 875	4.0	\$ 875
	Reason:Upgraded													
2529	023 GREENFIELD HIGH		Library-tech	17 Business Machines	088 Computer	Dell Precision 380	4QY0HB1	1		01/2007	03/2016	\$ 875	4.0	\$ 875
	Reason:no longer working													
2528	023 GREENFIELD HIGH		Library MDF	17 Business Machines	088 Computer	PCX/Display Systems Internl	N/A	1		01/1999	03/2016	\$ 875	4.0	\$ 875
	Reason:no longer working													
2351	023 GREENFIELD HIGH		tech office	12 Audio Visual	333 Projector Video	Infocus IN24	ARK65001902	1		01/2008	02/2017	\$ 560	2.0	\$ 560
	Reason:5+ yrs/no longer working													
2350	023 GREENFIELD HIGH		205	12 Audio Visual	333 Projector Video	Epson PowerLite 83+	KM3F842019L	1		01/2010	05/2016	\$ 580	2.0	\$ 580
	Reason:Hardware failing.													
2349	023 GREENFIELD HIGH		tech office	17 Business Machines	088 Computer	Dell Precision 390	2JTLV71	1		01/2009	02/2017	\$ 975	4.0	\$ 975
	Reason:5+ yrs/no longer working													
2271	023 GREENFIELD HIGH		Library	17 Business Machines	088 Computer	Dell Dimension 3000	14YCW61	1		01/2004	09/2016	\$ 975	4.0	\$ 975
	Reason:Upgraded													
2202	023 GREENFIELD HIGH		403	17 Business Machines	088 Computer	Dell Dimension 2400	GM68051	1		01/2004	04/2016	\$ 975	4.0	\$ 975
	Reason:No longer working.													
2126	023 GREENFIELD HIGH		Library	17 Business Machines	088 Computer	Dell Dimension 2400	9L3V851	1		01/2004	04/2016	\$ 975	4.0	\$ 975
	Reason:no longer compatible													
2080	023 GREENFIELD HIGH		kitchen	17 Business Machines	088 Computer	Dell Dimension 2400	GFWYM41	1		01/2004	02/2017	\$ 975	4.0	\$ 975
	Reason:5+ yrs/no longer working													
2053	023 GREENFIELD HIGH		Tech Office	12 Audio Visual	333 Projector Video	Hitachi cpx2010	H9KU13844	1		01/2010	02/2017	\$ 640	2.0	\$ 640
	Reason:no longer working													

Tag#	Location	Bldg	Room	Category	Type	Description	Serial#	Qty	PO#	Acq. Date	Disp.	Unit Cost	Salvage	Total Cost
2014	023 GREENFIELD HIGH		Tech Office	12 Audio Visual	333 Projector Video	Hitachi cpx2010	H9KU13848	1		01/2010	02/2017	\$ 640	2.0	\$ 640
	Reason:no longer working													
2012	023 GREENFIELD HIGH		Tech	17 Business Machines	089 Computer Cart	Datamation		1		01/2001	02/2017	\$ 1,600	2.0	\$ 1,600
	Reason:No Longer Working													
1963	021 KING CITY HIGH	197	tech office	17 Business Machines	227 Printer	hp photosmart	MY015572Q005D7	1		01/2010	05/2016	\$ 180	2.0	\$ 180
	Reason:No longer working													
1804	023 GREENFIELD HIGH		203	12 Audio Visual	333 Projector Video	Epson PowerLite 1810P	JJRF930036L	1		01/2011	10/2016	\$ 1,100	2.0	\$ 1,100
	Reason:No longer working													
1752	021 KING CITY HIGH		kitchen	17 Business Machines	088 Computer	Dell Dimension 5150	G325Q91	1		01/2008	05/2016	\$ 875	4.0	\$ 875
	Reason:unable to fix													
1727	021 KING CITY HIGH		Tech Office	17 Business Machines	088 Computer	Dell Precision 380	2H0ZP91	1		01/2007	02/2016	\$ 875	4.0	\$ 875
	Reason:motherboard is defective													
1541	021 KING CITY HIGH		195	12 Audio Visual	333 Projector Video	Epson PowerLite 82	GY8F6Y0144L	1		01/2006	06/2016	\$ 875	2.0	\$ 875
	Reason:too dim even with new bulb													
1461	021 KING CITY HIGH		Library MDF	17 Business Machines	087 Computer, Server	Dell PowerEdge sc430	40CV181	1		01/2007	09/2016	\$ 975	12.0	\$ 975
	Reason:No longer working													
1461	021 KING CITY HIGH		Library MDF	17 Business Machines	340 Switch	Cisco Catalyst 3750G	F0C1061Y6S6	1		01/2010	02/2016	\$ 2,400	2.0	\$ 2,400
	Reason:no longer working													
1443	021 KING CITY HIGH		Library Office	17 Business Machines	088 Computer	Dell Dimension 4600	FB42831	1		01/2003	05/2016	\$ 975	4.0	\$ 975
	Reason:No longer working													
1380	021 KING CITY HIGH		Kitchen	17 Business Machines	088 Computer	Dell Dimension 5150	BGKQ891	1		01/2008	05/2016	\$ 875	4.0	\$ 875
	Reason:unable to fix													
1378	021 KING CITY HIGH		Kitchen	17 Business Machines	088 Computer	Dell Dimension 5150	DJKQ891	1		01/2008	05/2016	\$ 875	4.0	\$ 875
	Reason:unable to fix													
1190	021 KING CITY HIGH		186	17 Business Machines	227 Printer	HP LaserJet 4250	CNGXD33329	1		01/2003	02/2016	\$ 775	2.0	\$ 775
	Reason:Bad Roller													
1125	021 KING CITY HIGH		tech office	17 Business Machines	227 Printer	Dell 3100cn	cn0p48437197162 ea046	1		01/2009	02/2016	\$ 400	2.0	\$ 400
	Reason:No longer works.													
1095	021 KING CITY HIGH		tech office	17 Business Machines	088 Computer	precision 380	1KTLV71	1		02/2007	02/2016	\$ 875	4.0	\$ 875
	Reason:upgraded													

Tag#	Location	Bldg	Room	Category	Type	Description	Serial#	Qty	PO#	Acq. Date	Disp.	Unit Cost	Salvage	Total Cost
1085	021 KING CITY HIGH		Library	17 Business Machines	227 Printer	HP LaserJet 4250n	CNGXF58276	1		01/2009	08/2016	\$ 850	2.0	\$ 850
	Reason:No longer working													
1083	000 DISTRICT OFFICE		office desk-byshirly	17 Business Machines	088 Computer	Dell Dimension 5150	5725Q91	1		01/2008	02/2016	\$ 875	4.0	\$ 875
	Reason:no longer working													
1053	800 MOTF DEPT		Break Room	17 Business Machines	088 Computer	Dell Dimension 5150	FH881C1	1		01/2008	02/2016	\$ 875	4.0	\$ 875
	Reason:no longer working													

Number of records: 182

Total Asset Cost: \$ 106,980.00

-312-

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

SUBJECT: Approval of the 2015-2016 Greenfield High School SARC **MEETING:** February 28, 2017

AGENDA SECTION:

- ACTION
- INFORMATION
- ACTION/CONSENT

GOVERNING BOARD

Board Goals:

- _____ Improve, Monitor and Sustain Student Achievement
- _____ Improve School Climate in Support of Teaching, Learning and Student Safety
- _____ Develop/Sustain Fiscal Solvency
- _____ Ensure that Facilities are Safe for Staff and Students
- Ensure compliance with Education/Other Codes/Updating Board Policies and Administrative Regulations

Summary:

As required by Education Code, each school site is to develop and distribute an annual accountability report card to the community. These reports mix data from one year prior and the current year. Attached is the School Accountability Report Cards (SARC) for Greenfield High School for the 2015-2016 academic year. The SARC will be posted on the school website and hard copies will be made available upon request.

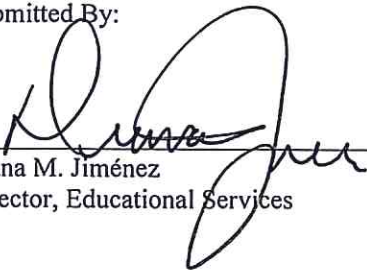
Recommendation:

It is recommended that the Board of Education approve the 2015-2016 School Accountability Report Card (SARC) for Greenfield High School.

Fiscal Impact:


None.

Submitted By:



Diana M. Jiménez
Director, Educational Services

Approved:



Daniel R. Moirao, Ed.D.
Superintendent

Greenfield High

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

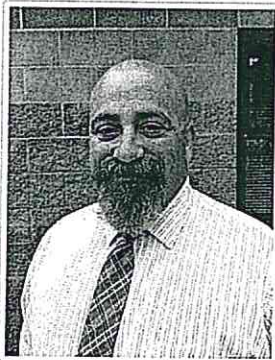
- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



Francis Lynch, Principal

Principal, Greenfield High

About Our School

Principal's Message

Dear GHS Students, Parents, and Staff,

Just a note to say "hello" and again invite you to come and see the great things that are happening here at Greenfield High School.

Last year, we hosted a WASC Visit and it went very well, we received a 6-year accreditation with a mid-term follow-up visit. We have incorporated the WASC Action Plan into our Single Plan for Student Achievement (SPSA) and we believe that it will enhance our student outcomes. We are constantly looking at our WASC Action Plan and SPSA to determine if we are making progress toward higher student achievement and would like input from our parents and community members.

I am enjoying my third year as the principal here and am proud of the wonderful programs we offer to our students. We are growing every year - we currently have over 1100 students enrolled and look to be over 1200 next year. We have a thorough educational program that includes AP and Honors classes, STEM/PLTW classes, many Athletic teams, a vibrant FFA Program, and lots of clubs and activities.

We also have added some new services over the last few years, including a second academic/guidance counselor, a Parent Involvement Coordinator, an ELD Liaison, a therapist from Monterey County Behavioral Health, and a second Gear-Up program through CSUMB. We continue to offer services through Gear-Up UCSC, MCOE Migrant Education Office, ETS/Trio, and our own Counseling Dept. We also work with CSUMB to provide opportunities for college students to come and assist/mentor students here at GHS.

Frank Lynch
Greenfield High School Principal

Contact

Greenfield High
225 South El Camino Real
Greenfield, CA 93927-6312

Phone: 831-674-2751

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	South Monterey County Joint Union High
Phone Number	(831) 385-0606
Superintendent	Daniel Moirao
E-mail Address	dmoirao@smcjuhsd.org
Web Site	www.smcjuhsd.org

School Contact Information (School Year 2016-17)	
School Name	Greenfield High
Street	225 South El Camino Real
City, State, Zip	Greenfield, Ca, 93927-6312
Phone Number	831-674-2751
Principal	Francis Lynch, Principal
E-mail Address	flynch@smcjuhsd.org
Web Site	http://www.greenfieldhs.org/
County-District-School (CDS) Code	27660682730174

Last updated: 1/17/2017

School Description and Mission Statement (School Year 2016-17)

In 1999, Greenfield High School opened its doors to students who proudly called themselves Bruins. The school sits on approximately forty acres. Greenfield High School is located in the southwest corner of the town of Greenfield. The school is surrounded by grape vineyards, fields, farmland, small businesses and residential housing.

Greenfield High School provides instruction to approximately students in grades nine through twelve on a traditional school schedule. As of 2015-16, the Greenfield High School student population was 97% Hispanic, 2.1% White, and .9% Other or Not Reported. 9.2% are students with disabilities, 31.1% are English Learners, and 83.2% are socioeconomically disadvantaged.

Greenfield High School offers a well-rounded program for its students, including but not limited to FFA, music, art, drama, computer technology, ASB, Leadership, credit recovery and AP courses. Students have opportunities to participate in clubs and extra-curricular activities such as football, wrestling, baseball, soccer, volleyball, basketball, rallies, Future Farmers of America, drama club, physics club, recycling club, art club and book club. After school and Saturday classes include English Language Arts, Algebra, Geometry, and Credit Recovery. Greenfield High School follows a progressive discipline plan and offers positive incentives. Prominent community supporters are the Greenfield Rotary Club and the Greenfield Lions Club.

The city of Greenfield covers an area of 1.7 square miles. It is located in the heart of California's Salinas Valley approximately 135 miles south of San Francisco, 95 miles south of San Jose, 40 miles south of Salinas and 60 miles north of Paso Robles. The City of Greenfield is located between the Gabilan mountain range to the east and the Santa Lucia range to the west. The city of Greenfield is centered in one of the most productive agricultural areas in the world. The area is known as the "Salad Bowl of the World." Over \$2 billion (US) worth of fruit and vegetables are produced and shipped annually across the United States and abroad. The area is also known as a premier wine grape growing region due to the rich soil and desirable climate.

As of 2013, there were 16,869 people residing in the city of Greenfield. There are 3,167 families residing in the city of Greenfield and the average family size is 4.71 people. 57% of the housing units are owner occupied. The median income for a household in the city was \$53,926. In recent years, the town has seen a sizable influx of immigrants from the Mexican state of Oaxaca. Many Oaxacans speak the indigenous languages of Triqui or Mixteco.

Greenfield High School Vision Statement

Students at Greenfield High School are provided with educational and personal experiences that enable them to become life-long learners and responsible, productive citizens.

Greenfield High School Mission Statement

Greenfield High School provides all students with a standards-based curriculum, educational programs, resources and opportunities which empower all students to achieve academic success and reach their fullest potential.

Greenfield High School-Wide Learner Outcomes(SLO's)

Build: Connect concepts across the curriculum, demonstrate perseverance and apply knowledge and skills

Responsibility: Display personal and social responsibility

Understand: Possess critical thinking skills and exhibit literacy across the curriculum

Independent Learner: Engage in life-long learning and be resourceful and intrinsically motivated

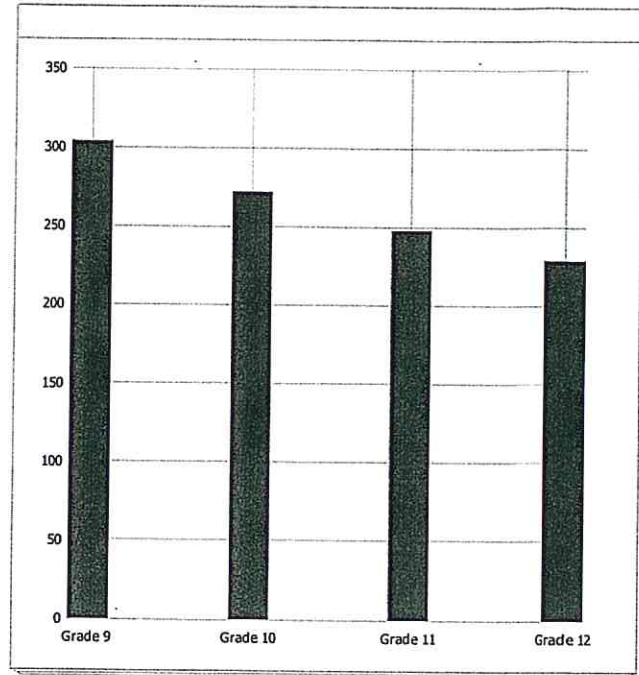
Navigate: Manage your time and resources and satisfy A-G requirements

Success: Have a plan for success, pursue a college degree and pursue career pathways

Last updated: 1/17/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 9	304
Grade 10	272
Grade 11	248
Grade 12	229
Total Enrollment	1053



Last updated: 1/17/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.3 %
American Indian or Alaska Native	0.0 %
Asian	0.3 %
Filipino	0.1 %
Hispanic or Latino	97.0 %
Native Hawaiian or Pacific Islander	0.0 %
White	2.1 %
Two or More Races	0.3 %
Other	-0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	83.2 %
English Learners	31.1 %
Students with Disabilities	9.2 %
Foster Youth	0.1 %

Last updated: 1/18/2017

A. Conditions of Learning

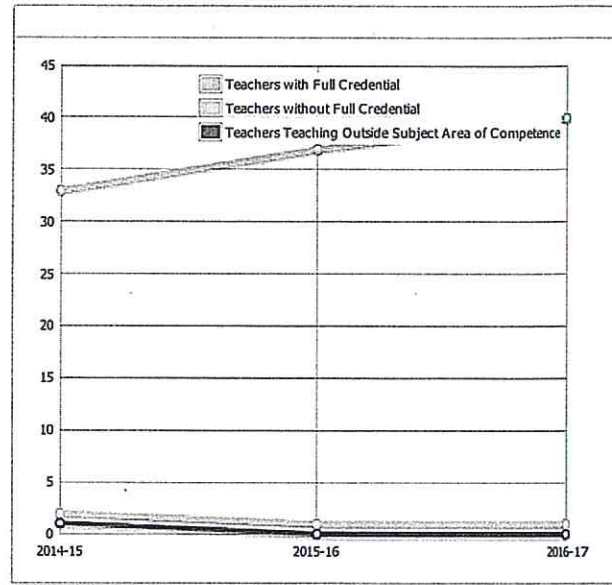
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

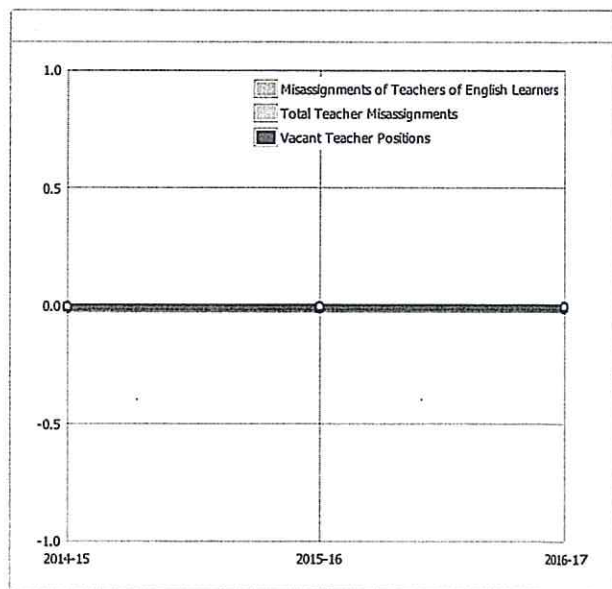
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	33	37	40	93
Without Full Credential	2	1	1	4
Teachers Teaching Outside Subject Area of Competence (with full credential)	1	0	0	0



Last updated: 2/10/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 1/17/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	98.0%	2.0%
All Schools in District	96.0%	4.0%
High-Poverty Schools in District	96.0%	4.0%
Low-Poverty Schools in District	0.0%	0.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/17/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: October 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Reading/Language Arts</p> <p>Glencoe Literature: The Reader's Choice - 2002</p> <p>Glencoe Literature: Green(2002)</p> <p>Glencoe Literature: The Reader's Choice - Course 5 (2002) (red)</p> <p>Glencoe American Literature: The Reader's Choice , 2002 (blue)</p> <p>Glencoe British Literature: The Reader's Choice, 2002 (dark green)</p> <p>Glencoe British Literature: The Reader's Choice, 2002 (dark green)</p> <p>Edge: Reading, Writing & Grammar. Level C. Hampton-Brown. 2009 (Green)</p> <p>Edge: Reading, Writing & Grammar. Fundamentals. Hampton-Brown. 2009 (Red)</p> <p>Edge: Reading, Writing & Grammar. Level A. Hampton-Brown. 2009 (Orange)</p> <p>Edge: Reading, Writing & Grammar. Level B. Hampton-Brown. 2009 (Blue)</p> <p>California State University - Expository Reading and Writing Curriculum, 2008</p>	Yes	0.0 %
Mathematics	<p>Mathematics Visions Project.</p> <p>Modules Secondary One, Secondary Two and Secondary Three. Integrated Math Pathway. Online Modules. 2011</p> <p>Calculus: Graphical, Numerical, Algebraic (AP edition); 3rd edition. Pearson. 2007</p> <p>Consumer Math AGS. 2003</p> <p>Statistics: Learning From Data (AP Edition). 2016</p>	Yes	0.0 %
Science	<p>Biology-Holt Rinehart and Winston. 2007</p> <p>Introduction to Chemistry-Zumdahl, Houghton Mifflin Co. 2000</p> <p>Earth Science-McDougal Littell. 2005 Prentice Hall. 2006</p> <p>Conceptual Physics-Foresman Addison Wesley 1000</p>	Yes	0.0 %

	<p>Introduction to Engineering, Project Lead the Way, Online Modules.</p> <p>AP Bio Campbell-Reece Am edition. 2008</p> <p>Ag. Bio-Holt California Biology. 2007</p> <p>Ag. Earth-California Earth Science, Prentice Hall. 2006</p> <p>Animal Science-Modern Livestock & Poultry Prod. 2007</p>		
History-Social Science	<p>Modern World History Patterns of Interaction, McDougal Littell. 2006</p> <p>The Making of America, Houghton Mifflin. 2006</p> <p>The Americans, McDouglas Littell. 2006</p> <p>Economics: Principles and Practices, Glencoe. 2008</p> <p>American Government-Prentice Hall. 2006</p>	Yes	0.0 %
Foreign Language	<p>Spanish 1-Ven Conmigo, Level 1, Holt. 2003</p> <p>Spanish 2-Ven Conmigo, Level 2, Holt. 2003</p> <p>Spanish 3-Ven Conmigo, Level 3, Holt. 2003</p> <p>Spanish Flu.-Repaso-Glencoe McGraw Hill. 2002</p> <p>Spanish Lit. & Culture AP-Azulejo, W ayside Publishing. 2008</p> <p>French 1-Discovering French, Bleu. 1997</p> <p>French 2-Discovering French, Blanc. 1997</p> <p>French 3-Discovering French, Red. 1997</p> <p>French 4-Personnages(1997)</p>		0.0 %
Health	N/A		0.0 %
Visual and Performing Arts	Drama: The Stage and the School, Glencoe, McGraw-Hill 1999	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 2/10/2017

School Facility Conditions and Planned Improvements

General

The District takes efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Construction. This survey was completed on August 14, 2012 and is available at the Maintenance, Operations and Transportation office.

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Facilities Description

This school has 18 permanent classrooms and 18 portable classrooms, a library, a multipurpose room, gymnasium, and an administration building. The main campus was built in 1999.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Deferred Maintenance Budget

The District participates in the State School Deferred Maintenance Program, which provides state funds to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior paint, and floor systems. The deferred maintenance program budget includes a contribution from the District's general fund.

Last updated: 1/17/2017

School Facility Good Repair Status

Year and month of the most recent FIT report:

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer		
Interior: Interior Surfaces		
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		
Electrical: Electrical		
Restrooms/Fountains: Restrooms, Sinks/Fountains		
Safety: Fire Safety, Hazardous Materials		
Structural: Structural Damage, Roofs		
External: Playground/School Grounds, Windows/Doors/Gates/Fences		

Overall Facility Rate

Year and month of the most recent FIT report:

Overall Rating

Last updated: 1/18/2017

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	33.0%	57.0%	40.0%	55.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	7.0%	8.0%	9.0%	13.0%	34.0%	36.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/17/2017

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	244	234	95.9%	57.1%
Male	118	116	98.3%	55.2%
Female	126	118	93.7%	59.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	237	228	96.2%	56.4%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	206	197	95.6%	54.1%
English Learners	49	46	93.9%	4.4%
Students with Disabilities	12	11	91.7%	9.1%
Students Receiving Migrant Education Services	18	16	88.9%	37.5%
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/17/2017

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	244	233	95.5%	7.7%
Male	118	116	98.3%	9.5%
Female	126	117	92.9%	6.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	237	227	95.8%	6.6%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	206	196	95.2%	6.6%
English Learners	49	47	95.9%	--
Students with Disabilities	12	11	91.7%	--
Students Receiving Migrant Education Services	18	16	88.9%	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/17/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	23.0%	25.0%	16.0%	30.0%	32.0%	26.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/17/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	276	244	88.4%	16.4%
Male	149	128	85.9%	16.4%
Female	127	116	91.3%	16.4%
Black or African American	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	--	--	--	--
Filipino	0	0	0.0%	0.0%
Hispanic or Latino	267	236	88.4%	16.5%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	243	213	87.7%	16.0%
English Learners	111	94	84.7%	3.2%
Students with Disabilities	22	13	59.1%	7.7%
Students Receiving Migrant Education Services	27	24	88.9%	4.2%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/17/2017

Career Technical Education Programs (School Year 2015-16)

Workforce Preparation

Greenfield High School strives to provide its students with an understanding of how to apply subject learning in their future employment. The school's program focuses on preparing students to think conceptually, communicate effectively, and apply skills in real-world contexts. Curriculum and instructional strategies foster critical thinking, problem solving, leadership, and academic skills. Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study.

Technical Education Advisory Committee

Greenfield High School students may participate in the Regional Occupational Program (ROP), which offers career path related classes such as Agricultural Academy and Computer Applications. Greenfield High School's Career Technical Education programs provide a sequence of courses that furnish students with the academic, technical knowledge, and skills needed to prepare for further education and for careers in current or emerging employment sectors.

Last updated: 1/17/2017

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	584
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	100.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

Last updated: 2/13/2017

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	92.0%
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	13.1%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	21.6%	20.6%	16.6%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 2/10/2017

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2016-17)

Contact Person: Francis Lynch, Principal

Contact Phone Number: (831) 674 – 2751

Greenfield High School provides workshops, training and conference opportunities to their parents and community. Our Parent Involvement Coordinator, along with teachers, counselors, and support staff provide parent training in order to educate, collaborate, and build relationships with the parents in an effort to build a bridge between home and school life. Meetings are held during the day and at other times to accommodate the Greenfield community.

The following are samples of parent involvement opportunities at Greenfield High School:

- * Back to School Night
- * 10th Grade counseling
- * 4 year plan
- * Single Plan for Student Achievement presentations to parents
- * Project 2 Inspire (Parent Institute)
- * Grade checks
- * Counselor appointments
- * Home-School Compact
- * Parent newsletter at least four times a year
- * Quarterly report cards
- * Progress reports
- * E-mails
- * AlertNow telephone outreach
- * College Counselor CSUMB
- * 8th grade parent meeting in January
- * 9th grade Orientation in August

- * Parent Involvement Policy
- * SSC
- * ELAC
- * Parent workshops
- * Supplementary Educational Services (SES)
- * WASC group meetings
- * Student tests results are shared with parents through SSC, ELAC meetings, parent workshops and newsletters
- * CELDT and reclassification results are shared with parents at ELAC meetings and newsletters
- * Athletics
- * Fundraisers
- * Migrant Education Program
- * Volunteering
- * Classroom visitations
- * GEAR UP (UC Santa Cruz Educational Partnership Center and CSU Monterey Bay)
- * Educational Talent Search (Cal State Monterey Bay)
- *Teacher phone calls and notices on student progress

State Priority: Pupil Engagement

Last updated: 2/10/2017

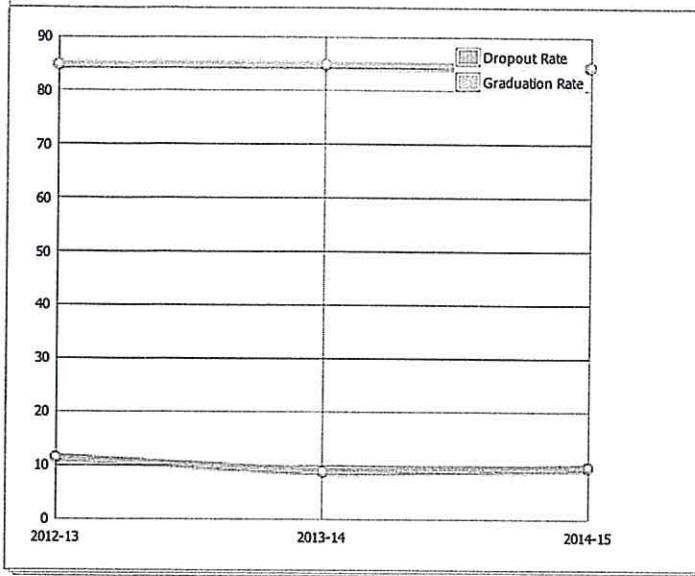
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	11.6%	9.0%	9.8%	14.3%	10.1%	9.8%	11.4%	11.5%	10.7%
Graduation Rate	85.00	85.00	84.60				80.44	80.95	82.27

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 2/10/2017

Completion of High School Graduation Requirements - Graduating Class of 2015

(One-Year Rate)

Student Group	School	District	State
All Students	87	88	85
Black or African American	0	67	77
American Indian or Alaska Native	100	100	75
Asian	0	100	99
Filipino	0	0	97
Hispanic or Latino	87	88	84
Native Hawaiian or Pacific Islander	0	0	85
White	100	93	87
Two or More Races	0	0	91
Socioeconomically Disadvantaged	94	96	77
English Learners	77	72	51
Students with Disabilities	100	92	68
Foster Youth	--	--	--

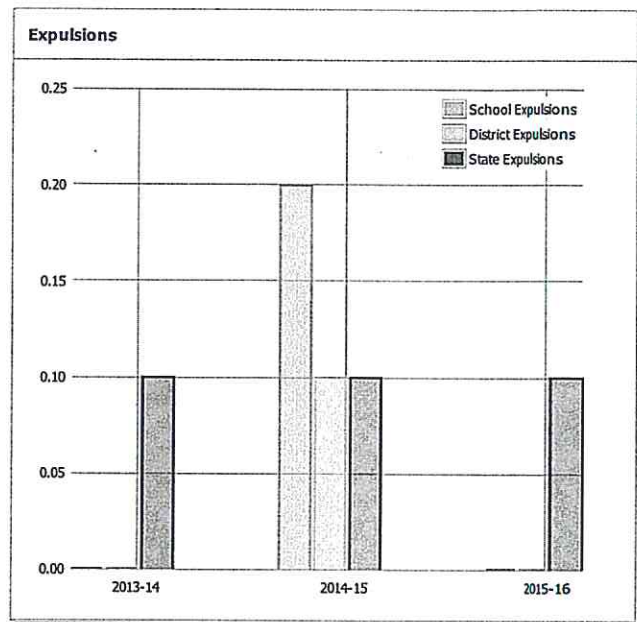
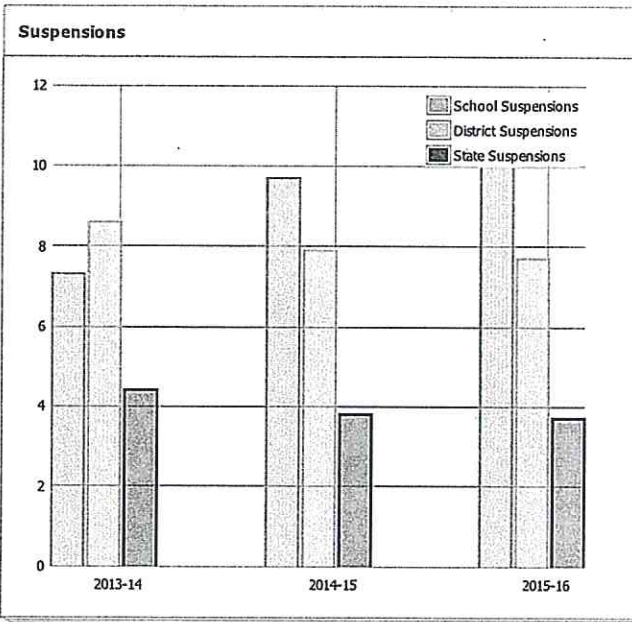
State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	7.3	9.7	10.3	8.6	7.9	7.7	4.4	3.8	3.7
Expulsions	0.0	0.2	0.0	0.0	0.1	0.0	0.1	0.1	0.1



Last updated: 1/17/2017

School Safety Plan (School Year 2016-17)

Greenfield High School is focused on providing a positive, safe, and secure learning environment for students, staff, parents, and the community. The site's comprehensive Safe School Plan addresses safety concerns identified through a school wide planning process. The goals and objectives of this plan support a learning environment that allows staff to effectively teach and students to actively learn. The plan promotes campus safety and focuses on character building and the analysis of the school's physical, social, and cultural environments. Additional components of the plan include information on the site discipline plan and policies; safe travel to and from school; child abuse reporting protocols; school crime data; notifications to teachers of dangerous students; discipline, non-discrimination/harassment, hate-motivated behavior, bullying and sexual harassment policies; and descriptions of strategies that help to develop a safe, positive environment. The School Safety Committee meets quarterly. The site Safe School Plan is updated annually. For the 2015-2016 school year, it was approved February 2016.

Last updated: 1/17/2017

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2006-2007	2010-2011
Year in Program Improvement	Year 5	Year 5
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	66.7%

Note: Cells with NA values do not require data.

Last updated: 1/17/2017

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14			2014-15			2015-16					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	27.0	12	16	16	29.0	7	18	18	29.0	2	5	3
Mathematics	29.0	3	13	12	31.0	3	12	15	32.0	0	4	5
Science	32.0	1	9	10	32.0	1	8	11	31.0	0	6	4
Social Science	31.0	1	11	9	29.0	4	14	7	31.0	1	4	5

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 2/13/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.0	523.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	1.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	0.5	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	3.0	N/A
Other	0.0	N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/17/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$3030.2	\$473.6	\$2558.6	\$69674.9
District	N/A	N/A	\$3031.4	\$73648.0
Percent Difference – School Site and District	--	--	15.6%	5.4%
State	N/A	N/A	\$5677.0	\$75859.0
Percent Difference – School Site and State	--	--	--	--

Note: Cells with N/A values do not require data.

Last updated: 1/18/2017

Types of Services Funded (Fiscal Year 2015-16)

In addition to general state funding, South Monterey County Joint Union High School District receives state and federal funding for the following categorical, special education, and support programs:

- Title I, Part A, Basic Grant
- Title II, Part A, Teacher Quality
- ROC/P Entitlement
- Title III, Part A, Limited English Proficient (LEP) and Immigrant Funds

At Greenfield High School, a variety of programs and services are available to assist students. During this school year, credit recovery classes designed to help students catch up on credits to meet graduation requirements are part of the schedule. After-school tutoring sessions and Saturday credit recovery classes are provided through EIA and Title I funding. Small group and individual Supplemental Educational Services in English and math are provided through Title I funding. Greenfield High School provides support classes during the school day for students whose language arts skills are below grade level through a strategic class for English in addition to the core English class. Students in grade 9 who are two or more years below grade level have a two period intensive class in English Language Arts, entitled READ 180. Students learning English as a second language are enrolled an English Language Development class in addition to the core English class.

Last updated: 2/10/2017

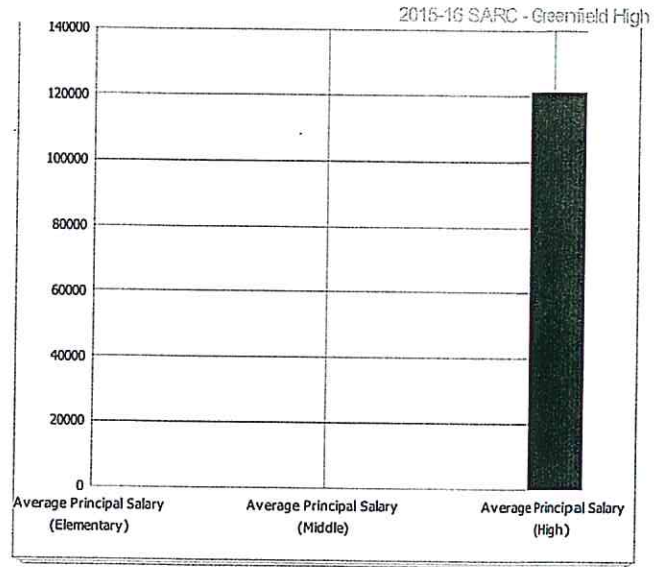
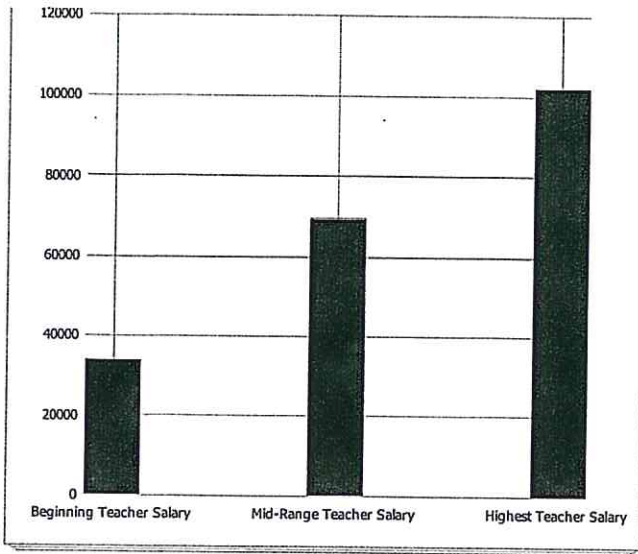
Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$33,896	\$45,265
Mid-Range Teacher Salary	\$69,392	\$72,281
Highest Teacher Salary	\$102,188	\$94,342
Average Principal Salary (Elementary)	\$	\$
Average Principal Salary (Middle)	\$	\$
Average Principal Salary (High)	\$121,413	\$127,317
Superintendent Salary	\$174,000	\$168,625
Percent of Budget for Teacher Salaries	33.0%	34.0%
Percent of Budget for Administrative Salaries	7.0%	6.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Teacher Salary Chart

Principal Salary Chart



Last updated: 1/17/2017

Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts		N/A
Foreign Language	1	N/A
Mathematics	1	N/A
Science	2	N/A
Social Science	4	N/A
All Courses	10	38.0%

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Last updated: 2/13/2017

Professional Development

Professional Development

Committed to increasing all students' achievement and the building of student skills in preparation for the Common Core State Standards, GHS has dedicated professional development time in the building of Professional Learning Communities. Teachers regularly meet in PLCs in order to engage in common lesson planning, reflection regarding the ways to improve student achievement based on analysis of shared data, and refine research-based practices that are most successful in meeting specified student outcomes. Teachers participate in classroom observations, model lessons and peer feedback in order to facilitate professional growth.

To support the implementation of best practices, 100% of core and electives teachers have participated in Constructing Meaning Professional Development. This promotes the academic achievement of all learners, particularly English learners, with a focus on a comprehensive approach for developing English proficiency. Integral to such an approach is explicit language instruction in every class, every day.

The Constructing Meaning program provides teachers with the process and tools for weaving explicit language instruction into content area teaching. Lesson planning is driven by the content and academic language demands of discipline-specific learning. Based on backward design and a gradual release of responsibility model, the Constructing Meaning process prompts teachers to:

- *understand the role language plays in content learning
- *decide what language knowledge students need to access content and express understanding
- *provide appropriate, explicit oral and written language instruction and practice

During dedicated collaboration time, GHS teachers participate in learning the CCSS instructional shifts and components that support greater rigor in reading, speaking and writing. The work of the Common Core and other content standards assume native English proficiency, GHS teachers participate in PD to scaffold those skills necessary for our EL populations to access the CCSS. A focused approach on Constructing Meaning paired with the instructional shifts of the CCSS offers an accelerated approach to instruction that emphasizes both academic English and critical literacy skills, thereby supporting English learners in acquiring the analytical language necessary to meet the demands of the Common Core.

In 2014-15, GHS teachers began their fourth year of Constructing Meaning implementation focusing on expanding teaching strategies and building capacity. Common Core module training in text-complexity, Close reading, Writing across the Curriculum, Oral and Written Language Practice, Depth of Knowledge, College and Career Anchor Standards, Performance Based Instruction, and Productive Groupings have been covered in the last three years. During the school year, GHS Math teachers continued working with the Integrated math curriculum aligned to the math Common Core standards and math practices. GHS is committed to full implementation of the CCSS and supporting our teachers in their needs to transition to the new skills by tailoring our collaboration time to staff development prioritized on a staff needs assessment.

Last updated: 2/10/2017

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

SUBJECT: Approval of the 2015-2016 King City High School
SARC

MEETING: February 28, 2017

AGENDA SECTION:

ACTION

INFORMATION

ACTION/CONSENT

GOVERNING BOARD

Board Goals:

- Improve, Monitor and Sustain Student Achievement
- Improve School Climate in Support of Teaching, Learning and Student Safety
- Develop/Sustain Fiscal Solvency
- Ensure that Facilities are Safe for Staff and Students
- Ensure compliance with Education/Other Codes/Updating Board Policies and Administrative Regulations

Summary:

As required by Education Code, each school site is to develop and distribute an annual accountability report card to the community. These reports mix data from one year prior and the current year. Attached is the School Accountability Report Cards (SARC) for King City High School for the 2015-2016 academic year. The SARC will be posted on the school website and hard copies will be made available upon request.

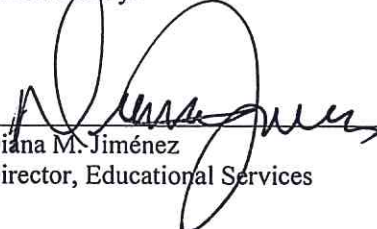
Recommendation:

It is recommended that the Board of Education approve the 2015-2016 School Accountability Report Card (SARC) for King City High School.

Fiscal Impact:

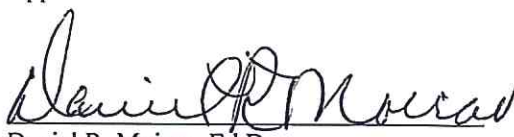
None.

Submitted By:



Diana M. Jiménez
Director, Educational Services

Approved:



Daniel R. Moirao, Ed.D.
Superintendent

King City High

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



Janet Sanchez Matos, Principal

Principal, King City High

About Our School

I would like to welcome you to King City High School; this school year 2016-2017. Serving as the principal is a great honor and a great responsibility. It is a privilege to lead this staff, students and the community for the fifth year.

On behalf of all the staff, I'd like to welcome you and your child to King City High School for the 2016-2017 school year. Whether your child is a new student or a returning student, we hope to make this school year something great for your son/daughter. At King City High School we are aware that our sons/daughters need to be ready to meet the needs, challenges, and demands of today's world. Our staff is committed to giving your son/daughter the best education to prepare them for their future endeavors.

King City High School offers extracurricular activities in sports such as football, volleyball, cross country, basketball, soccer, wrestling, track, baseball, swimming, and softball. We also offer a variety of clubs and organizations including Leadership, Future Farmers of America, Yearbook, Art.

At King City High School, we firmly believe that a strong home and school partnership will help our students succeed. To assist in all aspects of quality education at King City High School, both students and parents are strongly encouraged to take advantage of our valuable resources. Please make sure to meet with our counselors and communicate with them regularly regarding your child's progress. Please take advantage of our AERIES Parent Portal to stay informed in the areas of attendance and academic progress of your son/daughter. Constant communication will ensure that your son/daughter will have a productive career in high school. Parents play an important role at King City High School (KCHS), and with your support we will make a significant difference in the lives of our students. We highly encourage all parents and members of the community to belong to Mustang Bench, our FFA Parent Boosters, and our KCHS PTO Organizations. (Enclosed you will find informational flyers for each one).

You, as a parent, have placed great confidence in King City High School (KCHS). We understand the importance of that trust and we promise to work in the best interest of our students and community.

Please note the bell schedule. We will continue to have a 7 period instructional day with early dismissal collaboration on Wednesdays.

Contact

King City High
720 Broadway St.
King City, CA 93930-3311

Phone: 831-385-5461
E-mail: jmatos@smcjuhsd.org

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	South Monterey County Joint Union High
Phone Number	(831) 385-0606
Superintendent	Daniel Moirao
E-mail Address	dmoirao@smcjuhsd.org
Web Site	www.smcjuhsd.org

School Contact Information (School Year 2016-17)	
School Name	King City High
Street	720 Broadway St.
City, State, Zip	King City, Ca, 93930-3311
Phone Number	831-385-5461
Principal	Janet Sanchez Matos, Principal
E-mail Address	jmatos@smcjuhsd.org
County-District-School (CDS) Code	27660682732170

Last updated: 1/17/2017

School Description and Mission Statement (School Year 2016-17)

King City High school is located in Southern Monterey County and is a part of the Southern Monterey County Joint Unified High School District. It is a comprehensive 9-12 grade high school that has a total enrollment of 942 students. The ethnicity of the student body is primarily Hispanic or Latino (86%) with the second largest population being White/Non-Hispanic (9%). English language learners compose 60% of the King City High School student population.

The school first opened its doors on its current one hundred acre site in 1911. King City High School is in its second century of educating the students of King City and its surrounding communities. The 2010 United States Census reported that King City has a population of 12,874 with a population density is 3,231.8 people per square mile and the racial makeup of 87.5% claiming Hispanic or Latino origin, 4.79% White, 1.2% African American, 2.7% Native American, 1.3% Asian, 0.1% Pacific Islander, 42.3% from other races, and 4.5% from two or more races. There were 3,218 housing units at an average density of 807.8 per square mile (311.9/km²), of which 1,394 (46.3%) were owner-occupied, and 1,614 (53.7%) were occupied by renters. The homeowner vacancy rate was 3.2%; the rental vacancy rate was 3.4%. 5,586 people (43.4% of the population) lived in owner-occupied housing units and 7,229 people (56.2%) lived in rental housing units.

District Vision Statement:

South Monterey County Joint Union High School District is a progressive academic learning community that is committed to lifelong educational success. District Mission Statement South Monterey County Joint Union High School District inspires and empowers all students with the knowledge and skills necessary to achieve their full potential as responsible productive citizens.

King City High School Vision Statement:

KCHS prepares all students with the necessary tools to engage in rigorous thinking and the decision making for an active life in college, career, and community.

King City High School Principal's Goals 2016-17

School Culture / Environment:

1. To create a school culture focused on student learning build on trust, mutual respect and camaraderie. (The idea that it takes a village to raise a child.)
 - a. Shape leadership with staff, students, parent (subgroups) and community
 - b. Promote a collaborative learning culture of inclusion
 - c. Involve parents (subgroups) and community in improving student learning and school culture
2. Create a shared vision and clear goals
 - a. WASC Focus On Learning Process
 - b. Teachers share decision making
3. To create safety nets for the at risk student
 - a. Increasing graduation rate
 - b. Decreasing drop-out rate
 - c. Helping to close the achievement gap
 - d. Opportunity for credit recovery
4. To move from California Content Standards to high quality Common Core State Standards through the implementation of scientific proven researched based teaching strategies.

- a. Professional Learning Communities (PLC)
- b. Professional Staff Development Plan

Compliance / Resources

5. To develop a process where required documents, policies, and procedures are followed and monitored for implementation and compliance.

- a. WASC
- b. SSC
- c. ELAC
- d. EL reclassification
- e. DELAC
- f. SPFSA
- g. SARC
- i. ASB

Expected School-wide Learner Outcomes (SLOs)

A Mustang is:

An Effective Communicator who can:

- Speak with confidence within a group and to an audience
- Use a computer to develop documents, graphs, and charts
- Read and comprehend information
- Listen and comprehend information

A Complex Thinker who can:

- Use logical decision-making processes
- Analyze, interpret, and evaluate significant concepts within various concepts
- Transfer learned skills to new situations

A Collaborative Worker who can:

- Work effectively in groups in various roles
- Create and adapt to change
- Use effective leadership skills to foster, develop, and maintain relations within diverse settings

A Self-Directed Learner who can:

- Set appropriate and realistic educational, vocational, and personal goals and standards
- Assess their needs and apply appropriate strategies to learn the identified concepts and skills
- Exhibit self-motivation and self-discipline and accept individual and group responsibility

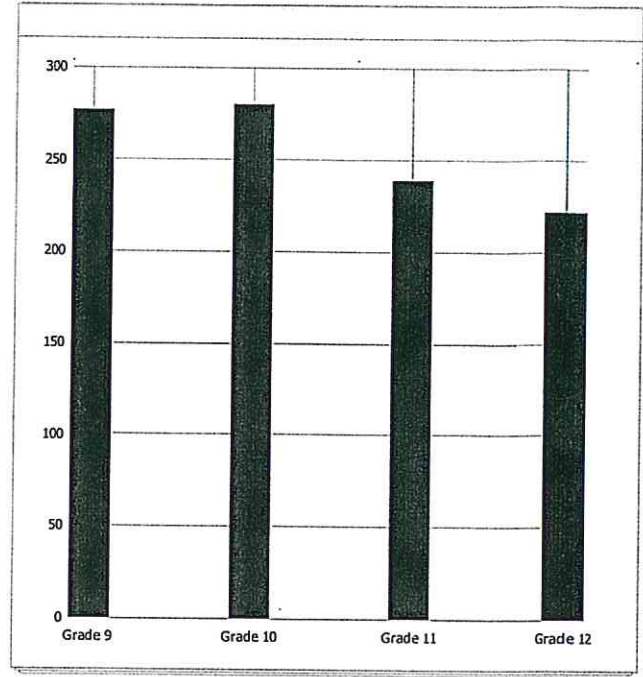
An Effective Citizen who can:

- Demonstrate positive and productive citizenship
- Make informed choices, understanding what the choices mean
- Register to vote

Last updated: 2/13/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 9	277
Grade 10	280
Grade 11	239
Grade 12	222
Total Enrollment	1018



Last updated: 1/17/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.2 %
American Indian or Alaska Native	0.8 %
Asian	0.5 %
Filipino	0.3 %
Hispanic or Latino	85.9 %
Native Hawaiian or Pacific Islander	0.2 %
White	8.2 %
Two or More Races	3.5 %
Other	0.4 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	79.0 %
English Learners	20.7 %
Students with Disabilities	17.7 %
Foster Youth	0.1 %

Last updated: 1/17/2017

A. Conditions of Learning

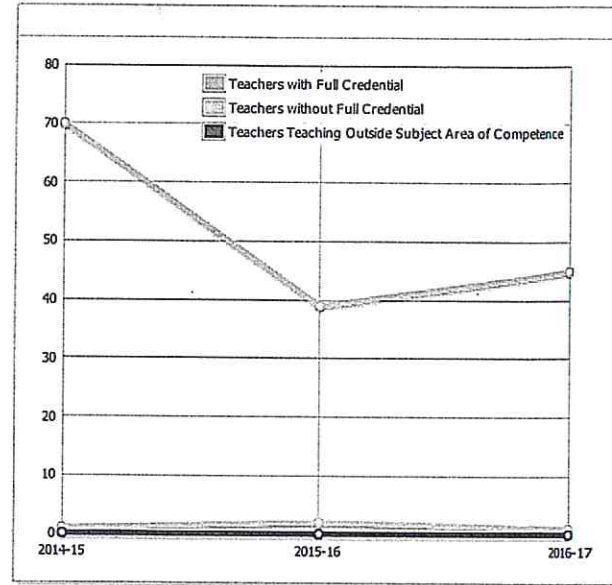
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

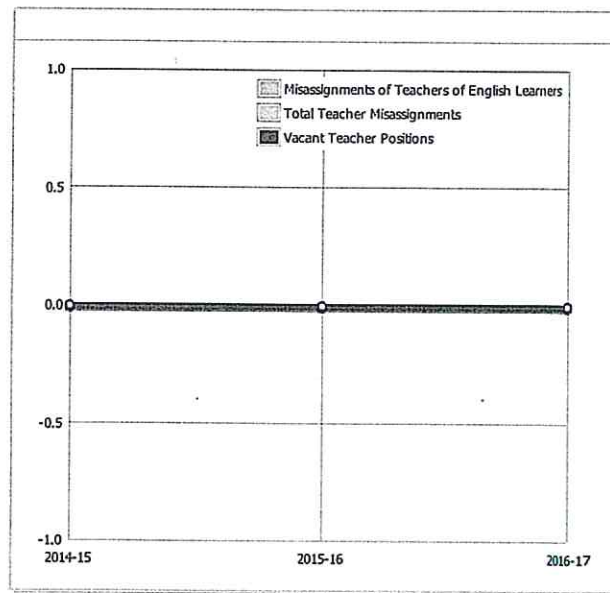
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	70	39	45	93
Without Full Credential	1	2	1	4
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/19/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 1/19/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	93.0%	7.0%
All Schools in District	96.0%	4.0%
High-Poverty Schools in District	96.0%	4.0%
Low-Poverty Schools in District	0.0%	0.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/17/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: December 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Glencoe Literature: The Reader's Choice-Course 4/2002 Glencoe Literature: The Reader's Choice-Course 5/2002 Glencoe Literature: The Reader's Choice-Course 4/2002 Glencoe British Literature: The Reader's Choice 2002 California State University-Expository Reading and Writing Curriculum, 2008 Edge (Red) Hampton-Brown Edge Fundamentals 2009 Edge (Orange) Level A. Hampton-Brown Edge Fundamentals 2009 Edge (Blue) Level B. Hampton-Brown Edge Fundamentals 2009 Edge (Green) Level C. Hampton-Brown Edge Fundamentals 2009	Yes	0.0 %
Mathematics	Mathematics Vision Project Modules: Secondary One & Secondary Two Algebra & Trigonometry, McDougal Littell 2008 Pre-Calculus: Graphical, Numerical, and Algebraic, Person 2007 Calculus AP edition, Prentice Hall 2007 Finacial Algebra, Cengage Learning, 2007 Statistics, Peck/Olsen,2014	Yes	0.0 %
Science	Modern Biology 2002 Chemistry Matter & Change 2005 Earth Science, McDougal Littell 2005 Physics: Principles & Problems Crininalistics 9th Ed. 2007 California Earth Science 2006 California Biology 2007 Living In The Environment G. Tyler Miller, Scott E. Spoolman Eighteenth Edition	Yes	0.0 %

History-Social Science	CA Modern World History: Patterns of Interaction, McDougal Littell 2006 The Americans, McDougal Littell 2006 Creating America: A History of the U.S. McDougal Littell 2007 American Pageant AP edition, 15th ed. 2013 Economics: Concepts and Choices, McDougal Littell 2006 American Government 2006 Government in America AP. 16th ed. Pearson 2014 Cultural Landscape AP edition 2014	Yes	0.0 %
Foreign Language	Descubre I Level 1, 2008/2011 Descubre II Level 2, 2008/2011 Nosotros Y Nuestro Mundo: Spanish for Spanish Speakers 1, Glencoe 2000 Abriendo Paso-Gramatica 2014 Abriendo Paso-Temas y Lecturas 2014 AP Spanish Prep for Language & Culture Exam 2014	Yes	0.0 %
Health			0.0 %
Visual and Performing Arts	The Stage and the School, McGraw-Hill 2005	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/18/2017

School Facility Conditions and Planned Improvements

The District takes efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Construction. This survey was completed on April 3, 2014 and is available at the Maintenance, Operations and Transportation office.

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Facilities Description: This school has 49 permanent classrooms and no portable classrooms, a library, auditorium, cafeteria, gymnasium, and an administration building. The main campus was built in 1911. Modernizations in 2006, include buildings A, B, C, E, H, K, administration, library, rooms 194-196 and addition of two restrooms. In 2011, buildings A, B, C, and H were re-roofed. In 2012, the girl's locker room was modernized, and in 2013 the boy's locker room was modernized.

Maintenance and Repair: District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Last updated: 2/10/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: November 2015

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: November 2015

Overall Rating	Good
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Last updated: 2/10/2017

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	55.0%	59.0%	40.0%	55.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	13.0%	21.0%	9.0%	13.0%	34.0%	36.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 2/10/2017

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	225	221	98.2%	58.9%
Male	119	119	100.0%	45.3%
Female	106	102	96.2%	74.5%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	190	187	98.4%	55.7%
Native Hawaiian or Pacific Islander	--	--	--	--
White	30	29	96.7%	82.8%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	174	172	98.9%	53.5%
English Learners	34	32	94.1%	9.7%
Students with Disabilities	41	39	95.1%	13.5%
Students Receiving Migrant Education Services	13	12	92.3%	58.3%
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/17/2017

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	225	220	97.8%	20.6%
Male	119	118	99.2%	18.6%
Female	106	102	96.2%	22.8%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	190	186	97.9%	16.2%
Native Hawaiian or Pacific Islander	--	--	--	--
White	30	29	96.7%	51.7%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	174	171	98.3%	16.4%
English Learners	34	32	94.1%	--
Students with Disabilities	41	38	92.7%	--
Students Receiving Migrant Education Services	13	12	92.3%	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/17/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	34.0%	37.0%	35.0%	30.0%	32.0%	26.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/17/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	271	259	95.6%	34.8%
Male	134	127	94.8%	33.9%
Female	137	132	96.4%	35.6%
Black or African American	0	0	0.0%	0.0%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	235	226	96.2%	28.8%
Native Hawaiian or Pacific Islander	--	--	--	--
White	24	23	95.8%	87.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	210	201	95.7%	28.9%
English Learners	53	48	90.6%	10.4%
Students with Disabilities	52	49	94.2%	20.4%
Students Receiving Migrant Education Services	12	9	75.0%	44.4%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/17/2017

Career Technical Education Programs (School Year 2015-16)

King City High School strives to provide its students with an understanding of how to apply subject learning in their future employment. The school's program focuses on preparing students to think conceptually, communicate effectively, and apply skills in real-world contexts. Curriculum and instructional strategies foster critical thinking, problem solving, leadership, and academic skills. Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. King City High School offers a variety of career-path related classes, the table below lists the career preparation courses offered at King City High School. Mrs. Deborah Benson is the primary contact for the Career Technical Education Committee.

*Last updated: 1/17/2017***Career Technical Education Participation (School Year 2015-16)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	672
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	99.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	36.0%

*Last updated: 1/18/2017***Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	95.0%
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	10.1%

State Priority: Other Pupil Outcomes

2015-16 SARC - King City High
Last updated: 2/13/2017

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	19.8%	17.1%	10.6%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 2/10/2017

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2016-17)

Contact Person: Janet Sanchez Matos, Principal

Contact Phone Number: (831) 385-5461

Parents who wish to participate in King City High School's leadership teams, school committees, school activities, or become a volunteer may contact the school office at (831) 385-5461. King City High School's website (www.kingcity.k12.ca.us/kchs) provides a variety of resources and information for parents, staff, students, and community members. Additionally, there is an Aeries portal accessible through the website that allow s parent real time access to their child's grades, course work and instructors.

King City high school is committed to involving parents and community members in its effort to increase student achievement. We have created many opportunities for parent and community involvement and are in the process of developing more. The following are examples of current opportunities for parent

Involvement at King City High School:

- School Board Meetings
- Back to School Night
- Freshman Orientation
- Progress reports
- Report Cards
- Parent Grade Checks
- Individual Education Plan Meetings
- Parent Teacher Conferences
- School Guidance Counselor
- Parent Meetings
- School Website
- School Marquee
- Mailings
- Auto call information

- Print Media
- English Learners Advisory Committee (ELAC)
- Migrant Parent Advisory Council
- WASC Focus Groups
- Regional Occupation Program
- Vocational Education Advisory Committee
- Sober Grad Committee
- Mustang Bench Athletic Booster Organization
- Rotary
- Lions Clubs
- Young Farmers
- FFA
- School Site Council
- Senior Class Graduation Committee

King City High School has a legally constituted school site council that consists of The site principal, three certificated staff, one classified employee, three parents and three secondary students. The council meets a minimum of five times per year to discuss categorical budgets, the single school plan for student achievement a school safety plan, data analysis, and other topics within their purview. This body provides parents an active role in school governance and a critical say in the allocation of fiscal resources.

State Priority: Pupil Engagement

Last updated: 2/10/2017

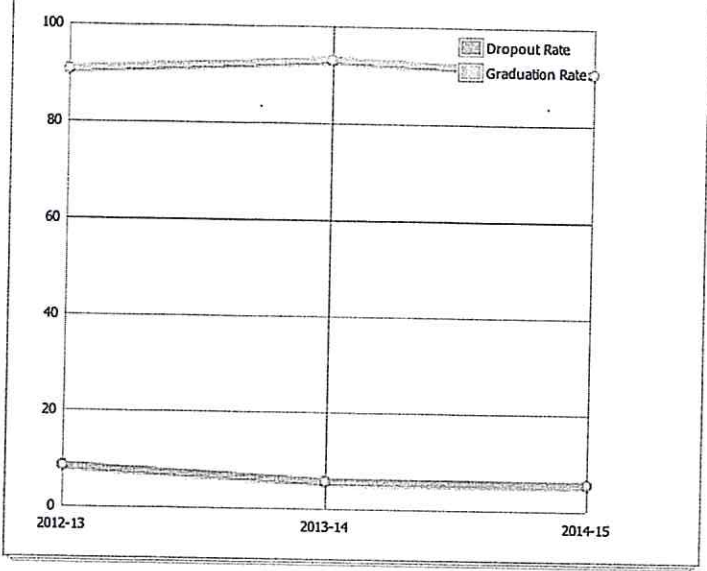
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	8.6%	5.8%	5.6%	14.3%	10.1%	9.8%	11.4%	11.5%	10.7%
Graduation Rate	90.90	93.20	90.80				80.44	80.95	82.27

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 1/17/2017

Completion of High School Graduation Requirements - Graduating Class of 2015**(One-Year Rate)**

Student Group	School	District	State
All Students	97	88	85
Black or African American	100	67	77
American Indian or Alaska Native	0	100	75
Asian	100	100	99
Filipino	0	0	97
Hispanic or Latino	97	88	84
Native Hawaiian or Pacific Islander	0	0	85
White	96	93	87
Two or More Races	0	0	91
Socioeconomically Disadvantaged	100	96	77
English Learners	77	72	51
Students with Disabilities	90	92	68
Foster Youth	--	--	--

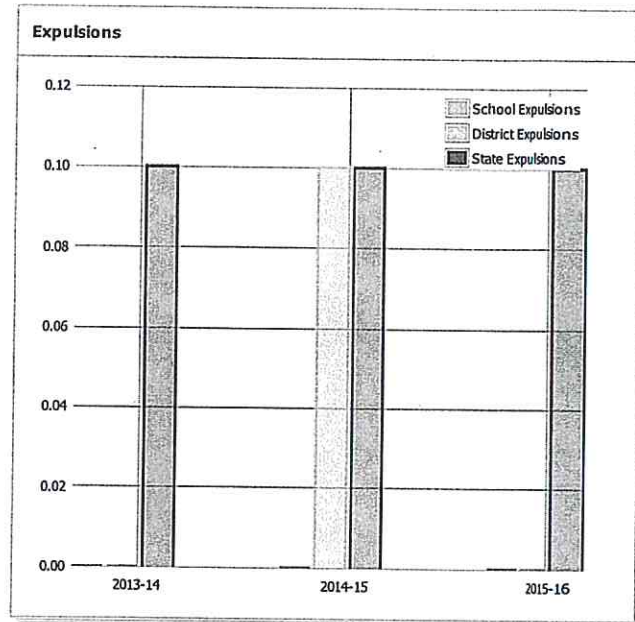
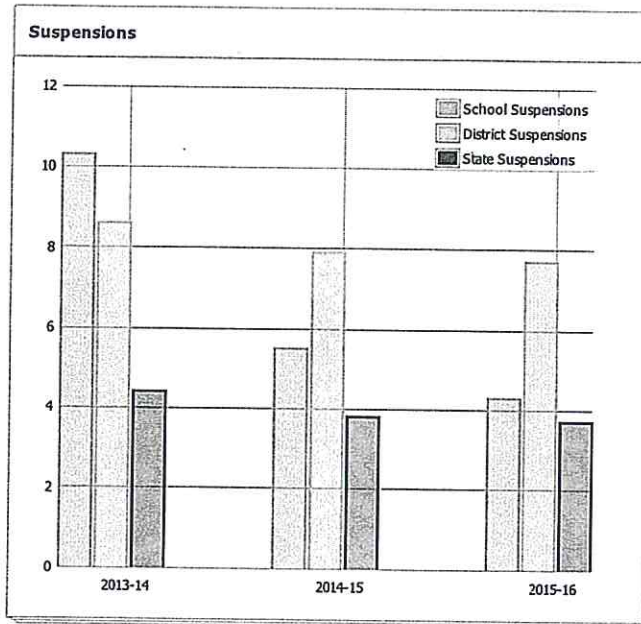
State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	10.3	5.5	4.3	8.6	7.9	7.7	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.1



Last updated: 1/17/2017

School Safety Plan (School Year 2016-17)

King City High School is focused on providing a positive, safe, and secure learning environment for students, staff, parents, and the community. The site's comprehensive Safe School Plan addresses safety concerns identified through a school wide planning process. The goals and objectives of this plan support a learning environment that allow s staff to effectively teach and students to actively learn. The plan promotes campus safety and focuses on character building and the analysis of the school's physical, social, and cultural environments. Additional components of the plan include information on the site discipline plan and policies; safe travel to and from school; child abuse reporting protocols; school crime data; notifications to teachers of dangerous students; discipline, nondiscrimination/harassment, hate-motivated behavior, bullying and sexual harassment policies; and descriptions of strategies that help to develop a safe, positive environment. The site Safe School Plan is updated annually. For the 2016-2017 school year, it was approved by the School Site Board on December 11, 2015.

Last updated: 2/10/2017

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2010-2011
Year in Program Improvement	Year 5	Year 5
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	66.7%

Note: Cells with NA values do not require data.

Last updated: 1/17/2017

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14			2014-15			2015-16					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	27.0	15	12	15	28.0	8	15	15	18.0	9	5	1
Mathematics	31.0	5	8	14	29.0	6	13	13	24.0	5	8	0
Science	34.0	0	4	12	30.0	3	4	9	30.0	2	2	8
Social Science	29.0	3	9	13	28.0	5	11	10	27.0	2	8	2

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 2/13/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.0	511.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	1.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	0.0	N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/19/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$3261.0	\$334.5	\$2926.4	\$72561.1
District	N/A	N/A	\$3031.4	\$73648.0
Percent Difference – School Site and District	--	--	-3.0%	1.0%
State	N/A	N/A	\$5677.0	\$75859.0
Percent Difference – School Site and State	--	--	--	--

Note: Cells with N/A values do not require data.

Last updated: 1/18/2017

Types of Services Funded (Fiscal Year 2015-16)

In addition to general state funding, South Monterey County Joint Union High School District receives state and federal funding for the following categorical, special education, and support programs:

- Title I, Part A, Basic Grant
- Title II, Part A, Teacher Quality
- ROC/P Entitlement
- Title III, Part A, Limited English Proficient (LEP) and Immigrant Funds

Programs and services are available to assist students. After-school and Saturday tutoring are provided through EIA and Title I funding. Preparation and review sessions for the California High School Exit Exam are also available for students. Small group and individual Supplemental Educational Services tutoring in English and math are provided through Title I funding.

Last updated: 2/13/2017

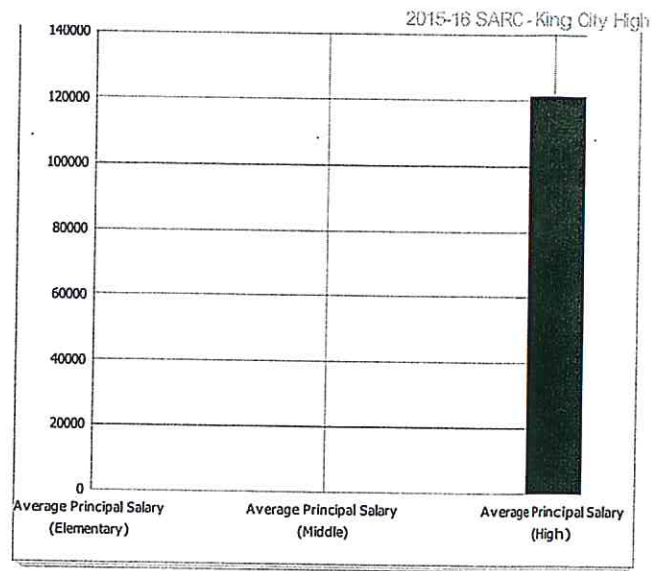
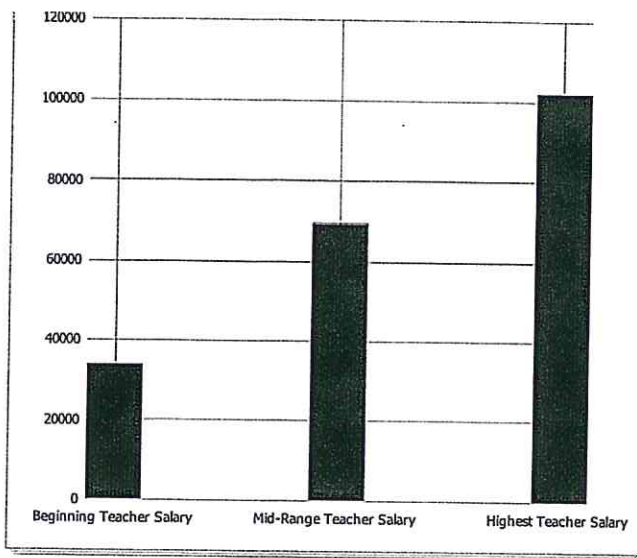
Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$33,896	\$45,265
Mid-Range Teacher Salary	\$69,392	\$72,281
Highest Teacher Salary	\$102,188	\$94,342
Average Principal Salary (Elementary)	\$	\$
Average Principal Salary (Middle)	\$	\$
Average Principal Salary (High)	\$121,413	\$127,317
Superintendent Salary	\$174,000	\$168,625
Percent of Budget for Teacher Salaries	33.0%	34.0%
Percent of Budget for Administrative Salaries	7.0%	6.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Teacher Salary Chart

Principal Salary Chart



Last updated: 1/17/2017

Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	3	N/A
Fine and Performing Arts	0	N/A
Foreign Language	1	N/A
Mathematics	1	N/A
Science	2	N/A
Social Science	6	N/A
All Courses	13	43.0%

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Last updated: 2/13/2017

Professional Development

KCHS is committed to increasing all students' achievement and the building of student skills in preparation for the Common Core State Standards. To this end, KCHS has dedicated professional development time in the building of Professional Learning Communities. Teachers regularly meet in PLCs in order to engage in individual and group reflection regarding the ways to improve student achievement, monitor and plan from student achievement data and refine the practices that are most successful in meeting specified student outcomes. Teachers participate in classroom observations, model lessons and peer feedback in order to facilitate professional growth.

To support the implementation of best practices, 94% of the teachers have participated in Constructing Meaning Professional Development. This PD ensures the academic achievement of English learners and all learners with a focus on a comprehensive approach for developing English proficiency. Integral to such an approach is explicit language instruction in every class, every day. Constructing Meaning provides teachers with the process and tools for weaving explicit language instruction into content area teaching. Lesson planning is driven by the content and academic language demands of discipline-specific learning. Based on backward design and a gradual release of responsibility model, the Constructing Meaning process prompts teachers to: understand the role language plays in content learning, decide what language knowledge students need to access content and express understanding, provide appropriate, explicit oral and written language instruction and practice.

During dedicated collaboration time, KCHS teachers participate in learning the CCSS instructional shifts and components that support greater rigor in reading, listening, speaking and writing. The work of the Common Core and other content standards assume native English proficiency, KCHS teachers participate in PD to scaffold those skills necessary for our EL populations to access the CCSS. A focused approach on Constructing Meaning paired with the instructional shifts of the CCSS offers an accelerated approach to instruction that emphasizes both academic English and critical literacy skills, thereby supporting English learners in acquiring the analytical language necessary to meet the demands of the Common Core.

Currently, KCHS teachers are in their third year of Constructing Meaning Implementation with improvements in fidelity to the strategies and capacity building each year. Common Core module training in text-complexity, Close reading, Depth of Knowledge, the College and Career Anchor Standards, Performance Based Instruction, and Productive Groupings have been covered in the last two years. KCHS is committed to full implementation of the CCSS and supporting our teachers in their needs to transition to the new skills by tailoring our Collaboration time to staff development prioritized on a staff needs assessment.

Last updated: 1/18/2017

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

SUBJECT: Approval of the 2015-2016 Portola-Butler High School SARC

MEETING: February 28, 2017

AGENDA SECTION:

ACTION

INFORMATION

ACTION/CONSENT

GOVERNING BOARD

Board Goals:

- Improve, Monitor and Sustain Student Achievement
- Improve School Climate in Support of Teaching, Learning and Student Safety
- Develop/Sustain Fiscal Solvency
- Ensure that Facilities are Safe for Staff and Students
- Ensure compliance with Education/Other Codes/Updating Board Policies and Administrative Regulations

Summary:

As required by Education Code, each school site is to develop and distribute an annual accountability report card to the community. These reports mix data from one year prior and the current year. Attached is the School Accountability Report Cards (SARC) for Portola-Butler High School for the 2015-2016 academic year. The SARC will be posted on the school website and hard copies will be made available upon request.

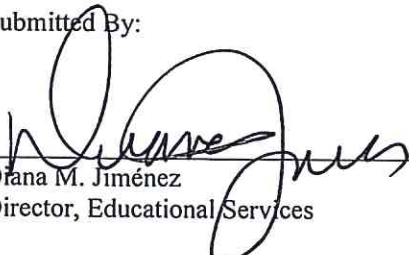
Recommendation:

It is recommended that the Board of Education approve the 2015-2016 School Accountability Report Card (SARC) for Portola-Butler High School.

Fiscal Impact:

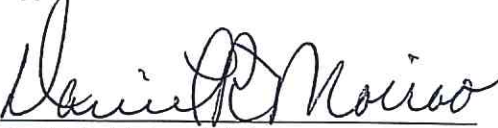
None.

Submitted By:



Drana M. Jiménez
Director, Educational Services

Approved:



Daniel R. Moirao, Ed.D.
Superintendent

Portola-Butler Continuation High

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



Dr. Steven James, Director

Principal, Portola-Butler Continuation High

About Our School

Portola-Butler is a place where students have a unique opportunity to be responsible for their success. Here they can achieve their goal of a high school diploma in a smaller setting with highly qualified, caring teachers and support staff. The curriculum is rigorous and relevant and prepares our students to be college and/or career ready. Every student has enrolled at PBHS for his/her own reasons, yet each person has the desire to earn enough credits to graduate, receive a diploma and make a positive start toward a successful future. When you make responsible choices everyday, you will reach your goals. We are eager to help you on your path of completing your education and facing the new challenges that await you.

Contact

Portola-Butler Continuation High
760 Broadway St.
King City, CA 93930-3311

Phone: 831-385-4661
E-mail: sjames@smcjuhsd.org

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	South Monterey County Joint Union High
Phone Number	(831) 385-0606
Superintendent	Dr. Daniel Moirao
E-mail Address	dmoirao@smcjuhsd.org
Web Site	www.smcjuhsd.org

School Contact Information (School Year 2016-17)	
School Name	Portola-Butler Continuation High
Street	760 Broadway St.
City, State, Zip	King City, Ca, 93930-3311
Phone Number	831-385-4661
Principal	Dr. Steven James, Director
E-mail Address	sjames@smcjuhsd.org
Web Site	http://www.portolabutlerhs.org/
County-District-School (CDS) Code	27660682730083

Last updated: 1/17/2017

School Description and Mission Statement (School Year 2016-17)

Portola-Butler High School is the continuation high school for the South Monterey County Joint Union High School District, which includes two comprehensive high schools with a total district enrollment of approximately 2300 plus students. Portola-Butler High School is located in King City, an agricultural community in the southern part of Monterey County. The school was established at the district offices in 1971, but has since been located on the property of King City High School. Portola-Butler High School was formerly Los Padres High School, then was renamed in honor of one of the school's late founding teachers, Candy Butler. In 2010 the name was modified and is now known as Portola-Butler Continuation High School.

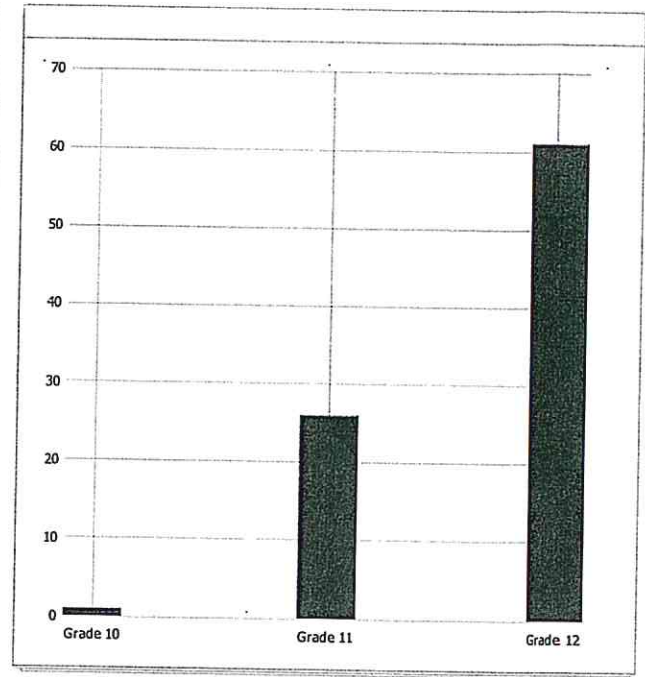
Students, who are at least 16 years of age, and in grades 10, 11 and 12, attend Portola-Butler High School in order to make up units that were missed at the comprehensive site(s), or as an alternative path to finishing high school. The educational programs at the school are designed to allow students to accelerate their learning and offers the student the opportunity to graduate on time. During the 2015-2016 school year, nearly 90 students were enrolled at Portola-Butler High School.

Mission: The mission of Portola-Butler Continuation High School is to provide a safe, challenging environment where students become a community of learners who develop knowledge, confidence, and independence to realize their academic and creative potential, develop respect and tolerance for others, and become involved and responsible citizens.

Last updated: 1/17/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 10	1
Grade 11	26
Grade 12	61
Total Enrollment	88



Last updated: 1/17/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.0 %
American Indian or Alaska Native	0.0 %
Asian	0.0 %
Filipino	0.0 %
Hispanic or Latino	93.2 %
Native Hawaiian or Pacific Islander	0.0 %
White	5.7 %
Two or More Races	1.1 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	79.5 %
English Learners	40.9 %
Students with Disabilities	0.0 %
Foster Youth	0.0 %

Last updated: 1/18/2017

A. Conditions of Learning

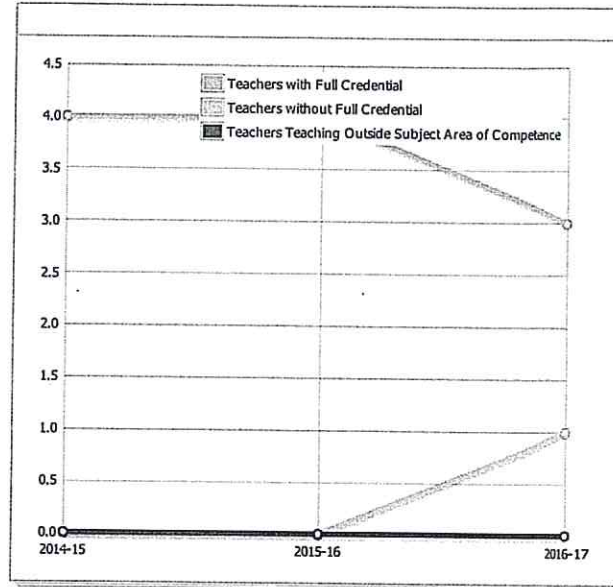
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

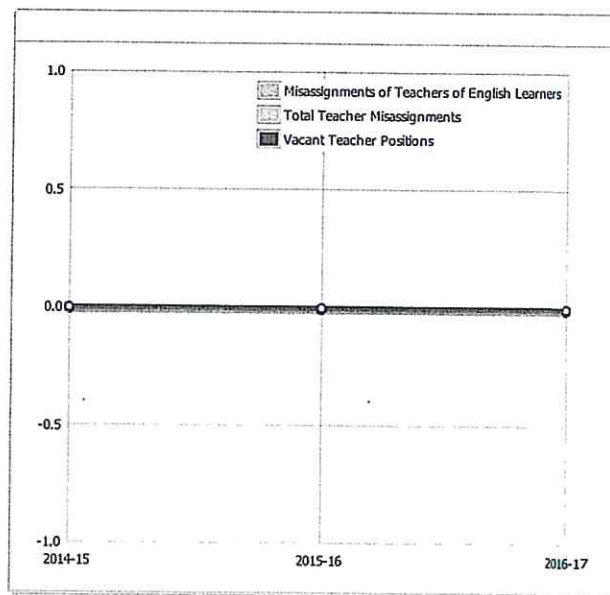
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	4	4	3	93
Without Full Credential	0	0	1	4
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/18/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 1/18/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	96.0%	4.0%
High-Poverty Schools in District	96.0%	4.0%
Low-Poverty Schools in District	0.0%	0.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/18/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: October 2015

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Glencoe ELA Series (2002) Literature Platinum-Prentice Hauglin (2002) Literature Gold-Hauglin (2003)	Yes	0.0 %
Mathematics	Mathematics Vision Project (MVP) (2015) Consumer Math (2003)	Yes	0.0 %
Science	Modern Biology. Holt, Rinehart and Wiston. 2002 Earth Science. McDougall Littell. 2005	Yes	0.0 %
History-Social Science	Houghton Mifflin (World History) Patterns of Interaction (2006) McDougal Littell (US History) The Americans (2006) McDougal Littell Economics (2007) Prentice Hall American Government (2006)	Yes	0.0 %
Foreign Language	None		0.0 %
Health	Glencoe Health (2002)	Yes	0.0 %
Visual and Performing Arts	NONE		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/18/2017

School Facility Conditions and Planned Improvements

The District ensure that all of the schools in SMCJUHSD are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Construction. This survey was completed on April 3, 2014, and is available at the Maintenance, Operations and Transportation office.

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Facilities Description

This school has four portable classrooms, bathrooms, and an administration building. The main campus was built in 1999.

Maintenance and Repair

District maintenance performs the necessary preventative maintenance to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Last updated: 1/18/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: April 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Fair	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Fair	
Structural: Structural Damage, Roofs	Fair	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	

Overall Facility Rate

Year and month of the most recent FIT report: April 2016

Overall Rating	Good
----------------	------

Last updated: 2/10/2017

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	6.0%	11.0%	40.0%	55.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	0.0%	--	9.0%	13.0%	34.0%	36.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/17/2017

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	39	35	89.7%	11.4%
Male	23	21	91.3%	14.3%
Female	16	14	87.5%	7.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	35	32	91.4%	9.4%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	32	30	93.8%	10.0%
English Learners	14	14	100.0%	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/17/2017

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	39	35	89.7%	--
Male	23	21	91.3%	--
Female	16	14	87.5%	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	35	32	91.4%	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	32	30	93.8%	--
English Learners	14	14	100.0%	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/17/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	--	--	--	30.0%	32.0%	26.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/17/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	0	0	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	0	0	0.0%	0.0%
Filipino	0	0	0.0%	0.0%
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	--	--	--	--
Two or More Races	0	0	0.0%	0.0%
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	0	0	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/17/2017

Career Technical Education Programs (School Year 2015-16)

No Career Technical Education Programs were offered at Portola-Butler in 2015-2016. However, students are able to access the classes at King City or Greenfield High Schools. In addition, our students can enroll in CTE courses through Hartnell Community College.

Last updated: 2/10/2017

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

Last updated: 1/17/2017

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	91.0%
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/18/2017

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2016-17)

Contact Person: Steve James, Ed.D

Contact Phone Number: (831) 385-4661

Portola-Butler High School encourages parents to be active in their student's education. Parents are invited to attend parent conferences and to call and/or visit the school. The local community is also supportive of Portola-Butler High School. Our business community and local civic organizations have a long history of providing our students with opportunities to grow and learn through community service hours.

The following are examples of current parent involvement opportunities:

- School Board Meetings
- Parent Teacher Conferences
- WASC Focus Groups
- School Site Council
- English Learner Advisory Committee
- LCAP Stakeholder Meetings
- Parent/Counselor Meetings

State Priority: Pupil Engagement

Last updated: 2/10/2017

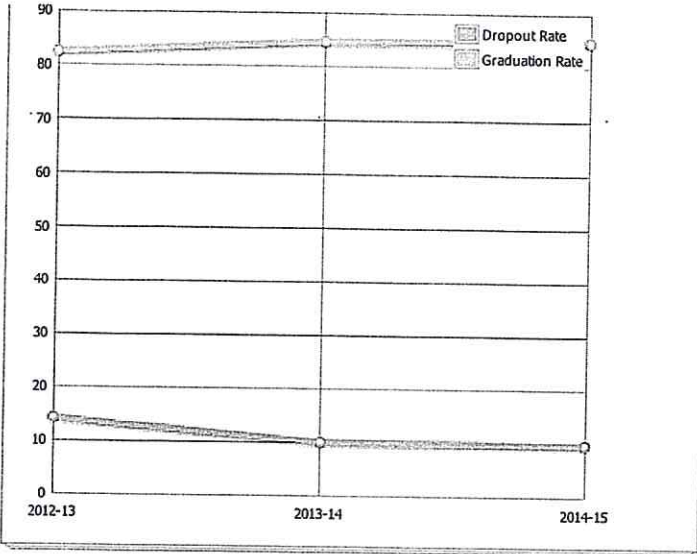
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	14.3%	10.1%	9.8%	14.3%	10.1%	9.8%	11.4%	11.5%	10.7%
Graduation Rate	82.60	84.80	84.90				80.44	80.95	82.27

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 1/17/2017

Completion of High School Graduation Requirements - Graduating Class of 2015**(One-Year Rate)**

Student Group	School	District	State
All Students	71	88	85
Black or African American	0	67	77
American Indian or Alaska Native	0	100	75
Asian	0	100	99
Filipino	0	0	97
Hispanic or Latino	73	88	84
Native Hawaiian or Pacific Islander	0	0	85
White	0	93	87
Two or More Races	0	0	91
Socioeconomically Disadvantaged	72	96	77
English Learners	62	72	51
Students with Disabilities	64	92	68
Foster Youth	--	--	--

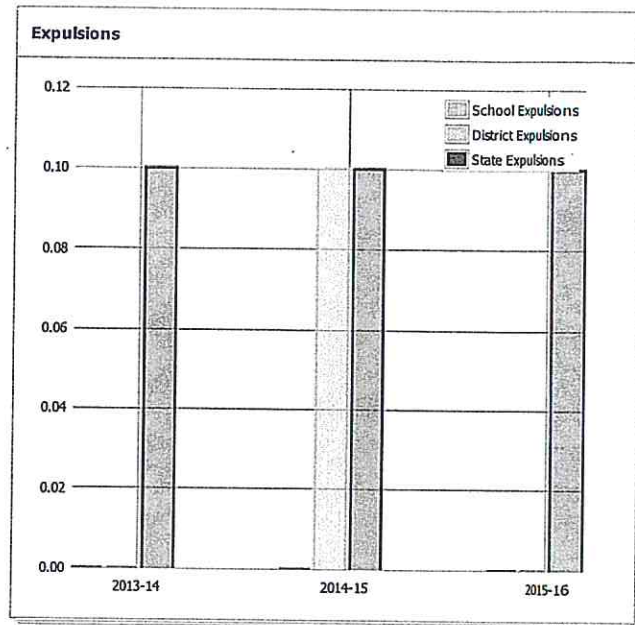
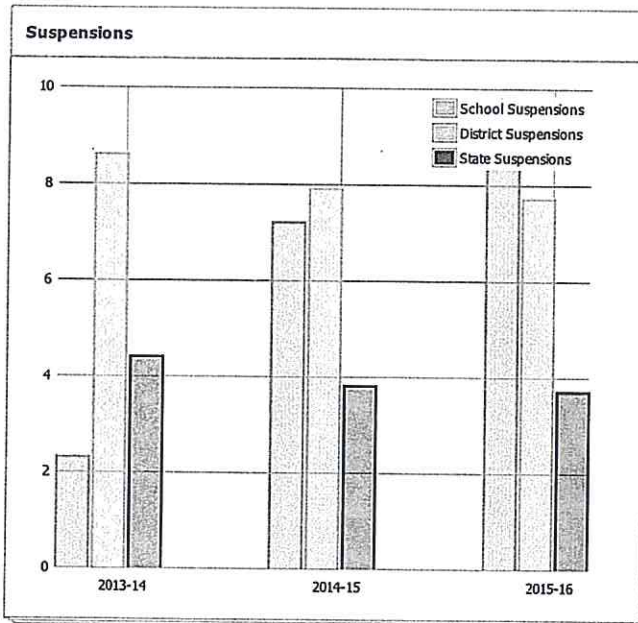
State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	2.3	7.2	9.8	8.6	7.9	7.7	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.1



Last updated: 1/17/2017

School Safety Plan (School Year 2016-17)

Portola-Butler Continuation High School is focused on providing a positive, safe, and secure learning environment for students, staff, parents, and the community. The site's comprehensive Safe School Plan addresses safety concerns identified through a school wide planning process. The goals and objectives of this plan support a learning environment that allows staff to effectively teach and students to actively learn. The plan promotes campus safety and focuses on character building and the analysis of the school's physical, social, and cultural environments. Additional components of the plan include information on the site discipline plan and policies; safe travel to and from school; child abuse reporting protocols; school crime data; notifications to teachers of dangerous students; discipline, non-discrimination/harassment, hate-motivated behavior, bullying and sexual harassment policies; and descriptions of strategies that help to develop a safe, positive environment. The site Safe School Plan is updated annually and approved by the Board of Trustee's.

Last updated: 2/10/2017

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2010-2011
Year in Program Improvement		Year 5
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	66.7%

Note: Cells with NA values do not require data.

Last updated: 2/10/2017

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6												
Other												

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 1/17/2017

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	15.0	3	2	0	5.0	31	0	0	10.0	4	0	0
Mathematics	24.0	1	2	0	5.0	14	0	0	12.0	2	0	0
Science	13.0	3	0	0	4.0	15	0	0	10.0	2	0	0
Social Science	25.0	2	0	1	7.0	32	0	0	8.0	5	0	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 2/13/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.4	45.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	1.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	0.2	N/A
Other	0.0	N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/17/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$3629.9	--	\$3629.9	\$84319.0
District	N/A	N/A	\$3547.7	\$73648.0
Percent Difference -- School Site and District	--	--	20.0%	14.0%
State	N/A	N/A	\$5677.0	\$75859.0
Percent Difference -- School Site and State	--	--	--	--

Note: Cells with N/A values do not require data.

Last updated: 1/18/2017

Types of Services Funded (Fiscal Year 2015-16)

In addition to general State funding, during the 2015-2016 school year Portola-Butler received the following funding:

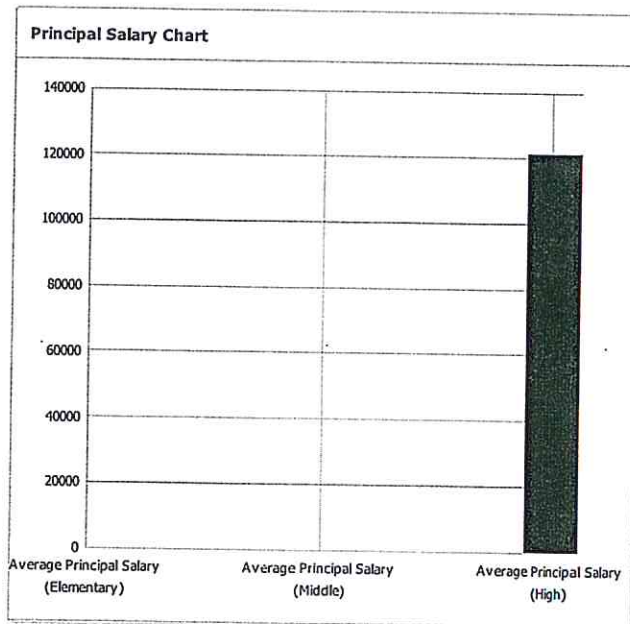
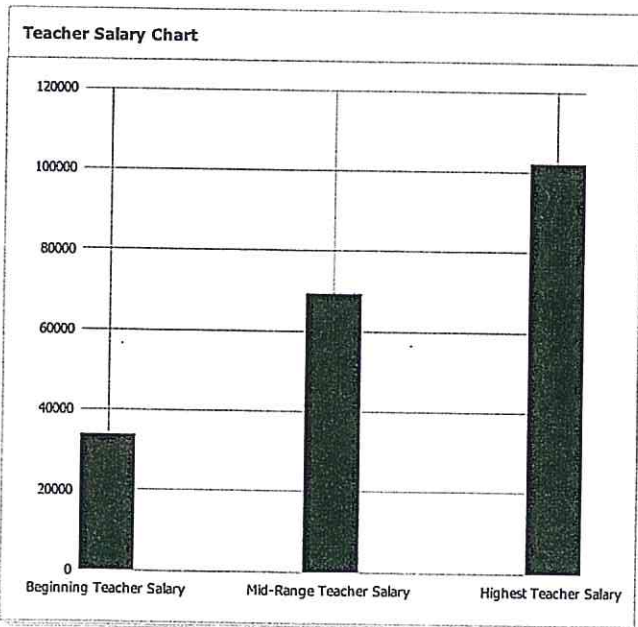
- Title I, Part A
- Title II, Part A/Teacher Quality
- Title III, Part A Limited English Proficient (LEP) and Immigrant Funds

Last updated: 2/13/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$33,896	\$45,265
Mid-Range Teacher Salary	\$69,392	\$72,281
Highest Teacher Salary	\$102,188	\$94,342
Average Principal Salary (Elementary)	\$	\$
Average Principal Salary (Middle)	\$	\$
Average Principal Salary (High)	\$121,413	\$127,317
Superintendent Salary	\$174,000	\$168,625
Percent of Budget for Teacher Salaries	33.0%	34.0%
Percent of Budget for Administrative Salaries	7.0%	6.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/csl/>.



Last updated: 1/17/2017

Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All Courses		-

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Last updated: 1/17/2017

Professional Development

Professional development opportunities were offered to all teachers within the district, including Portola-Butler High School teachers. The professional development specifically focused on the implementation of best practices as outlined in the Constructing Meaning Professional Development. This PD ensures the academic achievement of English learners and all learners with a focus on a comprehensive approach for developing English proficiency. Integral to such an approach is explicit language instruction in every class, every day.

Constructing Meaning provides teachers with the process and tools for weaving explicit language instruction into content area teaching. Lesson planning is driven by the content and academic language demands of discipline-specific learning. Based on backward design and a gradual release of responsibility model, the Constructing Meaning process prompts teachers to:

- *understand the role language plays in content learning
- *decide what language knowledge students need to access content and express understanding
- *provide appropriate, explicit oral and written language instruction and practice

Teachers have also participated in professional development related to implementation of the Common Core State Standards (CCSS), WASC planning and development and Professional Learning Communities. Our math teacher has also received professional development in the math Vision Project (MVP) curriculum.

Last updated: 2/10/2017

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

SUBJECT: Consider Electing a Representative to the 2017
CSBA Delegate Assembly

MEETING: February 28, 2017

AGENDA SECTION:

ACTION

INFORMATION

ACTION/CONSENT

GOVERNING BOARD

Board Goals:

- Improve, Monitor and Sustain Student Achievement
- Improve School Climate in Support of Teaching, Learning and Student Safety
- Develop/Sustain Fiscal Solvency
- Ensure that Facilities are Safe for Staff and Students
- Ensure Compliance with Education/Other Codes/Updating Board Policies and Administrative Regulations

Summary:

The CSBA Delegate Assembly works with local districts, county offices, and Board of Directors and Executive Committee to ensure the association reflects the interests of school districts and county offices of education through the state. There is one individual listed on the ballot from the Salinas Union High School District

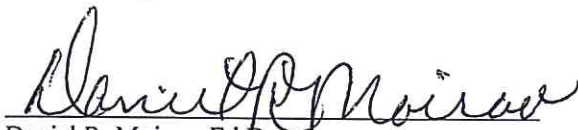
Recommendation:

It is recommended that the Board of Education vote for the candidate from the Salinas Union High School District.

Fiscal Impact:

None

Submitted By:



Daniel R. Moirao, Ed.D.
Superintendent

Approved:



Daniel R. Moirao, Ed.D.
Superintendent



***TIME SENSITIVE, REQUIRES BOARD ACTION
DEADLINE Wednesday, March 15, 2017***

January 31, 2017

MEMORANDUM

To: All Board Presidents and Superintendents
CSBA Member Boards of Education

From: Susan Henry, President

Re: 2017 CSBA Delegate Assembly Election
U.S. Postmark Deadline – Wednesday, March 15, 2017

Enclosed is the ballot material for election of a representative to the CSBA Delegate Assembly from your region or subregion. The material consists of the ballot (on red paper), required candidate biographical sketch form, and if submitted, résumé for each candidate. In addition, we are including a “copy” of the ballot on white paper so that it may be included in board agenda packets, if you choose to do so. **Only the ballot on red paper is to be completed and returned.**

The board as a whole may vote for up to the number of vacancies in the region or subregion as indicated on the ballot. For example, if there are three vacancies in the region or subregion, the board may vote for up to three individuals. Regardless of the number of vacancies, each board may cast no more than one vote for any one candidate. (The ballot also contains a provision for write-in candidates; their name and district must be clearly printed in the space provided.)

The ballot must be signed by the Superintendent or Board Clerk and returned in the enclosed envelope; if the envelope is misplaced, you may use your district’s stationery; please write **DELEGATE ELECTION** prominently on the envelope with the region or subregion number on the bottom left corner. **Ballots must be postmarked by the U.S. Post Office on or before Wednesday, March 15, 2017. No exceptions are allowed.**

Election results will be posted on CSBA’s web site no later than Monday, April 3. If there is a tie vote, a run-off election will be held. All re-elected and newly elected Delegates will serve two-year terms beginning April 1, 2017 – March 31, 2019. The next meeting of the Delegate Assembly is on Saturday, May 20 – Sunday, May 21 at the Hyatt Regency in Sacramento.

Please do not hesitate to the Executive Office at (800) 266-3382 should you have any questions. Thank you.

Region 9 – Tami Gunther, Director (Atascadero USD)
8 Delegates (8 elected)

Below is a list of all the current Delegates from this Region.

Subregion A

Phil Rodriguez (Soquel Union ESD), term expires 2018
Deborah Tracy-Proulx (Santa Cruz City Schools), term expires 2018
George Wylie (San Lorenzo Valley USD), term expires 2017

Subregion B

Lila Cann (Salinas Union HSD), term expires 2017
Rita Patel (Carmel USD), term expires 2018

Subregion C

Mark Buchman (San Luis Coastal USD), term expires 2018
Vicki Meagher (Lucia Mar USD), term expires 2017

County Delegate

Sergio Alejo (Monterey COE), term expires 2017

Counties

San Benito, Santa Cruz (Subregion A)
Monterey (Subregion B)
San Luis Obispo (Subregion C)

2017 Delegate Assembly Candidate Biographical Sketch Form

DUE: Saturday, January 7, 2017

Mail to: CSBA | Attn: Executive Office | 3251 Beacon Blvd., West Sacramento, CA 95691 | fax: (916) 371-3407 | or email: nominations@csba.org.

Please complete, sign and date this required one-page candidate biographical sketch form. An optional, one-page, single-sided, résumé may also be submitted; both will be copied exactly as received. Please do not state "see résumé" and please do not re-type this form. Any additional page(s) exceeding this one-page candidate form will not be accepted. It is the candidate's responsibility to confirm that all nomination materials have been received by the CSBA Executive Office. Late submissions will not be accepted. If you have any questions, please contact the Executive Office at (800) 266-3382.

Name: <u>Lila Cann</u>	CSBA Region-subregion #: <u>9B</u>
District or COE Name: <u>Salinas Union High School Dist.</u>	Years on board: <u>12 yrs</u>
Profession: Retired <u>Board Trustee</u> Contact Number: <u>831-261-9631</u> E-mail: <u>Cannlila577@gmail.com</u>	
Are you a continuing Delegate? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, how long have you served as a Delegate? <u>4 1/2 yrs?</u>	

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.

Very much interested in participating in the political process that are of value to our students having a superior education and to represent the community I live in.

Please describe your activities and involvement on your local board, community, and/or CSBA.

Monterey County School Board Assoc. Member
Member Latino School Board Assoc

I sit on or have sat on all the committees our district participates in - District Education Foundation, Sunrise House Board Member, Annual CSBA conference Presenter, RPP JPA member of the board, Salinas Adult School Council.
1 HELP Volunteer for the Nameless

What do you see as the biggest challenge facing governing boards and how can CSBA help address it?

Local Control Funding - CSBA is already working to define local control

If a district has local control over funding as the Governor has given to us. it should be all local control (ie) our reserve % and pers & str contributions

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: Lila Cann -392- Date: 11/29/16

This complete, **ORIGINAL** Ballot must be **SIGNED** by the Superintendent or Board Clerk and returned in the enclosed envelope postmarked by the post office No later than **WEDNESDAY, MARCH 15, 2017**. Only **ONE** Ballot per Board. Be sure to mark your vote "X" in the box. *A PARTIAL, UNSIGNED, PHOTOCOPIED, OR LATE BALLOT WILL NOT BE VALID.*

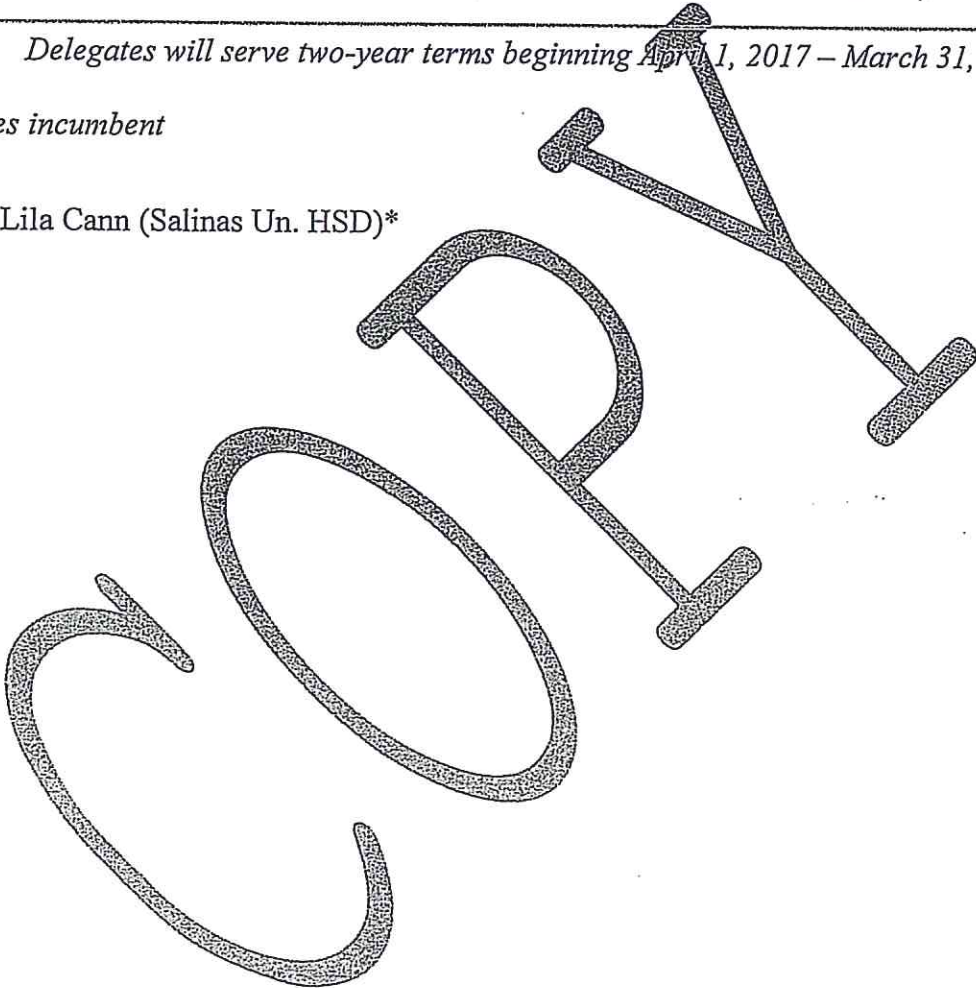
OFFICIAL 2017 DELEGATE ASSEMBLY BALLOT
SUBREGION 9-B
(Monterey County)

Number of vacancies: 1 (Vote for no more than 1 candidate)

Delegates will serve two-year terms beginning April 1, 2017 – March 31, 2019

**denotes incumbent*

Lila Cann (Salinas Un. HSD)*



Provision for Write-in Candidate Name

School District

Signature of Superintendent or Board Clerk

Title

School District Name

Date of Board Action

See reverse side for list of all current Delegates in your Region.

SOUTH MONTEREY COUNTY HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Approval of the Employment of Brian Drazich on the
Basis of a Provisional Internship Permit

MEETING: February 28, 2017

AGENDA SECTION:

ACTION

INFORMATION

ACTION/CONSENT

Board Goals:

- Improve, Monitor and Sustain Student Achievement
- Improve School Climate in Support of Teaching, Learning and Student Safety
- Develop/Sustain Fiscal Solvency
- Ensure that Facilities are Safe for Staff and Students
- Ensure Compliance with Education/Other Codes / Updating Board Policies and Administrative Regulations

Summary:

The District conducted a diligent search to fill a teaching position at Portola-Butler Continuation High School but was unable to find a suitable credentialed teacher or a suitable qualified internship teacher. The District wishes to employ Brian Drazich as a Single Subject teacher under the basis of a Provisional Internship Permit (PIP). The California Commission on Teacher Credentialing requires that the Board take action to employ a teacher under this type of teaching permit. Mr. Drazich meets all requirements necessary to apply for a PIP.

Recommendation:

It is recommended that the Board of Trustees approve the employment of Mr. Drazich on the basis of a Provisional Internship Permit.

Fiscal Impact:

No fiscal impact

Submitted By:



Daniel R. Moirao, Ed. D.
Superintendent

Approved:



Daniel R. Moirao, Ed. D.
Superintendent

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

SUBJECT: Approval of Aerospace Engineering

MEETING: February 28, 2017

AGENDA SECTION:

ACTION

INFORMATION

ACTION/CONSENT

GOVERNING BOARD

Board Goals:

- Improve, Monitor and Sustain Student Achievement
- Improve School Climate in Support of Teaching, Learning and Student Safety
- Develop/Sustain Fiscal Solvency
- Ensure that Facilities are Safe for Staff and Students
- Ensure compliance with Education/Other Codes/Updating Board Policies and Administrative Regulations

Summary:

Aerospace Engineering is a course where students learn the fundamentals of atmospheric and space flight. Aerospace Engineering is one of the specialization courses in the PLTW and the third course of our Engineering pathway. Students explore the fundamentals of flight in air and space as they bring the concepts to life by designing and testing components related to flight such as airfoil, propulsion system, and a rocket. Students also learn orbital mechanics concepts, and other aerospace concepts such as application for a wind turbine and parachute.

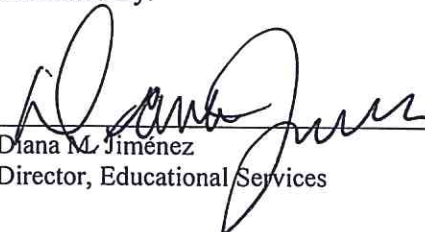
Recommendation:

It is recommended that the Board of Education approve the Aerospace Engineering course.

Fiscal Impact:


Teacher summer professional development is approximately \$10,000. Classroom supplies and consumables will cost approximately \$17,000. These costs will be covered through the Chevron Engineering grant. Any expenses not covered by Chevron grant will be covered by LCAP funds (Goal 2).

Submitted By:



Diana M. Jimenez
Director, Educational Services

Approved:



Daniel R. Moirao, Ed.D.
Superintendent

NEW COURSE APPROVAL REQUIRED INFORMATION FORM

The *New Course Approval Required Information Form* **AND** the *Course Review Signature Form* must be fully completed by the course proposer and submitted to the Director of Educational Services by **October 1** (for the October District Curriculum Council meeting) **or December 1** (for the December District Curriculum Council meeting)

PROPOSER Bernie Barge SCHOOL Greenfield High School

NAME OF PROPOSED COURSE Aerospace Engineering SEMESTER OR FULL YEAR (circle)

DEPARTMENT Science MEETS A-G Yes or No (circle)

OPEN TO STUDENTS IN GRADES 9, 10, 11, 12 (circle one or more) ELECTIVE: Yes or No (circle)

Respond fully to the following questions on a separate sheet of paper and attach it to this form.

1. Describe the proposed course. Include content to be studied, skills, and connection to State-adopted standards per quarter. This course propels students' learning in the fundamentals of atmospheric and space flight. As they explore the physics of flight, students bring the concepts to life by designing an airfoil, propulsion system, and rockets. They learn basic orbital mechanics using industry-standard software. They also explore robot systems through projects such as remotely operated vehicles.

2. Why is this proposed course needed? This is the third year of the PLTW pathway.

3. How does this proposed course impact course sequencing or pathways within the department? It is the next step in the PLTW pathway.

4. Is there a prerequisite for taking this proposed course? If so, what course is the prerequisite? Completion of IED and POE courses

5. How will this proposed course support Board and school goals?

6. What are scheduling implications? Include expected student enrollment in year one and number of sections anticipated for the proposed course in first year of implementation. There will be 2 sections with approximately 20-25 students per section the first year.

7. What are the staffing implications? Address teacher certification/credential issues. Requires a science credential

8. What are financial implications? Complete table below:

	Description	Financial Implications
Technology/software/textbooks	See attached.	Most should be covered by PLTW Chevron Grant.
Equipment	See attached.	See attached Item from that grant is not
Facilities	N/A	N/A
Teacher Training AE training	Two-week PLTW course	5K-10K

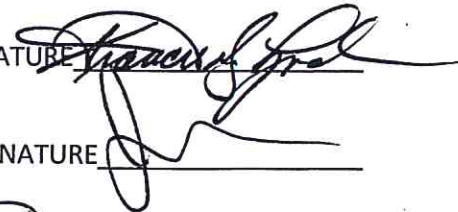
South Monterey County Joint Union High School District


COURSE REVIEW SIGNATURE FORM

The proposer of a new course is responsible for completing this form as evidence of review at the levels indicated. The proposer of a new course is responsible for sharing the information on the **NEW COURSE APPROVAL REQUIRED INFORMATION FORM** with all stakeholders.

PROPOSER Bernie Barge SCHOOL Greenfield

NAME OF PROPOSED COURSE Aerospace Engineering

1 DISCUSSION WITH PRINCIPAL DATE 7/27/17 PRINCIPAL SIGNATURE 

2 DISCUSSION WITH DEPT. CHAIR DATE 7/27/17 DEPT. CHAIR SIGNATURE 

3 REVIEW AT DEPARTMENT MEETING DATE 2/11/17 APPROVED / DISAPPROVED (circle one)

4 REVIEW BY SITE LEADERSHIP TEAM DATE 02/03/2017 APPROVED / DISAPPROVED (circle one)

District Office Use Only

DISTRICT CURRICULUM COUNCIL Date _____ APPROVED/DISAPPROVED (circle one)

SUPERINTENDENT Date _____ APPROVED/DISAPPROVED (circle one)

BOARD APPROVAL Date _____ APPROVED/DISAPPROVED (circle one)

APPROVED / DENIED (circle one)
REASON FOR DENIAL:

IF DENIED, FORWARD THIS FORM TO THE COURSE PROPOSER--- Date:

IF APPROVED, FORWARD COURSE INFORMATION TO COUNSELOR AND DIRECTOR OF TECHNOLOGY

Date _____

Course resumes showcase the technical skills students obtain in each PLTW course. Each resume outlines the computational skills, analytical skills, and knowledge acquired in the course. Course Resumes also detail student experience with tools, software, lab work, and engineering design. The detailed skills listed within course resumes illustrate the immediate, applicable contributions that students can make within a workplace.

Computational and Analytical Skills

- Calculate the weight and balance of an aircraft
- Apply lift and drag equations
- Calculate pressure, density, and altitude interrelationship
- Collect data related to mechanical properties of materials
- Calculate mechanical properties of materials based on test data
- Analyze an issue in which Space Law applies
- Calculate energy needed for an orbital change
- Model and analyze air- and space-based systems
- Calculate rocket engine impulse
- Plan a route from latitude and longitude waypoints
- Simulate air traffic control scenarios
- Calculate alternative vectors for safe operation of aircraft • Calculate orbital periods
- Calculate gravitational potential, kinetic, and total energy

Aerospace Engineering and Design Experience

- Collaborate effectively with peers to solve problems using a design process
- Apply an engineering design process to solve a problem
- Design, build, and test an autonomous system
- Create and test a software program to control a system
- Design an airfoil
- Design and simulate loading on an aircraft structure
- Design a simulated turbine engine
- Design and build a mockup of a system to mitigate space junk
- Design, build and test a parachute
- Design a satellite orbit
- Design, build, test, and optimize a glider
- Choose aircraft material
- Simulate satellite data acquisition using a physical model
- Create a terrain map using model satellite data
- Create a program to control a physical model of an automatic pilot controlled aircraft
- Investigate aerospace engineering careers

Tools and Software

- Aircraft flight simulator software
- Data collection and analysis software – Logger Pro
- Air- and space-based modeling – Systems Tool Kit, STK

- CAD modeling software – Autodesk® Inventor®
- Manufacturing and robot design kit – VEX Robotics
- Robot programming language – ROBOTC
- Robot programming language – ROBOTC
- Glider design using AERY software
- GPS hand-held unit
- GPS mapping software

Professional Skills

- Team collaboration
- Project management
- Problem-solving
- Communication skills
- Presentation skills
- Technical writing

Course Knowledge

- Aerospace Engineering
- Evolution of aerospace engineering
- Alternative applications for aerospace engineering
- Aerospace careers
- Physics of Flight
- Aircraft components and control surfaces
- Four forces of flight
- Weight and balance in an aircraft
- Lift and drag
- Airfoil design
- Interrelationship of atmospheric pressure, temperature, and density
- Propulsion Systems
- Atmospheric propulsion systems
- Model rocket design and testing
- Space propulsion systems
- Navigation
- Historical perspective related to current navigation systems
- Aircraft radio navigation
- Global Positioning System
- Air traffic control system
- Aerospace Materials
- Common aerospace materials
- Composite materials
- Mechanical properties of material testing

- Flight Physiology
- Human physiology related to flight
- Ergonomic design
- Accident analysis
- Space
- Celestial composition
- Space law
- Space junk
- Commercialization of space-related activities
- Keplerian elements
- Orbital patterns and application
- Energy of an orbiting body
- Remote Systems
- Application of aerospace engineering concepts beyond aircraft and spacecraft
- Software programming design
- Autonomous vehicles
- Satellite simulation

Aerospace engineering transforms the dream of flight into vehicles that ignite our imagination.

Students explore fundamentals of flight in air and space through software simulations and hands-on experiences. Students learn how these concepts apply to a career in aerospace engineering and to other engineering fields.

Where can aerospace engineering take us next?

Aerospace Engineering ignites students' learning in the fundamentals of atmospheric and space flight. Aerospace Engineering is one of the specialization courses in the PLTW Engineering program. The course deepens the skills and knowledge of an engineering student within the context of atmospheric and space flight. Students explore the fundamentals of flight in air and space as they bring the concepts to life by designing and testing components related to flight such as an airfoil, propulsion system, and a rocket. They learn orbital mechanics concepts and apply these by creating models using industry-standard software. They also apply aerospace concepts to alternative applications such as a wind turbine and parachute. Students simulate a progression of operations to explore a planet, including creating a map of the terrain with a model satellite and using the map to execute a mission using an autonomous robot.

The following is a summary of the units of study that are included in the course for the 2015-2016 academic year. The course is aligned with Next Generation Science Standards; Common Core State Standards for Mathematical Practice (HS); Common Core State Standards for English Language Arts; and Standards for Technological Literacy. This information is available for each lesson through the PLTW Alignment web-based tool. Presentations, activities, projects, and problems are provided directly to the student through a Learning Management System (LMS). Teachers are provided teacher notes and supplementary materials, including answer keys and instructional videos when appropriate.

The course is planned for a rigorous pace, and it is likely to contain more material than a skilled teacher new to the course will be able to complete in the first iteration. Building enthusiasm while learning real world skills related to the Aerospace industry is a primary goal of the course. Teachers are encouraged to emphasize content that will be fresh and exciting to students, and the course is structured to facilitate local adaptation to a particular group of students' prior knowledge and experience.

AE Unit Summary

Unit 1 Introduction to Aerospace (28%)

Unit 2 Aerospace Design (29%)

Unit 3 Propulsion (18%)

Unit 4 Alternative Applications (25%)

Unit 1: Introduction to Aerospace

The goal of this unit is to excite students about aerospace engineering while providing a foundation of knowledge related to flight. In this unit students explore the rich history of aerospace achievement that advanced the industry. Students are introduced to the physics that allow flight within the atmosphere and the systems which provide safe coordination for aircraft.

Introduction to Aerospace Lesson Summary

Lesson 1.1 Evolution of Flight

Lesson 1.2 Physics of Flight

Lesson 1.3 Flight Planning and Navigation

Lesson 1.1 Evolution of Flight

The goal of this lesson is for students to develop a foundational understanding of aerospace accomplishments. Achievements in aerospace engineering are set within the context of applying science, technology, math, and engineering to solve problems. Students develop their skills of working with a team and then within a larger group of the entire class while researching and discussing achievements in aerospace.

Lesson 1.2 Physics of Flight

The goal of this lesson is for students to build a foundational understanding of how flight within the Earth's atmosphere is possible. Students learn about the parts of an aircraft, how aircraft are controlled, and how the four forces of flight interrelate. Each of the forces of flight is explored individually to emphasize their impact. Students use a simulator to design an airfoil and analyze performance under changing conditions. An option is included for students to design, build, and test an airfoil in a wind tunnel if available. Students apply their knowledge and skills through a series of activities and projects to design, optimize, build, and test a competitive glider.

Lesson 1.3 Flight Planning and Navigation

The goal of this lesson is for students to fly an aircraft using simulation software and learn how aircraft are safely coordinated. In this lesson students use a flight simulator to experience how aircraft respond to control systems. Students are introduced to navigation systems such as the Global Positioning System (GPS). Students apply their knowledge of GPS to plan a route and exchange this plan with another group to evaluate the plan's accuracy. Students learn how aircraft are safely coordinated through Air Traffic Control (ATC). Students apply this knowledge to scenarios where students make decisions in a simulated environment.

Unit 2: Aerospace Design

The goal of this unit is for students to learn about factors which affect aircraft design. Students develop knowledge and skills in this unit through the use of software design, simulation tools, and hands-on construction of composites.

Aerospace Design Lesson Summary

Lesson 2.1 Materials and Structures

Lesson 2.2 Propulsion

Lesson 2.3 Flight Physiology

Lesson 2.1 Materials and Structures

The goal of this lesson is for students to learn about aerospace materials and their application. In this lesson students will explore properties of some aerospace materials. Students will design an aircraft structural component in computer aided design (CAD) simulation software. Students will create and test composite samples which represent structural components used in aircraft construction.

Lesson 2.2 Propulsion

The goal for this lesson is for students to develop a deeper understanding of one of the four forces of atmospheric flight – thrust – while understanding the foundation of spacecraft propulsion. In this lesson students will learn about ways thrust is produced for aircraft and spacecraft. Students learn how aircraft propulsion system parameters interrelate using simulation software. Students design, build, and test their own model rockets.

Lesson 2.3 Flight Physiology

The goal of this lesson is for students to learn how the human body is affected by flight conditions and its impact on aircraft design. Students will measure various parameters of their vision, reaction time, and communication effectiveness. Students research and present aircraft accident investigation resources.

Unit 3: Space

The goal of this unit is for students to focus on space related-concepts defined in aerospace engineering. Students will learn about the governance of space and the impact of exploration of space. Students learn orbital mechanics and apply these concepts to modeling orbiting systems with software used by aerospace engineers.

Space Lesson Summary

Lesson 3.1 Space Travel

Lesson 3.2 Orbital Mechanics

Lesson 3.1 Space Travel

The goal of this lesson is for students to gain a perspective of the immense scale of the universe and our exploration of space. In this lesson students are oriented to the dimensions of space by relating it to distances which they can see in the world close to them. Students learn about the accomplishments in space exploration and the legal system which governs these activities. Students explore the growing space debris problem and design and mock up a space junk mitigation system.

Lesson 3.2 Orbital Mechanics

The goal of this lesson is for students to understand the need for various types of satellite orbits and how different orbits are well-suited for different satellite missions. This lesson will provide students with an introduction to and basic understanding of laws governing and describing satellite orbits. Students will learn about the Keplerian Element Set and Kepler's Laws of Motion. Students apply what they learned by creating a model of the International Space Station orbit using Systems Tool Kit (STK). STK is a powerful software package used by aerospace engineers.

Unit 4: Alternative Applications

The goal of this unit is for students to consider applications of aerospace concepts beyond the design of aircraft and spacecraft and to explore career opportunities in the field of aerospace engineering. Students simulate a progression of operations to explore a planet. Students build and operate a remote sensing model to measure a physical terrain similar to the satellite overflight of an unexplored planet. Students transform the data into a topographical map that students will use to plan an autonomous planetary rover mission.

Alternative Applications Lesson Summary

Lesson 4.1 Alternative Applications

Lesson 4.2 Remote Systems

Lesson 4.3 Aerospace Careers

Lesson 4.1 Alternative Applications

The goal of this lesson is for students to learn how aerospace engineering concepts can be applied beyond the design of aircraft and spacecraft. Students apply concepts related to airfoils and wind turbines to determine efficiency. Students apply the airfoil drag equation to design a parachute which they build and test.

Lesson 4.2 Remote Systems

The goal of this lesson is for students to learn to integrate mechanical, electrical, and software systems in the context of accomplishing a sequence of objectives to explore a new planet. In this lesson students learn to design, create, and test using a robot modeling system which includes input sensors and output devices. This system provides students a platform to model systems such as a robot and satellite. Students use the robot system to create a satellite model to gather elevation data of a terrain. This data is processed to generate a topographical map that they use as an input to planning a rover mission to that terrain. Students use the modeling system to design, build, program, and test an autonomous vehicle which simulate a rover sent to explore a remote location such as a planet or moon. An optional project is available for differentiated instruction in a classroom with a diverse level of student knowledge and skill. Students use the modeling system to create a physical simulation of an autopilot system. Students create a program to use an accelerometer input to control the output of an aircraft control surface.

Lesson 4.3 Aerospace Careers

The goal of this lesson is for students to consider a career in aerospace engineering. In this lesson students envision themselves as future aerospace professionals and propose the major steps to achieve that vision.

Aerospace Engineering - PLtW

Levels: 11-12

Units of Credit: 1.0

CIP Code: 14.0201

Core Code: 38-01-00-00-150

Prerequisite: Principles of Engineering, Introduction to Engineering Design

Test: #967

Course Description

This course propels students' learning in the fundamentals of atmospheric and space flight. As they explore the physics of flight, students bring the concepts to life by designing an airfoil, propulsion system, and rockets. They learn basic orbital mechanics using industry-standard software. They also explore robot systems through projects such as remotely operated vehicles.

CORE STANDARDS, OBJECTIVES, AND INDICATORS

STANDARD 1

Students will gain an awareness of the development of Aerospace Engineering

Objective 1: Identify major Aerospace Engineering accomplishments.

Objective 2: Describe trends in Aerospace Engineering.

Objective 3: Analyze how Aerospace Engineering achievements were made.

Objective 4: Predict how Aerospace Engineering achievements will impact future accomplishments.

Objective 5: Synthesize discrete facts into a coherent sequence of events.

Objective 6: Deliver organized oral presentations of work tailored to the audience.

STANDARD 2

Students will know the basic forces of flight and how they are controlled

1: Identify major components of an aircraft.

Objective 2: Approximate the center of gravity of geometric shapes.

Objective 3: Identify the three axis of an aircraft.

Objective 4: Label the motions about the three axis of an aircraft.

Objective 5: Describe the four major forces which act on an aircraft.

Objective 6: Describe the four ways that lift is generated by an airfoil.

Objective 7: Label the components of an airfoil.

Objective 8: Describe the Earth's atmosphere composition and layers.

Objective 9: Describe the relationship of altitude, temperature and pressure within the Earth's atmosphere.

Objective 10: Describe the factors that impact lift and drag.

Objective 11: Explain factors which improve aircraft stability.

Objective 12: Describe how the motions about the three axis of an aircraft are stabilized and controlled by aircraft components.

Objective 13: Calculate the center of gravity of an aircraft.

Objective 14: Revise the weight and location of masses onboard an aircraft for safe flight balance.

Objective 15: Demonstrate how lift may be created with an airfoil.

Objective 16: Calculate the values of Earth's atmosphere altitude, temperature and pressure relative to each other.

- Objective 17:** Calculate the values of lift, drag and Reynolds Number.
- Objective 18:** Predict how aircraft characteristics affect lift, drag, and Reynolds Number.
- Objective 19:** Design an airfoil to meet or exceed desired performance.
- Objective 20:** Design a glider to meet or exceed desired performance.
- Objective 21:** Summarize test data to evaluate glider performance against design criteria.
- Objective 22:** Revise a glider to meet or exceed desired performance.
- Objective 23:** Analyze the factors that contribute to a successful glider design.
- Objective 24:** Accurately construct a glider that represents a design.
- Objective 25:** Predict glider performance.
- Objective 26:** Compare glider performance to predicted performance.
- Objective 27:** Optimize glider performance to improve performance.

STANDARD 3

Students will have a basic understanding of navigation

- Objective 1:** Describe major advances in navigation technology.
- Objective 2:** Identify components of common aviation navigation aids.
- Objective 3:** Describe how an aircraft reacts to flight control inputs.
- Objective 4:** Describe purpose of air traffic control system how it functions.
- Objective 5:** Explain how Global Positioning System, GPS, functions.
- Objective 6:** Identify the functions of a typical Global Positioning System, GPS, unit functions.
- Objective 7:** Describe the relationship of Tsiolkovsky rocket equation variables.
- Objective 8:** Identify characteristics which contribute to a successful team.
- Objective 9:** Interpret an indication shown on a navigation aid.
- Objective 10:** Illustrate navigation aid indication on a map.
- Objective 11:** Operate an aircraft in a simulated environment.
- Objective 12:** Plan a flight route.
- Objective 13:** Use a navigation aid to fly an aircraft to a destination in a simulated environment.
- Objective 14:** Predict an aircraft collision based on aircraft vectors.
- Objective 15:** Calculate an alternate aircraft vector for safe separation.
- Objective 16:** Create route consisting of latitude and longitude waypoints using a Global Positioning System, GPS, unit.
- Objective 17:** Interpret a route from latitude and longitude waypoints.
- Objective 18:** Select team members for a project based on characteristics.
- Objective 19:** Select propulsion system based on characteristics of each.

STANDARD 4

Students will gain an understanding of materials used in Aerospace Engineering

- Objective 1:** Describe common aerospace materials and their properties.
- Objective 2:** Identify moment of inertia and Young's Modulus equations.
- Objective 3:** Recognize the impact of loading conditions on a structure.
- Objective 4:** Classify materials for aerospace applications.
- Objective 5:** Model a structure using a 3D modeling software.
- Objective 6:** Analyze deformation of a structure as a result of force application.

- Objective 7:** Design a structure that meets a given criteria.
- Objective 8:** Construct a composite structure.
- Objective 9:** Measure mechanical properties of material.
- Objective 10:** Interpret measurements of a tensile tester.
- Objective 11:** Calculate moment of inertia and Young's Modulus equations.

STANDARD 5

Students will have a basic understanding of rocket propulsion and space travel

- Objective 1:** Describe the four primary forces acting on an aircraft.
- Objective 2:** Explain how Newton's Third Law applies to aerodynamic forces.
- Objective 3:** Describe the characteristics of the four types of propulsion systems.
- Objective 4:** Classify rocket engine systems.
- Objective 5:** Identify the thrust and impulse equations.
- Objective 6:** Describe parts and functions of a typical model rocket engine.
- Objective 7:** Outline model rocket safety suggestions.
- Objective 8:** Label model rocket components and functions.
- Objective 9:** Recognize the equation of center of gravity and center of pressure.
- Objective 10:** Identify common space propulsion systems.
- Objective 11:** Identify basic criteria to consider when designing a spacecraft.
- Objective 12:** Construct a physical model of a system.
- Objective 13:** Measure mechanical properties of material.
- Objective 14:** Interpret measurements of a test system.
- Objective 15:** Simulate performance of propulsion systems.
- Objective 16:** Design an aircraft propulsion system to meet a given objective such as maximum efficiency, maximum thrust to weight ratio.
- Objective 17:** Infer how changes in propulsion system parameters affect performance.
- Objective 18:** Interpret measurements of a model rocket engine thrust.
- Objective 19:** Design a stable model rocket.
- Objective 20:** Construct a stable model rocket.
- Objective 21:** Gather performance data associated model rocket launch such as maximum height of flight.
- Objective 22:** Construct a stable model rocket.
- Objective 23:** Calculate maximum height using rocket engine test data and indirect height measurements.
- Objective 24:** Organize and express thoughts and information in a clear and concise manner.
- Objective 25:** Select spacecraft components based on characteristics of each component.
- Objective 26:** Select spacecraft landing system based on characteristics of each component.

STANDARD 6

Students will consider human factors in design

- Objective 1:** Describe common human body systems and their functions.
- Objective 2:** Recognize the formula for distance with respect to time and acceleration.
- Objective 3:** List common factors contribute to an aircraft accident.
- Objective 4:** Measure human vision quality such as acuity, astigmatism, color vision perception, depth perception and peripheral vision field.

Objective 5: Analyze how human factors affect aerospace system design.

Objective 6: Infer reaction time through indirect measurements.

Objective 7: Analyze an aircraft accident to determine likely causes.

STANDARD 7

Students will learn about manmade objects in space

Objective 1: Recognize common celestial groups such as galaxy, star and planet.

Objective 2: Describe the relative sizes of celestial bodies.

Objective 3: Explain how global governance applies to space issues.

Objective 4: Outline how past space faring achievements contributed to subsequent achievements.

Objective 5: Describe how commercial organizations contribute to space related activities.

Objective 6: Identify the impact that space junk has on space based activities.

Objective 7: Analyze an issue to which space applies.

Objective 8: Organize and express thoughts and information in a clear and concise manner.

Objective 9: Design a system to mitigate space junk.

Objective 10: Construct a prototype to demonstrate a design solution.

STANDARD 8

Students will make elementary calculations describing orbital motion

Objective 1: List major contributions made by people studying orbital mechanics.

Objective 2: Describe common satellite orbital pattern shapes and applications.

Objective 3: Name and describe the six Keplerian elements.

Objective 4: Explain Kepler's Laws.

Objective 5: Recognize the equations for orbital period, orbital gravitational potential energy, orbital kinetic energy, and total orbital energy.

Objective 6: Describe how an orbital mechanics modeling software can be applied design a satellite system.

Objective 7: Explain how financial factors impact a project.

Objective 8: Analyze how an orbital mechanics theory can describe satellite motion.

Objective 9: Organize and express thoughts and information in a clear and concise manner.

Objective 10: Identify the most appropriate orbital pattern for an application.

Objective 11: Calculate an orbiting body's orbital period, orbital gravitational potential energy, orbital kinetic energy, and total orbital energy.

Objective 12: Model a satellite system using a modeling software.

Objective 13: Formulate a financial proposal for a project.

STANDARD 9

Students will consider and improve efficiencies in design

Objective 1: List alternative applications than aircraft for aerospace engineering concepts.

Objective 2: Describe the parts and functions of a wind turbine.

Objective 3: Identify factors that impact aircraft efficiency.

Objective 4: Recognize the drag equation.

Objective 5: Design aerospace system as an alternate to an aircraft which use aerospace engineering concepts. Examples include a wind turbine and a parachute.

Objective 6: Construct an alternate aerospace system.

Objective 7: Measure output of an alternate aerospace system.

Objective 8: Optimize an alternate aerospace system.

Objective 9: Explain aircraft efficiency affects aircraft design.

STANDARD 10

Students will simulate a satellite mapping mission

- Objective 1:** Explain how unmanned systems can be integrated into aerospace systems.
- Objective 2:** Recognize factors that affect communication with equipment in space.
- Objective 3:** Describe how input and output devices function.
- Objective 4:** Explain the purpose of a flowchart or pseudocode.
- Objective 5:** Describe functions of a computer program.
- Objective 6:** Identify how functions of a computer program can be applied to perform a task.
- Objective 7:** Outline how a satellite data is gathered and used to create a map.
- Objective 8:** Describe how human factors impact space travel.
- Objective 9:** Describe how spacecraft systems function.
- Objective 10:** Analyze how aerospace unmanned systems function.
- Objective 11:** Synthesize a discrete knowledge into a coherent sequent of events.
- Objective 12:** Deliver organized oral presentations of work tailored to the audience.
- Objective 13:** Describe the impact of a communication delay on the success of a mission.
- Objective 14:** Operate output devices to perform a function.
- Objective 15:** Relate sensor input to the environment being measured.
- Objective 16:** Create a flowchart or pseudocode to perform a task.
- Objective 17:** Construct a control program to accomplish a specified goal.
- Objective 18:** Operate a remote system through a series of performance tasks including autonomous navigation
- Objective 19:** Gather data using robot control software.
- Objective 20:** Arrange data using spreadsheet software.
- Objective 21:** Operate a simulated spaceflight.

STANDARD 11

Students will learn about the variety of careers in Aerospace Engineering

- Objective 1:** Describe factors that a student should consider when planning a career
- Objective 2:** Outline questions as preparation to interview a professional.
- Objective 3:** Collect information related to a future career.
- Objective 4:** Interview a professional.
- Objective 5:** Assemble career information into a coherent plan.
- Objective 6:** Deliver organized presentations of work tailored to the audience.
- Objective 7:** Criticize the work of a peer.

February 3, 2017

Project Lead The Way, Inc.
3939 Priority Way South Dr., Suite 400
Indianapolis, IN 46240



Summary

PLTW Engineering (9-12) \$18,009.55

Aerospace Engineering				\$18,009.55
Durable				\$15,952.45
Item	Item Price	Qty	Total Price	
16 oz Hickory Hammer	\$9.97	4	\$39.88	
Adjustable Wrench, 8 inch, 1.25 in max opening	\$9.97	2	\$19.94	
AltiTrak Altitude Tracker	\$16.80	4	\$67.20	
APC Slow Flyer Propeller, 8x3.8SF	\$3.25	9	\$29.25	
Back Saw, 14 inch, 12-14 teeth per inch	\$12.50	7	\$87.50	
Bastard-Cut Mill File, 8 inch	\$5.97	2	\$11.94	
Bolt, 5/16" - 18 - 2 1/2	\$0.33	12	\$3.96	
Box Fan, 20" Square, 3-speed	\$16.96	2	\$33.92	
Carolina Visual Perception Kit	\$142.00	2	\$284.00	
Combination Square, 12 inch with grooved markings	\$10.00	9	\$90.00	
Desktop 3-Hole Punch	\$7.84	1	\$7.84	
Dial Calipers, 6 inch, steel, graduated to .001 inches	\$19.00	35	\$665.00	
Digital Camera, 10.0 Megapixel	\$80.00	1	\$80.00	
Estes Industries ALPHA III E2X ROCKET	\$26.25	2	\$52.50	
File handle	\$9.97	2	\$19.94	
Flexible tape knife	\$8.25	4	\$33.00	
Garmin eTrex 10	\$78.84	9	\$709.56	
Glue Gun, Lo-Temp Full Size, 110 Volt	\$8.75	18	\$157.50	

Hack saw	\$11.80	4	\$47.20
Hex key set, folding	\$10.70	2	\$21.40
Hydraulic Bottle jack	\$33.56	2	\$67.12
Locking pliers	\$15.15	2	\$30.30
Logitech Webcam C270	\$19.99	9	\$179.91
Miter Box, clamping	\$14.75	7	\$103.25
Needle Nose Pliers, 5 inch	\$5.66	18	\$101.88
Nut, 5/16" - 18	\$1.00	74	\$74.00
Ohaus Compact Scale, 2000 g x 1 g	\$82.00	2	\$164.00
Paper Cutter, 12 inch cut length	\$31.78	1	\$31.78
Plate Steel Perforated Tube, 1 inch, 14 Gauge	\$28.66	6	\$171.96
Precision Screwdriver Set, 6-Piece	\$4.75	2	\$9.50
Propeller Adapter with set screw, 4mm	\$7.11	9	\$63.99
PVC 90 deg elbow, 1 inch diameter	\$2.50	9	\$22.50
PVC coupling, 1 inch diameter	\$1.50	9	\$13.50
PVC pipe, 1 inch diameter, 2 ft length	\$1.98	5	\$9.90
PVC plug, 1 inch diameter	\$2.50	9	\$22.50
Rocket Builder's Marking Guide	\$8.00	2	\$16.00
Rocket Engine Test Bracket, for size A, B, C and D engines	\$52.25	2	\$104.50
Ruler, Clear Plastic, 12 inch / 31 cm, metric and English	\$1.00	35	\$35.00
Safety Spectacles, 12 pack	\$11.05	3	\$33.15
Scissors	\$6.65	18	\$119.70
Screwdriver Set, 12 piece, slot and Phillips tips	\$16.13	2	\$32.26
SD Card, 8 GB (minimum)	\$5.00	2	\$10.00
Slow Flyer Propeller, 8x6SF	\$3.25	9	\$29.25
Spring Clamps, 3 inch jaw opening	\$4.47	4	\$17.88
Storage Cabinet, Steel	\$334.41	1	\$334.41
Storage Organizer (for small VEX parts)	\$14.00	18	\$252.00
Support Stand with Rod	\$16.50	2	\$33.00

Tape measure, steel, 25 foot with thumb lock	\$10.00	9	\$90.00
Threaded rod, 5/16" - 18 - 36 inch	\$8.24	7	\$57.68
Trigger Bar Clamp, Medium, 12 inch, 2 pack	\$23.75	2	\$47.50
Trigger Bar Clamp, Medium, 6 inch	\$12.50	4	\$50.00
Utility Knife, metal, with 5x replacement blades	\$3.50	18	\$63.00
Vernier AE Vernier Bundle	\$1,119.00	2	\$2,238.00
Vernier Basic Turbine Building Parts	\$16.00	9	\$144.00
VEX AE Kit	\$940.00	9	\$8,460.00
Washer, Flat, 5/16" - 18	\$3.00	70	\$210.00
Wrench Set, 9 piece, SAE	\$23.75	2	\$47.50
Consumable			\$2,057.10
Item	Item Price	Qty	Total Price
AA Battery, 10 pack	\$3.90	4	\$15.60
Balsa wood sheets, 1/8" x 3" x 36", pack of 20	\$30.00	2	\$60.00
Balsa wood sheets, 3/32" x 3" x 36", pack of 20	\$28.00	2	\$56.00
Basswood Sheets, 20 pack, 3/16 x 3/8 x 24 in	\$12.60	4	\$50.40
Catapult Construction Kit	\$19.75	4	\$79.00
Epoxy Resin, type 105, 1 quart	\$44.22	2	\$88.44
Estes Industries 12 in Parachute	\$4.50	35	\$157.50
Estes Industries BT50 Body Tube, 3 pack	\$6.50	12	\$78.00
Estes Industries NC50 Nose Cone, 5 pack	\$5.75	7	\$40.25
Estes Launch Lugs, 20 pack	\$5.50	2	\$11.00
Estes Regular Engine Mount Kit	\$6.50	18	\$117.00
Estes Shock Cords and Mount Pack	\$5.51	18	\$99.18
Extruded Polystyrene Insulated Sheathing (1/2" x 4' x 8')	\$14.00	2	\$28.00
Fiberglass Bidirectional Tape, 2 inch	\$16.90	2	\$33.80
Foam insulation, close cell, 2" x 24" x 96"	\$20.00	7	\$140.00
Furring strip, 1 in x 2 in x 8 ft	\$1.00	4	\$4.00
Glass 12" Reinforcement Tape, Unidirectional S2, 1 foot	\$5.35	35	\$187.25

L-bracket with screws, 2 inch	\$3.00	4	\$12.00
Lo-Temp Glue Stick, 1/2 inch diameter x 4 inch length	\$0.35	140	\$49.00
Masking tape	\$10.56	2	\$21.12
Mini Pump Set	\$16.16	3	\$48.48
Model Rocket Engine, A8-3, Estes, 24 pack x 3.12g	\$57.00	2	\$114.00
Model Rocket Engine, B6-4, Estes, 24 pack x 6.24g	\$50.00	2	\$100.00
Model Rocket Engines, Type C6-5, 24 pack	\$55.00	2	\$110.00
Modeling clay, 1 pound, 5 assorted colors	\$4.99	9	\$44.91
Plastic sheeting, 3.5-4 mil thickness, 10 ft x 25 ft	\$8.00	2	\$16.00
PLTW High School Engineering Notebook	\$2.75	35	\$96.25
Powder-Free Disposable Nitrile Gloves, Large - 100 pack	\$8.25	2	\$16.50
Powder-Free Disposable Nitrile Gloves, Medium, 100 pack	\$8.25	2	\$16.50
Recovery Wadding, 75 pack	\$6.00	4	\$24.00
Rocket igniter, 6 pack	\$14.00	4	\$56.00
Slow Hardener, .44 pint can	\$21.96	2	\$43.92
Tongue Depressors, 5/8" wide X 5-1/2", 500 pack	\$10.00	2	\$20.00
Wood board, 1in X 10 in x 6 ft	\$8.00	2	\$16.00
Wood screws, 1 inch, 12 pack	\$1.00	1	\$1.00
Wood screws, 2 inch, 4 pack	\$2.00	3	\$6.00

Equipment and Supplies Subtotal \$18,009.55

Total \$18,009.55

Total for Items Available in myPLTW Store \$15,865.09

PLTW Product List

Quote

Address	PLTW 3939 Priority Way South Drive Suite 400 Indianapolis IN 46240	Created: 02/3/2017 Expires: 05/4/2017
Website	mypltw.org	
Payment accepted	Credit Card and Purchase Order	
Discount code		

Item	Item #	Item Price	Qty	Total Price
16 oz Hickory Hammer	470150-014	\$9.97	4	\$39.88
AA Battery, 10 pack	P646-ND	\$3.90	4	\$15.60
APC Slow Flyer Propeller, 8x3.8SF	NC0520078	\$3.25	9	\$29.25
Adjustable Wrench, 8 inch, 1.25 in max opening	44PWP128E	\$9.97	2	\$19.94
AltiTrak Altitude Tracker	S41861	\$16.80	4	\$67.20
Back Saw, 14 inch, 12-14 teeth per inch	44PWG108	\$12.50	7	\$87.50
Balsa wood sheets, 1/8" x 3" x 36", pack of 20	382668	\$30.00	2	\$60.00
Balsa wood sheets, 3/32" x 3" x 36", pack of 20	382666	\$28.00	2	\$56.00
Basswood Sheets, 20 pack, 3/16 x 3/8 x 24 in	S12888	\$12.60	4	\$50.40
Bastard-Cut Mill File, 8 inch	NC1194835	\$5.97	2	\$11.94
Carolina Visual Perception Kit	694527	\$142.00	2	\$284.00
Catapult Construction Kit	S12889	\$19.75	4	\$79.00
Combination Square, 12 inch with grooved markings	44PWG127	\$10.00	9	\$90.00
Desktop 3-Hole Punch	470020-298	\$7.84	1	\$7.84
Dial Calipers, 6 inch, steel, graduated to .001 inches	44PW4090	\$19.00	35	\$665.00
Estes Industries 12 in Parachute	S13194	\$4.50	35	\$157.50
Estes Industries ALPHA III E2X ROCKET	S13198	\$26.25	2	\$52.50
Estes Industries BT50 Body Tube, 3 pack	S13197	\$6.50	12	\$78.00
Estes Industries NC50 Nose Cone, 5 pack	S13196	\$5.75	7	\$40.25
Estes Launch Lugs, 20 pack	S13192	\$5.50	2	\$11.00

Estes Regular Engine Mount Kit	S13195	\$6.50	18	\$117.00
Estes Shock Cords and Mount Pack	S13193	\$5.51	18	\$99.18
File handle	102973	\$9.97	2	\$19.94
Flexible tape knife	420223	\$8.25	4	\$33.00
Glue Gun, Lo-Temp Full Size, 110 Volt	44PW4570	\$8.75	18	\$157.50
Hack saw	102204	\$11.80	4	\$47.20
Hex key set, folding	100097	\$10.70	2	\$21.40
Hydraulic Bottle jack	180621	\$33.56	2	\$67.12
Lo-Temp Glue Stick, 1/2 inch diameter x 4 inch length	44PW1335	\$0.35	140	\$49.00
Locking pliers	106956	\$15.15	2	\$30.30
Logitech Webcam C270	44PWEE2002	\$19.99	9	\$179.91
Masking tape	564931	\$10.56	2	\$21.12
Miter Box, clamping	44PWEE2545	\$14.75	7	\$103.25
Model Rocket Engine, A8-3, Estes, 24 pack x 3.12g	S41871A	\$57.00	2	\$114.00
Model Rocket Engine, B6-4, Estes, 24 pack x 6.24g	S41867A	\$50.00	2	\$100.00
Model Rocket Engines, Type C6-5, 24 pack	WL1780E-20A	\$55.00	2	\$110.00
Modeling clay, 1 pound, 5 assorted colors	470149-616	\$4.99	9	\$44.91
Needle Nose Pliers, 5 inch	44PW4200	\$5.66	18	\$101.88
Ohaus Compact Scale, 2000 g x 1 g	44PWG111	\$82.00	2	\$164.00
PLTW High School Engineering Notebook	PLTWHSEN	\$2.75	35	\$96.25
PVC 90 deg elbow, 1 inch diameter	44PWEE2077	\$2.50	9	\$22.50
PVC coupling, 1 inch diameter	44PWEE2076	\$1.50	9	\$13.50
PVC pipe, 1 inch diameter, 2 ft length	44PWEE2074	\$1.98	5	\$9.90
PVC plug, 1 inch diameter	44PWEE2075	\$2.50	9	\$22.50
Paper Cutter, 12 inch cut length	44PWP136	\$31.78	1	\$31.78
Powder-Free Disposable Nitrile Gloves, Large - 100 pack	WLS40289-D	\$8.25	2	\$16.50
Powder-Free Disposable Nitrile Gloves, Medium, 100 pack	470222-548	\$8.25	2	\$16.50
Precision Screwdriver Set, 6-Piece	44PWP132	\$4.75	2	\$9.50
Recovery Wadding, 75 pack	470163-216	\$6.00	4	\$24.00

Rocket Builder's Marking Guide	S13191	\$8.00	2	\$16.00
Rocket igniter, 6 pack	470163-218	\$14.00	4	\$56.00
Ruler, Clear Plastic, 12 inch / 31 cm, metric and English	S90532C	\$1.00	35	\$35.00
Safety Spectacles, 12 pack	S01822	\$11.05	3	\$33.15
Scissors	388234	\$6.65	18	\$119.70
Screwdriver Set, 12 piece, slot and Phillips tips	44PWP122	\$16.13	2	\$32.26
Slow Flyer Propeller, 8x6SF	NC0520079	\$3.25	9	\$29.25
Spring Clamps, 3 inch jaw opening	44PWTG117	\$4.47	4	\$17.88
Storage Cabinet, Steel	NC1194839	\$334.41	1	\$334.41
Storage Organizer (for small VEX parts)	NC0918479	\$14.00	18	\$252.00
Support Stand with Rod	WLS78305-C	\$16.50	2	\$33.00
Tape measure, steel, 25 foot with thumb lock	44PWEE2062	\$10.00	9	\$90.00
Tongue Depressors, 5/8" wide X 5-1/2", 500 pack	44PWEE2085	\$10.00	2	\$20.00
Trigger Bar Clamp, Medium, 12 inch, 2 pack	44PWEE2546	\$23.75	2	\$47.50
Trigger Bar Clamp, Medium, 6 inch	44PWEE2547	\$12.50	4	\$50.00
Utility Knife, metal, with 5x replacement blades	44PW33001	\$3.50	18	\$63.00
VEX AE Kit	270-1789	\$940.00	9	\$8,460.00
Vernier AE Vernier Bundle	PLTW-AE	\$1,119.00	2	\$2,238.00
Vernier Basic Turbine Building Parts	KW-BTPART	\$16.00	9	\$144.00
Wrench Set, 9 piece, SAE	44PW4140	\$23.75	2	\$47.50

PLTW Product List Total \$15,865.09

To place an order for the items included on this PLTW Product List, visit the myPLTW Store.
 Saved lists expire 90 days after being created or at the end of each calendar year.

Don't have a myPLTW account? To be added to your organization's account, please contact your Program Coordinator or the PLTW Solution Center at solutioncenter@pltw.org or 877.335.PLTW.

Equipment and Supplies

Equipment and Supplies Total is calculated based on the details you provided about your classes and the items selected.

Pricing

Prices are subject to change. Annual program participation and professional development registration fees are excluded from this total.
 Professional development fees may vary by state.

Standard shipping and processing charges are included for items available for order directly through PLTW. PLTW reserves the right to pass on additional shipping charges for orders shipped outside of the lower 48 contiguous states (i.e. Hawaii, Alaska, and Puerto Rico).

Sales Tax

Sales tax (where applicable) is not included in the total. Sales tax will be included at checkout.

Computer Hardware

Note that costs for computers, tablets, printers, and projectors are not included in the total. Refer to **PLTW's Computer Specifications** for details.

Amazon Product List

Address	Amazon
Website	http://www.amazon.com
Payment accepted	Credit Card
Discount code	None

Item	Item #	Item Price	Qty	Total Price
Garmin eTrex 10	B00542NV32	\$78.84	9	\$709.56
Plate Steel Perforated Tube, 1 inch, 14 Gauge	B000BD6BWC	\$28.66	6	\$171.96
Propeller Adapter with set screw, 4mm	B000BP2JXU	\$7.11	9	\$63.99

Amazon Product List Total \$945.51

Any Local Supplier Product List

Address	Any Local Supplier
Website	
Payment accepted	Credit Card
Discount code	n/a

Item	Item #	Item Price	Qty	Total Price
Bolt, 5/16" - 18 - 2 1/2	LS116	\$0.33	12	\$3.96
Digital Camera, 10.0 Megapixel	LS253	\$80.00	1	\$80.00
Extruded Polystyrene Insulated Sheathing (1/2" x 4' x 8')	LS128	\$14.00	2	\$28.00
Foam insulation, close cell, 2" x 24" x 96"	LS124	\$20.00	7	\$140.00
Furring strip, 1 in x 2 in x 8 ft	LS129	\$1.00	4	\$4.00
L-bracket with screws, 2 inch	LS132	\$3.00	4	\$12.00
Nut, 5/16" - 18	LS117	\$1.00	74	\$74.00
Plastic sheeting, 3.5-4 mil thickness, 10 ft x 25 ft	LS126	\$8.00	2	\$16.00
Washer, Flat, 5/16" - 18	LS118	\$3.00	70	\$210.00
Wood board, 1in X 10 in x 6 ft	LS133	\$8.00	2	\$16.00
Wood screws, 1 inch, 12 pack	LS130	\$1.00	1	\$1.00
Wood screws, 2 inch, 4 pack	LS131	\$2.00	3	\$6.00

Any Local Supplier Product List Total \$590.96

Home Depot Product List

Address	Home Depot
Website	http://www.homedepot.com
Payment accepted	Credit Card
Discount code	n/a

Item	Item #	Item Price	Qty	Total Price
Threaded rod, 5/16" - 18 - 36 inch	202183562	\$8.24	7	\$57.68

Home Depot Product List Total \$57.68

Lowes Product List

Address	Lowes
Website	http://www.lowes.com
Payment accepted	Credit Card
Discount code	n/a

Item	Item #	Item Price	Qty	Total Price
Box Fan, 20" Square, 3-speed	95021	\$16.96	2	\$33.92

Lowes Product List Total **\$33.92**

PASCO Scientific Product List

Address	PASCO Scientific
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Website	http://www.pasco.com
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Payment accepted	Credit Card and Purchase Order
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Discount code	Mention that this is PLTW order
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Item	Item #	Item Price	Qty	Total Price
Rocket Engine Test Bracket, for size A, B, C and D engines	ME-6617	\$52.25	2	\$104.50

PASCO Scientific Product List Total \$104.50

Walmart Product List

Address	Walmart
Website	http://www.walmart.com
Payment accepted	Credit Card
Discount code	n/a

Item	Item #	Item Price	Qty	Total Price
SD Card, 8 GB (minimum)	10981792	\$5.00	2	\$10.00
Walmart Product List Total				\$10.00

Wicks Aircraft Supply Product List

Address	Wicks Aircraft Supply
Website	http://www.wicksaircraft.com
Payment accepted	Credit Card
Discount code	Mention that this is PLTW order

Item	Item #	Item Price	Qty	Total Price
Epoxy Resin, type 105, 1 quart	105-A	\$44.22	2	\$88.44
Fiberglass Bidirectional Tape, 2 inch	2X50-FGT	\$16.90	2	\$33.80
Glass 12" Reinforcement Tape, Unidirectional S2, 1 foot	SU300	\$5.35	35	\$187.25
Mini Pump Set	300	\$16.16	3	\$48.48
Slow Hardener, .44 pint can	206-A	\$21.96	2	\$43.92

Wicks Aircraft Supply Product List Total \$401.89

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

SUBJECT: Approval to Change Project Lead The Way
Computer Science and Software Engineering
(Foundational Course 1) into a two-year course:
CSE 1 and CSE 2

MEETING: February 28, 2017

AGENDA SECTION:

ACTION

INFORMATION

ACTION/CONSENT

GOVERNING BOARD

Board Goals:

- Improve, Monitor and Sustain Student Achievement
- Improve School Climate in Support of Teaching, Learning and Student Safety
- Develop/Sustain Fiscal Solvency
- Ensure that Facilities are Safe for Staff and Students
- Ensure Compliance with Education/Other Codes/Updating Board Policies and Administrative Regulations

Summary:

Computer Science and Software Engineering (CSE) is the first Foundational Course in the Project Lead the Way Computer Science Pathway. Using Python (programming language) as a primary tool and incorporating multiple platforms and languages for computation, this course aims to develop computational thinking, generate excitement about career paths that utilize computing, and introduce professional tools that foster creativity and collaboration. CSE helps students develop programming expertise and explore the workings of the Internet. Projects and problems include app development, visualization of data, cybersecurity, and simulation. This course aligns with the AP Computer Science Principles course.

Staff is requesting this course be changed to a two-year course. During the first year, CSE 1 will include additional math and coding instruction and practice needed for the students to write code, learn programming, create computer applications and successfully complete the course.

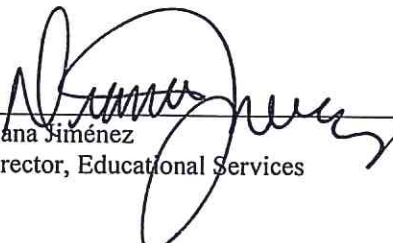
Recommendation:

It is recommended that the Board of Education approve the change of Project Lead The Way Computer Science and Software Engineering (Foundational Course 1) into a two-year course: CSE 1 and CSE 2

Fiscal Impact:

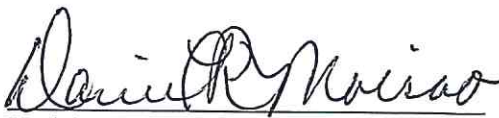
None.

Submitted By:



Diana Jiménez
Director, Educational Services

Approved:



Daniel R. Moirao, Ed.D.
Superintendent

South Monterey County Joint Union High School District

NEW COURSE APPROVAL REQUIRED INFORMATION FORM

The *New Course Approval Required Information Form* AND the *Course Review Signature Form* must be fully completed by the course proposer and submitted to the Director of Educational Services by October 1 (for the October District Curriculum Council meeting) or December 1 (for the December District Curriculum Council meeting)

PROPOSER: Tobias Lopez SCHOOL: Greenfield HS
 NAME OF PROPOSED COURSE: CSP/CSP II SEMESTER OR FULL YEAR: TWO (circle)
 DEPARTMENT: MATH / STEM MEETS A-G: Yes or No (circle)
 OPEN TO STUDENTS IN GRADES 9 10 11 12 (circle one or more) ELECTIVE: Yes or No (circle)

Respond fully to the following questions on a separate sheet of paper and attach it to this form.

1. Describe the proposed course. Include content to be studied, skills, and connection to State-adopted standards per quarter.
2. Why is this proposed course needed?
3. How does this proposed course impact course sequencing or pathways within the department?
4. Is there a prerequisite for taking this proposed course? If so, what course is the prerequisite?
5. How will this proposed course support Board and school goals?
6. What are scheduling implications? Include expected student enrollment in year one and number of sections anticipated for the proposed course in first year of implementation.
7. What are the staffing implications? Address teacher certification/credential issues.
8. What are financial implications? Complete table below:

	Description	Financial Implications
Technology/software/textbooks	Computer programs	Project Lead the Way Program
Equipment	computers and other related materials	already purchased
Facilities	class sets of laptops and tablets	already purchased
Teacher Training	1-2 weeks of summer training	already completed

South Monterey County Joint Union High School District

COURSE REVIEW SIGNATURE FORM

The proposer of a new course is responsible for completing this form as evidence of review at the levels indicated. The proposer of a new course is responsible for sharing the information on the **NEW COURSE APPROVAL REQUIRED INFORMATION FORM** with all stakeholders.

PROPOSER Tabías López SCHOOL Greenfield HS (CSP II)

NAME OF PROPOSED COURSE Computer Science & Software Engineering II - PLTW

1 DISCUSSION WITH PRINCIPAL DATE 09/19/2016 PRINCIPAL SIGNATURE [Signature]

2 DISCUSSION WITH DEPT. CHAIR DATE 01/31/2017 DEPT. CHAIR SIGNATURE [Signature]

3 REVIEW AT DEPARTMENT MEETING DATE 02/13/2017 APPROVED/DISAPPROVED (circle one)

4 REVIEW BY SITE LEADERSHIP TEAM DATE 02/13/2017 APPROVED/DISAPPROVED (circle one)

District Office Use Only

DISTRICT CURRICULUM COUNCIL Date _____ APPROVED/DISAPPROVED (circle one)

STATE ADMINISTRATOR Date _____ APPROVED/DISAPPROVED (circle one)

BOARD APPROVAL Date _____ APPROVED/DISAPPROVED (circle one)

APPROVED / DENIED (circle one)

REASON FOR DENIAL:

IF DENIED, FORWARD THIS FORM TO THE COURSE PROPOSER— Date: _____

IF APPROVED, FORWARD COURSE INFORMATION TO COUNSELOR AND DIRECTOR OF TECHNOLOGY

Date _____

South Monterey County Joint Union High School District

New Course Approval Process

1. Computer Science and Software Engineering

In this course students create apps for mobile devices, automate tasks in a variety of languages, and find patterns in data. Students collaborate to create and present solutions that can improve people's lives, and weigh the ethical and societal issues of how computing and connectivity are changing the world. This is a beginning coding and computer class. This course meets NGSS engineering and technology standards. It also meets many common core science, math and English standards. The students need to be a sophomore or older, should be in the upper 80% of their class, should have taken and passed math 1 and 2 and English 1 and 2.

2. The new NGSS standards include engineering and technology standards that can easily be met by taking this course. It would also add to students' understanding of scientific method and prepare students for college by giving them the ability to think like an engineer, which is vital to many STEM careers. This also helps to increase students' computer skills to help them prepare for technological careers.

3. This would enable the science, math and technology departments to integrate student learning and to create a pathway for students to follow in order to help better prepare them for STEM careers.

4. The prerequisite for this course would have taken and passed math 1 and English 1. They should also have passed or be concurrently enrolled in math 2 and English 2.

5. This course would help increase student STEM understanding and skills and increase student preparedness for college level STEM courses. Since all STEM courses requires a basic understanding of computers, this class would be crucial to that end.

6. The first year only one course will be offered, with an enrollment of 30-35 students in one section. This will be offered as a math elective. In following years, we hope to offer at least two sections of the course, to be followed by higher level computer engineering classes.

7. Teachers do not have to have special certifications, but will need training. Project Lead the Way has detailed programs that instruct teachers and provide ongoing support. These trainings are part of the programs initial and continuing fees.

8. In order to conduct this class we would need to partner with Project Lead the Way. This program charges an overall fee for the initial classes, with a continuing fee each year for additional support and materials. Text books should not be necessary as these are hands on classes. Reading would be supplemental. Depending upon the program we are looking at a startup of \$6,000-10,000 and continuing fees of about \$3,000 per year. This covers all the costs for the program.



Our Impact

MAKING A DIFFERENCE TODAY AND TOMORROW

Over the last several years, numerous reports and external organizations have validated Project Lead The Way's success in engaging the hearts and minds of students through science, technology, engineering, and math (STEM) education. We are proud to highlight several of the most recent studies and honors.

Research and Results

Among other significant findings, independent research studies reveal that PLTW students outperform their peers in school, are better prepared for post-secondary studies, and are more likely to consider careers as scientists, technology experts, engineers, mathematicians, healthcare providers, and researchers compared to their non-PLTW peers.

Researchers at the Center for Urban and Multicultural Education at the Indiana University School of Education at Indiana University-Purdue University-Indianapolis analyzed data for more than 56,000 Indiana high school graduates. Major findings:

- High school graduates who participated in PLTW were nearly three times as likely to major in STEM, and 3 to 4 times more likely to study engineering, versus non-PLTW graduates.
- Students who took three or more PLTW courses while in high school were six times more likely to study STEM, and eight times more likely to study engineering, in college than their peers who had not taken PLTW while in high school.
- PLTW participation was significantly related to persistence into the second year of college, especially for those students who had taken three or more PLTW courses.

Pike, Gary and Kirsten Robbins (2014). *Using Propensity Scores to Evaluate Education Programs*. Indiana University-Purdue University-Indianapolis.

A Texas State University researcher collected and analyzed six years of longitudinally-linked student data to compare thousands of PLTW students to their non-PLTW peers. Major findings:

- PLTW enrollment in Texas has increased by over 400% over the last five years - Hispanic by over 500%; females nearly 600%; and low-income students by 650%
- PLTW students are more prepared for and attended Texas higher education institutions at a higher rate
- PLTW students scored higher on the state's mathematics assessment
- For those students who did not enroll in college, the median wage for PLTW students was 13.6% higher

Van Overschelde, James P. (Spring 2013) Project Lead The Way Students More Prepared For Higher Education. Texas State University. *American Journal of Engineering Education*, 4(1).

A researcher from the University of Virginia, Dr. Robert Tai, and his team collected and analyzed over 30 research studies and reports on PLTW. Key insights:

- PLTW contributes to a strong, positive impact on mathematics and science achievement
- PLTW has a positive influence on students' career interest and likelihood to continue their education
- PLTW offers a pathway to prepare and motivate students to enter careers in science and engineering
- A clear strength of the PLTW program is the intensive teacher professional development program

[Tai, Robert H. \(2012\). An Examination of Research Literature on PLTW. University of Virginia. Publication by PLTW. \(/sites/default/files/PLTW%20DR.TAI%20-%20brochure_pages.pdf\)](#)

According to a survey of PLTW students at the end of their senior year, 70% indicated that they intend to study engineering, technology, computer science, or another applied science, and 93% intend to pursue at least a two-year or four-year degree after high school.

True Outcomes Analysis of End-of-Course Evaluations for PLTW, 2009.

In addition, many post-secondary institutions across the country actively recruit PLTW students and provide recognition opportunities such as preferred admissions, scholarships, and course credit. Several prestigious engineering universities report high and increasing levels of PLTW student enrollment. For example:

- 60% of the 2013 incoming freshman class at the University of South Carolina College of Engineering and Computing took PLTW in high school.
- PLTW alumni account for over 45% of the students who were admitted in 2013 to the University of Minnesota's College of Engineering.
- 38% of the Milwaukee School of Engineering's 2013 freshman class previously took PLTW courses.

Recent Honors and Recognitions

- In January 2014, PLTW was accepted as a 100Kin10 partner. As a partner, PLTW will train 27,602 teachers by 2018 to teach interdisciplinary STEM courses, with typical teachers seeking certification in two or more courses.
- In October 2013, Change the Equation selected PLTW as one of four high-quality STEM programs in the U.S.—and the only in-school curriculum provider—ready for significant national scale-up.
- The Social Impact Exchange placed PLTW on the S&I 100 Index in 2012 as one of the top 100 high-impact nonprofits in the United States.
- The PLTW Gateway program was selected as one of nine Iowa STEM Scale-Up Programs by the Iowa Governor's STEM Council for 2013–2014.
- PLTW was one of seven programs to receive the @Scale endorsement from the Massachusetts Governor's STEM Advisory Council.

[Approach \(/about-us/our-approach\)](#)

[Our Impact \(/about-us/our-impact\)](#)

[Testimonials \(/about-us/testimonials\)](#)

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
 KING CITY HIGH SCHOOL
 COMPUTER SCIENCE AND SOFTWARE ENGINEERING
 2015-2016
 UC APPROVED FOR SCIENCE ELECTIVE

NAME AND CONTACT INFORMATION: *Roianne Benjamin Room 101*
 email: rbenjamin@kingcity.k12.ca.us
 phone: 831-385-5461 x 1101

COURSE OBJECTIVES; BASED ON THE NEXT GENERATION SCIENCE STANDARDS:
 UPON SUCCESSFUL COMPLETION OF THE COURSE, STUDENTS WILL

1. UNDERSTAND THE ALGORITHMS, GRAPHICS AND GRAPHICAL USER INTERFACES.
2. UNDERSTAND THE INTERNET AND THE WEB.
3. UNDERSTAND HOW SHOPPING AND SOCIAL MEDIA WORKS ON THE WEB.
4. UNDERSTAND HOW SECURITY AND CRYPTOGRAPHY WORKS ON THE WEB.
5. UNDERSTANDING HOW TO VISUALIZE DATA.
6. UNDERSTANDING HOW TO DISCOVER KNOWLEDGE FROM DATA SOURCES.
7. UNDERSTANDING INTELLIGENT BEHAVIOR AND APPLYING IT USING MOORE'S LAW AND INTELLIGENT AGENTS.

COURSE DESCRIPTION:

In this course students create apps for mobile devices, automate tasks in a variety of languages, and find patterns in data. Students collaborate to create and present solutions that can improve people's lives, and weigh the ethical and societal issues of how computing and connectivity are changing the world. This is a beginning coding and computer class. This course meets NGSS engineering and technology standards. It also meets many common core science, math and English standards. The students need to be a Sophomore or older, should be in the upper 80% of their class, should have taken and passed math 1 and 2 and English 1 and 2.

CLASSROOM CODE OF CONDUCT:

- The student will adhere to all school rules and district policies as summarized in the Parent handbook.

GRADING SCALE:

Administrative Regulation (AR) 5121 (a)

Grades for each grading period as follows:

A	(90-100%)	Outstanding Achievement	4.0 grade points
B	(80-89%)	Above Average Achievement	3.0 grade points
C	(70-79%)	Average Achievement	2.0 grade points
D	(60-69%)	Below Average Achievement	1.0 grade points
F	(0-59%)	Little or no Achievement	0 grade points
I		Incomplete	0 grade points

An Incomplete shall be given only when a student's work is not finished because of illness or other excused absence. If not made up within six weeks, the Incomplete shall become an F.

METHODS OF EVALUATION & ASSESSMENT

A.	Tests	40%
B.	9 week test	15%
C.	Homework, notebook, classwork	45%

Board Policy 5121 (b)

Effect of Absences on Grades:

If a student misses class without an excuse and does not subsequently turn in homework, take a test, or fulfill another class requirement which he/she missed, the teacher may lower the student's grade for nonperformance, based on the value of the missed assignment.

The Board believes that 5 unexcused absences per grading period constitute excessive unexcused absences. Students with excessive unexcused absences may receive a failing grade and not receive credit for the class (es).

Students and parents/guardians shall be informed by the teachers if class credit is withheld due to excessive unexcused absences. Each time an unexcused absence occurs the student and parent/guardian shall again be notified of the district's policy regarding excessive unexcused absences. When a student has 4 unexcused absences a phone call and/or meeting will be arranged by the teacher with the parent/guardian.

It is the student's responsibility to obtain makeup work through the use of the Absence Binder before or after class.

ASSESSMENTS/ASSIGNMENTS:

KEY ASSIGNMENTS

- A. Class notebook to be checked regularly
- B. Projects (1-2 per quarter)
- C. Classwork

INSTRUCTIONAL METHODS

- A. Lecture and Discussion
- B. Reading research Assignments
- C. Written and oral presentations
- D. Homework and Classwork Assignments
- E. Audio-Visual Presentations

SPECIAL CIRCUMSTANCES:

Notebooks are a large part of the class and must be maintained. They will be checked regularly and are a large part of your grade.

You will be regularly working on computers and must be ready to explain your work.

CLASS EXPECTATIONS

Students are expected to:

- *Come to class prepared and on time*
- *Treat all students and staff with respect and consideration*
- *Follow all computer rules consistently*
- *Turn in all work on time and ask for help when needed*
- *Use appropriate language*
- *Raise hands and wait to be called on*
- **PARTICIPATE**

Instructor will:

- *Treat students with respect*
- *Test only what is taught*
- *Be available for help and questions*

MATERIALS RESOURCES PROVIDED:

Supplemental and notebook, computer

Supplies:

Students will need an engineer notebook, loose leaf paper, pens, tablet or phone with android software.

Topics:

Computer Engineering will cover the following topics:

Semester 1:

Introduction to computers and history
 Algorithms
 Graphics
 Graphical user interfaces
 The internet

Semester 2:

The internet and the web
 Shopping and social media on the web
 Security and Cryptography
 Visualizing data
 Discovering knowledge from data
 Moore's law and modeling
 Intelligent agents

Project Rules:

1. Read and listen to all directions given for each lab before beginning.

2. Wait for teacher to tell you to begin. (NEVER TOUCH LAB MATERIALS BEFORE TOLD)

3. **No pushing, shoving, or horseplay of any kind, EVER!**

4. Never eat or drink during labs.

5. Never smell or taste anything unless directed to do so.

6. **Cleaning the lab station is everyone's job!**

7. If everyone in your group has finished the lab early, clean up and begin working on final lab report.

8. Working cooperatively and fairly with members of your group.

Failure to not follow project rules could result lowering of your project grade.

This syllabus or a copy should be kept in the student's binder or folder all year!

PLTW | Computer Science

Computer Science and Software Engineering Course Outline

Open doors in any career with computer science!

Students create apps for mobile devices, automate tasks in a variety of languages, find patterns in data, and interpret simulations. Students collaborate to create and present solutions that can improve people's lives.

How will computing and connectivity transform your world?

Computer Science and Software Engineering (CSE) is a new PLTW course being offered for the 2014-2015 school year. Students work in teams to develop computational thinking and problem solving skills. The course covers the College Board's new CS Principles framework. The course does not aim to teach mastery of a single programming language but aims instead to develop computational thinking, to generate excitement about the field of computing, and to introduce computational tools that foster creativity. The course also aims to build students' awareness of the tremendous demand for computer specialists and for professionals in all fields who have computational skills. Each unit focuses on one or more computationally intensive career paths. The course also aims to engage students to consider issues raised by the present and future societal impact of computing.

Students practice problem solving with structured activities and progress to open-ended projects and problems that require them to develop planning, documentation, communication, and other professional skills. Problems aim for ground-level entry with no ceiling so that all students can successfully engage the problems. Students with greater motivation, ability, or background knowledge will be challenged to work further.



The following is a summary of the units of study that are included in the course for the 2014-2015 academic year. The course is designed to cover all learning objectives in the College Board's 2013 draft CS Principles framework. In specific CSE projects and problems, students create artifacts and associated writing for CS Principles performance assessment tasks. Alignment with CS Principles Learning Objectives and with CSTA Level 3B Objectives is indicated in the PLTW CSE Curriculum Framework at the activity level. Alignment with NGSS, Common Core, and other standards will be available through the PLTW Alignment web-based tool. Activities, projects, and problems will be provided to the teacher in the form of student-ready handouts, teacher notes, and supplementary materials, including code, instructional videos, and online practice questions as appropriate.

The course is planned for a rigorous pace, and it is likely to contain more material than a skilled teacher new to the course will be able to complete in the first iteration. Building enthusiasm for rigorous computer science among students is a primary goal of the course. Teachers are encouraged to emphasize content that will be fresh and exciting to students, and the course is structured to facilitate local adaptation to a particular group of students' prior knowledge and experience.

- Unit 1 Algorithms, Graphics, and Graphical User Interfaces (48%)
- Unit 2 The Internet (18%)
- Unit 3 Raining Reigning Data (17%)
- Unit 4 Intelligent Behavior (17%)



Unit 1: Algorithms, Graphics, and Graphical User Interfaces

The goal of Unit 1 is to excite students about programming and to build their algorithmic thinking and ability to use abstraction. Student creativity is emphasized as they work with Scratch™, App Inventor, and *Python*° programming languages to tell graphical stories, publish games and Android™ applications, and explore various development environments and programming techniques. Students will create original code and read and modify code provided from other sources. An Agile software development process is emphasized and personal, professional, and collaborative skills take center stage. Students debate policy questions about the ownership and control of digital data and examine the implications for creative industries and consumers. In this unit students begin their exploration of career paths tied to computing.

Lesson 1.1	Algorithms and Agile Development
Lesson 1.2	Mobile App Design
Lesson 1.3	Algorithms in <i>Python</i>
Lesson 1.4	Images and Object-Oriented Libraries
Lesson 1.5	GUIs in <i>Python</i>



Lesson 1.1 Algorithms and Agile Development

The goal of this lesson is to introduce students to programming at a level appropriate to novice programmers. With an introduction to pair programming and the Agile software development process, students create original programs in Scratch that incorporate audio and visual elements while tackling algorithmic problems. The lesson opens with an introduction to how computing is affecting our lives. Students explore tools for collaboration over the Internet and select from these tools in order to manage the projects that they create. The foundations for later algorithmic thinking are built by focusing on the most common roles that variables fulfill, with an introduction to the conventions of object-oriented programming.

Lesson 1.2 Mobile App Design

The goal of this lesson is for students to build their skills by analyzing existing code, particularly with an emphasis on the roles of variables. Students create an Android app of their own design. The lesson begins with an introduction to binary representations of numbers, letters, colors, images, etc. using a CS unplugged activity in which students create a physical representation of data storage. Students work with and make minor modifications to two App Inventor programs, building their ability to analyze a complex program and incorporate event handlers into programs in meaningful ways. Students conclude by designing and creating their own Android app using pair programming and practicing the Agile software design process.

Lesson 1.3 Algorithms in *Python*

The goal of this lesson is for students to understand all information as bits and to transfer their understanding of algorithms to a new language, *Python*, which is powerful enough to raise all the opportunities and issues targeted in the course. Students are introduced to functional, imperative, and declarative programming paradigms with *Python*, again learning to use variables in the most common roles. Before learning about variable types and the fundamental algorithmic structures in *Python*, students simulate program execution in a model assembly language. After building strength with basic *Python* algorithms, students create algorithms to compete in a



round-robin tournament of the Prisoner's Dilemma, using the collaborative programming platform GitHub in the process.

Lesson 1.4 Images and Object-Oriented Libraries

The goal of this lesson is for students to become independent learners of a programming language, able to refer to documentation to use object-oriented libraries commonly available. The lesson begins with an unplugged activity to teach object-oriented concepts. Students build additional strength with *Python* algorithms, manipulating image files by modifying pixel data and using code libraries to work at higher levels of abstraction. As part of that work, they learn to use a variety of documentation including application-programming interfaces (APIs). Students read, discuss, and debate intellectual property issues associated with digital data. In the culminating problem of the lesson, they collaborate to create an image processing function that highlights the power of automation.

Lesson 1.5 GUIs in *Python*

The goal of this lesson is for students to conceive of any class of objects as an abstraction. Students will create a graphical user interface (GUI) with considerations of audience and accessibility. The lesson begins with an unplugged activity that generalizes the user interface topic of this lesson to the field of human-computer interaction. Students practice using an application-programming interface (API) to acquire methods that affect an object's state. Students work with two APIs: the Tkinter Canvas for drawing and animation, and then the Tkinter toolbox of GUI widgets. Students are provided code for a simple GUI that implements a model-view-controller (MVC) pattern. Students will modify the elements of that pattern to suit their own needs. The lesson concludes with a problem in which students create a model-view-controller GUI using Scratch or *Python*. Strategies for documentation are reinforced, and Agile development is emphasized in the concluding problem.



Unit 2: The Internet

The goal of Unit 2 is for students to have a more concrete understanding of the Internet as a set of computers exchanging bits and the implications of these exchanges. Students use PHP and SQL to structure and access a database hosted on a remote server, learn how HTML and CSS direct the client computer to render a page, and experiment with JavaScript™ to provide dynamic content. The focus of the unit is on the protocols that allow the Internet to function securely to deliver social media and eCommerce content. Students work briefly in each of several Web languages to understand how the languages work together to deliver this content. The history and workings of the Internet are explored, and issues of security, privacy, and democracy are considered. Practical cyber security hygiene is included. Career paths in cyber security, web development, and information technology are highlighted.

- Lesson 2.1 The Internet and the Web
- Lesson 2.2 Shopping and Social on the Web
- Lesson 2.3 Security and Cryptography



Lesson 2.1 The Internet and the Web

In this lesson the goal is to build student understanding of the Internet as a set of computers exchanging bits in the form of packets. Students will learn to identify the components of their digital footprint. To provide a hook, students compare the designs, strengths, and weaknesses of their favorite web pages. In this context students use an unplugged activity to understand (in broad brushstrokes) the content and flow of data when browsing the Web. They compare results from different search engines and learn to refine their search techniques. They review how to assess the trustworthiness of web-based media and consider the data flow that permits targeted advertisements. Students employ appropriate tools to explore the hierarchical nature of DNS and IP. Students identify ways that a web developer's decisions affect the user and ways that the user's decisions impact society. The tree structure of web documents is introduced alongside HTML and CSS. Paired key encryption and authentication are introduced with an unplugged activity.

Lesson 2.2 Shopping and Social on the Web

The goal for this lesson is for students to understand the role of client-side code, server-side code, and databases in delivering interactive web content. The hook is a problem in which CS students collaborate with art students to publish content on the Web. Students are provided with JavaScript and PHP code and can access an SQL database from a secure shell command line as well as through PHP. Students compare languages encountered so far to generalize the concepts of sequencing instructions, selection of instructions by conditionals, iteration, and the common roles of variables. Students explore and compare career paths within computing.

Lesson 2.3 Security and Cryptography

The goal of this lesson is for students to personally invest in maintaining online security and to improve their personal cyber security hygiene. Students focus on cyber security from the perspectives of the user, the software developer, the business, the nation, and the citizen. In the team competition at the end of the lesson, students explore parallel strands in encryption and security. Encryption is used as a route to explore the efficiency of algorithms and how the time for an algorithm to execute can be dependent on its input.



Unit 3: Raining Reigning Data

The goal of Unit 3 is for students to see the availability of large-scale data collection and analysis in every area they can imagine. Students examine very large data sets tied to themselves as well as to areas of work and society. They learn a variety of data visualization techniques and work to recognize opportunities to apply algorithmic thinking and automation when considering questions that have answers embedded in data. The complexity of the data sets, visualizations, and analysis increases in the second lesson of the unit, challenging students to generalize concepts developed in the first lesson.

Lesson 3.1

Visualizing Data

Lesson 3.2

Discovering Knowledge from Data



Lesson 3.1 Visualizing Data

The goal of this lesson is for students to be able to create visualizations to analyze sets of large data and to meaningfully interpret the patterns they uncover. They draw conclusions about themselves from relevant data, including local weather, the economics of their community, and naming trends with their name. At the beginning of the lesson, students weigh societal concerns around the collection and persistence of Big Data. The students learn how to use *Python* to make useful graphic representations of data, developing from familiar visualizations to more modern visual analyses like scaled-dot or colorized scatter plots of multidimensional data sets. Students are introduced to basic Excel® spreadsheet programming and cell manipulation. A Monte Carlo simulation is used to help students appreciate the meaning of evidence for association between two variables.

Lesson 3.2 Discovering Knowledge from Data

As in the previous lesson, the goal of this lesson is for students to be able to create a range of visualizations to analyze complex sets of large data and to meaningfully interpret the patterns they uncover. Students use statistics to deepen the meaning of knowledge gained by visualization. The hooks are again conclusions they can draw about themselves from relevant data, including various geographic perspectives on their life and facial recognition of their own features. The lesson uses Excel as well as *Python* to manipulate and visualize data. Students examine multidimensional data sets using scatter plot arrays and view geographic and social data using heat maps and directed graphs. Students experiment with object recognition and face recognition. They are challenged to discover clustering and linear correlation patterns lurking in data sets distributed across student computers and school sites, such that data cleaning and warehousing are necessary. Finally, student teams choose a question and answer it using large data.



Unit 4: Intelligent Behavior

In Unit 4 the emergence of intelligent behavior is explored from two distinct approaches: from human crowd sourcing of data and from separate algorithmic agents working in parallel. The goal is to galvanize the connections among computing concepts and between computing and society. The first lesson explores the hardware layer of computing, working from discrete components to integrated circuits. The exponential advancement of electronics, low on the ladder of abstraction, is connected to advancements at the highest levels on the ladder of abstraction, where artificial intelligence and simulation and modeling are impacting all fields. In the concluding lesson, students identify problems and questions that can be addressed with computer simulation, incorporating agent-based modeling. Students are challenged to explore the assumptions and parameters built into several simulations and to attach meaning to the results. Having explored a few applications of intelligent behavior emerging from algorithmic components, students reflect on the current and future state of artificial intelligence.

Lesson 4.1 Moore's Law and Modeling

Lesson 4.2 Intelligent Agents



Lesson 4.1 Moore's Law and Modeling

In this lesson, students construct an understanding of how the explosion of technology over the last two decades has impacted every realm of study and employment. Students begin by researching the impact of computer modeling and simulation which have been made possible by the rapid increase in computational power due to the continued applicability of Moore's Law. They then manipulate discrete electronic components to create logic gates and create comparable results using integrated circuits to get a feel for what it means to double the number of transistors that can fit in a given area. Students explore simulation in NetLogo directly by manipulating a model of predation and a model of the spread of viruses in humans. The lesson concludes with an examination of the code of ethics for simulationists and reflection on the necessity of adhering to such a code.

Lesson 4.2 Intelligent Agents

In this lesson, students experiment with materials designed to illuminate the rise of intelligent and complex behavior from simple rules and seemingly unintelligent agents. Students begin by studying a model of Langton's ant, a simple Turing machine with some surprising emergent behavior. The students manipulate models of neurons and neural networks. Students design and conduct their own experiments on a model of their own choosing using Monte Carlo methods. Students explore the generation and observation of fractals and study a diffusion limited aggregation model for producing fractal behavior. In the final project of the course, students choose a tool or tools that they have learned about in the course and apply their knowledge to create a novel product of their own design. They present their product to their class along with reflections about how it is tied to everything they've learned about computer science.

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Excel is either a registered trademark or trademark of Microsoft Corporation in the United States and/or other countries.

JavaScript is a trademark or registered trademark of Oracle in the U.S. and other countries.

Tkinter Canvas and Tinkter toolbox are free software released under a Python license.

All other marks are properties of their respective owners.

High School PLTW Computer Science:

- Android tablets AND computers (laptop or desktop) are both required.
- All tablets for High School PLTW Computer Science courses must be Android tablets
- Tablets required for each teacher (1:1 ratio) AND for students at a no greater than a 2:1 ratio
- Please see Android tablet specifications below for PLTW Computer Science:

Processor	1 Ghz processor or greater
RAM	1 GB or greater
On Board Storage	16 GB or greater
Screen Size	7 in – 10 in
Operating System	Android v4.4.2 or greater
Network	WIFI Only
Other Required Embedded Hardware	Front or Rear facing camera (highly recommend both) Accelerometer Microphone Bluetooth

Schools and districts need to ensure computer hardware for the 2015-2016 school year meets or exceeds the specifications below. Please be sure to make this purchase in consultation with your IT department.

- Please see computer specifications (laptop or desktop) below for PLTW Computer Science.
- A computer (laptop or desktop) is required for each teacher and each student (1:1 ratio)

Specification	Minimum (for existing computers)	Recommended (new purchases)
Processor	Intel® Core 2 Duo or i5 processor	Intel® i5 processor
RAM	4 GB min for 64 bit processor	8 GB min
Hard Drive	250 GB or greater Hard Drive	250 GB or greater Hard Drive
Video Card	Integrated Graphics	Integrated Graphics
Operating System	Windows 7 or Windows 8.1, 64 bit operating system or Apple device with OSX 10.6.	Windows 7 or Windows 8.1, 64 bit operating system or Apple device with OSX 10.6.
Display	21" or greater external monitor per computer is required	21" or greater external monitor per computer is required
Network	Must have wireless network connectivity	Must have wireless network connectivity
Other Basic Software (go here for a complete listing of all needed software).	IE9 or later Firefox 20 or later is recommended for optimal utilization of the PLTW Learning Management System (LMS) Microsoft Office <i>NOTE: Open Office and Office 365 are not supported at this time</i>	IE9 or later Firefox 20 or later is recommended for optimal utilization of the PLTW Learning Management System (LMS) Microsoft Office <i>NOTE: Open Office and Office 365 are not supported at this time</i>

NOTE 1: Under many circumstances an 802.11 wireless router will be needed in the classroom in order to use MIT App Inventor with Android tablets and computers. Please test your unique classroom environment to ensure adequate wireless access is in place. If you do need to make a wireless router purchase, please verify the selected router will allow adequate simultaneous connections by contacting the manufacturer and discussing the number of devices that will be concurrently used.

NOTE 2: If you are offering ICS (Introduction to Computer Science) as part of the PLTW Gateway program, you can use the PLTW Computer Science Program computer specifications on this page. Please note however that these specifications will not be sufficient for use in any other PLTW Gateway courses.

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

SUBJECT: Board Policies -Second Reading

MEETING: February 28, 2017

AGENDA SECTION:

ACTION

INFORMATION

ACTION/CONSENT

-
- Improve, Monitor and Sustain Student Achievement
 - Improve School Climate in Support of Teaching, Learning and Student Safety
 - Develop/Sustain Fiscal Solvency
 - 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:

- AR 1340 – Access to District Records (revised)
- AR 3311 – Bids (revised)
- BP 3311.1 – Uniform Public Construction Cost Accounting Procedures (new)
- AR 3311.1 – Uniform Public Construction Cost Accounting Procedures (new)
- AR 3311.2 – Lease-Leaseback Contracts (new)
- AR 3311.3 – Design-Build Contracts (new)
- AR 3311.4 – Procurement of Technological Equipment (new)
- AR 3543 – Transportation Safety and Emergencies (revised)
- BP 4030 – Nondiscrimination in Employment (revised)
- AR 4030 – Nondiscrimination in Employment (revised)
- BP 41191.11, 4219.11, 4319.11 – Sexual Harassment (revised)
- AR 4119.11, 4219.11, 4319.11 – Sexual Harassment (revised)
- BB 9320 – Meetings and Notices (revised)

Recommendation:

All suggested changes have been made from the first reading. It is recommended that the Board of Education approve the board policies second reading.

Fiscal Impact:

No fiscal impact

Submitted By:



Daniel R. Moirao, Ed. D.
Superintendent

Approved:



Daniel R. Moirao, Ed.D.
Superintendent

Community Relations

Access To District Records

Definitions

Public records include any writing containing information relating to the conduct of the district's business prepared, owned, used, or retained by the district regardless of physical form or characteristics. (Government Code 6252)

(cf. 3580 - District Records)

(cf. 9012 - Board Member Electronic Communications)

Writing means any handwriting, typewriting, printing, photostating, photographing, transmitting by electronic mail or facsimile, and every other means of recording upon any tangible thing any form of communication or representation, including letters, words, pictures, sounds, or symbols or combinations thereof, and any record thereby created, regardless of the manner in which the record has been stored. (Government Code 6252)

Member of the public means any person, except a member, agent, officer, or employee of the district or a federal, state, or other local agency acting within the scope of his/her membership, agency, office, or employment.

Public Records

Public records to which members of the public shall have access include, but are not limited to:

1. Proposed and approved district budgets and annual audits (Education Code 41020, 42103)

(cf. 3100 - Budget)

(cf. 3460 - Financial Reports and Accountability)

2. Statistical compilations
3. Reports and memoranda
4. Notices and bulletins
5. Minutes of public meetings (Education Code 35145)

(cf. 9324 - Minutes and Recordings)

6. Meeting agendas (Government Code 54957.5)

(cf. 9322 - Agenda/Meeting Materials)

7. Official communications between the district and other government agencies

8. School-based program plans (Education Code 52850)

(cf. 0420 - School Plans/Site Councils)

(cf. 0420.1 - School-Based Program Coordination)

9. Information and data relevant to the evaluation and modification of district plans

(cf. 0440 - District Technology Plan)

(cf. 0520.2 - Title I Program Improvement Schools)

(cf. 0520.3 - Title I Program Improvement Districts)

10. Initial proposals of exclusive employee representatives and of the district (Government Code 3547)

(cf. 4143.1/4243.1 - Public Notice - Personnel Negotiations)

11. Records pertaining to claims and litigation against the district which have been adjudicated or settled (Government Code 6254, 6254.25)

(cf. 3320 - Claims and Actions Against the District)

12. Statements of economic interests required by the Conflict of Interest Code (Government Code 81008)

(cf. 9270 - Conflict of Interest)

13. Documents containing names, salaries, and pension benefits of district employees

14. Employment contracts and settlement agreements (Government Code 53262)

(cf. 2121 - Superintendent's Contract)

(cf. 4117.5/4217.5/4317.5 - Termination Agreements)

(cf. 4141/4241 - Collective Bargaining Agreement)

15. Instructional materials including, but not limited to, textbooks (64 Ops.Cal.Atty.Gen. 186 (1981))

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

Access to public records of the district shall be granted to Governing Board members on the same basis as any other member of the public. When Board members are authorized to access public records in the administration of their duties, the Superintendent or designee shall not discriminate among any of the Board members as to which record, or portion of the record, will be made available, or when it will be made available. (Government Code 6252.5, 6252.7)

When disclosing to a member of the public any record that contains personal information, including, but not limited to, an employee's home address, home telephone number, social security number, personal cell phone number, or birth date, the Superintendent or designee shall ensure that such personal information is redacted from that record. (Government Code 6254.29, 6254.3)

Confidential Records

Records to which the members of the public shall not have access include, but are not limited to:

1. Preliminary drafts, notes, interagency or intradistrict memoranda which are not retained by the district in the ordinary course of business, provided that the public interest in withholding these records clearly outweighs the public interest in disclosure (Government Code 6254)

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)
(cf. 9011 - Disclosure of Confidential/Privileged Information)

2. Records specifically prepared for litigation to which the district is a party or to respond to claims made against the district pursuant to the Tort Claims Act are confidential, until the pending litigation or claim has been finally adjudicated or otherwise settled, or beyond, if the records are protected by some other provision of law (Government Code 6254, 6254.25; Fairley v. Superior Court; 71 Ops.Cal.Atty.Gen. 235 (1988))
3. Personnel records, medical records, student records, or similar materials, the disclosure of which would constitute an unwarranted invasion of personal privacy (Government Code 6254)

(cf. 4112.6/4212.6/4312.6 - Personnel Files)
(cf. 4112.62/4212.62/4312.62 - Maintenance of Criminal Offender Records)
(cf. 5125 - Student Records)
(cf. 5125.1 - Release of Directory Information)

The home addresses, home telephone numbers, personal cell phone numbers, or birth date of employees may only be disclosed as follows: (Government Code 6254.3)

- a. To an agent or a family member of the employee
- b. To an officer or employee of a state agency or another school district or county office of education when necessary for the performance of official duties
- c. To an employee organization pursuant to regulations and decisions of the Public Employment Relations Board, unless the employee performs law enforcement-related functions or requests in writing that the information not be disclosed

(cf. 4140/4240/4340 - Bargaining Units)

Upon written request of any employee, the district shall not disclose the employee's home address, home telephone number, personal cell phone number, or birth date, and the district shall remove this information from any mailing list of the district except a list used exclusively to contact the employee.

(cf. 4140/4240/4340 - Bargaining Units)

- d. To an agent or employee of a health benefit plan providing health services or administering claims for health services to district employees and their enrolled dependents, for the purpose of providing the health services or administering claims for employees and their enrolled dependents

(cf. 4154/4254/4354 - Health and Welfare Benefits)

4. Student records, except directory information and other records to the extent permitted under the law, when disclosure is authorized by law

(cf. 5125 - Student Records)

(cf. 5125.1 - Release of Directory Information)

(cf. 5125.3 - Challenging Student Records)

5. Test questions, scoring keys, and other examination data except as provided by law (Government Code 6254)

(cf. 6162.51 - Standardized Testing and Reporting Program)

(cf. 6162.52 - High School Exit Examination)

6. Without affecting the law of eminent domain, the contents of real estate appraisals or engineering or feasibility estimates and evaluations made for or by the district relative to the acquisition of property, or to prospective public supply and construction contracts,

until all of the property has been acquired or all of the contract agreement obtained (Government Code 6254)

7. Information required from any taxpayer in connection with the collection of local taxes that is received in confidence and the disclosure of the information to other persons would result in unfair competitive disadvantage to the person supplying the information (Government Code 6254)

8. Library circulation and patron use records of a borrower or patron including, but not limited to, his/her name, address, telephone number, email address, borrowing information, or use of library information resources (Government Code 6254, 6267)

(cf. 6163.1 - Library Media Centers)

9. Records for which the disclosure is exempted or prohibited pursuant to state or federal law, including, but not limited to, provisions of the Evidence Code relating to privilege (Government Code 6254)

(cf. 9124 - Attorney)

10. Documents prepared by or for the district to assess its vulnerability to terrorist attack or other criminal acts intended to disrupt district operations and that are for distribution or consideration in closed session (Government Code 6254)

(cf. 0450 - Comprehensive Safety Plan)

11. Recall petitions, petitions for special elections to fill Board vacancies, or petitions for the reorganization of the school district (Government Code 6253.5)

(cf. 9223 - Filling Vacancies)

12. Minutes of Board meetings held in closed session (Government Code 54957.2)

(cf. 9321 - Closed Session Purposes and Agendas)

13. Computer software developed by the district (Government Code 6254.9)
14. Information security records, the disclosure of which would reveal vulnerabilities to, or increase potential for an attack on, the district's information technology system (Government Code 6254.19)
15. Records that contain individually identifiable health information, including records that may be exempt pursuant to physician-patient privilege, the Confidentiality of Medical Information Act, and the Health Insurance Portability and Accountability Act (Government Code 6254, 6255)

(cf. 5141.6 - School Health Services)

16. Any other records listed as exempt from public disclosure in the California Public Records Act or other statutes
17. Records for which the district can demonstrate that, based on the particular facts of the case, the public interest served by not disclosing the record clearly outweighs the public interest served by disclosure of the record (Government Code 6255)

Inspection of Records and Requests for Copies

Any person may request a copy or inspection of any district record that is open to the public and not exempt from disclosure. (Government Code 6253)

Within 10 days of receiving any request to inspect or copy a district record, the Superintendent or designee shall determine whether the request seeks release of a disclosable public record in the district's possession. The Superintendent or designee shall promptly inform the person making the request of his/her determination and the reasons for the decision. (Government Code 6253)

In unusual circumstances, the Superintendent or designee may extend the 10-day limit for up to 14 days by providing written notice to the requester and setting forth the reasons for the extension and the date on which a determination is expected to be made. Unusual circumstances include the following, but only to the extent reasonably necessary to properly process the request: (Government Code 6253)

1. The need to search for and collect the requested records from field facilities or other establishments that are separate from the office processing the request
2. The need to search for, collect, and appropriately examine a voluminous amount of separate and distinct records which are demanded in a single request
3. The need for consultation, which shall be conducted with all practicable speed, with another agency (e.g., a state agency or city) having a substantial interest in the determination of the request or among two or more components of the district (e.g., two different school sites) with substantial interest in the request
4. In the case of electronic records, the need to compile data, write programming language or a computer program, or construct a computer report to extract data

If the Superintendent or designee determines that the request seeks disclosable public records, the determination shall state the estimated date and time when the records will be made available. (Government Code 6253)

Public records shall be open to inspection at all times during district office hours. Any reasonably segregable portion of a record shall be made available for inspection by any person requesting the record after deletion of the portions that are exempted by law. (Government Code 6253)

Upon request for a copy that reasonably describes an identifiable record, an exact copy shall be promptly provided unless it is impracticable to do so. (Government Code 6253)

The Superintendent or designee shall charge an amount for copies that reflects the direct costs of duplication. Written requests to waive the fee shall be submitted to the Superintendent or designee.

In addition to maintaining public records for public inspection during district office hours, the district may comply with public records requests by posting any public record on the district's

web site and, in response to a public records request, directing the member of the public to the location on the web site where the record can be found. However, if the member of the public is unable to access or reproduce the record from the web site, the district shall promptly provide an exact copy of the public record upon payment of duplication fees, if applicable, unless it is impracticable to provide an exact copy. (Government Code 6253)

If any person requests that a public record be provided in an electronic format, the district shall make that record available in any electronic format in which it holds the information. The district shall provide a copy of the electronic record in the format requested as long as the requested format is one that has been used by the district to create copies for its own use or for use by other agencies. (Government Code 6253.9)

The cost of duplicating an electronic record shall be limited to the direct cost of producing a copy of the record in electronic format. However, the requester shall bear the cost of producing the copy of the electronic record, including the cost to construct the record and the cost of programming and computer services necessary to produce the copy, under the following circumstances: (Government Code 6253.9)

1. The electronic record is one that is produced only at otherwise regularly scheduled intervals.
2. The request would require data compilation, extraction, or programming to produce the record.

Assistance in Identifying Requested Records

If the Superintendent or designee denies a request for disclosable records, he/she shall assist the requester in making a focused and effective request that reasonably describes an identifiable record. To the extent reasonable under the circumstances, the Superintendent or designee shall do all of the following: (Government Code 6253.1)

1. Assist in identifying records and information responsive to the request or the purpose of the request, if specified

If, after making a reasonable effort to elicit additional clarifying information from the requester to help identify the record, the Superintendent or designee is still unable to identify the information, this requirement shall be deemed satisfied.

2. Describe the information technology and physical location in which the records exist
3. Provide suggestions for overcoming any practical basis for denying access to the records or information sought

AR 1340 (h)

Provisions of the Public Records Act shall not be construed so as to delay access for purposes of inspecting records open to the public. Any notification denying a request for public records shall state the name and title of each person responsible for the denial. (Government Code 6253)

(3/05 11/08) 11/11

Regulation

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Adopted: February 22, 2017

King City, California

Business and Noninstructional Operations

Bids

Advertised/Competitive Bids

The district shall advertise for competitive bids to let any public project contract involving an expenditure of \$15,000 or more.

1. 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)
(cf. 3311.1 - Uniform Public Construction Cost Accounting Procedures)
(cf. 3311.2 - Lease-Leaseback Contracts)
(cf. 3311.3 - Design-Build Contracts)
2. A contract exceeding the amount specified in law, and as annually adjusted by the Superintendent of Public Instruction, for any of the following: (Government Code 53060; Public Contract Code 20111)
3. The purchase of equipment, materials, or supplies to be furnished, sold, or leased to the district
 - a. Services, not including construction services or special services and advice in accounting, financial, legal, or administrative matters
 - b. 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 and responsive 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 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 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 pre-bid 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)
 - 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. In determining the lowest bid, the district shall consider only responsive bids that conform to bid specifications and are submitted by responsible bidders who have demonstrated trustworthiness, quality, fitness, capacity, and experience to satisfactorily perform the public works contract.
 - a. When a bid is determined to be nonresponsive, the Superintendent or designee shall notify the bidder and give him/her an opportunity to respond to the determination.
 - b. When the lowest bidder is determined to be nonresponsible, the Superintendent or designee shall notify the bidder of his/her right to present evidence of his/her responsibility at a hearing before the Board.

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)

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

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 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 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 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.

Sole Sourcing

In any contract for the construction, alteration, or repair of school facilities, the Superintendent or designee shall not draft the bid specification in a manner that: (Public Contract Code 3400)

1. Directly or indirectly limits bidding to any one specific concern
2. Calls 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)

Prequalification Procedure

When required by law or the Board, 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. For this purpose, the Superintendent or designee shall furnish prospective bidders a standardized prequalification questionnaire and financial record 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: (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 Public Contract Code 4113 or Business and Professions Code 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 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 and responsive 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. For any transportation service contract involving an expenditure of more than \$10,000, which the Board contemplates 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, in which case the Board may contract with other than the lowest bidder (Education Code 39802)
3. When the contract is one for which the Board has established goals and requirements relating to participation of minority, women, 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 complies or makes a good faith effort to comply with the goals and requirements (Public Contract Code 2000-2002)
4. When procuring a lease-leaseback contract, in which case the Board shall award the contract based on objective criteria for determining the best combination of price and qualifications in accordance with Education Code 17400 and 17406

(cf. 3311.2 - Lease-Leaseback Contracts)

5. When procuring a design-build contract for a public works project in excess of \$1,000,000 in accordance with Education Code 17250.20, in which case the Board may award the contract to either the low bid or the best value to the district, taking into consideration, at a minimum, price, technical design and construction expertise, and life-cycle costs (Education Code 17250.20, 17250.25)

(cf. 3311.3 - Design-Build Contracts)

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.

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 a district procurement is for computers, software, telecommunications equipment, microwave equipment, or other related electronic equipment and apparatus. Competitive negotiation shall not be used to contract 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 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 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 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.

Limitation on Use of Sole Sourcing

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 3002, 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.

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)

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 and meet the cost effectiveness requirements specified in Government Code 4217.12. 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 and savings 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)

(10/15 5/16) 12/16

(7/08 11/10) 8/13

Policy SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Adopted: February 22, 2017

King City, California

Business and Noninstructional Operations

Uniform Public Construction Cost Accounting Procedures

In awarding contracts for public works projects involving district facilities, the Governing Board desires to obtain the best value to the district and ensure the qualifications of contractors to complete the project in a satisfactory manner. 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 informal bidding procedures when allowed by law.

(cf. 3311 - Bids)

(cf. 7110 - Facilities Master Plan)

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.

No work, project, service, or purchase shall be split or separated into smaller work orders or projects for the purpose of evading legal requirements for competitive bidding. (Public Contract Code 22033)

Projects awarded through the UPCCAA shall be subject to the cost accounting procedures established by the California Uniform Construction Cost Accounting Commission. (Public Contract Code 22030)

Emergency Actions

When formal bids are required by law but an emergency necessitates immediate repair or replacements, the Board may, upon a four-fifths vote of the Board, proceed to replace or repair a facility without adopting plans, specifications, strain sheets, or working details or giving notice for bids to let contracts. The work may be done by day labor under the direction of the Board and/or contractor. The emergency action shall subsequently be reviewed by the Board in accordance with Public Contract Code 22050 and shall be terminated at the earliest possible date that conditions warrant, so that the remainder of the emergency action may be completed by giving notice for bids to let contracts. (Public Contract Code 1102, 22035, 22050)

(cf. 9323.2 - Actions by the Board)

Legal Reference:

PUBLIC CONTRACT CODE

1102 Definition of emergency

20110-20118.4 Local Agency Public Construction Act; school districts

22000-22020 California Uniform Construction Cost Accounting Commission

- 22030-22045 Alternative procedures for public projects (UPCCAA), especially:
- 22032 Applicability of procedures based on amount of project
- 22034 Informal bidding procedure
- 22035 Emergency need for repairs or replacement
- 22037-22038 Formal bidding procedures for projects exceeding \$175,000
- 22050 Alternative emergency procedures

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

12/16

Policy: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Adopted: February 22, 2017

King City, California

Business and Noninstructional Operations

Uniform Public Construction Cost Accounting Procedures

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)
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.
 - 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 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. In addition, the Superintendent or designee may mail, fax, or email a notice inviting informal bids 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 Governing 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 is 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)
 - 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 the 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.

(cf. 3311 - Bids)

12/16

Regulation: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Adopted: February 22, 2017

King City, California

Business and Noninstructional Operations

Lease-Leaseback Contracts

The district 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"). (Education Code 17406)

(cf. 3280 - Sale or Lease of District-Owned Real Property)
(cf. 3312 - Contracts)

Any lease-leaseback contract shall be awarded through a competitive "best value" procurement process whereby a person, firm, or corporation is selected on the basis of objective criteria for evaluating the qualifications of proposers, with the resulting selection representing the best combination of price and qualifications. To make this determination, the district shall use the following procedures: (Education Code 17400, 17406)

1. Request for Sealed Proposals: The Superintendent or designee shall prepare a request for sealed proposals which shall include:
 - a. An estimate of the project's price
 - b. A clear, precise description of any preconstruction services that may be required and the facilities to be constructed
 - c. The key elements of the contract to be awarded
 - d. A description of the format that proposals shall follow and the elements they shall contain
 - e. The standards the district will use in evaluating proposals
 - f. The date on which proposals are due
 - g. The timetable the district will follow in reviewing and evaluating proposals
2. Notice: At least 10 days before the date for receipt of the proposals, the Superintendent or designee shall give notice of the request for sealed proposals using both of the following methods:
 - a. Providing notice at least once a week for two weeks in a local newspaper of general circulation pursuant to Public Contract Code 20112
 - b. Providing notice in a trade paper of general circulation published in the county where the

project is located

The Superintendent or designee also may post the notice on the district's web site or through an electronic portal.

3. Prequalification: A proposer shall be prequalified in accordance with Public Contract Code 20111.6(b)-(m) in order to submit a proposal. Any electrical, mechanical, and plumbing subcontractors shall be subject to the same prequalification requirements.

(cf. 3311 - Bids)

4. Evaluation Criteria: The request for sealed proposals shall identify all criteria that the district will consider in evaluating the proposals and qualifications of the proposers, including relevant experience, safety record, price proposal, and other factors specified by the district. The price proposal shall include, at the district's discretion, either a lump-sum price for the contract to be awarded or the proposer's proposed fee to perform the services requested, including the proposer's proposed fee to perform preconstruction services or any other work related to the facilities to be constructed, as requested by the district.

The request for sealed proposals shall specify whether each criterion will be evaluated on a pass-fail basis or will be scored as part of the "best value" score, and whether proposers must achieve any minimum qualification score for award of the contract. For each scored criterion, the district shall identify the methodology and rating or weighting system that will be used by the district in evaluating the criterion, including the weight assigned to the criterion and any minimum acceptable score.

5. Evaluation of Proposals: All proposals received shall be reviewed to determine whether they meet the format requirements and the standards specified in the request for sealed proposals. The district shall evaluate the qualifications of the proposers based solely upon the criteria and evaluation methodology set forth in the request for sealed proposals, and shall assign a best value score to each proposal. Once the evaluation is complete, all responsive proposals shall be ranked from the highest best value to the lowest best value to the district.

6. Award of Contract: The award of the contract shall be made by the Governing Board to the responsive proposer whose proposal is determined, in writing by the Board, to be the best value to the district.

If the selected proposer refuses or fails to execute the tendered contract, the Board may award the contract to the proposer with the second highest best value score, if deemed in the best interest of the district. If that proposer then refuses or fails to execute the tendered contract, the Board may award the contract to the proposer with the third highest best value score.

Upon issuance of a contract award, the district shall publicly announce its award, identifying the entity to which the award is made, along with a statement regarding the basis of the award. The statement regarding the contract award and the contract file shall provide sufficient information

to satisfy an external audit.

7. Rejection of Proposals: At its discretion, the Board may reject all proposals and request new proposals.

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 17407.5)

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)

Legal Reference:

EDUCATION CODE

17400 Definitions

17406 Lease-leaseback contract

17407.5 Use of a skilled and trained workforce

PUBLIC CONTRACT CODE

20111.6 Prequalification procedures

20112 Notices

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

Management Resources:

WEB SITES

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

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

12/16

Regulation: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Adopted: February 22, 2017

King City, California

Business and Noninstructional Operations

Design-Build Contracts

The Governing 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)

(cf. 3311 - Bids)

(cf. 3312 - Contracts)

(cf. 7110 - Facilities Master Plan)

(cf. 7140 - Architectural and Engineering Services)

Design-build documents shall not include provisions for long-term project operations, but may include operations during a training or transition period. (Education Code 17250.25)

The procurement process for design-build projects shall be as follows: (Education Code 17250.25, 17250.35)

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:
 - a. The size, type, and desired design character of the project
 - b. Performance specifications that cover the quality of materials, equipment, and workmanship
 - c. Preliminary plans or building layouts
 - d. Any other information deemed necessary to describe adequately the district's needs

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 expertise, 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 qualifications 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 apprentice able 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.

3. The district shall prepare a request for proposals (RFP) that invites prequalified or short-listed entities to submit competitive sealed proposals in a manner prescribed by the district. The RFP 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 for a project, 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.

Legal Reference:

EDUCATION CODE

17250.10-17250.55 Design-build contracts

Management Resources:

WEB SITES

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

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

California Department of Education, Facilities: <http://www.cde.ca.gov/ls/fa>

12/16

Regulation: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Adopted: February 22, 2017

King City, California

Business and Noninstructional Operations

Procurement Of Technological Equipment

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

(cf. 0440 - District Technology Plan)

(cf. 3230 - Federal Grant Funds)

(cf. 3311 - Bids)

(cf. 3312 - Contracts)

Whenever the competitive negotiation process is determined to be appropriate for such procurements, the district shall use the following procedures: (Public Contract Code 20118.2)

1. The 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 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 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 Governing Board shall award the contract to the qualified bidder whose proposal meets the evaluation standards and will be most advantageous to the district, considering price and all other factors.
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 to another bidder.
8. The Board, at its discretion, may reject all proposals and request new RFPs.

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. (Public Contract Code 20118.2)

Legal Reference:

PUBLIC CONTRACT CODE

20118.2 Contracting by school districts; technological equipment

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Regulation: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Adopted: February 22, 2017

King City, California

Business and Noninstructional Operations

Transportation Safety and Emergencies

Each day, prior to driving a school bus, each school bus driver shall inspect the bus to ensure that it is in safe operating condition and equipped as required by law and that all equipment is in good working order. At the completion of each day's work, the driver shall prepare and sign a written report of the condition of the equipment specified in 13 CCR 1215. The report shall indicate any defect or deficiency discovered by or reported to the driver which would affect safe operation or result in mechanical breakdown of the bus or, if no defect or deficiency was discovered or reported, shall so indicate. Any defect or deficiency that would affect safe operation shall be repaired prior to operating the bus. (13 CCR 1215)

(cf. 3540 - Transportation)

(cf. 3541.1 - Transportation for School-Related Trips)

(cf. 3542 - School Bus Drivers)

Passenger Restraint Systems

The Superintendent or designee shall ensure that any school bus or student activity bus which is purchased or leased by the district is equipped with a combination pelvic and upper torso passenger restraint system at all designated seating positions if that bus: (Vehicle Code 27316, 27316.5; 13 CCR 1201)

1. Is a Type 1 school bus manufactured on or after July 1, 2005 which is designed for carrying more than 16 passengers and the driver
2. Is a Type 2 school bus or student activity bus manufactured on or after July 1, 2004 which meets one of the following criteria:
 - a. Is designed for carrying 16 or fewer passengers and the driver
 - b. Has a manufacturer's vehicle weight rating of 10,000 pounds or less and is designed for carrying not more than 20 passengers and the driver

The Superintendent or designee shall prioritize the allocation of school buses purchased, leased, or contracted to ensure that elementary students receive first priority for new school buses equipped with passenger restraint systems whenever feasible.

When a school bus or student activity bus is equipped with a passenger restraint system, all passengers shall use the passenger restraint system. (5 CCR 14105)

Bus drivers shall be instructed regarding procedures to enforce the proper use of the passenger restraint system. Students who fail to follow instructions of the bus driver may be subject to

discipline, including suspension of riding privileges, in accordance with Board policy and administrative regulations.

(cf. 5131.1 - Bus Conduct)
(cf. 5144 - Discipline)

Fire Extinguishers

Each school bus shall be equipped with at least one fire extinguisher located in the driver's compartment which meets the standards specified in law. In addition, a wheelchair school bus shall have another fire extinguisher placed at the wheelchair loading door or emergency exit. All fire extinguishers shall be regularly inspected and serviced in accordance with regulations adopted by the State Fire Marshal. (Education Code 39838; 13 CCR 1242; 19 CCR 574-575.3)

Electronic Communications Devices

A bus driver is prohibited from driving a school bus or student activity bus while using a wireless telephone or other electronic wireless communications device except for work-related or emergency purposes, including, but not limited to, contacting a law enforcement agency, health care provider, fire department, or other emergency service agency or entity. In any such permitted situation, the driver shall only use a wireless telephone or device that is specifically designed and configured to allow voice-operated and hands-free operation or a function that requires only a single swipe or tap of the driver's finger provided the device is mounted on the windshield, dashboard, or center console of the bus. (Vehicle Code 23123.5, 23125)

The Superintendent or designee shall review all investigations of bus incidents and accidents to develop preventative measures.

(cf. 4112.42/4212.42/4312.42 - Drug and Alcohol Testing for School Bus Drivers)

The Superintendent or designee may place a notice at bus entrances that warns against unauthorized entry. The driver or another school official may order any person to disembark if that person enters a bus without prior authorization. (Education Code 39842; 13 CCR 1256.5)

(cf. 3515.2 - Disruptions)

Transportation Safety Plan for Boarding and Exiting Buses

The Superintendent or designee shall develop a transportation safety plan containing procedures for school personnel to follow to ensure the safe transport of students. The plan shall include procedures for boarding and exiting a school bus at a school or other trip destination.

A copy of the plan shall be kept at each school site and made available upon request to the California Highway Patrol. (Education Code 39831.3)

Student Instruction

All students who are transported in a school bus or student activity bus shall receive instruction in school bus emergency procedures and passenger safety. (Education Code 39831.5)

The Superintendent or designee shall ensure that instruction is provided to students as follows:

1. The Superintendent or designee shall annually provide appropriate instruction in safe riding practices and emergency evacuation drills to each student who receives home-to-school transportation in a school bus. (5 CCR 14102)
2. Before departing on a school activity trip, all students riding on a school bus or student activity bus shall receive safety instruction which includes, but is not limited to: (Education Code 39831.5)
 - a. Location of emergency exits
 - b. Location and use of emergency equipment

This instruction also may include responsibilities of passengers seated next to an emergency exit. (Education Code 39831.5)

Bus Accidents

In the event of a school bus accident, the driver shall immediately notify the CHP and the Superintendent or designee. The driver shall not leave the immediate vicinity of the bus to seek aid unless necessary. (13 CCR 1219)

The Superintendent or designee shall maintain a report of each accident that occurred on public or private property involving a school bus with students aboard. The report shall contain pertinent details of the accident and shall be retained for 12 months from the date of the accident. If the accident was not investigated by the CHP, the Superintendent or designee shall forward a copy of the report to the local CHP within five work days of the date of the accident. (13 CCR 1234)

The Superintendent or designee shall review all investigations of bus incidents and accidents to develop preventative measures.

(cf. 4112.42/4212.42/4312.42 - Drug and Alcohol Testing for School Bus Drivers)

Legal Reference:

EDUCATION CODE

39830-39843 Transportation, school buses

39860 Contract for transportation; requirement that student not be left unattended

51202 Instruction in personal and public health and safety

PENAL CODE

241.3 Assault against school bus driver

243.3 Battery against school bus driver

VEHICLE CODE

415 Definition of motor vehicle

545-546 Definition of school bus and student activity bus

22112 Loading and unloading passengers

23123.5 Use of wireless telephone or communications device while driving; exceptions

23125 Use of wireless telephone prohibited while driving school bus

27316-27316.5 Passenger restraint systems

28160 Child safety alert system

34500 California Highway Patrol responsibility to regulate safe operation of school buses

34501.5 California Highway Patrol responsibility to adopt rules re: safe operation of school buses

34501.6 School buses; reduced visibility

34508 California Highway Patrol responsibility to adopt rules re: equipment and bus operations

CODE OF REGULATIONS, TITLE 5

14100-14105 School buses and student activity buses

CODE OF REGULATIONS, TITLE 13

1200-1293 Motor carrier safety

2480 Airborne toxic control measure; limitation on bus idling

CODE OF REGULATIONS, TITLE 19

574-575.3 Inspection and maintenance of fire extinguishers

CODE OF FEDERAL REGULATIONS, TITLE 49

571.1-571.500 Motor vehicle standards, including school buses

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Passenger Restraints Frequently Asked Questions

WEB SITES

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

American School Bus Council: <http://www.americanschoolbuscouncil.org>

California Association of School Transportation Officials: <http://www.castoways.org>

California Department of Education, Office of School Transportation:

<http://www.cde.ca.gov/lstn>

California Highway Patrol: <http://www.chp.ca.gov>

National Transportation Safety Board: <http://www.nts.gov>

U.S. Department of Transportation, National Highway Traffic Safety Administration:

<http://www.nhtsa.dot.gov>

(11/08 11/12) 12/16

Regulation SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Adopted: February 22, 2017

King City, California

Personnel

Nondiscrimination In Employment

The Governing Board is determined to provide district employees and job applicants a safe, positive environment where they are assured of full and equal employment access and opportunities, protection from harassment or intimidation, and freedom from any fear of reprisal or retribution for asserting their employment rights in accordance with law. The Board prohibits district employees from discriminating against or harassing any other district employee or job applicant on the basis of the person's actual or perceived race, religious creed, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, military and veteran status, gender, gender identity, gender expression, sex, or sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
 (cf. 4119.41/4219.41/4319.41 - Employees with Infectious Disease)

The Board also prohibits discrimination against any employee or job applicant in compensation, terms, conditions, and other privileges of employment and the taking of any adverse employment action, including, but not limited to, termination or the denial of employment, promotion, job assignment, or training, against an employee or job applicant based on any of the categories listed above.

(cf. 4032 - Reasonable Accommodation)
 (cf. 4154/4254/4354 - Health and Welfare Benefits)

No district employee shall be discriminated against or harassed by any coworker, supervisor, manager, or other person with whom the employee comes in contact in the course of employment, on the basis of the employee's actual or perceived race, religious creed, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, military and veteran status, gender, gender identity, gender expression, sex, or sexual orientation or his/her association with a person or group with one or more of these actual or perceived characteristics.

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

Prohibited discrimination on the basis of religious creed includes discrimination based on an employee's or job applicant's religious belief or observance, including his/her religious dress or grooming practices. In accordance with Government Code 12940, prohibited discrimination on the basis of religious creed also includes the district's failure or refusal to use reasonable means to accommodate an employee's or job applicant's religious belief, observance, or practice which conflicts with an employment requirement. However, the district shall not accommodate an employee's religious dress practice or religious grooming practice if it requires segregation of the individual from other employees or the public or if it would result in a violation of this policy or any law prohibiting discrimination.

Prohibited sex discrimination includes discrimination based on an employee's or job applicant's pregnancy, childbirth, breastfeeding, or any related medical condition.

(cf. 4033 - Lactation Accommodation)

Harassment consists of unwelcome verbal, physical, or visual conduct that is based on any of the prohibited categories of discrimination listed above and that is so severe or pervasive that it adversely affects an individual's employment opportunities, has the purpose or effect of unreasonably interfering with the individual's work performance, or creates an intimidating, hostile, or offensive work environment.

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

Discrimination in employment based on the characteristics listed above is prohibited in all areas of employment and in all employment-related practices, including the following:

1. Discrimination in hiring, compensation, terms, conditions, and other privileges of employment
2. Taking of an adverse employment action, such as termination or the denial of employment, promotion, job assignment, or training

(cf. 4151/4251/4351 - Employee Compensation)

(cf. 4154/4254/4354 - Health and Welfare Benefits)

3. Unwelcome conduct, whether verbal, physical, or visual, that is so severe or pervasive as to adversely affect an employee's employment opportunities, or that has the purpose or effect of unreasonably interfering with the individual's work performance or creating an intimidating, hostile, or offensive work environment
4. Actions and practices identified as unlawful or discriminatory pursuant to Government Code 12940 or 2 CCR 11006-11086, such as:

- a. Sex discrimination based on an employee's pregnancy, childbirth, breastfeeding, or any related medical condition or on an employee's gender, gender expression, or gender identity, including transgender status

(cf. 4033 - Lactation Accommodation)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

- b. Religious creed discrimination based on an employee's religious belief or observance, including his/her religious dress or grooming practices, or based on the district's failure or refusal to use reasonable means to accommodate an employee's religious belief, observance, or practice which conflicts with an employment requirement.

- c. Disability discrimination based on a district requirement for a medical or psychological examination of a job applicant, or an inquiry into whether a job applicant has a mental or physical disability or a medical condition or as to the severity of any such disability or condition, without the

showing of a job-related need or business necessity

(cf. 4119.41/4219.41/4319.41 - Employees with Infectious Disease)

d. Disability discrimination based on the district's failure to make reasonable accommodation for the known physical or mental disability of an employee or to engage in a timely, good faith, interactive process with an employee, to determine effective reasonable accommodations for the employee, when he/she has requested reasonable accommodation for a known physical or mental disability or medical condition

(cf. 4032 - Reasonable Accommodation)

The Board also prohibits retaliation against any district employee or job applicant who opposes any discriminatory employment practice by the district or its employee, agent, or representative or who complains, testifies, assists, or in any way participates in the district's complaint procedures pursuant to this policy. No employee or job applicant who requests an accommodation for any protected characteristic listed in this policy shall be subjected to any punishment or sanction, regardless of whether the request was granted. (Government Code 12940)

Complaints concerning employment discrimination, harassment, or retaliation shall immediately be investigated in accordance with procedures specified in the accompanying administrative regulation.

Any supervisory or management employee who observes or has knowledge of an incident of prohibited discrimination or harassment shall report the incident to the Superintendent or designated district coordinator as soon as practical after the incident. All other employees are encouraged to report such incidents to their supervisor immediately. The district shall protect any employee who does report such incidents from retaliation.

The Superintendent or designee shall use all appropriate means to reinforce the district's nondiscrimination policy. He/she shall provide training and information to employees about how to recognize harassment and discrimination, how to respond appropriately, and components of the district's policies and regulations regarding discrimination. The ~~State Administrator~~/Superintendent or designee shall regularly review the district's employment practices and, as necessary, shall take action to ensure district compliance with the nondiscrimination laws.

In addition, the Superintendent or designee shall post, in a conspicuous place on district premises, the California Department of Fair Employment and Housing publication on workplace discrimination and harassment issued pursuant to 2 CCR 11013.

Any district employee who engages in prohibited discrimination, harassment, or retaliation or who aids, abets, incites, compels, or coerces another to engage or attempt to engage in such behavior in violation of this policy shall be subject to disciplinary action, up to and including dismissal.

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)

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

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

CIVIL CODE

51.7 Freedom from violence or intimidation

GOVERNMENT CODE

11135 Unlawful discrimination

11138 Rules and regulations

12900-12996 Fair Employment and Housing Act

PENAL CODE

422.56 Definitions, hate crimes

CODE OF REGULATIONS, TITLE 2

11006-11086 Discrimination in employment

11013 Recordkeeping

11019 Terms, conditions and privileges of employment

11023 Harassment and discrimination prevention and correction

11024 Sexual harassment training and education

CODE OF REGULATIONS, TITLE 5

4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1681-1688 Title IX of the Education Amendments of 1972

UNITED STATES CODE, TITLE 29

621-634 Age Discrimination in Employment Act

794 Section 504 of the Rehabilitation Act of 1973

UNITED STATES CODE, TITLE 42

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

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

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

2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964

6101-6107 Age discrimination in federally assisted programs

12101-12213 Americans with Disabilities Act

CODE OF FEDERAL REGULATIONS, TITLE 28

35.101-35.190 Americans with Disabilities Act

CODE OF FEDERAL REGULATIONS, TITLE 34

100.6 Compliance information

104.7 Designation of responsible employee for Section 504

104.8 Notice

106.8 Designation of responsible employee and adoption of grievance procedures

106.9 Dissemination of policy

110.1-110.39 Nondiscrimination on the basis of age

COURT DECISIONS

Thompson v. North American Stainless LP, (2011) 131 S.Ct. 863

Shephard v. Loyola Marymount, (2002) 102 Cal.App.4th 837

Management Resources:

CALIFORNIA DEPARTMENT OF FAIR EMPLOYMENT AND HOUSING PUBLICATIONS

California Law Prohibits Workplace Discrimination and Harassment, December 2014

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS
Notice of Non-Discrimination, August 2010

U.S. EQUAL EMPLOYMENT OPPORTUNITY COMMISSION PUBLICATIONS

Questions and Answers: Religious Discrimination in the Workplace, 2008

New Compliance Manual Section 15: Race and Color Discrimination, April 2006

Enforcement Guidance: Vicarious Employer Liability for Unlawful Harassment by Supervisors,
June 1999

WEB SITES

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

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

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

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Policy

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Adopted: February 22, 2017

King City, California

All Personnel

NONDISCRIMINATION IN EMPLOYMENT

All allegations of discrimination in employment, including those involving an intern, volunteer, or job applicant, shall be investigated and resolved in accordance with procedures specified in this administrative regulation.

Discriminatory Harassment

Unlawful harassment based on a person's race, sex, or other attribute listed in the district's nondiscrimination policy includes, but is not limited to, the following:

1. Slurs, epithets, threats or verbal abuse
2. Derogatory or degrading comments, descriptions, drawings, pictures or gestures
3. Unwelcome jokes, stories or teasing
4. Any other verbal, visual or physical conduct which adversely affects the individual's employment opportunities or has the purpose or effect of unreasonably interfering with his/her work performance or creating an intimidating, hostile or offensive working environment

Harassment may arise not only as a result of the offender's intention, but also as a result of the offended person's perception of the offensive conduct and the way in which it affects him/her.

Any employee or applicant for employment who feels that he/she is being unlawfully harassed should immediately contact his/her supervisor or the Superintendent or designee in order to obtain procedures for reporting a complaint. Such complaints can be filed in accordance with *AR 4031 – Complaints Concerning Discrimination in Employment*.

Any supervisor who receives a harassment complaint shall notify the Superintendent or designee, who shall ensure that the complaint is appropriately investigated. Discrimination complaint procedures prohibit retaliatory behavior against any complainant or any participant in the complaint process.

The district designates the position identified below as its coordinator for nondiscrimination in employment (coordinator) to coordinate the district's efforts to comply with state and federal nondiscrimination laws and to answer inquiries regarding the district's nondiscrimination policies. The coordinator may be contacted at:

Senior Director of Human Resources
800 Broadway
King City, CA 93930
831 385-0606

Measures to Prevent Discrimination

To prevent unlawful discrimination, harassment, and retaliation against district employees, volunteers, interns, and job applicants, the Superintendent or designee shall implement the following measures:

1. Publicize the district's nondiscrimination policy and regulation, including the complaint procedures and the coordinator's contact information, to employees, volunteers, interns, job applicants, and the general public by: (5 CCR 4960; 34 CFR 100.6, 106.9)

a. Including them in each announcement, bulletin, or application form that is used in employee recruitment

b. Posting them in all district schools and offices, including staff lounges and other prominent locations

c. Posting them on the district's web site and providing easy access to them through district-supported social media, when available

(cf. 1113 - District and School Web Sites)

(cf. 1114 - District-Sponsored Social Media)

2. Provide to employees a handbook that contains information that clearly describes the district's nondiscrimination policy, procedures for filing a complaint, and resources available to anyone who feels that he/she has been the victim of any discriminatory or harassing behavior

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

3. Provide training to employees, volunteers, and interns regarding the district's nondiscrimination policy, including what constitutes unlawful discrimination, harassment, and retaliation and how and to whom a report of an incident should be made

(cf. 1240 - Volunteer Assistance)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

4. Periodically review the district's recruitment, hiring, and promotion processes and regularly monitor the terms, conditions, and privileges of employment to ensure district compliance with law

Complaint Procedure

Any complaint by an employee or job applicant alleging discrimination or harassment shall be

addressed in accordance with the following procedures:

1. Notice and Receipt of Complaint: A complainant who is an employee shall inform his/her supervisor. However, if the supervisor is the person against whom the employee is complaining, the employee shall inform the coordinator or the Superintendent. A job applicant shall inform the coordinator or the State Administrator/Superintendent or designee.

The complainant may file a written complaint in accordance with this procedure, or if he/she is an employee, may first attempt to resolve the situation informally with his/her supervisor.

A supervisor or manager who has received information about an incident of discrimination or harassment, or has observed such an incident, shall report it to the coordinator, whether or not the complainant files a written complaint.

The written complaint should contain the complainant's name, the name of the individual who allegedly committed the act, a description of the incident, the date and location where the incident occurred, any witnesses who may have relevant information, other evidence of the discrimination or harassment, and any other pertinent information which may assist in investigating and resolving the complaint.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 4032 - Reasonable Accommodation)
(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

2. Investigation Process: The coordinator shall initiate an impartial investigation of an allegation of discrimination or harassment within five business days of receiving notice of the behavior, regardless of whether a written complaint has been filed or whether the written complaint is complete.

The coordinator shall meet with the complainant to describe the district's complaint procedure and discuss the actions being sought by the complainant in response to the allegation. The coordinator shall inform the complainant that the allegations will be kept confidential to the extent possible, but that some information may be revealed as necessary to conduct an effective investigation.

(cf. 3580 - District Records)
(cf. 4112.6/4212.6/4312.6 - Personnel Files)
(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)

If the coordinator determines that a detailed fact-finding investigation is necessary, he/she shall begin the investigation immediately. As part of this investigation, the coordinator should interview the complainant, the person accused, and other persons who could be expected to have relevant information.

When necessary to carry out his/her investigation or to protect employee safety, the coordinator may discuss the complaint with the Superintendent or designee, district legal counsel, or the district's risk manager.

The coordinator also shall determine whether interim measures, such as scheduling changes, transfers, or leaves, need to be taken before the investigation is completed to ensure that further incidents do not occur. The coordinator shall ensure that such interim measures do not constitute retaliation.

3. **Written Report on Findings and Corrective Action:** No more than 20 business days after receiving the complaint, the coordinator shall conclude the investigation and prepare a written report of his/her findings. This timeline may be extended for good cause. If an extension is needed, the coordinator shall notify the complainant and explain the reasons for the extension.

The report shall include the decision and the reasons for the decision and shall summarize the steps taken during the investigation. If a determination has been made that discrimination or harassment occurred, the report also shall include any corrective action(s) that have been or will be taken to address the behavior, correct the effect on the complainant, and ensure that retaliation or further discrimination or harassment does not occur.

The report shall be presented to the complainant, the person accused, and the Superintendent or designee.

4. **Appeal to the Governing Board:** The complainant or the person accused may appeal any findings to the Board within 10 business days of receiving the written report of the coordinator's findings. The Superintendent or designee shall provide the Board with all information presented during the investigation. Upon receiving an appeal, the Board shall schedule a hearing as soon as practicable. Any complaint against a district employee shall be addressed in closed session in accordance with law. The Board shall render its decision within 10 business days.

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 9321 - Closed Session Purposes and Agendas)

Other Remedies

In addition to filing a discrimination or harassment complaint with the district, a person may file a complaint with either the California Department of Fair Employment and Housing (DFEH) or the Equal Employment Opportunity Commission (EEOC). The time limits for filing such complaints are as follows:

1. To file a valid complaint with DFEH, within one year of the alleged discriminatory act(s), unless an exception exists pursuant to Government Code 12960

2. To file a valid complaint directly with EEOC, within 180 days of the alleged

discriminatory act(s) (42 USC 2000e-5)

3. To file a valid complaint with EEOC after first filing a complaint with DFEH, within 300 days of the alleged discriminatory act(s) or within 30 days after the termination of proceedings by DFEH, whichever is earlier (42 USC 2000e-5)

12/15

Regulation

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Adopted: February 22, 2017

King City, California

Personnel

SEXUAL HARASSMENT

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

This policy shall apply to all district employees and, when applicable, to interns, volunteers, and job applicants.

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

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

1. Providing training to employees in accordance with law and administrative regulation
2. Publicizing and disseminating the district's sexual harassment policy to staff

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

3. Ensuring prompt, thorough, and fair investigation of complaints
4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

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

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

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

Complaints of sexual harassment shall be filed in accordance AR 4030 – Nondiscrimination in employment. An employee may bypass his/her supervisor in filing a complaint where the supervisor is the subject of the complaint.

(cf. 4031 - Complaints Concerning Discrimination in Employment)

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

(cf. 4117.4 - Dismissal)

(cf. 4118 - Suspension/Disciplinary Action)

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

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex

GOVERNMENT CODE

12900-12996 Fair Employment and Housing Act, especially:

12940 Prohibited discrimination

12950.1 Sexual harassment training

LABOR CODE

1101 Political activities of employees

1102.1 Discrimination: sexual orientation

CODE OF REGULATIONS, TITLE 2

11009 Employment discrimination

11021 Retaliation

11023 Harassment and discrimination prevention and correction

11024 Sexual harassment training and education

11034 Terms, conditions, and privileges of employment

CODE OF REGULATIONS, TITLE 5

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

UNITED STATES CODE, TITLE 42

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

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

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

CODE OF FEDERAL REGULATIONS, TITLE 34

106.9 Dissemination of policy

COURT DECISIONS

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

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

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

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

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

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

Management Resources:

OFFICE OF CIVIL RIGHTS AND NATIONAL ASSOCIATION OF ATTORNEYS
GENERAL

Protecting Students from Harassment and Hate Crime, January 1999

WEB SITES

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

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

U.S. Department of Education, Office for Civil Rights:

<http://www.ed.gov/about/offices/list/ocr/index.html>

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Policy SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Adopted: February 22, 2017

King City, California

Personnel

SEXUAL HARASSMENT

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the work or educational setting when: (Education Code 212.5; 5 CCR 4916)

1. Submission to the conduct is made explicitly or implicitly a term or condition of the individual's employment.
2. Submission to or rejection of such conduct by the individual is used as the basis for an employment decision affecting him/her.
3. The conduct has the purpose or effect of having a negative impact upon the individual's work or has the purpose or effect of creating an intimidating, hostile, or offensive work environment. The conduct is sufficiently severe, persistent, pervasive, or objectively offensive so as to create a hostile or abusive working environment or to limit the individual's ability to participate in or benefit from an education program or activity.
4. Submission to or rejection of the conduct by the other individual is used as the basis for any decision affecting him/her regarding benefits, services, honors, programs, or activities available at or through the district.

Other examples of actions that might constitute sexual harassment, whether committed by a supervisor, a co-worker, or a non-employee, in the work or educational setting, include, but are not limited to:

1. Unwelcome verbal conduct such as sexual flirtations or propositions; graphic comments about an individual's body; overly personal conversations or pressure for sexual activity; sexual jokes or stories; unwelcome sexual slurs, epithets, threats, innuendoes, derogatory comments, sexually degrading descriptions, or the spreading of sexual rumors
2. Unwelcome visual conduct such as drawings, pictures, graffiti, or gestures; sexually explicit emails; displaying sexually suggestive objects
3. Unwelcome physical conduct such as massaging, grabbing, fondling, stroking, or brushing the body; touching an individual's body or clothes in a sexual way; cornering, blocking, leaning over, or impeding normal movements

Prohibited sexual harassment may also include any act of retaliation against an individual who reports a violation of the district's sexual harassment policy or who participates in the investigation of a sexual harassment complaint.

Training

The Superintendent or designee shall ensure that all employees receive training regarding the district's sexual harassment policies when hired and periodically thereafter. The training shall include the procedures for reporting and/or filing complaints involving an employee, employees' duty to use the district's complaint procedures, and employee obligations when a sexual harassment report involving a student is made to the employee.

(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 4030 - Nondiscrimination in Employment)
(cf. 5145.7 - Sexual Harassment)

Every two years, the Superintendent or designee shall ensure that supervisory employees receive at least two hours of classroom or other effective interactive training and education regarding sexual harassment. All such newly hired or promoted employees shall receive training within six months of their assumption of the new position. (Government Code 12950.1)

A supervisory employee is any employee having the authority, in the interest of the district, to hire, transfer, suspend, lay off, promote, discharge, assign, reward, or discipline other employees, or the responsibility to direct them, adjust their grievances, or effectively recommend such action, when the exercise of the authority is not of a merely routine or clerical nature, but requires the use of independent judgment. (Government Code 12926)

(cf. 4300 - Administrative and Supervisory Personnel)

The district's sexual harassment training and education program for supervisory employees shall be aimed at assisting them in preventing and effectively responding to incidents of sexual harassment, as well as implementing mechanisms to promptly address and correct wrongful behavior. The training shall include, but is not limited to, the following: (Government Code 12950.1; 2 CCR 11024)

1. Information and practical guidance regarding federal and state laws on the prohibition, prevention, and correction of sexual harassment, the remedies available to sexual harassment victims in civil actions, and potential district and/or individual exposure or liability
2. The types of conduct that constitute sexual harassment and practical examples which illustrate sexual harassment, discrimination, and retaliation using training modalities such as role plays, case studies, and group discussions, based on factual scenarios taken from case law, news and media accounts, and hypotheticals based on workplace situations and other sources
3. A supervisor's obligation to report sexual harassment, discrimination, and retaliation of which he/she becomes aware and what to do if the supervisor himself/herself is personally accused of harassment

4. Strategies for preventing harassment, discrimination, and retaliation and appropriate steps to ensure that remedial measures are taken to correct harassing behavior, including an effective process for investigation of a complaint
5. The essential elements of the district's anti-harassment policy, including the limited confidentiality of the complaint process and resources for victims of unlawful sexual harassment, such as to whom they should report any alleged sexual harassment, and how to use the policy if a harassment complaint is filed
6. A copy of the district's sexual harassment policy and administrative regulation, which each participant shall acknowledge in writing that he/she has received
7. The definition and prevention of abusive conduct that addresses the use of derogatory remarks, insults, or epithets, other verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, and the gratuitous sabotage or undermining of a person's work performance

The Superintendent or designee shall retain for at least two years the records of any training provided to supervisory employees. Such records shall include the names of trained employees, date of the training, the type of training, and the name of the training provider. (2 CCR 11024)

Notifications

A copy of the Board policy and this administrative regulation shall: (Education Code 231.5)

1. Be displayed in a prominent location in the main administrative building, district office, or other area of the school where notices of district rules, regulations, procedures, and standards of conduct are posted
2. Be provided to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year or whenever a new employee is hired

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

3. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct

All employees shall receive either a copy of information sheets prepared by the California Department of Fair Employment and Housing (DFEH) or a copy of district information sheets that contain, at a minimum, components on: (Government Code 12950)

1. The illegality of sexual harassment
2. The definition of sexual harassment under applicable state and federal law

3. A description of sexual harassment, with examples
4. The district's complaint process available to the employee
(cf. 4031 - Complaints Concerning Discrimination in Employment)
5. The legal remedies and complaint process available through DFEH and the Equal Employment Opportunity Commission (EEOC)
6. Directions on how to contact DFEH and the EEOC
7. The protection against retaliation provided by 2 CCR 7287.8 for opposing harassment prohibited by law or for filing a complaint with or otherwise participating in an investigation, proceeding, or hearing conducted by DFEH and the EEOC

In addition, the district shall post, in a prominent and accessible location, DFEH's poster on discrimination in employment and the illegality of sexual harassment. (Government Code 12950)

(3/04 7/05) 3/08

Regulation

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Adopted: February 22, 2017

King City, California

Board Bylaws

Meetings And Notices

Meetings of the Governing Board are conducted for the purpose of accomplishing district business. In accordance with state open meeting laws (Brown Act), the Board shall hold its meetings in public and shall conduct closed sessions during such meetings only as authorized by law. To encourage community involvement in the schools, Board meetings shall provide opportunities for questions and comments by members of the public. All meetings shall be conducted in accordance with law and the Board's bylaws, policies, and administrative regulations.

(cf. 9321 - Closed Session Purposes and Agendas)

(cf. 9321.1 - Closed Session Actions and Reports)

(cf. 9322 - Agenda/Meeting Materials)

(cf. 9323 - Meeting Conduct)

A Board meeting exists whenever a majority of Board members gather at the same time and place to hear, discuss, or deliberate upon any item within the subject matter jurisdiction of the Board or district. (Government Code 54952.2)

A majority of the Board shall not, outside of an authorized meeting, use a series of communications of any kind, directly or through intermediaries, to discuss, deliberate, or take action on any item that is within the subject matter jurisdiction of the Board. However, an employee or district official may engage in separate conversations with Board members in order to answer questions or provide information regarding an item within the subject matter jurisdiction of the Board, as long as that employee or district official does not communicate the comments or position of any Board members to other Board members. (Government Code 54952.2)

(cf. 9012 - Board Member Electronic Communications)

In order to help ensure the participation of individuals with disabilities at Board meetings, the Staff Administrator/Superintendent or designee shall provide appropriate disability-related accommodations or modifications upon request in accordance with the Americans with Disabilities Act. (Government Code 54953.2, 54954.1)

Regular Meetings

The Board shall hold one regular meeting each month. Regular meetings shall be held at 6:30 p.m. on the fourth Wednesday of the month (subject to change), alternating between the South Monterey County Joint Union High School District Board Room, and the Greenfield High School library.

At least 72 hours prior to a regular meeting, the agenda shall be posted at one or more locations freely accessible to members of the public and on the district's Internet web site. (Government Code 54954.2)

(cf. 1113 - District and School Web Sites)

Whenever agenda materials relating to an open session of a regular meeting are distributed to the Board less than 72 hours before the meeting, the Superintendent or designee shall make the materials available for public inspection at a public office or location designated for that purpose. (Government Code 54957.5)

(cf. 1340 - Access to District Records)

Special Meetings

Special meetings of the Board may be called at any time by the presiding officer or a majority of the Board members. However, a special meeting shall not be called regarding the salary, salary schedule, or other compensation of the Superintendent, assistant superintendent, or other management employee as described in Government Code 3511.1. (Government Code 54956)

(cf. 2121 - Superintendent's Contract)

Written notice of special meetings shall be delivered personally or by any other means to all Board members and the local media who have requested such notice in writing. The notice also shall be posted on the district's Internet web site. The notice shall be received at least 24 hours before the time of the meeting. The notice shall also be posted at least 24 hours before the meeting in a location freely accessible to the public. The notice shall specify the time and place of the meeting and the business to be transacted or discussed. No other business shall be considered at this meeting. (Education Code 35144; Government Code 54956)

Any Board member may waive the 24-hour written notice requirement prior to the time of the meeting by filing a written waiver of notice with the clerk or secretary of the Board or by being present at the meeting at the time it convenes. (Government Code 54956)

Every notice of a special meeting shall provide an opportunity for members of the public to directly address the Board concerning any item that has been described in the meeting notice, before or during the item's consideration. (Government Code 54954.3)

Emergency Meetings

In the case of an emergency situation for which prompt action is necessary due to the disruption or threatened disruption of public facilities, the Board may hold an emergency meeting without complying with the 24-hour notice and/or 24-hour posting requirement for special meetings pursuant to Government Code 54956. The Board shall comply with all other requirements for special meetings during an emergency meeting. (Government Code 54956.5)

An emergency situation means either of the following: (Government Code 54956.5)

1. An emergency, which shall be defined as a work stoppage, crippling activity, or other activity that severely impairs public health and/or safety as determined by a majority of the members of the Board

(cf. 4141.6/4241.6 - Concerted Action/Work Stoppage)

2. A dire emergency, which shall be defined as a crippling disaster, mass destruction, terrorist activity, or threatened terrorist act that poses peril so immediate and significant that requiring the Board to provide one-hour notice before holding an emergency meeting may endanger the public health and/or safety as determined by a majority of the members of the Board

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

Except in the case of a dire emergency, the Board president or designee shall give notice of the emergency meeting by telephone at least one hour before the meeting to the local media that have requested notice of special meetings. All telephone numbers provided by the media in the most recent request for notification must be exhausted. If telephone services are not functioning, the notice requirement of one hour is waived and, as soon after the meeting as possible, the Board shall notify those media representatives of the meeting and shall describe the purpose of the meeting and any action taken by the Board. In the case of a dire emergency, the Board president or designee shall give such notice at or near the time he/she notifies the other members of the Board about the meeting. (Government Code 54956.5)

The minutes of the meeting, a list of persons the Board president or designee notified or attempted to notify, a copy of the roll call vote, and any actions taken at the meeting shall be posted for at least 10 days in a public place as soon after the meeting as possible. (Government Code 54956.5)

Adjourned/Continued Meetings

A majority vote by the Board may adjourn/continue any regular or special meeting to a later time and place that shall be specified in the order of adjournment. Less than a quorum of the Board may adjourn such a meeting. If no Board members are present, the secretary or the clerk may declare the meeting adjourned to a later time and shall give notice in the same manner required for special meetings. (Government Code 54955)

Within 24 hours after the time of adjournment, a copy of the order or notice of adjournment/continuance shall be conspicuously posted on or near the door of the place where the meeting was held. (Government Code 54955)

Study Sessions, Retreats, Public Forums, and Discussion Meetings

The Board may occasionally convene a study session or public forum to study an issue in more detail or to receive information from staff or feedback from members of the public.

The Board may also convene a retreat or discussion meeting to discuss Board roles and relationships.

(cf. 2000 - Concepts and Roles)

(cf. 2111 - Superintendent Governance Standards)

(cf. 9000 - Role of the Board)

(cf. 9005 - Governance Standards)

(cf. 9400 - Board Self-Evaluation)

Public notice shall be given in accordance with law when a quorum of the Board is attending a study session, retreat, public forum, or discussion meeting. All such meetings shall comply with the Brown Act and shall be held in open session and within district boundaries. Action items shall not be included on the agenda for these meetings.

Other Gatherings

Attendance by a majority of Board members at any of the following events is not subject to the Brown Act provided that a majority of the Board members do not discuss specific district business among themselves other than as part of the scheduled program: (Government Code 54952.2)

1. A conference or similar public gathering open to the public that involves a discussion of issues of general interest to the public or to school board members
2. An open, publicized meeting organized by a person or organization other than the district to address a topic of local community concern
3. An open and noticed meeting of another body of the district
4. An open and noticed meeting of a legislative body of another local agency
5. A purely social or ceremonial occasion
6. An open and noticed meeting of a standing committee of the Board, provided that the Board members who are not members of the standing committee attend only as observers

(cf. 9130 - Board Committees)

Individual contacts or conversations between a Board member and any other person are not subject to the Brown Act. (Government Code 54952.2)

Location of Meetings

Meetings shall not be held in a facility that prohibits the admittance of any person on the basis of ancestry or any characteristic listed in Government Code 11135, including, but not limited to, religion, sex, or sexual orientation. In addition, meetings shall not be held in a facility which is inaccessible to or where members of the public must make a payment or purchase in order to be admitted. (Government Code 54961)

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

Meetings shall be held within district boundaries, except to do any of the following: (Government Code 54954)

1. Comply with state or federal law or court order or attend a judicial or administrative proceeding to which the district is a party
2. Inspect real or personal property which cannot conveniently be brought into the district, provided that the topic of the meeting is limited to items directly related to the property
3. Participate in meetings or discussions of multiagency significance, provided these meetings are held within one of the other agencies' boundaries, with all participating agencies giving the notice required by law
4. Meet in the closest meeting facility if the district has no meeting facility within its boundaries or if its principal office is located outside the district

5. Meet with elected or appointed state or federal officials when a local meeting would be impractical, solely to discuss legislative or regulatory issues affecting the district over which the state or federal officials have jurisdiction
6. Meet in or near a facility owned by the district but located outside the district, provided the meeting agenda is limited to items directly related to that facility
7. Visit the office of the district's legal counsel for a closed session on pending litigation, when doing so would reduce legal fees or costs
8. Attend conferences on nonadversarial collective bargaining techniques
9. Interview residents of another district regarding the Board's potential employment of an applicant for Staff Administrator/Superintendent of the district
10. Interview a potential employee from another district

Meetings exempted from the boundary requirements, as specified in items #1-10 above, shall still be subject to the notice and open meeting requirements for regular and special meetings when a quorum of the Board attends the meeting.

If a fire, flood, earthquake, or other emergency renders the regular meeting place unsafe, meetings shall be held for the duration of the emergency at a place designated by the Board president or designee, who shall so inform all news media who have requested notice of special meetings by the most rapid available means of communication. (Government Code 54954)

Teleconferencing

A teleconference is a meeting of the Board in which Board members are in different locations, connected by electronic means through audio and/or video. (Government Code 54953)

The Board may use teleconferences for all purposes in connection with any meeting within the Board's subject matter jurisdiction. All votes taken during a teleconference meeting shall be by roll call. (Government Code 54953)

During the teleconference, at least a quorum of the members of the Board shall participate from locations within district boundaries. (Government Code 54953)

Agendas shall be posted at all teleconference locations and shall list all teleconference locations whenever they are posted elsewhere. Additional teleconference locations may be provided to the public. (Government Code 54953)

All teleconference locations shall be accessible to the public. All teleconferenced meetings shall be conducted in a manner that protects the statutory and constitutional rights of the parties or the public appearing before the Board, including the right of the public to address the Board directly at each teleconference location. (Government Code 54953)

All Board policies, administrative regulations, and bylaws shall apply equally to meetings that are teleconferenced. The Superintendent or designee shall facilitate public participation in the meeting at each teleconference location.

Legal Reference:

EDUCATION CODE

- 35140 Time and place of meetings
- 35143 Annual organizational meeting, date, and notice
- 35144 Special meeting
- 35145 Public meetings
- 35145.5 Agenda; public participation; regulations
- 35146 Closed sessions
- 35147 Open meeting law exceptions and applications

GOVERNMENT CODE

- 3511.1 Local agency executives
- 11135 State programs and activities, discrimination
- 54950-54963 The Ralph M. Brown Act, especially:
- 54953 Meetings to be open and public; attendance
- 54954 Time and place of regular meetings
- 54954.2 Agenda posting requirements, board actions
- 54956 Special meetings; call; notice
- 54956.5 Emergency meetings

UNITED STATES CODE, TITLE 42

- 12101-12213 Americans with Disabilities Act
- CODE OF FEDERAL REGULATIONS, TITLE 28
- 35.160 Effective communications
 - 36.303 Auxiliary aids and services

COURT DECISIONS

Wolfe v. City of Fremont, (2006) 144 Cal.App. 544

ATTORNEY GENERAL OPINIONS

- 88 Ops.Cal.Atty.Gen. 218 (2005)
- 84 Ops.Cal.Atty.Gen. 181 (2001)
- 84 Ops.Cal.Atty.Gen. 30 (2001)
- 79 Ops.Cal.Atty.Gen. 69 (1996)
- 78 Ops.Cal.Atty.Gen. 327 (1995)

Management Resources:

CSBA PUBLICATIONS

The Brown Act: School Boards and Open Meeting Laws, rev. 2009

INSTITUTE FOR LOCAL GOVERNMENT PUBLICATIONS

The ABCs of Open Government Laws

LEAGUE OF CALIFORNIA CITIES PUBLICATIONS

Open and Public IV: A Guide to the Ralph M. Brown Act, 2nd Ed., 2010

WEB SITES

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

CSBA, Agenda Online:

<http://www.csba.org/Services/Services/GovernanceTechnology/AgendaOnline.aspx>>[-505-](http://w</p></div><div data-bbox=)

ww.csba.org">[http://www.csba.org/Services/Services/GovernanceTechnology/AgendaOnline.a
spx](http://www.csba.org/Services/Services/GovernanceTechnology/AgendaOnline.aspx)

California Attorney General's Office: <http://www.ag.ca.gov>

Institute for Local Government: <http://www.ca-ilg.org>

League of California Cities: <http://www.cacities.org>

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Bylaw

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Adopted: February 22, 2017

King City, California