

SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT
BOARD OF EDUCATION

Regular Meeting

October 9, 2013

5:30 p.m. – Closed Session; 6:30 p.m. – General Session

Pioneer Valley High School (Cafeteria)

675 Panther Drive, Santa Maria, CA 93454

The Santa Maria Joint Union High School District mission is to provide all students with an enriching high school experience that strives to enhance students' natural abilities, to promote the development of new capabilities, and to encourage the lifelong pursuit of wisdom and harmony as productive individuals in their community.

Any materials required by law to be made available to the public prior to a meeting of the Board of Education of the District can be inspected at the above address during normal business hours.

Individuals who require special accommodations including, but not limited to, American Sign Language interpreter, accessible seating or documentation in accessible formats should contact the superintendent or designee within a reasonable time before the meeting date.

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II. Adjourn to Closed Session	1
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	November 13, 2013, with a closed session at 5:30 p.m. and open session at 6:30	
	p.m. at the Santa Maria Joint Union High School District Support Services	
	Center at 2560 Skyway Drive, Santa Maria, CA 93455	
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CSBA

PROFESSIONAL GOVERNANCE STANDARDS

Adopted by the Santa Maria Joint Union High School District April 11, 2001

THE BOARD

School districts and county offices of education are governed by boards, not by individual trustees. While understanding their separate roles, the board and superintendent work together as a “governance team.” This team assumes collective responsibility for building unity and creating a positive organizational culture in order to govern effectively.

To operate effectively, the board must have a unity of purpose and:

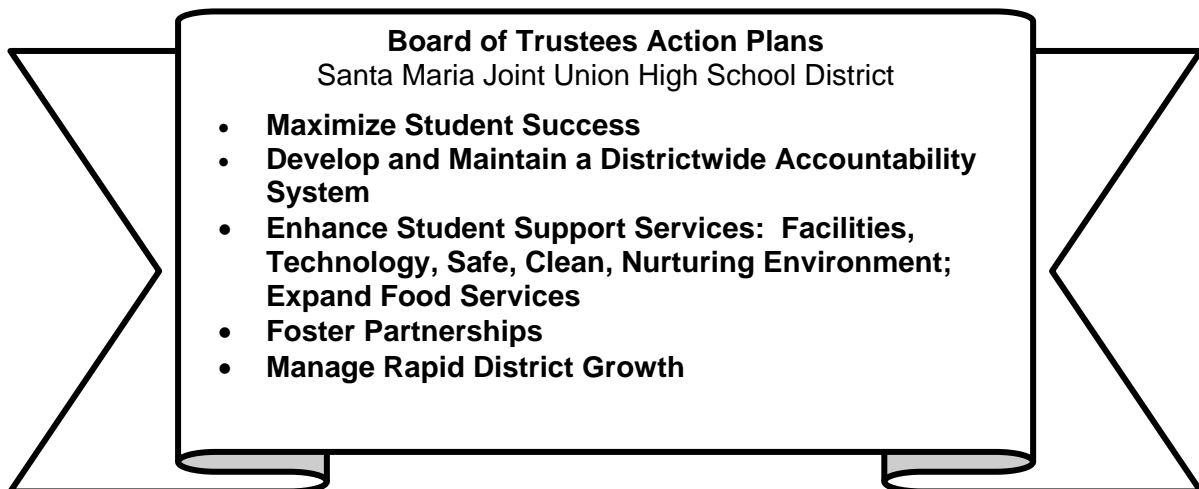
- Keep the district focused on learning and achievement for all students.
- Communicate a common vision.
- Operate openly, with trust and integrity.
- Govern in a dignified and professional manner, treating everyone with civility and respect.
- Govern within board-adopted policies and procedures.
- Take collective responsibility for the board’s performance.
- Periodically evaluate its own effectiveness.
- Ensure opportunities for the diverse range of views in the community to inform board deliberations.

THE INDIVIDUAL TRUSTEE

In California’s public education system, a trustee is a person elected or appointed to serve on a school district or county board of education. Individual trustees bring unique skills, values and beliefs to their board. In order to govern effectively, individual trustees must work with each other and the superintendent to ensure that a high quality education is provided to each student.

To be effective, an individual trustee:

- Keeps learning and achievement for all students as the primary focus.
- Values, supports and advocates for public education.
- Recognizes and respects differences of perspective and style on the board and among staff, students, parents and the community.
- Acts with dignity, and understands the implications of demeanor and behavior.
- Keeps confidential matters confidential.
- Participates in professional development and commits the time and energy necessary to be an informed and effective leader.
- Understands the distinctions between board and staff roles, and refrains from performing management functions that are the responsibility of the superintendent and staff.
- Understands that authority rests with the board as a whole and not with individuals.



THE BOARD'S JOBS

The primary responsibilities of the board are to set a direction for the district, provide a structure by establishing policies, ensure accountability and provide community leadership on behalf of the district and public education. To fulfill these responsibilities, there are a number of specific jobs that effective boards must carry out.

Effective boards:

- Involve the community, parents, students and staff in developing a common vision for the district focused on learning and achievement and responsive to the needs of all students.
- Adopt, evaluate and update policies consistent with the law and the district's vision and goals.
- Maintain accountability for student learning by adopting the district curriculum and monitoring student progress.
- Hire and support the superintendent so that the vision, goals and policies of the district can be implemented.
- Conduct regular and timely evaluations of the superintendent based on the vision, goals and performance of the district, and ensure that the superintendent holds district personnel accountable.
- Adopt a fiscally responsible budget based on the district's vision and goals, and regularly monitor the fiscal health of the district.
- Ensure that a safe and appropriate educational environment is provided to all students.
- Establish a framework for the district's collective bargaining process and adopt responsible agreements.
- Provide community leadership on educational issues and advocate on behalf of students and public education at the local, state and federal levels.

THE SUPERINTENDENT:

- Promotes the success of *all* students and supports the efforts of the Board of Trustees to keep the district focused on learning and achievement.
- Values, advocates and supports public education and all stake holders.
- Recognizes and respects the differences of perspective and style on the Board and among staff, students, parents and the community — and ensures that the diverse range of views inform board decisions.
- Acts with dignity, treats everyone with civility and respect, and understands the implications of demeanor and behavior.
- Serves as a model for the value of lifelong learning and supports the Board's continuous professional development.
- Works with the Board as a "governance team" and assures collective responsibility for building a unity of purpose, communicating a common vision and creating a positive organizational culture.
- Recognizes that the board/superintendent governance relationship is supported by the management team in each district.
- Understands the distinctions between board and staff roles, and respects the role of the Board as the representative of the community.
- Understands that authority rests with the Board as a whole; provides guidance to the Board to assist in decision-making; and provides leadership based on the direction of the Board as a whole.
- Communicates openly with trust and integrity including providing all members of the Board with equal access to information, and recognizing the importance of both responsive and anticipatory communications.
- Accepts leadership responsibility and accountability for implementing the vision, goals and policies of the district.

**SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT
BOARD OF EDUCATION**

**Regular Meeting
October 9, 2013**

**Pioneer Valley High School
675 Panther Drive, Santa Maria, California 93454**

5:30 p.m. Closed Session/6:30 p.m. General Session

The Santa Maria Joint Union High School District mission is to provide all students with an enriching high school experience that strives to enhance students' natural abilities, to promote the development of new capabilities, and to encourage the lifelong pursuit of wisdom and harmony as productive individuals in their community.

Any materials required by law to be made available to the public prior to a meeting of the Board of Education of the District can be inspected at the above address during normal business hours.

Individuals who require special accommodation including, but not limited to, American Sign Language interpreter, accessible seating or documentation in accessible formats should contact the superintendent or designee within a reasonable amount of time before the meeting date.

I. Open Session

Call to Order

II. Adjourn to Closed Session

Note: The Board will consider and may act upon any of the following items in closed session. They will report any action taken publicly at the end of the closed session as required by law.

- A. Student Matters – Education Code Sections 35146 & 48918. The Board will review proposed expulsions/suspended expulsion(s) and/or and requests for re-admission. *NOTE: The education code requires closed sessions in these cases to prevent disclosure of confidential student record information.*
- B. Certificated and Classified Personnel Actions. The Board will be asked to review and approve hiring, transfers, promotions, evaluations, terminations, and resignations as reported by the Assistant Superintendent, Human Resources.
- C. Conference with Labor Negotiators. The Board will be provided a review of negotiations with the Faculty Association (California Teachers Association) and the California School Employees Association (CSEA).

III. Reconvene in Open Session

Call to Order/Flag Salute

REGULAR MEETING

October 9, 2013

IV. Announce Closed Session Actions

The Board will announce the following actions:

- A. Student Matters – Education Code Sections 35146 & 48918. The Board will review proposed expulsions/suspended expulsion(s) and/or and requests for re-admission. *NOTE: The education code requires closed sessions in these cases to prevent disclosure of confidential student record information.*
- B. Certificated and Classified Personnel Actions. The Board will be asked to review and approve hiring, transfers, promotions, evaluations, terminations, and resignations as reported by the Assistant Superintendent, Human Resources.
- C. Conference with Labor Negotiators. The Board will be provided a review of negotiations with the Faculty Association (California Teachers Association) and the California School Employees Association (CSEA).

V. Presentations

- A. CAHSEE & CST Perfect Score Presentation (John Davis)

Recognition of Tenth through Twelfth Grade Students who received a perfect score on the California High School Exit Examination (CAHSEE) and/or California Standards Tests (CSTs).

VI. Reports

- A. Superintendent's Report
 - 1. Common Core State Standards Implementation Funding Plan
(Appendix C)
- B. Student Reports: Leticia Mora, Delta; Samantha Galicinao, Santa Maria; Stephany Rubio, Pioneer Valley; and Ian Steller, Righetti.
- C. Reports from Employee Organizations
- D. Board Member Reports

REGULAR MEETING

October 9, 2013

VII. Items Scheduled for Action

A. Instruction

1. Agreement for Consulting Services - Corwin Press, Inc.

Santa Maria Joint Union High School District is requesting that the Board approve Purchase Order No. 120161 for the amount of \$81,000 for the first and second installment to Corwin Press, Inc. Corwin Press, Inc. is a publisher for educators' professional development needs, providing books, kits, professional learning events, and specialized libraries to help educators do their work more efficiently.

Resource Person: John Davis, Asst. Supt. of Curriculum & Instruction

***** IT IS RECOMMENDED THAT the Board of Education approve the agreement for consulting services with Corwin Press, Inc.**

Moved _____ Second _____ Vote _____

2. Quarterly Report on Williams Uniform Complaints

Pursuant to Education Code Section 35186, the governing board of a school district must conduct a public hearing to report the quarterly report that was submitted in October 2013 on the Williams Uniform Complaints for the months of July- September 2013. Each school site has reported that there have been no complaints in the general subject areas of Textbooks and Instructional Materials, Teacher Vacancy or Misassignments, Facilities Conditions or Valenzuela/CAHSEE Intensive Instruction and Services.

A PUBLIC HEARING IS REQUIRED.

Resource Person: John Davis, Asst. Supt. of Curriculum & Instruction

***** IT IS RECOMMENDED THAT the Board of Education approve the Williams Uniform Complaints report as presented.**

Moved _____ Second _____ Vote _____

REGULAR MEETING

October 9, 2013

B. General

1. Board Policies/Administrative Regulations

The administration has reviewed the following amended or new Board Policies/Administrative Regulations, aligned with California School Boards Association updates, which are provided as education code and laws change.

These policies and regulations are being presented for the Board's review and adoption and will be included in the existing sections upon approval.

A summary of revisions/changes made is presented in Appendix D of the agenda. The complete revised policies and regulations are part of the agenda which is posted on the district's website at www.smjuhsd.k12.ca.us/

Philosophy, Goals, Objectives & Comprehensive Plans – Series 0000
School Plans/Site Councils BP/AR 0420
Title I Program Improvement Schools BP/AR 0520.2

Community – Series 1000
Uniform Complaint Procedures BP/AR 1312.3
Waivers BP 1431

Students – Series 5000
Noncustodial Parents BP 5021
Admission BP/AR 5111
District Residency AR 5111.1
Residency Based on Parent/Guardian Employment AR 5111.12
Intradistrict Open Enrollment BP/AR 5116.1
Interdistrict Attendance BP/AR 5117
Grades/Evaluation of Student Achievement BP 5121

Instruction – Series 6000
High School Graduation Requirements E 6146.1

Resource Person: John Davis, Asst. Supt. of Curriculum & Instruction

***** IT IS RECOMMENDED THAT the Board of Education approve the Board Policies/Administrative Regulations as presented.**

Moved _____

Second _____

Vote _____

REGULAR MEETING

October 9, 2013

2. Ed Code Sections used for Assignment Options

The District is required by state law to have all teachers properly assigned within their credentialed subject areas according to the California Commission on Teacher Credentialing. However, there are several Education Code options to assign teachers in areas in which they have a requisite number of units and/or expertise. The following resolution outlines specific names, subject areas and Education Codes to meet this annual criteria.

Resource Person: Tracy Marsh, Asst. Supt. of Human Resources

***** IT IS RECOMMENDED THAT the Board of Education approve Resolution No. 5-2013-2014, to certify the Teacher Assignment Options for the 2013/14 school year.**

Moved _____

Second _____

A Roll Call Vote is Required

Dr. Karamitsos	_____
Dr. Reece	_____
Dr. Walsh	_____
Mr. Tognazzini	_____
Dr. Garvin	_____

**REGULAR MEETING
October 9, 2013**

SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT

RESOLUTION NUMBER 5-2013-2-014

WHEREAS, the District is required by state law to have all teachers properly assigned within their credentialed subject areas. However, there are several options to assign teachers in areas in which they have a requisite number of units and/or expertise.

WHEREAS, Education Code §44258.7 (c&d) allows the district to assign teachers, with their consent to teach elective subject classes when that assignment has been approved by the Committee on Assignments. Policies and procedures for this committee have been implemented and approved by the Governing Board, and

WHEREAS, Education Code §44263 allows teachers to teach outside of their major/minor in subject areas in which they hold eighteen (18) semester hours of course work or nine (9) upper division semester hours or graduate course work.

NOW, THEREFORE BE IT RESOLVED that the Governing Board of the Santa Maria Joint Union High School District does hereby authorize the assignments of the teachers listed per education codes cited:

Education Code §44258.7(c&d)

Ricardo Gabaldon	Ballet Folklorico, Marimba
Roxana Maldonado	Ballet Folklorico

Education Code §44263

David Mann	Chemistry
Robert Knight	Spanish
Claudia Guillen	English

PASSED AND ADOPTED this 9th Day of October, by the following vote:

ROLL CALL

AYES:

NOES:

ABSENT:

President/Secretary/Clerk of the Board of Education
Santa Maria Joint Union High School District

C. Business

1. Grant Disbursement Account

The District's auditors have recommended that the use of Associated Student Body (ASB) bank account(s) for deposit and disbursing of grants unrelated to ASB activities be terminated. The intentions of these grants are to improve student welfare and by creating this account, it will allow the site to respond in a timely manner, based on the needs of students. An example of such an activity is when grants are deposited into an ASB account, and then a check is written to the recipient of the grant. Since money should only be deposited into ASB accounts that are designated for ASB activities, there is a need for a separate Grant Disbursement account.

By opening a separate account outside of ASB, cash and checks that are unrelated to ASB activities can be deposited. The site business office can then access these funds by writing a check for disbursement to the intended recipient. Checks will be written on an as needed basis to be determined by grant requirements and/or qualifications.

The signers on these accounts shall be the Assistant Superintendent of Business, Director of Fiscal Services, Budget Manager, SMHS ASB Bookkeeper and Principal, RHS ASB Bookkeeper and Principal, PVHS Bookkeeper and Principal. The District shall open a single bank account for use in depositing funds from the ASB's at each school site: Santa Maria High School, Pioneer Valley High School and Ernest Righetti High School. The Federal Tax Identification Number associated with the accounts is: 52-1703494.

Resource Person(s) Yolanda Ortiz, Asst. Supt. of Business Services

*** **IT IS RECOMMENDED THAT the Board of Education of the Santa Maria Joint Union High School District adopt Resolution Number 6-2013-2014 establishing a separate bank account to allow disbursements of non-ASB related funds to the intended recipients of these grants.**

Moved _____

Second _____

Dr. Karamitsos _____
Dr. Reece _____
Dr. Walsh _____
Mr. Tognazzini _____
Dr. Garvin _____

REGULAR MEETING
October 9, 2013

SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT
RESOLUTION NUMBER 6-2013-2014

ESTABLISHING A GRANT DISBURSEMENT ACCOUNT

WHEREAS, the Governing Board of the Santa Maria Joint Union High School District is desirous of maintaining a separate bank account to allow grant disbursements of non-ASB activity related funds to the intended recipients;

NOW, THEREFORE BE IT RESOLVED that the Governing Board of the Santa Maria Joint Union High School District hereby requests that the District open a separate bank account for Santa Maria, Pioneer Valley and Ernest Righetti High Schools to disburse funds to intended recipients of the grant; The signers shall be the Assistant Superintendent of Business, Director of Fiscal Services, Budget Manager, SMHS ASB Bookkeeper and Principal, RHS ASB Bookkeeper and Principal, PVHS Bookkeeper and Principal. The Federal Tax Identification Number associated with the accounts is: 52-1703494.

PASSED AND ADOPTED this 9th day of October, 2013 by the following vote:

ROLL CALL

AYES:

NOES:

ABSENT:

ABSTAIN:

Board of Education President/Clerk/Secretary
Santa Maria Joint Union High School District

REGULAR MEETING
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2. Approve Compensation Increase for Superintendent

The governing Board has requested that an action item be brought to the Board to increase the Superintendent's 2013-2014 compensation by the same increase granted other certificated managers. The proposed increase is a one-time only payment of 3% of base salary and a 2% ongoing increase to the base compensation set forth in the Superintendent's current employment agreement.

Resource Person(s): Yolanda Ortiz & Tracy Marsh

***** IT IS RECOMMENDED THAT the Board of Education approve the Superintendent's 2013-2014 compensation for a 3% one-time payment and a 2% ongoing increase retroactive to July 1, 2013.**

Moved _____ Second _____ Vote _____

3. Award of bid for Santa Maria Joint Union High School District Purchase of Vans

District administration will open bids on October 8, 2013 for the Santa Maria Joint Union High School District purchase of six (6) – ten (10) passenger one-ton vans (Bid Number 13/14-001). The bid recap and administrative recommendation will be presented at the meeting. The vans will be used to support the athletic programs in an effort to reduce travel expenses.

Resource Person: Yolanda Ortiz, Asst. Supt. of Business Services

***** IT IS RECOMMENDED THAT the Board of Education award the bid for the Santa Maria Joint Union High School District purchase of six vans as presented and recommended by administration.**

Moved _____ Second _____ Vote _____

VIII. Consent Items

***** IT IS RECOMMENDED THAT the Board of Education approve the following consent items as presented. *All items listed are considered to be routine and may be enacted by approval of a single motion. There will be no separate discussion of these items; however, any item may be removed from the consent agenda upon request of any member of the board and acted upon separately.***

Moved _____ Second _____ Vote _____

REGULAR MEETING

October 9, 2013

A. Approval of Minutes

September 11, 2013 - Regular Meeting

B. Approval of Warrants for the Month of September 2013

Payroll	\$5,560,840.46
Warrants	<u>1,491,712.20</u>
Total	\$7,052,552.66

C. Attendance Report

Mrs. Yolanda Ortiz, Assistant Superintendent of Business Services, will be available to answer questions regarding the first month attendance report presented on page 14.

D. Facility Report - **Appendix B**

E. Acceptance of Gifts

Pioneer Valley High School

Donor	Recipient	Amount
Target-Take Charge of Educ.	PV Admin	\$211.36
Elk Rodeo Parade	Band	200.00
Vince Lopez	FFA Swine	500.00
Elks Rodeo Parade	FFA	100.00
PVHS Boosters	Student Council	1763.00
PVHS Boosters	ASB Clubs/Athletics	12,032.65
PVHS Boosters	Athletics	1610.00
PVHS Boosters	Athletics	4052.57
Fellowship of Christian Athletes	Football	750.00
PVHS Boosters	Cheer	1063.40
PVHS Boosters	Track	100.00
Elks Recreation Inc.	Cheerleaders	1500.00
PVHS Boosters	Cheer	1230.00
Thomas Becker, D.D.S	Band	100.00
SM Kiwanis for Kids Inc.	Key Club	317.26
G-Brothers Kettlecorn	Link Crew	200.00
Give Grow Inc.	Baseball	160.00
Zodiac Seat Shells	Baseball	1000.00
Old Mission Church	El Club Cultural	100.00
Pow Entertainment, LLC	Cheer	<u>500.00</u>
Total Pioneer Valley High School		\$27,490.24

Santa Maria High School

Donor	Recipient	Amount
Target/Take Charge of Educ.	SMHS	\$628.68
Facciani Family Trust	FFA – Swine	200.00

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Lawrence & Mary Lou Los	FFA – Swine	200.00
Raul & Melinda Aguirre	FFA – Swine	200.00
Loretta & Charles Carter	FFA – Swine	200.00
Butch Reynolds	FFA – Swine	200.00
Richard Martini	FFA – Swine	200.00
SM Valley Pioneer Association	FFA	450.00
Cynthia M Hanson	Girls Tennis	100.00
Santa Maria FFA Boosters	FFA	11,000.00
Heath Family Dentistry	SMHS – Golf	<u>150.00</u>
Total Santa Maria High School		13,528.68

Righetti High School

Donor	Recipient	Amount
Linda Kennedy	FFA (wash tub value)	\$300.00
Altrusa Club	Scholarship	1,000.00
Christine Reade	Football	1,000.00
Fellowship of Christian Athletes	Football	1,015.50
Warrior Booster Club	Football	1,000.00
Warrior Booster Club	Athletics	1,500.00
Carole & Tom Stevenson	FFA (tractor value)	3500
Michael & Penny Diaz	Choir	2,229.00
Gregory & Melanie Wilcoxon	Ian Hassett Scholarship	200.00
American Dream Foundation	American Dream	3,500.00
Warrior Booster Club	Football	4,000.00
Anonymous	Drama Club	1,000.00
Doni-Jo & Gordon Munro	Cheer	300.00
Chris & Nancy Leon	Scholarships	1,000.00
Edith Foster	Scholarship	250.00
Raul & Melinda Aguirre	Video Club	100.00
Rotary Club of SM	Scholarships	4,000.00
POW Entertainment	Football	1,000.00
Tileco	Dance Team	\$400.00
Rotary Club of SM	Interact Club	1,498.00
JDX Pharmacy	Dance Team	<u>100.00</u>
Total Righetti High School		\$28,892.50

F. Student Discipline Matters

- Administrative Recommendation to order expulsion/suspend the order of expulsion: Student #s 334334, 333897

G. Request for Travel

School	Instructor in Charge	Event/Location	Dates
PVHS	Christine Line	National FFA Convention, Louisville, Kentucky	10/29-11/3/13

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RHS	Miguel Guerra	National FFA Convention, Louisville, Kentucky	10/24-11/2/13
SMHS	Marc DeBernardi, Luis Guerra, Clemente Ayon	National FFA Convention, Louisville, Kentucky	10/27-11/2/13

All required paperwork is/will be on file at the school before departure. No student was excluded from the field trip due to lack of funds.

H. Approval/Ratification of Purchase Order

<u>P.O. #</u>	<u>Vendor</u>	<u>Amount</u>	<u>Description & Funding Source</u>
14-0436	SHI	\$105,359.18	General Funds
14-0369	A-Z Bus Sales	\$72,137.05	Trans/Sp Ed Funds

I. District Vehicles for Disposal

The following is a list of District Vehicles that are ready for disposal. These vehicles are at the end of their useful life and are beyond economical repair. These vehicles can be put up for sale at auction and/or salvaged for parts:

<u>Veh ID#</u>	<u>Year</u>	<u>Make/Model</u>	<u>VIN#/Serial No.</u>	<u>Condition</u>
124	1973	Dodge Van (White)	B23ABV006592	Poor with body damage/rust.

IX. Open Session Public Comments

The public may address the Board on any matter (except personnel) concerning the District and not on the agenda. Note: The time limit to address the Board may not exceed three minutes. The Board is not required to respond to the Public Comment. The public may also address the Board on each item on the Agenda as the Board takes up those items. Persons wishing to speak should complete a blue request form and hand it to the Board secretary.

X. Items not on the Agenda

Note: The law generally prohibits the Board from discussing items not on the agenda. Under limited circumstances, the Board may discuss and act on items not on the agenda if they involve an emergency affecting safety of persons or property, or a work stoppage, or if the need to act came to the attention of the District too late to include on the posted agenda.

REGULAR MEETING

October 9, 2013

XI. Next Meeting Date

Unless otherwise announced, the next regular meeting of the Board of Education will be held on November 13, 2013. Closed session begins at 5:30 p.m. Open session begins at 6:30 p.m. The meeting will be held at the Santa Maria Joint Union High School District Support Services Center at 2560 Skyway Drive, Santa Maria, CA 93455.

XII. Future Regular Board Meeting for 2013:

December 11

XIII. Adjourn

SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT
MONTHLY REPORT OF ATTENDANCE
FIRST MONTH OF 2013-14

August 13, 2013 through September 6, 2013

	First Month 2012-13			First Month 2013-14			ADA Change from Prior Year	Decline @ -0.320% Y-T-D PROJECTED ADA	Difference between Y-T-D Projected & Actual ADA
	Ending Enrollment	ADA	ADA % of Poss. Enroll.	Ending Enrollment	ADA	ADA % of Poss. Enroll.			
ERNEST RIGHETTI HIGH									
Regular	1997	1950.61	97.8%	1896	1842.17	97.5%			
Special Education	89	83.83	95.6%	103	95.72	96.0%			
Independent Study	2	2.00	100.0%	23	14.72	71.4%			
Independent Study Spec Ed	5	3.28	71.1%	0	0.00	---			
CTE Program	11	9.83	90.3%	11	8.61	87.1%			
Home and Hospital Reg Ed	3	1.39	---	2	1.39	100.0%			
Home and Hospital Spec Ed	0	0.00	---	0	0.00	---			
TOTAL RIGHETTI	2107	2050.94	97.7%	2035	1962.61	97.4%	(88.33)		
SANTA MARIA HIGH									
Regular	2124	2037.22	96.1%	2164	2088.28	96.3%			
Special Education	87	80.89	92.3%	92	85.50	92.8%			
Independent Study	12	21.22	99.7%	42	30.22	93.6%			
Independent Study Spec Ed	1	0.61	61.1%	1	1.00	100.0%			
CTE Program	12	9.28	72.9%	8	5.83	72.9%			
Home and Hospital Reg Ed	1	1.11	1	5	3.72	95.7%			
Home and Hospital Spec Ed	3	2.00	73.5%	1	0.94	81.0%			
TOTAL SANTA MARIA	2240	2,152.33	96.0%	2313	2215.50	96.2%	63.17		
PIIONEER VALLEY HIGH									
Regular	2435	2391.17	98.0%	2525	2471.94	97.7%			
Special Education	129	123.89	95.5%	135	124.83	94.7%			
Independent Study	0	2.00	97.3%	17	9.61	80.8%			
Independent Study Spec Ed	4	3.56	88.9%	4	2.39	59.7%			
Home and Hospital Reg Ed	6	2.33	82.4%	2	2.00	100.0%			
Home and Hospital Spec Ed	1	0.72	72.2%	1	1.00	100.0%			
TOTAL PIONEER VALLEY	2575	2523.67	97.8%	2684	2611.78	97.5%	88.11		
PROGRAM E DAY TREATMENT @ PVHS	6	5.22	97.9%	4	4.17	85.2%	(1.06)		
DISTRICT SPECIAL ED TRANSITION	11	9.83	97.3%	6	5.78	96.3%	(4.06)		
ALTERNATIVE EDUCATION									
Delta Continuation	322	257.06	84.9%	345	275.06	82.6%			
Delta 12+	2	1.76	88.0%	0	0.00	---			
Delta Independent Study	36	23.97	91.0%	36	25.21	85.8%			
Delta Independent Study 12+	32	20.81	82.5%	35	22.01	84.1%			
Delta Independent Study Spec Ed	0	0.00	---	3	1.24	30.3%			
Freshman & Sophomore Prep	133	123.00	95.7%	135	121.26	96.5%			
Reach Program--RHS	0	0.00	---	1	1.00	100.0%			
Reach Program--SMHS	2	1.56	96.6%	9	8.28	85.1%			
Reach Program--PVHS	4	3.06	100.0%	3	2.50	91.8%			
Home School @ Library Program	50	43.83	95.4%	49	44.44	90.7%			
TOTAL ALTERNATIVE EDUCATION	581	475.05	81.8%	616	501.01	81.3%	25.96		
TOTAL HIGH SCHOOL DISTRICT	7520	7217	96.0%	7658	7301	95.3%	83.80	7194	107

CLASSIFIED PERSONNEL ACTIONS						
Name	Action	Assignment	Site	Effective	Pay Rate	Hours
	Increase Hours	Bus Driver	DO	09/18/13	18/E	4 to 4.5
	Increase Hours	Bus Driver	DO	09/18/13	18/E	4 to 6
	Retire	Personnel Technician-C	DO	12/31/13	C/5	8
	Resign	Instructional Asst/Spec Ed II	PVHS	09/27/13	15/A	6
	Increase Hours	Bus Driver	DO	09/18/13	18/E	4 to 4.5
	Increase Hours	Bus Driver	DO	09/18/13	18/E	4 to 4.5
	Increase Hours	Bus Driver	DO	09/18/13	18/E	4 to 4.5
	Increase Hours	Bus Driver	DO	09/18/13	18/E	4 to 4.5
	Retire	Language Assessment Asst	SMHS	12/30/13	16/E	8
	Increase Hours	Bus Driver	DO	09/18/13	18/E	4 to 4.25
	Increase Hours	Bus Driver	DO	09/18/13	18/E	4 to 4.75
	Increase Hours	Bus Driver	DO	09/18/13	18/E	4 to 7
	Transfer	Instructional Asst/Spec Ed II	RHS to SMHS	09/17/13	15/D	6
	Increase Hours	Bus Driver	DO	09/18/13	18/E	4 to 5.25
	Increase Hours	Bus Driver	DO	09/18/13	18/E	4 to 4.75
	Employ	Instructional Asst/Spec Ed II	PVHS	09/23/13	15/A	6
	Increase Hours	Bus Driver	DO	09/18/13	18/E	4 to 4.25
	Contract	Stress Reduction Exercises	SMHS/DT Program	9/24 to 11/22	\$15/hr	up to 18

CERTIFICATED PERSONNEL ACTIONS

Name	Action	Status	Subject	Site	Effective	Salary	FTE
	Prob 2	Change/Status	Special Ed	SMHS	8/9/2013	III, 3	1
	Temp	Employ	Art	RHS	8/9-12/13/13	V, 7	0.2
	Perm	Leave of Absence	Art	RHS	2013/14	V, 9	1
	Temp	Employ	Mathematics	PVHS	9/17-12/13/13	V, 6	0.67
	Temp	Employ	Math/Science	LPA	10/1-12/13/13	III, 2	1

COACHING PERSONNEL ACTIONS

Assignment	Name	Action	Site	Effective	District	ASB
Football, Asst Varsity		Stipend	PVHS	Fall	\$2,000.00	

Appendix B

SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT FACILITIES REPORT September 2013

1. Ernest Righetti High School Construction Projects

ERHS Demolition of Existing Greenhouse – Support Services

- Construction activities were completed July 31, 2013. Final pay application release is complete. The retention payment release is in process pending receipt of final closeout documentation.

ERHS Portable Roof Replacement - Greenhouse Restroom, Portable 628 – Support Services

- Construction activities were completed June 24, 2013. Retention payment release remains pending receipt of final closeout documentation.

ERHS Mobile Book Storage – Westberg + White Architects

- Carpet was removed in preparation of an assessment of the concrete floor to determine need for work to provide ADA access. The assessment is expected to occur mid October.
- Construction will start following the ADA assessment.

ERHS Fencing Replacement – Support Services

- Final installation of all fencing is complete. Final pay application and retention release are in process pending receipt of final closeout documentation.

ERHS Paving – Areas J, I, and M – Flowers and Associates Consultants

- Construction activities were completed July 26, 2013. Final pay application release is complete. The retention payment release is in process pending receipt of final closeout documentation.

2. Santa Maria High School Construction Projects

C2004 SMHS New Classroom Building at Broadway – Rachlin Architects

- The final package submittal was sent to the California Department of Education (CDE) September 26, 2013. The District received approval of plans from the Division of State Architect (DSA) on September 18, 2013. The Notice to Bidders was issued October 1, 2013 with an anticipated bid receipt date of November 15, 2013.
- The estimated start of construction is now December 16, 2013.

SMHS Portable Roof Replacement - 611, 612, 613, & 614 – Support Services

- Construction activities were completed June 28, 2013. Retention payment release remains pending receipt of final closeout documentation.

SMHS Band Room Window Replacement – Support Services

- Contractor construction activities were completed July 8, 2013. Release of final pay applications and retention are complete. Remaining painting is to be performed by District personnel. This project is closed.

3. Pioneer Valley High School Construction Projects

C2004 District Performing Arts Building – BCA Architects

- The Construction Documents development phase is expected to be complete in late October 2013 with submittal to DSA anticipated for November 2013. California Environmental Quality Act (CEQA) reviews have been completed with notification to occur in November 2013.
- The construction start estimate remains November 2014.

PVHS Remediation Phase 3: Concrete Repair – Westberg + White Architects

- Substantial completion of the project occurred August 27, 2013. Final pay application and retention payment release remain in process pending receipt of final closeout documentation.

4. New Facility

C2004 New Facility School CTE Component – Architect to Be Determined

- Direction related to this item is pending Board and District Administration programming determination. The District's realtor continues to search for potential properties.

5. District Wide and Support Services Center

District Wide Energy Upgrade – Johnson Controls Inc.

- Upgrade Work completed this period includes exterior lighting, power meter installation, and integration of controls at all sites.
- A final completion schedule remains pending, but substantial completion is anticipated to occur this fall.

District Wide Project Closeout – Support Services

- Review of issues related to project closeouts continues. Currently facilities personnel are working with DSA on PVHS (High School 3) project closeout and RHS New Pool and 2 classrooms.

SSC Wall Crack Assessment and Repair – Support Services

- Fred Schott & Associates have completed the assessment of the building and are developing a report for presentation to District Facilities personnel. A meeting is scheduled for October 4, 2013 to review details and recommendations.

SSC District Multiple Purpose Room – Architect Pending

- The architect provided draft design plans for District Facilities personnel review. Comments have been returned to the Architect for incorporation. Detailed assessments by project consultants continue.
- Construction start estimates are pending architectural assessment results.

6. Summer Activities

District Wide Summer Projects Planning

- Assessment and planning meetings for 2014 summer projects will kick off October 10, 2013.

Maintenance & Operations

PVHS

- Installed wood blocking in the eaves of the pool restroom building to prevent birds from nesting in the roof eaves.
- Installed new floor glides to science tables in room 411.
- Relocated the projection screen in the new computer lab, room 103.
- Assembled and installed a 6-tier storage rack for the home economics classroom.
- Planted agapanthus ground cover in the gym lobby planters. Added wood chips for weed control.
- Replaced broken sprinkler heads in quad and in front of the school.
- Cleaned the planter and revised the irrigation at the modular classrooms.
- Cleaned tennis courts with power water broom to improve the playing surface.
- Replaced the tennis court nets.
- Replaced the batteries in the emergency lighting uninterruptable power supply for two of the three units.
- Installed a sliding white board in room 412.
- Adjusted twenty computer desk height in the new computer lab room 103. (Photo)
- Installed new thumbprint identification lock for Information Technology in the technicians room 608.
- Moved furniture from classroom to classroom as student assignments evolved in the first month of school.
- Provided traffic control before school.
- Setup several events: FFA welcome back breakfast, school pictures, Providence Church, Link Crew meetings and dance, parent meetings and The Parent Institute, AVID parent meeting, ELAC parent meeting, alumni water polo game, Orcutt Academy football, Coastal Valley Soccer, U.S. Tennis Association tennis match. (Photo)
- Preventive work order hours – 44
- Routine work order hours – 54
- Total work orders completed – 113
- Event setup hours – 78

ERHS

- Completed landscaping along Bradley Road at the new eight foot slated fence; purple Hibiscus & prostrate myoporum. (Photo)
- Completed fencing revisions between portables 432-434. This has improved the circulation area for football games as well as daily physical education.
- Prepared the stadium for football (Photo)
- Assembled new benches for the football stadium.
- Irrigation installation continued along Bradley Road above the softball field. (Photo)
- Repaired the exterior siding on room 434.
- Repositioned student lunch line posts at cafeteria to improve the traffic flow for meal service.
- Removed computer and power cable track in room 201. Also removed the carpet in the room. This room will be converted to textbook storage, using a rolling storage system. (Photo)
- Began the removal of the steel that supported the exterior sun shades along the hallways. As each section of a building is complete, the steel columns will be painted to the new color scheme.
- Installed white boards in rooms 613 and 102, as well as one in administration office.
- Replaced a ventilating fan shaft and bearings in the gymnasium.
- Washed the walls where book lockers were removed on the north side of classroom buildings C, D and E.
- Power washed the cafeteria patio.
- Moved furniture from classroom to classroom as student assignments evolved in the first month of school.
- Setup several events: health screening, Back to School Night, school pictures, football, college boot camp, FFA meeting, golf parent meeting, and volleyball.
- Unclogged the drain in the girls' restroom.
- Preventive work order hours – 25
- Routine work order hours – 83
- Total work orders completed – 103
- Event setup hours – 52

REGULAR MEETING
October 9, 2013

SMHS

- Prepared for football season.
- Applied herbicide campus wide for weed control.
- Painted the principal's conference room.
- Configured the furniture in the principal's conference room.
- Installed a computer projector in room 352.
- Relocated the computer projector from room 611 to the team video room.
- Cleaned the carpets in the Administration Building.
- Provided set up and restore for sporting events, Un Cafecito parent meeting, student picture make up, Faculty Association meeting, PIQE classes, Fighting Back Santa Maria Valley Parent Project, and Allan Hancock College English classes.
- Processed obsolete equipment that was removed from classrooms.
- Corrected safety items from safety inspection.
- Assisted with Santa Barbara County Office of Education Williams Act Inspection.
- Carpet floors cleaned – 5,000 square feet.
- Preventive work order hours – 43
- Routine work order hours – 51
- Total work orders completed – 114
- Event setup hours – 90

Graffiti & Vandalism

- **ERHS** \$ 80
- **DHS** \$ 150
- **SMHS** \$ 260
- **PVHS** \$ 40

Reese Thompson
Director – Facilities and Operations

Photo Gallery



PVHS - New Computer Lab 103 in the Library Building



PVHS - Setting up One of Many Events in the Gymnasium



ERHS - New Planting Along Bradley Road Fence Line



ERHS - Grooming the Football Field



ERHS - Irrigation Installation above the Softball Field



ERHS - Removing Carpet for Textbook Storage Unit Installation

Common Core State Standards Implementation Funding Plan for Fiscal Years 2013-14 and 2014-15

BACKGROUND:

The Enacted State budget provides for one-time funding to the district to assist with Common Core State Standards (CCSS) Implementation. These one-time funds are part of the 2013-14 budget and will be available for expenditure over a two-year timeframe. For the Santa Maria Joint Union High School District, the funding allocated is \$1.52 million. Utilization of the funds must be directed toward the implementation of the CCSS adopted by the State Board pursuant to Sections 60605.8, 60605.10, and 60605.11 of the Education Code. These funds must be expended pursuant to a plan adopted by the Governing Board following the adoption of the plan in a public hearing. There are activities already in motion to prepare for this implementation. The CCSS Implementation Funding must be spent by July 1, 2015 and is provided specifically to support the following:

- Professional Development for certificated and classified employees involved in the direct instruction of pupils using the Common Core State Standards
- Instructional materials and supplemental instructional materials aligned to the Common Core State Standards
- Technology equipment and infrastructure to provide technology-based instruction using Common Core State Standards and to implement computer-based student assessments

As a condition of receiving the funds, a spending plan for the funds must be presented at a public meeting of the governing board and then approved at a subsequent public meeting of the governing board. This item is for information purposes and will be brought forward at the next board meeting for adoption.

OBJECTIVE:

Align curriculum, professional development, and technology to the Common Core State Standards using state allocated funding.

SPENDING PLAN:

Funding to support CCSS implementation will target the following goals, as well as augment existing professional development.

GOAL 1 –Upgrade Technology Infrastructure to support Technology Based Instruction and Computer- Based Student Assessments Infrastructure and hardware to provide wireless access at all sites

\$0-\$650,000

GOAL 2 - Common Core Alignment/Instructional Materials

1:1 Devices and Common Core Curriculum Materials for grades 9-12

\$0-\$1,500,000

GOAL 3 – Professional Development Workshops, training and Collaboration Time to support Goal 2

\$0-\$35,000

TOTAL EXPENDITURES OF CCSS IMPLEMENTATION FUNDING PLAN NOT TO EXCEED: \$1,527,200

Board Policies for Approval October 9, 2013 Board Meeting

POLICY NUMBER	DESCRIPTION
BP/AR 0420 (BP/AR revised)	<p><u>School Plans/Site Councils</u></p> <p>Policy revised to delete material on school site block grants, which are no longer operational. Policy also adds language reflecting California Department of Education guide, requiring the Board to communicate specific reasons to school site council when it disapproves the Single Plan for Student Achievement.</p> <p>Regulation revised to delete section on “School Site Block Grants” since these grants are no longer operational and to delete section on “School Plans for Categorical Block Grants” since requirements for the Pupil Retention Block Grant and School and Library Improvement Block Grant are no flexible under the Local Control Funding Formula pursuant to NEW LAW (AB 97, 2013). Regulation also updated to reflect California Department of Education guide re: (1) selection of school site council members, including clarification of membership requirements in middle schools, and (2) the process of developing the Single Plan for Student Achievement, including data sources, consulting with advisory groups, and new budget planning and evaluation tools.</p>
BP 0520.2/AR 0520.2 (BP/AR replaced)	<p><u>Title 1 Program Improvement Schools</u></p> <p>Policy updated to reflect NEW FEDERAL REGULATIONS which give greater flexibility in the use for Title 1 funds required to be set aside for supplemental educational services and transportation for student transfers in schools identified for Program Improvement (PI), provided that the district meets certain criteria. Updated policy also expands program purpose, clarifies that PI schools must revise their Single Plan for Student Achievement, and expands section on “program Evaluation.”</p> <p>Regulation updated to reflect the Parent Empowerment Act, which authorizes parents/guardians in certain year 3 Program Improvement schools to petition the Board to implement one of four specified intervention models or an alternative governance arrangement. Updated regulation also clarifies the timeline and content of the required notice to parents/guardians regarding the opportunity to transfer their child to another school and reflects additional requirements pertaining to supplemental educational services, including development of a student learning plan and safeguards against conflict of interest.</p>
BP 1312.3/AR 1312.3 (BP/AR/E revised)	<p><u>Uniform Complaint Procedures</u></p> <p>MANDATED policy and MANDATED regulations updated to reflect NEW LAW (AB1575) which mandates the use of uniform complaint procedures for resolving complaints of alleged violations of law which prohibits fees, deposits, or charges for student participation in educational activities. Policy and regulation also updated to reflect the use of uniform complaint procedures to address complaints of discrimination, harassment, intimidation, and bullying, as required by the California Department of Education (CDE) through the Federal Program Monitoring process.</p>
BP 1431 (BP revised)	<p><u>Waivers</u></p> <p>Policy updated to add steps for consideration of district waiver request prior to its submission to State Board of Education (SBE), including public hearing and notice requirements and Board approval. Policy also reflects requirements for renewal of a general waiver and adds information on the California Department of Education’s online waiver request system and its guidance to expedite waiver requests.</p>
BP 5021 (BP Replace)	<p><u>Noncustodial Parents</u></p> <p>Revised policy contains new language clarifying that the parent who enrolls a child is presumed to be the parent with custody and that, unless the district receives a copy of a certified court order restricting access, both parents are presumed to have equal rights regarding their child, including picking the</p>

Board Policies for Approval October 9, 2013 Board Meeting

POLICY NUMBER	DESCRIPTION
	student up after school or otherwise removing the student from school, accessing student records, participating in school activities, or visiting the school
BP 5111/AR 5111 (BP/AR revised)	<u>Admission</u> Policy revised to make the timeline for students to enroll in school in their attendance area consistent with the timeline for intradistrict open enrollment established pursuant to BP/AR 5116.1 – Intradistrict Open Enrollment. Policy also reflects NEW FEDERAL GUIDANCE clarifying that districts may not adopt enrollment procedures based on the actual or perceived citizenship or immigration status of students or their parents/guardians. Updated regulation reflects NEW LAW (SB 1381, 2010) which revises the age criterion for admission into kindergarten or first grade, moving up the birthdate that triggers enrollment eligibility one month each year between 2012-13 and 2014-15.. Material re: prekindergarten summer program deleted since the program was eliminated pursuant to SB 1381.
AR 5111.1 (AR revised)	<u>District Residency</u> Regulation updated to reflect NEW LAW (SB 381) which extends districts' authority to grant residency based on parent/guardian employment within district boundaries, as detailed in AR 5111.12 – Residency Based on Parent/Guardian Employment. Regulation reflects NEW LAW (AB 207) which (1) requires districts to accept a wide range of documents as reasonable evidence of residency, (2) authorizes districts to make reasonable efforts to verify a student's residency when the district reasonably believes that a parent/guardian as provided false or unreliable evidence of residency, and (3) deletes detailed appeals procedure for denial or revocation of enrollment. Regulation also reflects NEW FEDERAL GUIDANCE clarifying that districts may not inquire about a student's citizenship or immigration status when verifying residency. Material added re: documentation of residency for foster youth and homeless students and the requirement to immediately enroll such youth even if documentation is not available.
AR 5111.12 (AR revised)	<u>Residency Based on Parent/Guardian Employment</u> Regulation updated to reflect NEWLAW (SB 381) which extends until 2017 the authority to establish residency based on parent/guardian employment with district boundaries and specifies that the employment must be for a minimum of 10 hours per school week. Regulation also adds language requiring parent/guardian to annually provide evidence of the employment since the student's continued employment within district boundaries. Section on "Request for Transfers out of District Schools" revised to clarify the district's authority to deny transfers when the percentage or number of net transfers exceeds the limit specified in law.
BP 5116.1/AR 5116.1 (BP/AR revised)	<u>Intradistrict open Enrollment</u> MANDATED Policy revised to reflect NEW LAW (SBX5 4) which allows a student attending a school identified by the CDE as an "open enrollment school" to transfer to another school that has a higher Academic Performance Index. Policy contains language giving priority for admission to students attending and identified school who wish to transfer to another school within the district. Policy and regulation also revised to create an application window in order to allow the district to grant priorities consistent with the requirements in the Open Enrollment Act.
BP 5117/AR 5117 (BP/AR revised)	<u>Interdistrict Attendance</u> Policy and regulation revised to distinguish the requirements of the interdistrict attendance agreement between the boards of two districts and the permit granted to an individual student. Updated policy also adds board role to approve the agreement and staff role to approve individual permits based on the

**Board Policies for Approval
October 9, 2013 Board Meeting**

POLICY NUMBER	DESCRIPTION
	<p>terms of the agreement, and deletes criteria for denial of the permit that are repeated in AR. Section on “Limits on Student Transfer out of the District to a School District of Choice” revised to reflect NEW COURT DECISION which defines “for the duration of the program” for purposes of capping outbound transfers. Regulation updated to reflect NEW LAW (AG 1156, 2011) which requires that priority for interdistrict attendance agreements be given to the students who are victims of an act of bullying, NEW LAW (AB 1085, 2011) which gives county boards in larger counties more time to resolve appeals, and a legal requirement regarding provisional enrollment pending a decision of the tow districts or during the term of appeal.</p>
<p>BP 5121 (BP revised)</p>	<p><u>Grades/Evaluation of Student Achievement</u> Replace BP/AR. Updated policy includes new optional language re: “progress reports” for grades K-3 and reflects NEW U.S. DEPARTMENT OF EDUCATION CORRESPONDENCE re: report cards and transcripts for students with disabilities. Policy also includes new language re: Superintendent’s authority to determine the methodology to be used in calculating grade point average MANDATED regulation updated to add paragraph on high school transcripts; revise section on “Grades for Achievement” to add grading systems for grades K-3 and for extra grade weighting for specified classes; expand section on “grades for Physical Education” to address grades for interscholastic athletics participation; and add new sections on “Grades for College Courses” and “Grade Point Average.”</p>
<p>E6146.1 (E revised)</p>	<p><u>High School Graduation Requirements</u> Exhibit revised to reflect form used by the Santa Maria Joint Union High School District.</p>

Board Policy

School Plans/Site Councils

BP 0420

Philosophy, Goals, Objectives and Comprehensive Plans

The Governing Board believes that comprehensive planning at each district school is necessary in order to focus school improvement efforts on student academic achievement and facilitate the effective use of district resources. The Superintendent or designee shall ensure that school plans provide clear direction and identify cohesive strategies aligned with school and district goals.

(cf. 0000 - Vision)

(cf. 0200 - Goals for the School District)

(cf. 0400 - Comprehensive Plans)

For any school that participates in specified state and/or federal categorical programs, the school site council or other schoolwide advisory committee shall consolidate the plans required for those categorical programs into a single plan for student achievement (SPSA). (Education Code 52055.755, 64001)

(cf. 0420.1 - School-Based Program Coordination)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 0520.2 - Title I Program Improvement Schools)

(cf. 0520.4 - Quality Education Investment Schools)

(cf. 1220 - Citizen Advisory Committees)

(cf. 1431 - Waivers)

(cf. 3513.3 - Tobacco-Free Schools)

(cf. 4131 - Staff Development)

(cf. 5147 - Dropout Prevention)

(cf. 6020 - Parent Involvement)

(cf. 6142.91 - Reading/Language Arts Instruction)

(cf. 6151 - Class Size)

(cf. 6164.2 - Counseling/Guidance Services)

(cf. 6171 - Title I Programs)

(cf. 6174 - Education for English Language Learners)

(cf. 6190 - Evaluation of the Instructional Program)

As appropriate, a school may incorporate any other school plan into the SPSA. (Education Code 64001)

The Superintendent or designee shall review each school's SPSA to ensure that it meets the content requirements for all programs included, is based on an analysis of current practices and student academic performance, and reasonably links improvement strategies to identified needs of the school and students. He/she shall submit to the Board his/her recommendations for plan approval or revision.

The Board shall review and approve each school's SPSA and any subsequent material revisions affecting the academic programs for students participating in the categorical programs addressed

in the SPSA. The Board shall certify that, to the extent allowable under federal law, the SPSA is consistent with district local improvement plans required as a condition of receiving federal funding. Any such review and approval shall be at a regularly scheduled Board meeting. (Education Code 64001)

Whenever the Board does not approve a school's SPSA, it shall communicate its specific reasons for disapproval of the plan to the school site council or committee. The school site council or committee shall then revise and resubmit the SPSA to the Board for its approval.

The Superintendent or designee shall ensure that school administrators and school site council members receive training on the roles and responsibilities of the site council.

Legal Reference:

EDUCATION CODE

- 52-53 Designation of schools
- 33133 Information guide for school site councils
- 35147 Open meeting laws exceptions
- 41500-41573 Categorical education block grants
- 52055.700-52055.770 Quality Education Investment Act
- 52176 Advisory committees
- 52500-52617 Adult education
- 52800-52887 School-Based Program Coordination Act
- 52890 Qualifications and duties of outreach consultants
- 54000-54028 Educationally Disadvantaged Youth Programs
- 54100-54145 Miller-Unruh Basic Reading Act
- 54425 Advisory committees (compensatory education)
- 54650-54659 Education Improvement Incentive Program
- 56000-56867 Special education
- 64000 Categorical programs included in consolidated application
- 64001 Single school plan for student achievement, consolidated application programs

HEALTH AND SAFETY CODE

- 104420 Tobacco use prevention

CODE OF REGULATIONS, TITLE 5

- 3930-3937 Compliance plans

UNITED STATES CODE, TITLE 20

- 6311 Accountability, adequate yearly progress
- 6312-6319 Title I programs; plans
- 6421-6472 Programs for neglected, delinquent, and at-risk children and youth
- 6601-6651 Teacher and Principal Training and Recruitment program
- 6801-7014 Limited English proficient and immigrant students
- 7101-7165 Safe and Drug-Free Schools and Communities
- 7341-7355c Rural Education Initiative

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

A Guide for Developing the Single Plan for Student Achievement: A Resource for the School Site Council, February 2013

WEST ED PUBLICATIONS

California Healthy Kids Survey

California School Climate Survey

WEB SITES

California Department of Education, Single Plan for Student Achievement:

<http://www.cde.ca.gov/nclb/sr/le/singleplan.asp>

U.S. Department of Education: <http://www.ed.gov>

WestEd: <http://www.wested.org>

(7/05 11/06) 8/13

Policy adopted:
October 9, 2013

SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT
Santa Maria, California

Administrative Regulation

School Plans/Site Councils

AR 0420

Philosophy, Goals, Objectives and Comprehensive Plans

School Site Councils

School site councils shall be established when required for participation in a categorical program. (Education Code 52852, 64001)

(cf. 0420.1 - School-Based Program Coordination)

The school site council shall be composed of the following: (Education Code 52852)

1. The principal
2. Teachers selected by the school's teachers
3. Other school personnel selected by the school's other personnel
4. Parent/guardian representatives, who may include parents/guardians of students attending the school and/or community members, selected by parents/guardians of students attending the school
5. In secondary schools, students attending the school selected by other such students

Half of the school site council membership shall consist of school staff, the majority of whom shall be classroom teachers. For elementary school site councils, the remaining half shall be parent/guardian representatives. For secondary school site councils, the remaining half shall be equal numbers of parent/guardian representatives and students. (Education Code 52852)

A district employee may serve as a parent/guardian representative on the school site council of the school his/her child attends, provided the employee does not work at that school. (Education Code 52852)

The bylaws of each school site council shall include the method of selecting members and officers, terms of office, responsibilities of council members, time commitment, and a policy of nondiscrimination.

School site councils may function on behalf of other committees in accordance with law. (Education Code 52176, 52870, 54425; 5 CCR 3932)

School site councils shall operate in accordance with procedural meeting requirements established in Education Code 35147.

(cf. 1220 - Citizen Advisory Committees)

Single Plan for Student Achievement

In order for a school to participate in any state or federal categorical program specified in Education Code 52055.700 or 64000 on an ongoing basis, the school site council shall approve and annually review and update a single plan for student achievement (SPSA). If the school does not have a school site council, these responsibilities shall be fulfilled by a schoolwide advisory group or school support group conforming to the composition requirements of the school site council listed in the section "School Site Councils" above. (Education Code 52055.755, 64001)

(cf. 0450 - Comprehensive Safety Plan)
(cf. 0520.4 - Quality Education Investment Schools)
(cf. 1431 - Waivers)
(cf. 3513.3 - Tobacco-Free Schools)
(cf. 4131 - Staff Development)
(cf. 5147 - Dropout Prevention)
(cf. 6020 - Parent Involvement)
(cf. 6142.91 - Reading/Language Arts Instruction)
(cf. 6151 - Class Size)
(cf. 6164.2 - Counseling/Guidance Services)
(cf. 6171 - Title I Programs)
(cf. 6174 - Education for English Language Learners)
(cf. 6184 - Continuation Education)

The SPSA shall be developed with the review, advice, and certification of any applicable school advisory committees. (Education Code 64001)

The SPSA shall be aligned with school goals for improving student achievement. School goals shall be based on an analysis of verifiable state data, including the Academic Performance Index (API) and the California English Language Development Test, and may consider any other data developed by the district to measure student achievement. (Education Code 64001)

(cf. 0500 - Accountability)
(cf. 6162.5 - Student Assessment)
(cf. 6162.51 - Standardized Testing and Reporting Program)
(cf. 6162.52 - High School Exit Examination)

The SPSA shall, at a minimum: (Education Code 64001)

1. Address how funds provided to the school through specified categorical programs will be used to improve the academic performance of all students to the level of the performance goals established by the API
2. Identify the means of evaluating the school's progress toward accomplishing those goals
3. Identify how state and federal law governing the categorical programs will be implemented

In addition to meeting the requirements common to all applicable school plans, the SPSA shall address any content required by law for each individual categorical program in which the school participates.

In developing or revising the SPSA, the school site council or other schoolwide advisory group or school support group shall:

1. Analyze student achievement data. Using measures of student academic performance, the school shall identify significant patterns of low performance in particular content areas, student groups, and/or individual students and determine which data summaries to include in the plan as most informative and relevant to school goals.

(cf. 6011 - Academic Standards)

2. Assess the effectiveness of the school's instructional program in relation to the analysis of student data.
3. Identify a limited number of achievement goals and key improvement strategies to achieve the goals. School goals shall reflect the needs identified at the school site while aligning with goals identified in federally required district plans. The school shall specify the student group(s) on which each goal is focused, the methods or practices that will be used to reach the goal, and the criteria that will be used to determine if the goal is achieved.
4. Define timelines, personnel responsible, proposed expenditures, and funding sources to implement the SPSA.

The school site council or other schoolwide group shall approve the proposed SPSA at a meeting for which public notice has been posted and then submit the SPSA to the Governing Board for approval. (Education Code 35147, 64001)

The school site council or other schoolwide group shall regularly monitor the implementation and effectiveness of the SPSA and modify any activities that prove ineffective. At least once per year, the school shall evaluate results of improvement efforts and report to the Board, advisory committees, and other interested parties regarding progress toward school goals.

The school site council or other schoolwide group may amend the SPSA at any time. Any revisions that would substantively change the academic programs funded through the consolidated application shall be submitted to the Board for approval.

(7/05 11/06) 8/13

Regulation adopted:
October 9, 2013

SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT
Santa Maria, California

Board Policy

Title I Program Improvement Schools

BP 0520.2

Philosophy, Goals, Objectives and Comprehensive Plans

The Governing Board is committed to enabling all district students to meet state academic achievement standards and to narrowing the achievement gap among student groups. To that end, the Board shall assist all district schools, including those receiving federal Title I funds, to achieve adequate yearly progress, as defined by the State Board of Education.

(cf. 4112.24 - Teacher Qualifications Under the No Child Left Behind Act)

(cf. 6011 - Academic Standards)

(cf. 6162.5 - Student Assessment)

(cf. 6162.51 - Standardized Testing and Reporting Program)

(cf. 6171 - Title I Programs)

Whenever a district school is identified by the California Department of Education as in need of program improvement (PI), the Superintendent or designee shall ensure that school improvement efforts are coordinated and aligned. He/she shall also revise the school's Single Plan for Student Achievement in accordance with law and as specified in administrative regulation.

(cf. 0420 - School Plans/Site Councils)

(cf. 0420.1 - School-Based Program Coordination)

Depending on the length of time a district school has been identified for PI, the district shall provide opportunities for student transfers, supplemental educational services, other corrective actions, and/or restructuring in accordance with law.

(cf. 5116.1 - Intradistrict Open Enrollment)

(cf. 6179 - Supplemental Instruction)

Program Evaluation

The Board shall annually review the adequate yearly progress of each district school based on state academic assessments and other indicators specified in the state plan for the No Child Left Behind Act. The Superintendent or designee shall publicize and disseminate the results of this review to parents/guardians, principals, schools, and the community so that the instructional program can be continually refined to help all students meet state academic standards. (20 USC 6316)

(cf. 0510 - School Accountability Report Card)

(cf. 6190 - Evaluation of the Instructional Program)

The Board and Superintendent or designee also shall review the effectiveness of the actions and activities carried out by PI schools with respect to parental involvement, professional development, and other PI activities. (20 USC 6316)

(cf. 4131 - Staff Development)
(cf. 6020 - Parent Involvement)

As necessary based on the results of these evaluations, the Board may require the Superintendent or designee to review and revise any of the school's reform plans, including the school's Single Plan for Student Achievement, allocate additional resources toward the implementation of the plan, and/or require more frequent monitoring of the school's progress in order to raise student achievement.

Legal Reference:

EDUCATION CODE

35256 School accountability report card

60642.5 California Standards Tests

60850-60856 High School Exit Examination

64000 Categorical programs included in consolidated application

64001 Single school plan for student achievement, consolidated application programs

CODE OF REGULATIONS, TITLE 5

11992-11994 Persistently dangerous schools, definition

13075-13075.4 Supplemental educational services

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act

6301 Title I program purpose

6311 Adequate yearly progress

6312 Local educational agency plan

6313 Eligibility of schools and school attendance areas; funding allocation

6316 School improvement

7912 Persistently dangerous schools

UNITED STATES CODE, TITLE 29

794 Section 504 of the Rehabilitation Act

CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67 Family Educational Rights and Privacy

200.13-200.20 Adequate yearly progress

200.30-200.35 Identification of program improvement schools

200.36-200.38 Notification requirements

200.39-200.43 Requirements for program improvement, corrective action, and restructuring

200.44 School choice option

200.45-200.47 Supplemental educational services

200.48 Funding for transportation and supplemental services

200.49-200.51 State responsibilities

200.52-200.53 District improvement

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

2008 Adequate Yearly Progress Report Information Guide, August 2008

California's Accountability Workbook

FEDERAL REGISTER

Final Rule and Supplementary Information, October 29, 2008. Vol. 73, No. 210, pages 64436-64513

U.S. DEPARTMENT OF EDUCATION GUIDANCE

Public School Choice, January 14, 2009

Supplemental Educational Services, January 14, 2009

WEB SITES

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

California Department of Education, Program Improvement:

<http://www.cde.ca.gov/ta/ac/ti/programimprov.asp> U.S. Department of Education, No Child Left

Behind: <http://www.nclb.gov>

(3/03 7/04) 3/09

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SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT

Santa Maria, California

Administrative Regulation

Title I Program Improvement Schools

AR 0520.2

Philosophy, Goals, Objectives and Comprehensive Plans

Definitions

Adequate yearly progress (AYP) refers to a series of annual academic performance goals, as defined by the State Board of Education, that incorporate student participation levels on state assessments, minimum required percentages of students scoring at the proficient level or above on English language arts and mathematics state assessments, high school graduation rates, and growth on the state's Academic Performance Index (API). AYP includes measurable annual objectives for continuous and substantial improvement for the achievement of all students at the school and for any subgroup of students, including economically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and students with limited English proficiency, when the number of students in the subgroup is sufficient to yield statistically reliable results. (20 USC 6311)

(cf. 0500 - Accountability)

(cf. 6162.51 - Standardized Testing and Reporting Program)

(cf. 6162.52 - High School Exit Examination)

Program improvement (PI) school refers to a school that is receiving federal Title I funds and has failed to make AYP for each of two consecutive school years. (20 USC 6316)

A school shall be identified for PI by the California Department of Education (CDE) whenever, for each of two consecutive years, it either does not make AYP in the same content area (English language arts or mathematics) schoolwide or for any numerically significant student subgroup or does not make AYP on the same indicator (Academic Performance Index or high school graduation rate) schoolwide. If a small school has too few students to generate a school-level report, its results shall be aggregated into a district accountability measure.

Year 1 Program Improvement

When any Title I school is initially identified for PI: (20 USC 6316)

1. The Superintendent or designee shall provide students enrolled in the school the option of transferring, as described below in the section "Student Transfers," to another school, which may include a charter school, served by the district that has not been identified for PI.

(cf. 0420.4 - Charter School Authorization)

(cf. 5116.1 - Intradistrict Open Enrollment)

2. Not later than three months of being identified for PI, the school shall develop or revise a school plan, in consultation with parents/guardians, school staff, the district, and outside experts, for approval by the Governing Board. The plan shall cover a two-year period and address the components specified in 20 USC 6316.

(cf. 6020 - Parent Involvement)

To fulfill this requirement, the school may revise its Single Plan for Student Achievement to reflect the requirements of 20 USC 6316.

(cf. 0420 - School Plans/Site Councils)

(cf. 6171 - Title I Programs)

3. Within 45 days of receiving the plan, the Board shall establish a peer review process to assist with its review of the plan, work with the school as necessary, and approve the plan if it meets the requirements of law.
4. The school shall implement the plan no later than the beginning of the next full school year following the school's identification for PI, or, if the plan has not been approved prior to beginning the school year, immediately upon approval of the plan.
5. As the school develops and implements the school plan, the Superintendent or designee shall ensure that the school receives technical assistance from the district, CDE, an institution of higher education, a private organization, an educational service agency, or another entity with experience in helping schools improve academic achievement, including assistance in:
 - a. Analyzing data from state assessments and other examples of student work to identify and address problems in instruction and/or problems in implementing Title I requirements pertaining to parent involvement, professional development, or school and district responsibilities identified in the school plan
 - b. Identifying and implementing professional development, instructional strategies, and methods of instruction that are derived from scientifically based research and that have proven effective in addressing the specific instructional issues that caused the school to be identified for PI
 - c. Analyzing and revising the school's budget so that the school's resources are more effectively allocated to the activities most likely to increase student achievement and remove the school from PI status

(cf. 3100 - Budget)

Year 2 Program Improvement

For any Title I school that fails to make AYP by the end of the first full school year after being identified for PI, the Superintendent or designee shall take all of the following actions: (20 USC 6316)

1. Continue to provide all students enrolled in the school the option of transferring, as described below in the section "Student Transfers"
2. Arrange for the provision of supplemental educational services (SES) to eligible students from low-income families by a provider with a demonstrated record of effectiveness, as described below in the section "Supplemental Educational Services"
3. Continue to provide for technical assistance in accordance with item #5 in the section "Year 1 Program Improvement" above

Year 3 Program Improvement: Corrective Action

When a school continues to fail to make AYP by the end of the second full school year after identification for PI (four consecutive years of failure to make AYP), the Superintendent or designee shall continue to provide all elements of Year 1 and Year 2 PI specified above. In addition, the Board shall take one or more of the following corrective actions: (20 USC 6316)

1. Replace school staff relevant to the failure

(cf. 4113 - Assignment)

(cf. 4114 - Transfers)

(cf. 4314 - Transfers)

2. Implement a new curriculum and related professional development

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

3. Significantly decrease management authority at the school level

4. Appoint an outside expert to advise the school

5. Extend the school year or school day for the school

(cf. 6111 - School Calendar)

(cf. 6112 - School Day)

6. Restructure the internal organization of the school

Whenever a school is identified for Year 3 PI, continues to fail to make AYP, has an API of less than 800, and is not identified as a "persistently lowest achieving school" pursuant to Education Code 53201, the parents/guardians of students attending that school may petition the district to implement an intervention for the purpose of improving academic achievement or student safety, provided that the state limit on the number of such schools has not yet been reached. To be considered by the Board, the petition shall contain all required content and signatures and specify one of four intervention models (i.e., turnaround model, restart model, school closure, or transformation model) or an alternative governance arrangement, as described in 5 CCR 4803-4807. The district shall implement the option requested by the parents/guardians unless, at a regularly scheduled public hearing, the Board makes a finding in writing stating the reason it cannot implement the recommended option and instead designates one of the other options to be implemented. (Education Code 53300-53303; 5 CCR 4800-4808)

Year 4 Program Improvement and Beyond: Restructuring

For any school that continues to fail to make AYP after one full year of corrective action, the Superintendent or designee shall continue to provide all students enrolled in the school with the option to transfer to another school within the district and continue to make SES available to eligible students who remain in the school. In addition, the Board shall develop a plan and

make necessary arrangements to implement one of the following options for alternative governance and restructuring, consistent with state law: (20 USC 6316)

1. Reopen the school as a charter school
2. Replace all or most of the school staff relevant to the failure
3. Enter into a contract with an entity with a demonstrated record of effectiveness to operate the school
4. Turn the operation of the school over to the CDE
5. Institute any other major restructuring of the school's governance arrangements that makes fundamental reforms

Notifications

Whenever a school is identified for PI, corrective action, or restructuring, the Superintendent or designee shall promptly notify parents/guardians of students enrolled in that school. The notification shall include: (20 USC 6316; 34 CFR 200.37)

1. An explanation of what the identification means, and how the school compares in terms of academic achievement to other elementary or secondary schools in the district and state
2. The reasons for the identification
3. An explanation of what the school is doing to address the problem of low achievement
4. An explanation of what the district or state is doing to help the school address the achievement problem
5. An explanation of how parents/guardians can become involved in addressing the academic issues that caused the school to be identified for PI
6. An explanation of the option to transfer to another school within the district, as described below in the section "Student Transfers"
7. If the school is in Year 2 of PI or beyond, an explanation of how parents/guardians can obtain SES for their child as described below in the section "Supplemental Educational Services"

(cf. 5145.6 - Parental Notifications)

The Superintendent or designee shall disseminate information about corrective actions taken at any district school to the parents/guardians of each student in that school and to the public through such means as the Internet, the media, and public agencies. (20 USC 6316)

The Superintendent or designee shall promptly notify teachers and parents/guardians whenever a school is identified for restructuring and shall provide them adequate opportunities to comment

before taking action and to participate in developing any plan for restructuring school governance. (20 USC 6316)

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

All notifications pertaining to PI shall be written in an understandable and uniform format and, to the extent practicable, in a language the parents/guardians can understand. (20 USC 6316; 34 CFR 200.36)

To the extent practicable, the district shall partner with outside groups, such as faith-based organizations, community-based organizations, and business groups, to help inform eligible students and their families of the opportunities to transfer or to receive SES. (34 CFR 200.48)

Student Transfers

All students enrolled in a school in Year 1 of PI or beyond shall be provided an option to transfer to another school, which may include a charter school, served by the district provided that the school: (20 USC 6316; 34 CFR 200.44)

1. Has not been identified for PI, corrective action, or restructuring

In the event that all district schools are identified for PI, the district shall, to the extent practicable, establish a cooperative agreement with other local educational agencies in the area for interdistrict transfers.

(cf. 5117 - Interdistrict Attendance)

2. Has not been identified by the CDE as a "persistently dangerous" school pursuant to 20 USC 7912 and 5 CCR 11992-11994

(cf. 0450 - Comprehensive Safety Plan)

Among the students offered an option to transfer out of a PI school, priority shall be given to the lowest achieving students from low-income families, as defined by the district for purposes of allocating Title I funds. (20 USC 6316; 34 CFR 200.44)

If two or more district schools are eligible to accept transfers based on criteria listed in items #1-2 above, the district shall provide a choice of more than one such school and shall take into

Notice of the transfer option shall:

1. Inform parents/guardians that, due to the identification of the current school as in need of improvement, their child is eligible to attend another school, including a charter school, served by the district
2. Identify each school that the parent/guardian may select
3. Explain why the choices made available to the parents/guardians may have been limited
4. Provide information on the academic achievement of the school(s) to which the student

may transfer (34 CFR 200.37)

(cf. 4112.24 - Teacher Qualifications Under the No Child Left Behind Act)
(cf. 5148.2 - Before/After School Programs)

In addition to mailing notices directly to parents/guardians, the Superintendent or designee shall provide information about transfer options through broader means, such as the Internet, the media, and public agencies serving students and their families. (34 CFR 200.36)

(cf. 1100 - Communication with the Public)
(cf. 1113 - District and School Web Sites)
(cf. 1114 - District-Sponsored Social Media)

Any student who transfers to another district school may remain in that school until he/she has completed the highest grade in that school. However, the district shall not be obligated to provide, or pay for the provision of, transportation for the student after the end of the school year that the school of origin is no longer identified for PI, corrective action, or restructuring. (20 USC 6316; 34 CFR 200.44)

Supplemental Educational Services

When required by law, SES shall be provided outside the regular school day and shall be specifically designed to increase achievement of eligible students from low-income families on state academic assessments and to assist them in attaining state academic standards. (20 USC 6316)

(cf. 6011 - Academic Standards)
(cf. 6179 - Supplemental Instruction)

When a school is required to provide SES, the Superintendent or designee shall provide annual notice to parents/guardians that includes: (20 USC 6316; 34 CFR 200.37)

1. The availability of SES
2. The identity of approved providers that are within the district or are reasonably available in neighboring local educational agencies
3. The identity of approved providers of technology-based or distance learning services
4. The services, qualifications, and demonstrated effectiveness of each provider, including an indication of those providers who are able to serve students with disabilities or limited English proficiency
5. The benefits of receiving SES

In addition, the notification shall describe procedures and timelines that parents/guardians must follow to select a provider.

This notification shall be clearly distinguishable from other information sent to parents/guardians regarding identification of the school for PI, corrective action, or restructuring. (34 CFR

200.37)

The district shall prominently display on its web site, in a timely manner each school year, a list of state-approved providers serving the district in the current year and the location where services are provided. The district shall also display the number of students who were eligible for and who participated in SES, beginning with data from the 2007-08 school year and each subsequent year thereafter. (34 CFR 200.39)

The Superintendent or designee shall distribute sign-up forms for SES directly to all eligible students and their parents/guardians and make them available and accessible through broad means of dissemination such as the Internet, other media, and communications through public agencies serving eligible students and their families. (34 CFR 200.48)

The district shall provide a minimum of two enrollment windows, at separate points in the school year, that are of sufficient length to enable the parents/guardians of eligible students to make informed decisions about requesting SES and selecting a provider. (34 CFR 200.48)

Within a reasonable period of time established by the Superintendent or designee, parents/guardians shall select a SES provider from among those approved by the SBE. Upon request, the Superintendent or designee shall assist parents/guardians in choosing a provider. (20 USC 6316; 34 CFR 200.46)

The district shall not prohibit or limit an approved provider from promoting its program or the general availability of SES to members of the community. (5 CCR 13075.9)

The Superintendent or designee shall ensure that eligible students with disabilities, students covered under Section 504 of the federal Rehabilitation Act, and students with limited English proficiency receive appropriate SES with any necessary accommodations or language assistance. (34 CFR 200.46)

(cf. 6159 - Individualized Education Program)

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

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

(cf. 6174 - Education for English Language Learners)

If no provider is able to make the services available to such students, the district shall provide the services with necessary accommodations or language assistance, either directly or through a contract. Services shall be consistent with a student's individualized education program (IEP) or Section 504 services plan, as applicable.

If available funds are insufficient to provide SES to each eligible student whose parents/guardians request those services, priority shall be given to the lowest achieving eligible students. (20 USC 6316)

Once a SES provider has been selected by a parent/guardian, the Superintendent or designee shall enter into an agreement with the provider. The agreement shall: (20 USC 6316)

1. Require the district to develop, in consultation with the parents/guardians and the provider, a student learning plan which includes specific achievement goals for the student, a description of how the student's progress will be measured, and a timetable for

improving achievement. In the case of a student with disabilities, the student learning plan shall be consistent with the student's IEP.

2. Describe how the student's parents/guardians and teacher(s) will be regularly informed of the student's progress.
3. Provide for the termination of the agreement if the provider is unable to meet such goals and timetables.
4. Contain provisions with respect to the district making payments to the provider.
5. Prohibit the provider, without written parent/guardian permission, from disclosing to the public the identity of any student eligible for or receiving SES.

(cf. 5125.1 - Release of Directory Information)

In developing the student learning plan as required by item #1 above, the Superintendent or designee shall consult with the parent/guardian of each student to, at a minimum, provide the parent/guardian an opportunity to express his/her views and have them considered. Consultation may include, but is not limited to, communication by telephone, email, home visits, parent/guardian meetings, and/or parent/guardian signature(s). Evidence of this consultation shall be included in the student learning plan. In the event that a consultation does not take place but the parent/guardian has selected an approved SES provider, the Superintendent or designee, or the provider acting on the district's behalf, shall show evidence of at least three separate attempts to contact the parent/guardian using at least two different means of communication. If the parent/guardian elects not to participate in the consultation, the Superintendent or designee, or approved provider acting on the district's behalf, must develop a student learning plan for the student. (5 CCR 13075.7)

The Superintendent or designee may request, but not require, that the SES provider develop the student learning plan on behalf of the district for each student served by the provider as indicated in the agreement. In such cases, the Superintendent or designee shall make available to the provider pertinent student academic achievement data with parent/guardian permission and other technical assistance that will facilitate the development of the plan. The Superintendent or designee shall maintain responsibility to review and approve the student learning plan to ensure that it is developed in consultation with the parent/guardian and contains all required information. (5 CCR 13075.7)

Eligible SES providers shall be given access to school facilities, using a fair, open, and objective process, on the same basis as other groups that seek access to school facilities. (34 CFR 200.48)

(cf. 1330 - Use of School Facilities)

(7/04 3/09) 8/13

Policy adopted:
October 9, 2013

SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT
Santa Maria, California

Administrative Regulation

Uniform Complaint Procedures

AR 1312.3

Community Relations

Except as the Governing Board may otherwise specifically provide in other Board policies, the uniform complaint procedures shall be used only to investigate and resolve complaints alleging violations of federal or state laws or regulations governing specific educational programs, the prohibition against requiring students to pay fees, deposits, or other charges for participating in educational activities, and unlawful discrimination, harassment, intimidation, or bullying, as specified in accompanying Board policy.

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 1312.2 - Complaints Concerning Instructional Materials)

(cf. 1312.4 - Williams Uniform Complaint Procedures)

(cf. 4031 - Complaints Concerning Discrimination in Employment)

The district's uniform complaint procedures policy and administrative regulation shall be posted in all district schools and offices, including staff lounges and student government meeting rooms. If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's policy, regulation, forms, and notices concerning uniform complaint procedures shall be translated into that language. (Education Code 234.1, 48985)

(cf. 5145.6 - Parental Notifications)

Compliance Officers

The following compliance officer(s) shall receive and investigate complaints and shall ensure district compliance with law:

John Davis, Assistant Superintendent of Curriculum & Instruction
2560 Skyway Drive
Santa Maria, CA 93455
(805) 922-4573 Ext. 4211

The Superintendent or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Superintendent or designee.

(cf. 9124 - Attorney)

The Superintendent or designee shall annually provide written notification of the district's uniform complaint procedures to students, employees, parents/guardians, the district advisory committee, school advisory committees, appropriate private school officials or representatives, and other interested parties. (Education Code 262.3, 49013; 5 CCR 4622)

(cf. 0420 - School Plans/Site Councils)
(cf. 1220 - Citizen Advisory Committees)
(cf. 3260 - Fees and Charges)
(cf. 4112.9/4212.9/4312.9 - Employee Notifications)
(cf. 5145.6 - Parental Notifications)

The notice shall:

1. Identify the person(s), position(s), or unit(s) responsible for receiving complaints
2. Advise the complainant of any civil law remedies that may be available to him/her under state or federal discrimination laws, if applicable
3. Advise the complainant of the appeal process, including, if applicable, the complainant's right to take a complaint directly to the California Department of Education (CDE) or to pursue remedies before civil courts or other public agencies
4. Include statements that:
 - a. The district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs.
 - b. The complaint review shall be completed within 60 calendar days from the date of receipt of the complaint unless the complainant agrees in writing to an extension of the timeline.
 - c. A complaint alleging unlawful discrimination, harassment, intimidation, or bullying must be filed not later than six months from the date it occurred, or six months from the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying.
 - d. The complainant has a right to appeal the district's decision to the CDE by filing a written appeal within 15 calendar days of receiving the district's decision.
 - e. The appeal to the CDE must include a copy of the complaint filed with the district and a copy of the district's decision.
 - f. Copies of the district's uniform complaint procedures are available free of charge.

Procedures

All complaints shall be investigated and resolved within 60 calendar days of the district's receipt of the complaint. (5 CCR 4631)

Compliance officers shall maintain a record of each complaint and subsequent related actions, including all information required for compliance with 5 CCR 4631 and 4633.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Step 1: Filing of Complaint

Any individual, public agency, or organization may file a written complaint of the district's alleged noncompliance with federal or state laws or regulations governing educational programs. (5 CCR 4630)

A complaint concerning unlawful discrimination, harassment, intimidation, or bullying may be filed only by a person who alleges that he/she personally suffered unlawful discrimination, harassment, intimidation, or bullying or by a person who believes that an individual or any specific class of individuals has been subjected to it. The complaint shall be initiated no later than six months from the date when the alleged discrimination, harassment, intimidation, or bullying occurred, or six months from the date when the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying. However, upon written request by the complainant, the Superintendent or designee may extend the filing period for up to 90 calendar days. (5 CCR 4630)

A complaint alleging noncompliance with the law regarding the prohibition against requiring students to pay student fees, deposits, and charges may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance. (Education Code 49013)

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and a date stamp.

If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, district staff shall assist him/her in the filing of the complaint. (5 CCR 4600)

Step 2: Mediation

Within three business days of receiving the complaint, the compliance officer may informally discuss with all the parties the possibility of using mediation. If the parties agree to mediation, the compliance officer shall make all arrangements for this process.

Before initiating the mediation of a complaint alleging discrimination, harassment, intimidation, or bullying, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend the district's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time. (5 CCR 4631)

Step 3: Investigation of Complaint

Within 10 calendar days of receiving the complaint, the compliance officer shall provide the complainant and/or his/her representative an opportunity to present the complaint and any evidence, or information leading to evidence, to support the allegations in the complaint. The compliance officer also shall collect all documents and interview all witnesses with information

pertinent to the complaint.

A complainant's refusal to provide the district's investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or engagement in any other obstruction of the investigation may result in the dismissal of the complaint because of a lack of evidence to support the allegation. (5 CCR 4631)

In accordance with law, the district shall provide the investigator with access to records and other information related to the allegation in the complaint and shall not in any way obstruct the investigation. Failure or refusal of the district to cooperate in the investigation may result in a finding based on evidence collected that a violation has occurred and in the imposition of a remedy in favor of the complainant. (5 CCR 4631)

Step 4: Response

OPTION 1:

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of the district's investigation and decision, as described in Step #5 below, within 60 calendar days of the district's receipt of the complaint. (5 CCR 4631)

OPTION 2:

Within 30 calendar days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report of the district's investigation and decision, as described in Step #5 below. If the complainant is dissatisfied with the compliance officer's decision, he/she may, within five business days, file his/her complaint in writing with the Board.

The Board may consider the matter at its next regular Board meeting or at a special Board meeting convened in order to meet the 60-day time limit within which the complaint must be answered. The Board may decide not to hear the complaint, in which case the compliance officer's decision shall be final.

If the Board hears the complaint, the compliance officer shall send the Board's decision to the complainant within 60 calendar days of the district's initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant. (5 CCR 4631)

Step 5: Final Written Decision

The district's decision shall be in writing and sent to the complainant. (5 CCR 4631)

The district's decision shall be written in English and, when required by Education Code 48985, in the complainant's primary language.

For all complaints, the decision shall include: (5 CCR 4631)

1. The findings of fact based on the evidence gathered
2. The conclusion(s) of law

3. Disposition of the complaint
4. Rationale for such disposition
5. Corrective actions, if any are warranted
6. Notice of the complainant's right to appeal the district's decision within 15 calendar days to the CDE and procedures to be followed for initiating such an appeal

In addition, any decision concerning a discrimination, harassment, intimidation, or bullying complaint based on state law shall include a notice that the complainant must wait until 60 calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. (Education Code 262.3)

If investigation of a complaint results in discipline to a student or an employee, the decision shall simply state that effective action was taken and that the student or employee was informed of district expectations. The report shall not give any further information as to the nature of the disciplinary action.

If a complaint alleging noncompliance with the laws regarding student fees, deposits, and other charges is found to have merit, the district shall provide a remedy to all affected students and parents/guardians, which, where applicable, shall include reasonable efforts to ensure full reimbursement to them. (Education Code 49013)

Appeals to the California Department of Education

If dissatisfied with the district's decision, the complainant may appeal in writing to the CDE. (Education Code 49013; 5 CCR 4632)

The complainant shall file his/her appeal within 15 calendar days of receiving the district's decision and the appeal shall specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the district's decision. (5 CCR 4632)

Upon notification by the CDE that the complainant has appealed the district's decision, the Superintendent or designee shall forward the following documents to the CDE: (5 CCR 4633)

1. A copy of the original complaint
2. A copy of the decision
3. A summary of the nature and extent of the investigation conducted by the district, if not covered by the decision
4. A copy of the investigation file including, but not limited to, all notes, interviews, and documents submitted by the parties and gathered by the investigator
5. A report of any action taken to resolve the complaint

6. A copy of the district's uniform complaint procedures
7. Other relevant information requested by the CDE

The CDE may directly intervene in a complaint without waiting for action by the district when one of the conditions listed in 5 CCR 4650 exists, including when the district has not taken action within 60 calendar days of the date the complaint was filed with the district. (5 CCR 4650)

Civil Law Remedies

A complainant may pursue available civil law remedies outside of the district's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders.

For complaints alleging discrimination, harassment, intimidation, and bullying based on state law, a complainant shall wait until 60 calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies, provided the district has appropriately and in a timely manner apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622. The moratorium does not apply to injunctive relief and to discrimination complaints based on federal law. (Education Code 262.3)

(1/06 3/12) 1/13

Regulation adopted:
October 9, 2013

SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT
Santa Maria, California

Administrative Regulation

Williams Uniform Complaint Procedures

AR 1312.4

Community Relations

Cautionary Notice: AB 97 (Ch. 47, Statutes of 2013) repealed Education Code 42605, which provided temporary flexibility for specified "Tier 3" categorical programs, and instead redirects the funding for those categorical programs into the Local Control Funding Formula (LCFF) (Education Code 42238.01-42251). The supplemental and concentration grant portions of the LCFF may be used for any schoolwide or districtwide educational purpose in accordance with state regulations to be adopted by January 31, 2014, with a goal of increasing or improving services for English learners, foster youth, and students eligible for free and reduced-price meals. Certain requirements related to Tier 3 categorical program(s) in the following policy or regulation is no longer applicable.

Types of Complaints

The district shall use the following procedures to investigate and resolve complaints when the complainant alleges that any of the following has occurred: (Education Code 35186; 5 CCR 4681, 4682, 4683)

1. Textbooks and instructional materials
 - a. A pupil, including an English learner, does not have standards-aligned textbooks or instructional materials or state- or district-adopted textbooks or other required instructional materials to use in class.
 - b. A pupil does not have access to textbooks or instructional materials to use at home or after school. This does not require two sets of textbooks or instructional materials for each pupil.
 - c. Textbooks or instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage.
 - d. A pupil was provided photocopied sheets from only a portion of a textbook or instructional materials to address a shortage of textbooks or instructional materials.

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

2. Teacher vacancy or misassignment
 - a. A semester begins and a teacher vacancy exists.

- b. A teacher who lacks credentials or training to teach English learners is assigned to teach a class with more than 20 percent English learner pupils in the class.

(cf. 4112.22 - Staff Teaching English Language Learners)

- c. A teacher is assigned to teach a class for which the teacher lacks subject matter competency.

Teacher vacancy means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of the semester for an entire semester. (Education Code 35186; 5 CCR 4600)

Beginning of the year or semester means the first day classes necessary to serve all the pupils enrolled are established with a single designated certificated employee assigned for the duration of the class, but not later than 20 working days after the first day pupils attend classes for that semester. (5 CCR 4600)

Misassignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold. (Education Code 35186; 5 CCR 4600)

(cf. 4112.2 - Certification)

(cf. 4113 - Assignment)

3. Facilities

- a. A condition poses an emergency or urgent threat to the health or safety of pupils or staff.

Emergency or urgent threat means structures or systems that are in a condition that poses a threat to the health and safety of pupils or staff while at school, including, but not limited to, gas leaks; nonfunctioning heating, ventilation, fire sprinklers, or air-conditioning systems; electrical power failure; major sewer line stoppage; major pest or vermin infestation; broken windows or exterior doors or gates that will not lock and that pose a security risk; abatement of hazardous materials previously undiscovered that pose an immediate threat to pupils or staff; structural damage creating a hazardous or uninhabitable condition; or any other condition deemed appropriate. (Education Code 17592.72)

- b. A school restroom has not been cleaned, maintained, or kept open in accordance with Education Code 35292.5.

Clean or maintained school restroom means a school restroom has been cleaned or maintained regularly, is fully operational, or has been stocked at all times with toilet paper,

soap, or paper towels or functional hand dryers. (Education Code 35292.5)

Open restroom means the school has kept all restrooms open during school hours when pupils are not in classes and has kept a sufficient number of restrooms open during school hours when pupils are in classes. This does not apply when the temporary closing of the restroom is necessary for pupil safety or to make repairs. (Education Code 35292.5)

4. High school exit examination intensive instruction and services

A pupil, including an English learner, who has not passed the exit exam by the end of grade 12 was not provided the opportunity to receive intensive instruction and services pursuant to Education Code 37254(d)(4) and (5) after completion of grade 12 for two consecutive academic years or until the pupil has passed both parts of the exam, whichever comes first. (Education Code 35186)

(cf. 6162.52 - High School Exit Examination)

(cf. 6179 - Supplemental Instruction)

Filing of Complaint

A complaint alleging any condition(s) specified in items #1-3 in the section entitled "Types of Complaints" above shall be filed with the principal or designee at the school in which the complaint arises. The principal or designee shall forward a complaint about problems beyond his/her authority to the Superintendent or designee in a timely manner, but not to exceed 10 working days. (Education Code 35186; 5 CCR 4680)

A complaint alleging any deficiency specified in item #4 in the section entitled "Types of Complaints" above shall be filed with a district official designated by the Superintendent. Such complaints may be filed at the district office or school site and shall be immediately forwarded to the Superintendent or designee. (Education Code 35186)

Investigation and Response

The principal or designee shall make all reasonable efforts to investigate any problem within his/her authority. He/she shall remedy a valid complaint within a reasonable time period not to exceed 30 working days from the date the complaint was received. (Education Code 35186; 5 CCR 4685)

Complaints may be filed anonymously. If the complainant has indicated on the complaint form that he/she would like a response to the complaint, the principal or designee shall report the resolution of the complaint to him/her within 45 working days of the initial filing of the complaint. If a response is requested, the response shall be made to the mailing address of the complainant as indicated on the complaint form. At the same time, the principal or designee shall report the same information to the Superintendent or designee. (Education Code 35186; 5 CCR 4680, 4685)

When Education Code 48985 is applicable and the complainant has requested a response, the response shall be written in English and in the primary language in which the complaint was filed. (Education Code 35186)

If a complainant is not satisfied with the resolution of a complaint, he/she has the right to describe the complaint to the Governing Board at a regularly scheduled meeting. (Education Code 35186; 5 CCR 4686)

For any complaint concerning a facilities condition that poses an emergency or urgent threat to the health or safety of pupils or staff as described in item #3a in the section entitled "Types of Complaints" above, a complainant who is not satisfied with the resolution proffered by the principal or Superintendent or designee may file an appeal to the Superintendent of Public Instruction within 15 days of receiving the district's response. The complainant shall comply with the appeal requirements specified in 5 CCR 4632. (Education Code 35186; 5 CCR 4687)

All complaints and written responses shall be public records. (Education Code 35186; 5 CCR 4686)

(cf. 1340 - Access to District Records)

Reports

The Superintendent or designee shall report summarized data on the nature and resolution of all complaints to the Board and the County Superintendent of Schools on a quarterly basis. The report shall include the number of complaints by general subject area with the number of resolved and unresolved complaints. These summaries shall be publicly reported on a quarterly basis at a regularly scheduled Board meeting. (Education Code 35186; 5 CCR 4686)

Forms and Notices

The Superintendent or designee shall ensure a Williams complaint form is available at each school. However, complainants need not use the district's complaint form in order to file a complaint. (Education Code 35186; 5 CCR 4680)

The Superintendent or designee shall ensure that the district's complaint form contains a space to indicate whether the complainant desires a response to his/her complaint and specifies the location for filing a complaint. A complainant may add as much text to explain the complaint as he/she wishes. (Education Code 35186; 5 CCR 4680)

The Superintendent or designee shall ensure that a notice is posted in each classroom in each school containing the components specified in Education Code 35186. (Education Code 35186)

Legal Reference:

EDUCATION CODE

1240 County superintendent of schools, duties
17592.72 Urgent or emergency repairs, School Facility Emergency Repair Account
33126 School accountability report card
35186 Williams uniform complaint procedure
35292.5 Restrooms, maintenance and cleanliness
37254 Supplemental instruction based on failure to pass exit exam by end of grade 12
48985 Notice to parents in language other than English
60119 Hearing on sufficiency of instructional materials
CODE OF REGULATIONS, TITLE 5
4600-4687 Uniform complaint procedures, especially:
4680-4687 Williams complaints

Management Resources:

WEB SITES

CSBA: <http://www.csba.org>
California County Superintendents Educational Services Association: <http://www.csesa.org>
California Department of Education, Williams case: <http://www.cde.ca.gov/eo/ce/wc/index.asp>
State Allocation Board, Office of Public School Construction: <http://www.opsc.dgs.ca.gov>

(3/07 11/07) 11/10

Regulation adopted:
October 9, 2013

SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT
Santa Maria, California

Board Policy

Waivers

BP 1431

Community Relations

Any waiver request to be submitted to the SBE shall first be approved by the Board. The Superintendent or designee shall ensure that each proposed waiver request includes all information necessary for the Board to analyze the need for the waiver and make an informed decision.

Prior to presenting the proposed request for Board approval, the Superintendent or designee shall consult with and obtain the approval of any advisory committee or site council when required by law.

(cf. 0420 - School Plans/Site Councils)

(cf. 0420.1 - School-Based Program Coordination)

(cf. 1220 - Citizen Advisory Committees)

In addition, the Superintendent or designee shall involve the exclusive representative of district employees in the development of the waiver request, and shall include in the request the exclusive representative's position regarding the waiver. (Education Code 33050)

(cf. 4140/4240/4340 - Bargaining Units)

To receive public testimony on each waiver request proposal, the Board shall hold a properly noticed public hearing during a Board meeting. (Education Code 33050)

The notice, which shall state the time, date, location, and subject of the public hearing, may be printed in a newspaper of general circulation or posted at each school and three public places in the district.

(cf. 9320 - Meetings and Notices)

When the district has requested and received the same general waiver from the SBE for two consecutive years, the Board is not required to reapply annually if the information contained on the request remains current. However, the district shall apply annually for the renewal of any waiver regarding teacher credentialing. (Education Code 33051)

Legal Reference:

EDUCATION CODE

305-311 Structured English immersion program; parental exception waivers
5000-5033 Governing board elections
8750-8754 Grants for conservation education
10400-10407 Cooperative improvement programs
17047.5 Facilities used by special education students
17291 Portable school buildings
33050-33053 General waiver authority
37202 Equity length of time
41000-41360 School finance
41381 Minimum school day
41600-41854 Computation of allowances
41920-42842 Budget requirements; local taxation by school districts
44520-44534 New Careers Program
44666-44669 School-Based Management and Advanced Career Opportunities
44681-44689 Administrator Training and Evaluation
45108.7 Maximum number of senior management positions
48660-48666 Community day schools
48800 Attendance at community college
49550-49560 Meals for needy students
51224.5 Algebra instruction
51745.6 Charter school independent study ratio
51870-51874 Educational technology
52080-52090 Class size reduction grade 9
52122.6-52122.8 Class size reduction, impacted school sites
52160-52178 Bilingual-Bicultural Education Act of 1976
52180-52186 Bilingual teacher waiver
52200-52212 Gifted and Talented Pupils Program
52340-52346 Career Guidance Centers
52522 Plans for adult education
52850-52863 School-Based Program Coordination
54000-54028 Disadvantaged Youth Program
54100-54145 Miller-Unruh Basic Reading Program
54407 Waiver for compensatory education programs
56000-56867 Special education programs
58407 Waiver related to individualized instruction program
58900-58928 Restructuring demonstration programs
60119 Public hearing on sufficiency of instructional materials
60851 High school exit examination, waiver for student with disabilities

CODE OF REGULATIONS, TITLE 5

1032 Academic Performance Index
3100 Resource specialist caseload waivers
3945 Cooperative programs

9531 Instructional materials funding
11960 Charter school attendance
11963.4 Charter school percentage funding
13017 Waivers, compensatory education New Careers in Education Program
13044 Waivers, compensatory education Professional Development and Program Improvement Programs
UNITED STATES CODE, TITLE 20
1400-1482 Individuals with Disabilities Education Act
7115 Safe and Drug Free Schools, authorized activities

Management Resources:

WEB SITES

California Department of Education, Waiver Office: <http://www.cde.ca.gov/re/lr/wr>

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

(10/98 7/05) 8/13

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October 9, 2013

SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT
Santa Maria, California

Board Policy

Noncustodial Parents

BP 5021

Students

The Governing Board recognizes the right of parents/guardians to be involved in the education of their children and desires to balance that right with the district's need to ensure the safety of students while at school.

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 6020 - Parent Involvement)

The parent/guardian who enrolls a child in a district school shall be presumed to be the child's custodial parent/guardian and shall be held responsible for the child's welfare.

School officials shall presume that both parents/guardians have equal rights regarding their child, including, but not limited to, picking the student up after school or otherwise removing the student from school, accessing student records, participating in school activities, or visiting the school. When a court order restricts access to the child or to his/her student information, a parent/guardian shall provide a copy of the certified court order to the principal or designee upon enrollment or upon a change in circumstances.

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

(cf. 5111.1 - District Residency)

(cf. 5125 - Student Records)

(cf. 5141 - Health Care and Emergencies)

(cf. 5142 - Safety)

(cf. 6159 - Individualized Education Program)

In the event of an attempted violation of a court order that restricts access to a student, the principal or designee shall contact the custodial parent and local law enforcement officials and shall make the student available only after one or both of these parties consent.

Legal Reference:

EDUCATION CODE

48204 Residency requirements

49061 Definitions

49069 Absolute right to access

49091.10-49091.19 Parental review of curriculum and instruction

49408 Emergency information

56028 Definition, parent for special education

51100-51102 Parent/guardian rights

FAMILY CODE

3002 Joint legal custody, definition

3006 Sole legal custody, definition

3025 Parental access to records

6550-6552 Caregivers

GOVERNMENT CODE

810-996.6 Government Claims Act

6205-6210 Confidentiality of addresses for victims of domestic violence, sexual assault or stalking

Management Resources:

WEB SITES

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

California Association of Supervisors of Child Welfare and Attendance: <http://www.cascwa.org>

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

(6/95 10/95) 7/09

Policy adopted: SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT
October 9, 2013 Santa Maria, California

Board Policy

Admission

BP 5111

Students

The Governing Board encourages the enrollment and appropriate placement of all school-aged children in school. The Superintendent or designee shall inform parents/guardians of students entering a district school at any grade level about admission requirements and shall assist them with enrollment procedures.

The Superintendent or designee shall verify the student's age, residency, and any other admission criteria specified in law and in Board policies and administrative regulations.

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

(cf. 5111.1 - District Residency)

(cf. 5111.12 - Residency Based on Parent/Guardian Employment)

(cf. 5119 - Students Expelled from Other Districts)

(cf. 5125 - Student Records)

(cf. 5141.3 - Health Examinations)

(cf. 5141.31 - Immunizations)

(cf. 5141.32 - Health Screening for School Entry)

(cf. 6173 - Education for Homeless Children)

(cf. 6173.1 - Education for Foster Youth)

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

All resident students who are enrolling either in the school in their attendance area or in another district school shall be subject to the timelines established by the Board in BP/AR 5116.1 - Intradistrict Open Enrollment. Nonresident students may apply for interdistrict attendance in accordance with the timelines specified in applicable Board policies and administrative regulations.

(cf. 5116.1 - Intradistrict Open Enrollment)

(cf. 5117 - Interdistrict Attendance)

(cf. 5118 - Open Enrollment Act Transfers)

The Superintendent or designee may admit to the ninth grade only those students who have graduated from eighth grade or who are recommended in writing by their eighth-grade principal as capable of profiting from high school instruction.

(cf. 5123 - Promotion/Acceleration/Retention)

Legal Reference:

EDUCATION CODE

46300 Computation of average daily attendance, inclusion of kindergarten and transitional kindergarten

46600 Agreements for admission of students desiring interdistrict attendance
48000 Minimum age of admission (kindergarten)
48002 Evidence of minimum age required to enter kindergarten or first grade
48010 Minimum age of admission (first grade)
48011 Admission from kindergarten or other school; minimum age
48050-48053 Nonresidents
48200 Children between ages of 6 and 18 years (compulsory full-time education)
48350-48361 Open Enrollment Act
48850-48859 Educational placement of foster youth
49076 Access to records by persons without written consent or under judicial order
49408 Information of use in emergencies
49700-49704 Education of children of military families
HEALTH AND SAFETY CODE
120325-120380 Education and child care facility immunization requirements
121475-121520 Tuberculosis tests for students
CODE OF REGULATIONS, TITLE 5
200 Promotion from kindergarten to first grade
201 Admission to high school
CODE OF REGULATIONS, TITLE 17
6000-6075 School attendance immunization requirements
UNITED STATES CODE, TITLE 42
11431-11435 McKinney Homeless Assistance Act

Management Resources:

CSBA PUBLICATIONS

Transitional Kindergarten, Issue Brief, July 2011

OFFICE FOR CIVIL RIGHTS, U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Dear Colleague Letter, May 6, 2011

WEB SITES

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

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

Office for Civil Rights, U.S. Department of Education: <http://www2.ed.gov/about/offices/list/ocr>

(6/90 6/91) 11/11

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October 9, 2013

SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT
Santa Maria, California

Administrative Regulation

Admission

AR 5111
Students

Documentation of Age/Grade

Evidence of the child's age may include: (Education Code 48002)

1. A certified copy of a birth certificate or a statement by the local registrar or county recorder certifying the date of birth
2. A duly attested baptism certificate
3. Passport

When none of the foregoing is obtainable, the parent/guardian may provide any other appropriate means of proving the age of the child. (Education Code 48002)

A student enrolling in a district school at any other grade level shall present records from his/her previous school district documenting his/her age and current grade level.

(cf. 5125 - Student Records)

(cf. 6146.3 - Reciprocity of Academic Credit)

(6/91 12/91) 11/11

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October 9, 2013

SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT
Santa Maria, California

Administrative Regulation

District Residency

AR 5111.1

Students

Criteria for Residency

A student shall be deemed to have complied with district residency requirements for enrollment in a district school if he/she meets any of the following criteria:

1. The student's parent/guardian resides within district boundaries. (Education Code 48200)
2. The student is placed within district boundaries in a regularly established licensed children's institution, a licensed foster home, or a family home pursuant to a court-ordered commitment or placement. (Education Code 48204)
3. The student has been admitted through an interdistrict attendance option. (Education Code 48204, 48356)

(cf. 5117 - Interdistrict Attendance)

(cf. 5118 - Open Enrollment Act Transfers)

1. The student is an emancipated minor residing within district boundaries. (Education Code 48204)
2. The student lives with a caregiving adult within district boundaries. (Education Code 48204)
3. The student resides in a state hospital located within district boundaries. (Education Code 48204)
4. 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)

In addition, district residency status may be granted to a student if at least one parent/guardian is physically employed within district boundaries. (Education Code 48204)

(cf. 5111.12 - Residency Based on Parent/Guardian Employment)

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)

The 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 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 Superintendent or designee shall make a reasonable effort to secure evidence that a homeless or foster youth resides within the district, including, but not limited to, a utility bill, letter from a homeless shelter, hotel/motel receipt, or affidavit from the student's parent/guardian or other qualified adult relative.

However, a homeless or foster youth shall not be required to provide proof of residency as a condition of enrollment in district schools. (Education Code 48853.5; 42 USC 11432)

(cf. 6173 - Education for Homeless Children)

(cf. 6173.1 - Education for Foster Youth)

Failure to Verify Residency

When the 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 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 Superintendent or designee within 10 school days. The 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 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 Superintendent or designee may request the actual residence address for the purpose of establishing residency within district boundaries. (Government Code 6206, 6207)

(cf. 3580 - District Records)

Legal Reference:

EDUCATION CODE

35351 Assignment of students to particular schools

46600-46611 Interdistrict attendance permits

48050-48054 Nonresidents

48200-48208 Compulsory education law

48356 Open Enrollment Act transfer, fulfillment of residency requirement

48853.5 Education of foster youth; immediate enrollment

48980 Notifications at beginning of term

52317 Regional occupational program, admission of persons including nonresidents

FAMILY CODE

6550-6552 Caregivers

GOVERNMENT CODE

6205-6210 Confidentiality of residence for victims of domestic violence

CODE OF REGULATIONS, TITLE 5

432 Varieties of student records

UNITED STATES CODE, TITLE 42

11431-11435 McKinney-Vento Homeless Assistance Act

COURT DECISIONS

Katz v. Los Gatos-Saratoga Joint Union High School District, (2004) 117 Cal.App.4th 47

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION LEGAL ADVISORIES

0303.95 Verification of residency, LO: 1-95

OFFICE FOR CIVIL RIGHTS, U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Dear Colleague Letter, May 6, 2011

WEB SITES

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

California Secretary of State, Safe at Home Program: <http://www.sos.ca.gov/safeathome>

Office for Civil Rights, U.S. Department of Education: <http://www2.ed.gov/about/offices/list/ocr>

(11/06 11/07) 11/11

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October 9, 2013

SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT
Santa Maria, California

Administrative Regulation

Residency Based On Parent/Guardian Employment

AR 5111.12

Students

Applications for Admission into District Schools

For purposes of determining eligibility for enrollment in a district school, 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. (Education Code 48204)

(cf. 5111 - Admission)

(cf. 5111.1 - District Residency)

When applying for admission, the parent/guardian shall submit proof of the employment to the Superintendent or designee. This evidence may include, but not be limited to, a paycheck stub or letter from his/her employer listing an actual address within district boundaries. Documentation listing only a post office box as an address shall not be accepted.

Such evidence shall also indicate the number of hours per school week that the parent/guardian is employed at that location.

The Superintendent or designee may deny enrollment based on parent/guardian employment if any of the following circumstances exists:

1. The additional cost of educating the student would exceed the amount of additional state aid received as a result of the transfer. (Education Code 48204)
2. Enrollment of the student would adversely affect the district's court-ordered or voluntary desegregation plan. (Education Code 48204)
3. The school facilities are overcrowded at the relevant grade level.
4. Other circumstances exist that are not arbitrary. (Education Code 48204)

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

Students enrolled in the district on the basis of parent/guardian employment shall not be required to reapply for enrollment in subsequent school years. Such students may continue to attend school in the district through the highest grade offered by the district, if the parent/guardian so chooses and if at least one of the student's parents/guardians continues to be physically employed within district boundaries, subject to the restrictions specified in items #1-4 above. (Education Code 48204)

The Superintendent or designee shall annually request the student's parent/guardian to provide evidence of the employment in order to determine the student's continuing eligibility for enrollment.

Requests for Transfers out of District Schools

When a student requests a transfer out of the district on the grounds that his/her parent/guardian is employed within the boundaries of another district, the Superintendent or designee may disallow the transfer for either of the following reasons: (Education Code 48204)

1. 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.
2. The transfer would negatively impact the district's court-ordered or voluntary desegregation plan.

Notifications

Whenever a student's application for a transfer into or out of the district is denied, the Superintendent or designee shall notify the parent/guardian in writing, including specific reasons for the denial.

(cf. 9324 - Minutes and Recordings)

Legal Reference:

EDUCATION CODE

46601 Failure to approve interdistrict attendance

46607 ADA calculation for residency based on parent employment

48200-48284 Compulsory education law, especially:

48204 Residency based on parent/guardian employment

ATTORNEY GENERAL OPINIONS

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

Management Resources:

WEB SITES

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

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

(7/04 11/07) 11/11

Regulation adopted:
October 9, 2013

SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT
Santa Maria, California

Board Policy

Intradistrict Open Enrollment

BP 5116.1

Students

The Governing Board desires to provide enrollment options that meet the diverse needs and interests of district students and parents/guardians, while also balancing enrollment in order to maximize the efficient use of district facilities. The Superintendent or designee shall establish procedures for the selection and transfer of students among district schools in accordance with law, Board policy, and administrative regulation.

(cf. 5117 - Interdistrict Attendance)

The parents/guardians of any student who resides within district boundaries may apply to enroll their child in any district school, regardless of the location of residence within the district. (Education Code 35160.5)

(cf. 5111.1 - District Residency)

(cf. 5111.12 - Residency Based on Parent/Guardian Employment)

The Board shall annually review this policy. (Education Code 35160.5, 48980)

Enrollment Priorities

No student currently residing within a school's attendance area shall be displaced by another student transferring from outside the attendance area. (Education Code 35160.5)

The Superintendent or designee shall grant priority to any district student to attend another district school, including a charter school, outside of his/her attendance area as follows:

1. Any student enrolled in a district school that has been identified on the state's Open Enrollment List. (Education Code 48354)
2. Any student enrolled in a district school receiving Title I funds that has been identified for program improvement (PI), corrective action, or restructuring. (20 USC 6316)

(cf. 0420.4 - Charter Schools)

(cf. 0520.2 - Title I Program Improvement Schools)

(cf. 6171 - Title I Programs)

3. Any student enrolled in a district school designated by the California Department of Education as "persistently dangerous." (20 USC 7912; 5 CCR 11992)

(cf. 0450 - Comprehensive Safety Plan)

4. Any student who is a victim of a violent crime while on school grounds. (20 USC 7912)

5. Upon a finding that special circumstances exist that might be harmful or dangerous to the student in the current attendance area. Special circumstances, include, but are not limited to, threats of bodily harm or threats to the emotional stability of the student. Any such student may transfer to a district school that is at capacity and otherwise closed to transfers.

To grant priority under these circumstances, the Superintendent or designee must have received either: (Education Code 35160.5)

- a. A written statement from a representative of an appropriate state or local agency, such as a law enforcement official, social worker, or a properly licensed or registered professional, such as a psychiatrist, psychologist, or marriage and family therapist
 - b. A court order, including a temporary restraining order and injunction
6. Any sibling of a student already in attendance in that school.
 7. Any student whose parent/guardian is assigned to that school as his/her primary place of employment.

Application and Selection Process

In order to ensure that priorities for enrollment in district schools are implemented in accordance with law, applications for intradistrict open enrollment shall be submitted between November 1st and December 15th of the school year preceding the school year for which the transfer is requested.

The Superintendent or designee shall calculate each school's capacity in a nonarbitrary manner using student enrollment and available space. (Education Code 35160.5)

Except for priorities listed above, the Superintendent or designee shall use a random, unbiased selection process to determine who shall be admitted whenever the school receives admission requests that are in excess of the school's capacity. (Education Code 35160.5)

Enrollment decisions shall not be based on a student's academic or athletic performance, except that existing entrance criteria for specialized schools or programs may be used provided that the criteria are uniformly applied to all applicants. Academic performance may be used to determine eligibility for, or placement in, programs for gifted and talented students. (Education Code 35160.5)

(cf. 6172 - Gifted and Talented Student Program)

Transportation

Except as required by 20 USC 6316 for transfers out of Title I PI schools, the district shall not be obligated to provide transportation for students who attend school outside their attendance area.

(cf. 3250 - Transportation Fees)

(cf. 3540 - Transportation)

Legal Reference:

EDUCATION CODE

200 Prohibition against discrimination

35160.5 District policies; rules and regulations

35291 Rules

35351 Assignment of students to particular schools

46600-46611 Interdistrict attendance agreements

48200 Compulsory attendance

48204 Residency requirements for school attendance

48300-48316 Student attendance alternatives, school district of choice program

48350-48361 Open Enrollment Act

48980 Notice at beginning of term

CODE OF REGULATIONS, TITLE 5

11992-11994 Definition of persistently dangerous schools

UNITED STATES CODE, TITLE 20

6316 Transfers from program improvement schools

7912 Transfers from persistently dangerous schools

CODE OF FEDERAL REGULATIONS, TITLE 34

200.36 Dissemination of information

200.37 Notice of program improvement status, option to transfer

200.39 Program improvement, transfer option

200.42 Corrective action, transfer option

200.43 Restructuring, transfer option

200.44 Public school choice, program improvement schools

200.48 Transportation funding for public school choice

COURT DECISIONS

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

ATTORNEY GENERAL OPINIONS

85 Ops.Cal.Atty.Gen. 95 (2002)

Management Resources:

U.S. DEPARTMENT OF EDUCATION NONREGULATORY GUIDANCE

Public School Choice, January 2009

Unsafe School Choice Option, May 2004

WEB SITES

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

California Department of Education, Unsafe School Choice Option:

<http://www.cde.ca.gov/ls/ss/se/usco.asp>

U.S. Department of Education, No Child Left Behind: <http://www.nclb.gov>

(3/03 11/08) 3/11

Policy adopted:
October 9, 2013

SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT
Santa Maria, California

Administrative Regulation

Intradistrict Open Enrollment

AR 5116.1

Students

Transfers for Victims of a Violent Criminal Offense

Within a reasonable amount of time, not to exceed 14 days, after it has been determined that a student has been the victim of a violent criminal offense while on school grounds, the student's parents/guardians shall be offered an option to transfer their child to an eligible school identified by the Superintendent or designee. In making the determination that a student has been a victim of a violent criminal offense, the Superintendent or designee shall consider the specific circumstances of the incident and consult with local law enforcement as appropriate. Examples of violent criminal offenses include, but are not limited to, attempted murder, battery with serious bodily injury, assault with a deadly weapon, rape, sexual battery, robbery, extortion, or hate crimes.

The Superintendent or designee shall consider the needs and preferences of the affected student and his/her parent/guardian in making the offer. If the parent/guardian elects to transfer his/her child, the transfer shall be completed as soon as practicable.

Transfers from a "Persistently Dangerous" School

Upon receipt of notification from the California Department of Education (CDE) that a district school has been designated as "persistently dangerous," the Superintendent or designee shall provide parents/guardians of students attending the school with the following notifications:

1. Within 10 days of receipt of the notification from CDE, notice of the school's designation
2. Within 20 days of receipt of the notification from CDE, notice of the option to transfer their child

(cf. 0450 - Comprehensive Safety Plan)

Parents/guardians who desire to transfer their child out of a "persistently dangerous" school shall provide a written request to the Superintendent or designee and shall rank-order their preferences from among all schools identified by the Superintendent or designee as eligible to receive transfer students. The Superintendent or designee may establish a reasonable timeline, not to exceed seven school days, for the submission of parent/guardian requests.

The Superintendent or designee shall consider the needs and preferences of students and parents/guardians before making an assignment, but is not obligated to accept the parent/guardian's preference if the assignment is not feasible due to space constraints or other considerations. For students whose parents/guardians accept the offer, the transfer shall generally be made within 30 school days of receiving the notice of the school's designation from the CDE. If parents/guardians decline the assigned school, the student may remain in his/her current school.

The transfer shall remain in effect as long as the student's school of origin is identified as "persistently dangerous." The Superintendent or designee may choose to make the transfer permanent based on the educational needs of the student, parent/guardian preferences, and other factors affecting the student's ability to succeed if returned to the school of origin.

The Superintendent or designee shall cooperate with neighboring districts to develop an interdistrict transfer program in the event that space is not available in a district school.

(cf. 5117 - Interdistrict Attendance)

Other Intradistrict Open Enrollment

Except for transfers for victims of a violent crime and from a "persistently dangerous school," the following procedures shall apply to intradistrict open enrollment:

1. The Superintendent or designee shall identify those schools which may have space available for additional students. A list of those schools and open enrollment applications shall be available at each school site, the district office, and on the district's web site.
2. After the enrollment priorities have been applied in accordance with Board policy, if there are more requests for a particular school than there are spaces available, a random drawing shall be held from the applicant pool. A waiting list shall be established to indicate the order in which applicants may be accepted if openings occur during the year. Late applicants shall not be added to the waiting list for the current year but shall instead wait for a subsequent lottery.
3. The Superintendent or designee shall provide written notification to applicants as to whether their applications have been approved, denied, or placed on a waiting list. If the application is denied, the reasons for denial shall be stated.
4. Approved applicants must confirm their enrollment within 10 school days.

Once enrolled, a student shall not be required to reapply for readmission. However, the student may be subject to displacement due to excessive enrollment.

Any complaints regarding the open enrollment process shall be submitted in accordance with the applicable complaint procedure.

(cf. 1312.3 - Uniform Complaint Procedures)

Notifications

Notifications shall be sent to parents/guardians at the beginning of each school year describing all current statutory attendance options and local attendance options available in the district. Such notification shall include: (Education Code 35160.5, 48980)

1. All options for meeting residency requirements for school attendance

(cf. 5111.1 - District Residency)

(cf. 5111.12 - Residency Based on Parent/Guardian Employment)

(cf. 5118 - Open Enrollment Act Transfers)

2. Program options offered within local attendance areas
3. A description of any special program options available on both an interdistrict and intradistrict basis
4. A description of the procedure for application for alternative attendance areas or programs and the appeals process available, if any, when a change of attendance is denied
5. A district application form for requesting a change of attendance
6. The explanation of attendance options under California law as provided by the CDE

(cf. 5145.6 - Parental Notifications)

(3/03 11/08) 3/11

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October 9, 2013

SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT
Santa Maria, California

Board Policy

Interdistrict Attendance

BP 5117

Students

The Governing Board recognizes that parents/guardians of students who reside in one district may, for a variety of reasons, choose to enroll their child in a school in another district.

(cf. 0520.3 - Title I Program Improvement Districts)

(cf. 5111.12 - Residency Based on Parent/Guardian Employment)

(cf. 5116.1 - Intradistrict Open Enrollment)

(cf. 5118 - Open Enrollment Act Transfers)

OPTION 1: Interdistrict Attendance Permits

The Board may enter into an agreement with any other school district, for a term not to exceed five school years, for the interdistrict attendance of students who are residents of the districts. (Education Code 46600)

The agreement shall specify the terms and conditions under which interdistrict attendance shall be permitted or denied. It also may contain standards agreed to by both districts for reapplication and/or revocation of the student's permit. (Education Code 46600)

Upon receiving a permit for transfer into the district that has been approved by the student's district of residence, or upon receiving a written request from the parent/guardian of a district student who wishes to enroll in another district, the Superintendent or designee shall review the request and may approve or deny the permit subject to the terms and conditions of the interdistrict attendance agreement.

OPTION 2: School District of Choice Program

The Board has designated the district as a "school district of choice" and shall accept students who reside in other California districts who wish to attend a district school. Each year, the Superintendent or designee shall recommend to the Board the number of transfer students that the district will be able to accept and shall identify the schools, grade levels, and programs that will be able to accept these students.

Upon receiving the Superintendent's recommendation, the Board shall determine the number of students that will be accepted into the district through this program. This number shall be reflected in the minutes of the Board's meeting.

(cf. 9324 - Minutes and Recordings)

The Superintendent or designee shall establish a selection process which ensures that students are admitted to district schools through a random, unbiased process that prohibits evaluation of whether a student should be enrolled based upon his/her academic or athletic performance. If the number of student applications exceeds the number of transfers the Board

has designated for acceptance under the program, the Superintendent or designee shall conduct a random drawing in public at a regularly scheduled Board meeting. (Education Code 48301)

Because the district admits students in accordance with the school district of choice program, the Superintendent or designee shall not admit students based on individual interdistrict attendance permits pursuant to Education Code 46600-46611 except under extraordinary circumstances.

The Superintendent or designee shall maintain a record of requests for admittance that contains all of the following: (Education Code 48313)

1. The number of requests granted, denied, or withdrawn and, for denied requests, the reason for the denial
2. The number of students transferred out of and transferred into the district pursuant to this program
3. The race, ethnicity, gender, self-reported socio-economic status, and the district of residence for each student in item #2 above
4. The number of students in item #2 above who are classified as English learners or students with disabilities

The Superintendent or designee shall report to the Board, at a regularly scheduled meeting, the information specified in items #1-4 above. By May 15 of each year, the Superintendent or designee shall provide the same information, as well as information regarding the district's status as a school district of choice in the upcoming school year, to each geographically adjacent school district, the county office of education, the California Department of Education, and the Department of Finance. (Education Code 48313)

The report to the Board and other agencies shall also include a summary of audit exceptions, if any, resulting from the compliance review of components of the district of choice program conducted as part of the annual district audit. (Education Code 48301, 48313)

Transportation

The district shall not provide transportation beyond any school attendance area. Upon request, the Superintendent or designee may authorize transportation for interdistrict transfer students to and from designated bus stops within the attendance area if space is available.

Limits on Student Transfers Out of the District to a School District of Choice

The Superintendent or designee may limit the number of student transfers out of the district to a school district of choice based on the percentages of average daily attendance specified in Education Code 48307.

In addition, transfers out of the district may be limited during a fiscal year when the County Superintendent of Schools has given the district a negative budget certification or when the County Superintendent has determined that the district will not meet the state's standards and criteria for fiscal stability in the subsequent fiscal year exclusively as a result of student transfers from this district to a school district of choice. (Education Code 48307)

(cf. 3100 - Budget)
(cf. 3460 - Financial Reports and Accountability)

The district may deny a transfer of a student out of the district to a school district of choice if the Board determines that the transfer would negatively impact a court-ordered or voluntary desegregation plan of the district. (Education Code 48301)

Legal Reference:

EDUCATION CODE

41020 Annual district audits
46600-46611 Interdistrict attendance agreements
48204 Residency requirements for school attendance
48300-48316 Student attendance alternatives, school district of choice program
48350-48361 Open Enrollment Act
48900 Grounds for suspension or expulsion; definition of bullying
48915 Expulsion; particular circumstances
48915.1 Expelled individuals: enrollment in another district
48918 Rules governing expulsion procedures
48980 Notice at beginning of term
52317 Regional occupational center/program, enrollment of students, interdistrict attendance

ATTORNEY GENERAL OPINIONS

87 Ops.Cal.Atty.Gen. 132 (2004)
84 Ops.Cal.Atty.Gen. 198 (2001)

COURT DECISIONS

Walnut Valley Unified School District v. the Superior Court of Los Angeles County, (2011) 192 Cal.App.4th 234
Crawford v. Huntington Beach Union High School District, (2002) 98 Cal.App.4th 1275

Management Resources:

CSBA PUBLICATIONS

Transfer Law Comparison, Fact Sheet, March 2011

WEB SITES

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

(11/09 11/10) 7/12

Policy adopted:
October 9, 2013

SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT
Santa Maria, California

Administrative Regulation

Interdistrict Attendance

AR 5117

Students

OPTION 1: Interdistrict Attendance Permits

In accordance with an agreement between the Governing Board and the board of another district, a permit authorizing a student's attendance outside his/her district of residence may be issued upon approval of both the district of residence and the district of proposed attendance.

The Superintendent or designee may approve an interdistrict attendance permit for a student for any of the following reasons when stipulated in the agreement:

1. When the student has been determined by staff of either the district of residence or district of proposed attendance to be a victim of an act of bullying as defined in Education Code 48900(r). Such a student shall be given priority for interdistrict attendance under any existing interdistrict attendance agreement or, in the absence of an agreement, shall be given consideration for the creation of a new permit. (Education Code 46600)

(cf. 5131.2 - Bullying)

2. To meet the child care needs of the student. Such a student may be allowed to continue to attend district schools only as long as he/she continues to use a child care provider within district boundaries.
3. To meet the student's special mental or physical health needs as certified by a physician, school psychologist, or other appropriate school personnel.

(cf. 6159 - Individualized Education Program)

4. When the student has a sibling attending school in the receiving district, to avoid splitting the family's attendance.
5. To allow the student to complete a school year when his/her parents/guardians have moved out of the district during that year.
6. To allow the student to remain with a class graduating that year from an elementary, middle, or senior high school.
7. To allow a high school senior to attend the same school he/she attended as a junior, even if his/her family moved out of the district during the junior year.
8. When the parent/guardian provides written evidence that the family will be moving into the district in the immediate future and would like the student to start the year in the district.

9. When the student will be living out of the district for one year or less.
10. When recommended by the school attendance review board or by county child welfare, probation, or social service agency staff in documented cases of serious home or community problems which make it inadvisable for the student to attend the school of residence.

(cf. 5113.1 - Chronic Absence and Truancy)

11. When there is valid interest in a particular educational program not offered in the district of residence.

12. To provide a change in school environment for reasons of personal and social adjustment.

The Superintendent or designee may deny initial requests for interdistrict attendance permits due to limited district resources, overcrowding of school facilities at the relevant grade level, or other considerations that are not arbitrary. However, once a student is admitted, the district may not deny him/her continued attendance because of overcrowded facilities at the relevant grade level.

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

Within 30 days of a request for an interdistrict permit, the Superintendent or designee shall notify the parents/guardians of a student who is denied interdistrict attendance regarding the process for appeal to the County Board of Education as specified in Education Code 46601. (Education Code 46601)

(cf. 5145.6 - Parental Notifications)

Pending a decision by the two districts or an appeal by the County Board, the Superintendent or designee may provisionally admit a student who resides in another district for a period not to exceed two school months. (Education Code 46603)

Students who are under consideration for expulsion or who have been expelled may not appeal interdistrict attendance denials or decisions while expulsion proceedings are pending or during the term of the expulsion. (Education Code 46601)

(cf. 5119 - Students Expelled from Other Districts)

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

Once a student is admitted to a school on the basis of an interdistrict attendance permit, he/she shall not be required to reapply for an interdistrict transfer and shall be allowed to continue to attend the school in which he/she is enrolled, unless reapplication standards are otherwise specified in the interdistrict attendance agreement. Existing interdistrict attendance permits shall not be rescinded for students entering grade 11 or 12 in the subsequent school year. (Education Code 46600)

OPTION 2: School District of Choice Program

Applications for interdistrict attendance shall be submitted to the district office by January 1 of the school year preceding the school year for which the student may be transferred. The application deadline may be waived upon agreement between the district and the student's district of residence. (Education Code 48308)

The application deadline shall not apply to an application requesting a transfer if the parent/guardian with whom the student resides is enlisted in the military and was relocated by the military within 90 days prior to submitting the application. (Education Code 48308)

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

The Superintendent or designee shall ensure that any communication sent to parents/guardians is factually accurate and does not target particular neighborhoods or individual parents/guardians on the basis of a child's actual or perceived academic or athletic performance or any other personal characteristic. (Education Code 48301)

The district shall give priority for attendance to siblings of students already in attendance in the district. (Education Code 48306)

The district also may give priority for attendance to children of military personnel. (Education Code 48306)

Any existing entrance criteria for specialized schools or programs shall be uniformly applied to all applicants. (Education Code 48305)

Not later than 90 days after the district receives an application for transfer, the Superintendent or designee shall notify the parent/guardian in writing whether the application has been provisionally accepted or rejected and of the student's position on any waiting list.

Whenever the number of applicants exceeds the number of interdistrict transfers that may be accepted as determined by the Governing Board, students accepted for transfer shall be selected by a random drawing of the provisionally accepted applications.

Final acceptance or rejection of applications shall be made by May 15 preceding the school year for which the student may be transferred. (Education Code 48308)

However, if an application is submitted for a student who is residing with a parent/guardian enlisted in the military and that parent/guardian was relocated by the military 90 days prior to the submission of the application, then the district shall make a final decision to accept or reject the application within 90 days of its receipt. If the student's application has been submitted less than 90 days prior to the beginning of the school year, then the district shall accept or deny the application before the school year begins. Upon his/her acceptance, the student may immediately enroll in a district school. (Education Code 48308)

The Superintendent or designee shall notify the student's district of residence of the district's decision.

Students admitted through the school district of choice program are deemed to have fulfilled district residency requirements pursuant to Education Code 48204. (Education Code 48301)

(cf. 5111.1 - District Residency)

(cf. 5116.1 - Intradistrict Open Enrollment)

Final acceptance of the transfer is applicable for one school year and shall be renewed automatically each year unless the Board, by adoption of a resolution, withdraws from participation in the program and no longer accepts transfer students from other districts. (Education Code 48308)

Even if the district withdraws from participation in the program, admitted high school students may continue attending school in the district until they graduate from high school. (Education Code 48308)

The district may accept any completed coursework, attendance, and other academic progress credited to an accepted student by any district(s) he/she has previously attended and may grant academic standing to the student based upon the district's evaluation of the student's academic progress. (Education Code 48309)

(cf. 6146.3 - Reciprocity of Academic Credit)

The district may revoke a student's enrollment if he/she is recommended for expulsion pursuant to Education Code 48918. (Education Code 48309)

The district may deny a transfer into the district under the district of choice program if:

1. The Board determines that the transfer into or out of the district would negatively impact a court-ordered or voluntary desegregation plan of the district. (Education Code 48301)
2. The transfer into the district would require the district to create a new program to serve that student, except that the district shall not reject the transfer of a student with disabilities or an English learner. (Education Code 48303)

(11/09 11/10) 7/12

Regulation adopted:
October 9, 2013

SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT
Santa Maria, California

Board Policy

Grades/Evaluation Of Student Achievement

BP 5121

Students

The Governing Board believes that grades serve a valuable instructional purpose by helping students and parents/guardians understand performance expectations and identifying the student's areas of strength and those areas needing improvement. Parents/guardians and students have the right to receive course grades that represent an accurate evaluation of the student's achievement.

(cf. 5020 - Parent Rights and Responsibilities)

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

The Superintendent or designee shall establish a uniform grading system based on standards that apply to all students in that course and grade level. Principals and teachers shall ensure that student grades conform to this system. Teachers shall inform students and parents/guardians how student achievement will be evaluated in the classroom.

A teacher shall base a student's grades on impartial, consistent observation of the quality of the student's work and his/her mastery of course content and district standards. Students shall have the opportunity to demonstrate this mastery through a variety of methods such as classroom participation, homework, tests, and portfolios.

(cf. 6011 - Academic Standards)

(cf. 6162.5 - Student Assessment)

The teacher of each course shall determine the student's grade. The grade assigned by the teacher shall not be changed by the Board or the Superintendent except as provided by law, Board policy, or administrative regulation. (Education Code 49066)

(cf. 5125.3 - Challenging Student Records)

When reporting student performance to parents/guardians, teachers may add narrative descriptions, observational notes, and/or samples of classroom work in order to better describe student progress in specific skills and subcategories of achievement.

A report card for a student with a disability may contain information about his/her disability, including whether that student received special education or related services, provided that the report card informs parents/guardians about their child's progress or level of achievement in specific classes, course content, or curriculum. However, transcripts that may be used to inform postsecondary institutions or prospective employers of the student's academic achievements shall not contain information disclosing the student's disability.

(cf. 5125 - Student Records)

(cf. 6159 - Individualized Education Program)

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

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.

(cf. 6154 - Homework/Makeup Work)

Grade Point Average

The Superintendent or designee shall determine the methodology to be used in calculating students' grade point averages (GPA), including the courses to be included within the GPA and whether extra grade weighting shall be applied to Advanced Placement, honors, and/or concurrent postsecondary courses.

(cf. 6141.5 - Advanced Placement)

(cf. 6172 - Gifted and Talented Student Program)

(cf. 6172.1 - Concurrent Enrollment in College Classes)

Legal Reference:

EDUCATION CODE

41505-41508 Pupil Retention Block Grant

48070 Promotion and retention

48205 Excused absences

48800-48802 Enrollment of gifted students in community college

48904-48904.3 Withholding grades, diplomas, or transcripts

49066 Grades; finalization; physical education class

49067 Mandated regulations regarding student's achievement

49069.5 Students in foster care, grades and credits

51242 Exemption from physical education based on participation in interscholastic athletics

76000-76002 Enrollment in community college

CODE OF REGULATIONS, TITLE 5

10060 Criteria for reporting physical education achievement, high schools

30008 Definition of high school grade point average for student aid eligibility

UNITED STATES CODE, TITLE 20

1232g Family Education Rights and Privacy Act (FERPA)

6101-6251 School-to-Work Opportunities Act of 1994

CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67 Family Educational Rights and Privacy Act

COURT DECISIONS

Owasso Independent School District v. Falvo, (2002) 534 U.S. 426

Las Virgenes Educators Association v. Las Virgenes Unified School District, (2001) 86 Cal.App.4th 1

Swany v. San Ramon Valley Unified School District, (1989) 720 F.Supp. 764

Johnson v. Santa Monica-Malibu Unified School District Board of Education, (1986) 179 Cal.App.3d 593

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Aiming High: High Schools for the 21st Century, 2002

Taking Center Stage: A Commitment to Standards-Based Education for California's Middle Grades Students, 2001

Elementary Makes the Grade!, 2000

U.S. DEPARTMENT OF EDUCATION OFFICE FOR CIVIL RIGHTS CORRESPONDENCE

Report Cards and Transcripts for Students with Disabilities, October 17, 2008

WEB SITES

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

California Student Aid Commission: <http://www.csac.ca.gov>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

(3/02 11/03) 7/09

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October 9, 2013

SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT
Santa Maria, California

Exhibit

High School Graduation Requirements

E 6146.1
Instruction

STUDENT'S NAME: _____

Permanent ID Number: _____ School: _____

Students must have all boxes ✓ checked YES in order to receive a Certificate of Achievement.

Eligibility Criteria		
Yes	No	The student has completed 220 units of credit. <i>*Delta Only 205 units of credit</i>
Yes	No	The student has completed 150 units of "C" work or better.
		The student has completed the district's required coursework for graduation.
Yes	No	The student has taken the CAHSEE at all available administrations of the test while the student was in the SMJUHS District. <i>All graduating classes must take the CAHSEE at least five times while in our district.</i> <u>List dates the student attempted the test:</u> 10 th grade (1 opportunity) 11 th grade (2 opportunities) 12 th grade (2 opportunities)
Yes	No	Certification that the student has been provided opportunities and support to pass the CAHSEE. <u>List specific interventions/remediation and dates below:</u>
Yes	No	A copy of student's transcript and final grades or a final transcript is attached.

Counselor's Signature: _____ Date: _____

Site Administrator's Signature: _____ Date: _____

Site: Send completed paperwork to Nicole Latham, Student Services at the District Office.

Approved **Denied** Reason: _____

John Davis/ Assistant Superintendent of Curriculum

Date: _____

After approval, distribute copies to: CAHSEE Counselor, site administrator, registrar, guidance technician and data specialist.