

Board Highlights

NMCUSD Agenda Online

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January 2019 Meetings

Approved Course Descriptions for Medical Terminology and Public and Community Health:

These courses will also be submitted to UC for A-G approval and aligned to equivalent community college courses to pursue Dual Enrollment. (View Medical Terminology course description here) (View Public and Community Health course description here)

Approved the June 30, 2018 Annual Financial Report Prepared by Vavrinek, Trine, Day & Co., LLP:

Each year school districts are required to have an external audit. Further, the audit must be performed by a firm that is on a list approved by the State Controller. This outside audit process is in addition to the ongoing monitoring and auditing performed by the Monterey County Office of Education. Public school district fiscal accounting, including payroll, accounts receivable and payable, are under the fiscal oversight of their local county office of education. (View the June 30, 2018 Annual Financial Report here)

Accepted the Student Support and Academic

Enrichment Grant: The district received a competitive grant to provide professional development for arts integration and socio-emotional learning, in addition to offering a full summer academic and enrichment program for all grade levels. Funding must be spent by September 2019. (View Student Support and Academic Enrichment Grant here)

Report on English Learner Roadmap and Multiple

Pathways to Bilingual: The California English Learner

Roadmap: Strengthening Comprehensive Educational Policies, Programs, and Practices for English Learners (CA EL Roadmap):

- State Board Policy
- Guidance Document
- Web-based resources

Vision: English learners fully and meaningfully access and participate in a twenty-first century education from early childhood through grade twelve that results in their attaining high levels of English proficiency, mastery of grade level standards, and opportunities to develop proficiency in multiple languages.

Mission: California schools affirm, welcome and respond to a diverse range of English learner strengths, needs and identities. California schools prepare graduates with the linguistic, academic and social skills and competencies they require for college, career and civic participation in a global, diverse and multilingual world, thus ensuring a thriving future for California.

Superintendent Reports:

- Consortium of Monterey County Office of Education and Nine School Districts (Including NMCUSD) Receives \$729,900 to Recruit and Retain Special Education Teachers
- Supper Program pilot began at Castroville Elementary School On January 14 and at NMC HS on January 28
- Next Budget/ Program Review Advisory Committee Meetings is on Feb. 6, 5:30 p.m.
- Next DELAC meeting is Feb. 11, 6:00 p.m. at NMC MS
- Next LCAP meeting is March 5
- NMC Community Alliance Mixer took place on January 25
- Condor Showcase, took place January 28 at 5:30 p.m.
- Friday, February 1 was a District Professional Day
- Arts Integration Foundation 1 and 2 for 2019 are available

The Four Interrelated Principles

Principle One: Assets-oriented and Needs-responsive Schools

Principle Two: Intellectual Quality of Instruction and Meaningful Access

Principle Three: System Conditions that Support Effectiveness

Principle Four: Alignment and Articulation Within and Across Systems

(View EL Programs and Biliteracy Pathways here)

Approved Projected Enrollment Numbers for 2019-2020: Each year, the District is required to establish enrollment projections for a variety of decisions related to the following:

- School site capacity in terms of the open enrollment (inter-district and intra-district transfers)
- Classroom staffing projections by grade level/grade span
- Facility needs and availability
- Instructional program needs

The method for determining the 2019-20 enrollment projections is as follows: Total enrollment by grade span at each school is determined by matriculating students to the next grade level. Transitional Kindergarten and Kinder students are estimated by averaging the number of enrolled students over the last four years. Enrollment trends over the past several years are evaluated for Independent Study and Central Bay High School. It is important to note that this comparative data is based on CBEDS information (as of the first Wednesday in October). Enrollment can change dramatically throughout the year; for example, last year at this time, 2018-19 CBEDS were estimated at 4719. On CBEDS day for 2018-19 enrollment was 4592, or 127 less. Enrollment for 2018-19 as of December 18, 2018 was 4533, or 186 less than projected last year. The district is seeing lower enrollment throughout all grade levels. Since this loss is spread throughout all grade levels, it is important to still use CBEDS projections for staffing as the loss is immaterial when looking at individual grade span and staffing. An area of concern, however, is the steady decline of enrollment at Central Bay and Independent Study. Between 2015-16 and 2018-19, Independent Study has declined 59 pupils, or 32% and Central Bay has declined 22 pupils, or 36%. Further, for the same time frame, below average attendance of both programs is an area of concern that will need to be addressed. For these reasons when developing LCFF revenue assumptions for the adopted budget, this guarantees that the district prior year guarantee the district will never be funded less than the prior year, and could actually be funded higher if ADA improves. (View Enrollment Estimate 2019-2020 CBEDS here)

Approved the Salary Increase and Associated Salary Schedules as Presented for Each Unrepresented Group (Certificated Unrepresented - Preschool, Adult Ed, and IS Hourly, Classified Confidential, Classified Management, Certificated Management, Classified Licensed Professionals - Occupational Therapists & Social Worker, School Based Mental Health Counselors, and Yard Duty Supervisors) beginning July 1, 2018:

The unrepresented employee groups include: Certificated Unrepresented - Preschool, Adult Ed, and IS Hourly, Classified Confidential, Classified Management, Certificated Management, Classified Licensed Professionals - Occupational Therapists & Social Worker, School Based Mental Health Counselors, and Yard Duty Supervisors.

To increase the salary schedules by 4% for Certificated Unrepresented - Preschool, Adult Ed, and IS Hourly, Classified Licensed Professionals - Occupational Therapists & Social Worker, School Based Mental Health Counselors, and Yard Duty Supervisors beginning July 1, 2018 and to increase the salary schedules by 2.5% and to increase the H&W benefit cap by 1.5% for Classified Confidential, Classified Management, and Certificated Management beginning July 1, 2018.

These changes reflect a similar total compensation amount in relationship to what has already been approved in a settlement with the North Monterey County Federation of Teachers.

Approved the Updated Board Policy 3290 – Gifts, Grants and Bequests: Board Policy 3290 is updated to add a new section on "Online Fundraising" addressing considerations for approving a crowdfunding

Internet platform to raise funds for district, school, or classroom projects or equipment. Such shall specify that the district not the staff member, classroom or school, will own the funded resources.

Board Policy 3290 also adds a prohibition against accepting any gift, grant, or bequest that promotes the use of non-nutritious foods or beverages and provides that any advertising used by a corporate sponsor meets the standards specified in BP 1325 - Advertising and Promotion. (View Board Policy 3290 here)

Approved Updated Administrative Regulation 3320 – Claims and Actions Against District:

Administrative Regulation has been updated to reflect NEW LAW (SB 1053) which clarifies that districts do not have the authority to use district-established claims procedures for claims of childhood sexual abuse and that such claims are governed by the timelines and procedures of Code of Civil Procedure 340.1. (View Administrative Regulation 3320 here)

Approved Updated Administrative Regulation 3543: Administrative Regulation has been updated to reflect NEW LAW (AB 1798) which requires that all school buses be equipped with passenger restraint systems by July 1, 2035.

This regulation also reflects NEW LAW (AB 1840) which delays until March 1, 2019 the requirement that each school bus and student activity bus be equipped with a child safety alert system, and allows for a possible six-month extension for districts with an average daily attendance of 4,000 or less under specified conditions. This update adds the conditions under which a student activity bus is exempt from the requirement to install a child safety alert system.

Both of these new laws (mandates) are currently not funded by the state.

(View Administrative Regulation 3543 here)

Adopted Updated Administrative Regulated (AR) 4200 – Classified Personnel: The regulation is updated to reflect new law, AB 2160, which eliminates the exemption of part-time playground positions from the classified service in merit system districts, thereby making those positions part of the classified service. The regulation also reflects new law, AB 2261, which eliminates the exemption from the classified service, in merit system districts, of community representatives employed in advisory or consulting capacities for not more than 90 working days per fiscal year. A paragraph moved to emphasize that employees in either merit or non-merit system districts who are exempted from the classified service must fulfill obligations related to physical examinations, fingerprinting, and tuberculosis tests. (View AR 4200 here)

Approved Revised Board Policy (BP) and Administrative Regulation (AR) 5144 - Discipline: The policy is updated to reflect, new law, AB 2657, which prohibits seclusion and behavioral restraint of students as a means of discipline, and to encourage staff development regarding equitable implementation of discipline.

The regulation is updated to revise the section on "Detention After School" to more directly reflect state regulations and delete a specific timeline for advance notice to parents/guardians of a student's detention. (View AR 5144 here) (View BP 5144 here)

Presentation on the Career Technical Education Pathways for Expanded Offerings: The District was able to secure additional funding to continue to develop and expand course offerings with the Career Technical Education pathways and also hired Career Technical Education teachers who are able to teach additional courses due to their experience and credentials.

These courses include:

- Physics and Engineering (capstone course for the manufacturing, engineering and design sector)
- Introduction to Medical Terminology, Emergency Medical Technician (EMT)
- Sports Medicine Kinesiology, Sports Medicine/Athletics
- Restorative Justice: Impacting Campus and Community through Service

- New pathway: Science for Natural Resource and Habitat Management, United States History and Natural Resource and Habitat Management, and English: Power of Language and Natural Resource/Habitat

These additional courses and pathways better align with local industry partnerships and job demands as well as student interest. During the next several weeks, and highlighted at the Condor Showcase on January 28, 2019, students will be signing up for the courses they are interested in taking during the 2019-2020 school year. Based upon course requests, a draft Master Schedule will be developed to determine sections offered and tentative teaching assignments.

New courses will be brought to the Board of Education for approval, then to the Mission Trails ROP/CTE JPA Executive Council for approval, and if appropriate submitted for A-G approval for the 2019-2020 school year. (View CTE Pathway plan for extended offerings presentation here)

Discussed Recommendation for 6-8 Instructional Materials Adoption for Mathematics and Science: Go Math! and Amplify Science- California Integrated Course Model:

The California State Board of Education adopted new mathematics framework that was approved by the State Board of Education in November 2013. The California State Board of Education adopted new Next Generation Science Standards (NGSS) as the foundation for the 2016 Science Framework, which was approved by the State Board of Education in November 2016.

North Monterey County Unified School District participated, along with other school districts, in exploring the new mathematics standards and NGSS standards through a series of workshops and county meetings, decided to implement an integrated mathematics and science pathway, beginning at the middle school level. The middle school began using supplemental materials, Math Links to assist in the shift of instruction required by the new mathematics standards, in particular the math practice standards. Teachers have continued training on the mathematics standards and NGSS standards through vertical and horizontal articulation to deepen their understandings of the standards. The California Assessment for Science has been field tested and will be part of the testing requirement in 2019-2020 for grades 5, 8 and once in high school.

Smarter-Balanced Assessment (SBAC) for Mathematics is California's State assessment which first reported results in spring of 2015. After several years of implementing the Math Links program, reviewing student results on the SBAC, and deepening their own understanding of how to better assess student progress, teachers wanted more robust program that has improved ways to assess student progress, specifically in the grade spans of 6-8 grades. The State Board of Education begin a review process of instructional materials for Science in spring of 2018 and obtained recommendations in September 2018. In November 2018, a final list of recommended instructional materials was adopted. Amplify Science: California Integrated Course Model was approved for grades K-8.

North Monterey County Unified School District convened an adoption committee for mathematics 6-8 and the committee selected Go Math! (Houghton Mifflin Harcourt) and enVision Math (Pearson Scott Foresman) to pilot in the fall of 2018. The pilot teachers for grades 6-8 have recommended that Go Math! be adopted as the pathway for grades 6-8. All 7/8 grade mathematics teachers have participated in the pilot and will continue with the Go Math! program for the remainder of the school year. However, the implementation of the new instructional mathematics materials for 6th grade would begin in 2019-2020. Grade K-5 will continue to use the already adopted Math Expressions for grades K-5 and may considered a new adoption in the upcoming school year.

North Monterey County Unified School District convened an adoption committee for Science K-8 and the committee selected Amplify Science to pilot in the fall of 2018. The pilot teachers for grades 6-8 have

recommended that Amplify Science be adopted as the pathway for the units are designed for grades 6-8. All 7/8 grade science teachers have participated in the pilot and will continue with the program for the remainder of the school year. However, the implementation of the new instructional science materials for 6th grade would begin in 2019-2020.

Samples of the Go Math! instructional materials will be available for Public Review from January 24 until February 7 at the District Office. The middle and elementary school sites will also have sample materials for review by District teachers.

Amplify Science units are aligned with the new elementary English language arts/ELD instructional materials program, Benchmark Advanced. The adoption for grades K-5 will be considered later in the calendar year.

Samples of the Amplify Science instructional materials will be available for Public Review from January 24 until February 7 at the District Office. The middle and elementary school sites will also have sample materials for review by District teachers.

A Public Hearing will be held at the next Board meeting held on February 7, 2019 beginning at 7:00 P.M., prior to the Board taking action on the recommendation.

(View Presentation for Mathematics and Science Adoption Process [here](#))

Discussed and Approved the Extended Fieldtrip Request for North Monterey County High School's Band and Color Guard to Walt Disney Resort in Orlando, Florida on March 25-29, 2020:

The North Monterey County High School Band and Color Guard will be attending a fieldtrip to Disneyland in Orlando, Florida during Spring break on March 25, 2020 through March 29, 2020. Students will have a chance to work and learn from professional musicians in the field of music and will also be performing as part of the Disney Performing Arts Onstage Program.

Music Travel Consultants, LLC, is a member in good standing of the Student and Youth Travel Association, the American Bus Association, the National Tour Association and the Better Business Bureau of Central Indiana. It is the Preferred Student Travel Partner of both Music for All and Bands of America, and it is the Preferred Travel Partner of Winter Guard International-Sport of the Arts.

The travel arrangements include: flight, hotel, meals, park entrance fees daily, and other transportation. It does not include extra baggage fees.

If approved, there will be an informational meeting with parents and students at which time a deposit of \$100 and signed agreements will be collected to determine number of students and parents committed to participating. While this is a school-sponsored event it is not required and will take place during non-school days.

Information Report on the California Comprehensive School Safety Plan:

Per California Education Code sections 32280-32289, all California public schools must develop a comprehensive school safety plan. Components included in the plan include:

- **Assessment of School Safety:** Appropriate sources of data have been reviewed to identify school safety issues (California Healthy Kids Survey, suspensions/expulsions, attendance, counseling referrals.)
- **Emergency Response Management System:** A prevention, intervention and response model which includes protocols to respond to natural as well as man made disasters including the use of a unified incident command structure in alignment with first responders.
- **Discipline Policies and Practices:** Existing school site discipline rules and procedures are regularly reviewed to ensure that they are being appropriately enforced and address student behaviors and school safety issues. Student handbooks are given to all students and parents that explain codes of conduct, unacceptable behavior, and disciplinary consequences.
- **Professional development/training activities:** All school personnel receive appropriate training that includes the implementation of a school safety plan, crisis response training, consistent school

discipline, child abuse reporting, recognition and identification of student mental health issues to determine appropriate first response.

- **Counseling and Wellness Services:** Effective counseling and services available to all students such as psychological and social services, attendance improvement, dropout prevention, referrals for other wraparound services.
- **Collaborative Relationships:** Students, parents, community organizations and law enforcement agencies are actively involved in activities that contribute to preventing violence and improving safety.
- **Safe School Programs and Strategies:** Prevention/intervention programs to create a safe school climate such as anti-stigma mental health and prevention strategies, bullying prevention, human trafficking, internet safety, youth suicide prevention and postvention.
- **Campus Security:** Access to the school campus is appropriately restricted, procedures are in place to address visitors to campus, campus supervisors and security personnel and equipment are appropriately utilized.

Each school year, the Comprehensive School Safety Plan is reviewed and updated, in consultation with the School Site Council and review/sign-off of local first responder, then approved by the Board of Education no later than March 1.

Each school's Comprehensive School Safety Plan will be approved by their School Site Council this month and presented to the Board of Education at the February 21, 2019 regular board meeting for approval. (View the Comprehensive Safe School Plans Overview Presentation [here](#))

Approved the Title 1 School Wide Program for North Monterey County High School and Central Bay High School: The purpose of Title 1, Part A funds is to improve instructional programs so that students meet state academic content and performance standards. These funds are allocated to schools with more than 40 % students in the low socio-economic subgroup with patterns of high academic needs, and can be used for teacher and staff professional development or planning, instruction or school restructuring initiatives, supplemental materials, supplemental teachers/coaches, intervention programs and/or parental involvement.

A local education agency (LEA) that receives Title I, Part A funds shall operate one of two programs:

- Schoolwide Program (SWP); or
- Targeted Assistance School (TAS) program.

The purpose of a SWP is to improve academic achievement throughout a school so that all students, particularly the lowest-achieving students, demonstrate proficiency on the State's academic standards (34 CFR 200.25[a][1]). The improved achievement is the result from improving the entire educational program of the school (34 CFR 200.25[a][2]).

NMC High School & Central Bay High School have been targeted to receive Title I funds due to opt-out changes by the state. Both schools are eligible for Title I funding because over 80% of students are identified as part of the low-socio-economic subgroup. In fact, a designated Title 1 School Wide Program would best serve the needs of the school.

In order to designate a school as having a Title 1 School-wide Program, the California Department of Education has defined a process as guidance to districts. It includes conducting a needs assessment, developing a comprehensive plan of support, and annually evaluating the results achieved by the Title 1 School-wide Program implementation.

(View Overview of Title I School Wide Program for NMC HS and Central Bay HS [here](#))

Approved Classroom Staffing Projections for 2019-2020: Classroom staffing projections are based upon approved enrollment projections (Board meeting January 10, 2019), and staffing ratios/formulas per the NMCFT bargaining agreement for the 2019-2020 school year.

Actual enrollment and site capacity ultimately impact the projected staffing for each campus.

Projected Staffing

Castroville Elementary: 25 FTE

Echo Valley Elementary: 20 FTE

Elkhorn Elementary: 26 FTE
 Prunedale Elementary: 27 FTE (-1 FTE based upon current staffing)
 NMC Middle School: 26.4 FTE
 NMC High School: 50.0 FTE
 Central Bay High School: 4 FTE
 NMCCIS: 3 FTE

Classroom Staffing Projection Assumptions for 2019-2020

TK/Kinder: 24:1
 Grades 1-3: 24:1 Average for Grade Span
 Grades 4-6: 31:1
 Grades 7-8: 31:1 Formula for 6 Period Day
 Grades 9-12: 31:1 Formula for 6 Period Day for Students and 165 Total Student Contacts per Teacher for 5 Teaching Periods
 Central Bay: 31:1 Formula* (staffing by enrollment is 1 FTE, however an additional 3.0 FTE are recommended to provide credential coverage for all subjects within the existing program model)
 NMCCIS: 31:1 Formula*

Notes:

- The total number of classroom staffing position may be adjusted based upon changes in actual enrollment.
- Typically adjustments are made to classroom staffing projections in May, late July/early August, and in early September.

*The Superintendent and related school staff are reviewing the program model for Educational Options, which includes Central Bay and NMCCIS, and will bring back recommendations for modifications or updates to the program model at a later date.

P-1 Attendance Report for the 2018-2019 School Year: The District reports official attendance to the State at three intervals: P-1, P-2, and P-Annual. While all State funding is tied to the P-2 report, the District is providing this informational report to the Board on the results of the P-1 attendance reporting period (August 2018 through December 2019).

Historically, attendance has dropped between the P-1 and P-2 reporting periods as follows:

	2014-15	2015-16	2016-17	2017-18
P-2 Decline	-25.4	-25.3	-30.2	-21
% Decline	-0.5967	-0.5839	-0.6976	-0.4789

The largest ADA declines have historically occurred in Grades 4-6 and Grades 9-12.

The attached report is summarized comparative data of the District's P-1 attendance, by site and by grade level, showing the percentage of ADA. The District and school attendance goal is 95%, and with the exception of Independent Study and Central Bay High School, all sites are at that goal for P-1. (View 2018-19 P-1 ADA by Program here)

Report on Employee Attendance Data through Fall Semester 2018-2019: This is an informational item that is brought forth for review and discussion at least annually to track trends and patterns for coverage during school days throughout the year. (View Employee Attendance Report here)

2019-20 Governor's Proposed Budget Update and Preliminary Budget Assumptions: Staff attended the School Services of California 2019-20 Governor's Proposed State Budget update January 15, 2019 in Sacramento. In an effort to keep all stakeholders informed, Staff will present information on key components of the Governor's initial proposals with a short PowerPoint presentation. This information is presented to the Board of Trustees for information and approval of the preliminary budget development assumptions for 2019-20. (View 2019-20 Governor's Proposed State Budget presentation here)

Approved Revised Board Policy (BP) 1100 – Communication with the Public: The policy has been

updated to add definition of the types of mass mailings that cannot be sent at district expense and to reflect law which prohibits certain mass mailings, which are otherwise permissible, from being sent within 60 days preceding an election. Policy also deletes references to repealed Title 2 regulation (Register 2018, No. 12). (View Revised Community Relations BP 1100 here)

Approved Revised Board Policy Board Bylaw 9110 – Terms of Office: Bylaw updated to reflect NEW LAW (AB 2449) which changes the commencement of the term of office of board members from the first Friday in December following their election to the second Friday in December. Bylaw also provides that, if the district chooses or is required to consolidate its board elections with the local municipal or state primary or general elections, elections could occur in even-numbered years and the term of incumbent board members would be extended to align with the next election. Note: North Monterey County Unified School District and the Monterey County Board of Supervisors has already approved resolutions to move elections to even years beginning in 2020. (View Board Bylaw BB 9110 here)

Approved Revised Board Bylaw 9322 – Agenda/ Meeting Materials: Bylaw updated to reflect requirement effective January 1, 2019 that districts post a direct link on the homepage of their web site to the current board meeting agenda or to the district's agenda management platform. Bylaw also clarifies that the agenda need not provide an opportunity for public comment on any agenda item that has previously been considered at an open meeting of a committee comprised exclusively of board members. The NMCUSD website link has been updated and does have an icon that directly links traffic to the board agenda page to click on the latest and previous agendas. (View Board Bylaws BB 9322 here)

Updated on Capital Improvements through Renewable Energy & Energy Saving Measures: Updated on progress to identify locations, design solar power arrays to generate power and create optimal energy savings for each district owned site, as well as identify capital improvements to reduce energy consumption. Discussed financing options through energy savings from renewable energy project and implementation of energy saving measures. A formal resolution and related documents will be presented for approval at the next board meeting, after a public hearing is conducted. (View Renewable Energy Plan here)