

Board Highlights

NMCUSD Agenda Online

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August 23, 2018

Approved the Response to the 2017-2018 Monterey County Civil Grand Jury Report- “School Boards Make a Difference, Improving Education: The Role of Local School Boards”: The primary mission of a Civil Grand Jury in the State of California is to examine county and city governments, as well as districts and other offices, in order to ensure that the responsibilities of these entities are conducted lawfully and efficiently. The Civil Grand Jury is also responsible for recommending measures for improving the functioning and accountability of these organizations, which are intended to serve the public interest. This report examined local school boards and names all 24 districts, including MCOE in the report. As required by statute, the Board has responded to the findings and recommendations.

[\(View Response Here\)](#)

Public Hearing and Approved on Resolution No. 2018-1901 Certifying Sufficiency of Textbooks or Instructional Materials for the 2018-19 School Year:

Education Code specifies that governing boards of school districts are to determine and certify through a public hearing each year that each pupil in the district will have sufficient textbooks or instructional materials which are consistent with the content and cycles of the curriculum framework adopted by the State Board of Education. K-12 principals have verified that sufficient standards aligned textbooks or materials have been ordered for each enrolled pupil in North Monterey County Unified School District.

[\(View Resolution 2018-1901 Here\)](#)

Approved Increase of 1.675 FTE Paraprofessional-Special Education and Decrease 0.75 FTE

Instructional Assistant-Special Education: An vacant Instructional Assistant-Special Education needs to be converted to a Paraprofessional-Special Education to provide required services to an incoming student at Prunedale Elementary. Additionally, due to enrollment numbers at NMC Middle School, there is a need for a second Paraprofessional-Special Education position to provide required services and to support identified students.

Approved the 0.409375 FTE Yard Duty Increase at Castroville Elementary: Castroville safety and supervision needs have been reviewed and an additional 0.409375 FTE increase (3.275 hours) to Yard Duty positions are needed. Appropriate supervision includes, multiple playgrounds before school and during recesses and lunch, the cafeteria during breakfast and lunch and the campus and exit points before and after school. During the 2017-18 school year the campus supervision needs were covered through supplemental pay. The 0.409375 FTE reflect a shift of resources from supplemental pay to regular pay.

Adopted the Submission of the Annual Declaration of Need for Fully Qualified Educators to the Commission on Teacher Credentialing: Submission of a Declaration of Need for Fully Qualified Educators by the employing agency shall be a prerequisite to the issuance of any emergency permit and/or limited assignment permit for that agency. The Declaration of Need for Fully Qualified Educators by an employing agency shall be valid for no more than twelve months, and shall expire on June 30 of the year following its submission to the Commission. A Declaration of Need for Fully Qualified Educators by a school district shall

Superintendent Reports:

Upcoming Back to School Nights:

- Mon. August 27 – NMC HS
- Weds. August 29- Elkhorn Elementary
- Thurs. August 30- Prunedale Elementary
- Thurs. Sept. 6- NMC MS
- Tues. Sept. 11- Echo Valley Elementary
- Weds. Sept. 12- Castroville Elementary
- Weds. Sept. 19- Central Bay High

be adopted by a governing board in a regularly-scheduled, public meeting of the Board. The entire Declaration of Need for Fully Qualified Educators shall be included in the Board agenda.

Adopted of New Board Policy (BP) 3515.21 – Unmanned Air Systems: Addition of new optional board policy which addresses strategies for avoiding disruption and maintaining the safety, security, and privacy of individuals when the district grants permission for a person or entity to operate an unmanned aircraft system (drone) on or over district property. This policy reflects federal regulations and Federal Aviation Administration guidance, and provides that the district shall only grant permission if the planned activity supports the district's own instructional, co-curricular, extracurricular, or operational purposes. ([View new BP 3515.21 here](#))

Adopted New Board Policy (BP) 0415 - Equity: The new policy addresses the district's recognition and response to the unique barriers facing historically underserved and underrepresented student populations. The policy expresses the district's intent to proactively identify class and cultural biases as well as practices that impede equal access to opportunities for all students. The policy also presents examples of strategies to promote equity in district programs and activities. ([View BP 0415 here](#))

Adopted the Updated Board Policy (BP) and Administrative Regulation (AR) 6171 - Title I Programs: The policy is updated to address (1) the requirement to use federal Title I funds to supplement, not supplant, funds available from state and local sources; (2) use of the district's local control and accountability plan to fulfill requirements for the Title I local educational agency plan; and (3) methods for demonstrating the comparability of services between Title I and non-Title I schools. The regulation is updated to reflect amendments by the Every Student Succeeds Act related to schoolwide programs, targeted assistance programs, and participation by private school students. ([View AR 6171 and BP 6171 here](#))

Adopted the Updated Board Policy and Administrative Regulation 6174-Education for English Learners: BP/AR 6174 - Education for English Learners (BP/AR revised) is updated to reflect NEW STATE REGULATIONS (Register 2018, No. 20) governing the implementation of Proposition 58 requirements pertaining to language acquisition programs, and to delete references to the former state assessment of English proficiency. Policy also adds concepts recommended in NEW CDE PUBLICATION ([The California English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs and Practices for English Learners](#)). Regulation adds definitions of designated and integrated English language development, renumbers cite to state regulations related to testing accommodations pursuant to NEW STATE REGULATIONS (Register 2018, No. 4), and reflects NEW LAW (AB 81, 2017) which requires specified information related to "long-term English learners" or "students at risk of becoming a long-term English learner" to be included in the Title I or Title III parental notification of a student's assessment of English proficiency. ([View BP and AR 6174 here](#))

Adopted the Updated Board Policy (BP) 6162.5 - Student Assessment: The policy updated to reflect new law AB 1035, which addresses the use and purpose of interim and formative assessments that are part of the California Assessment of Student Performance and Progress, prohibits their use for high-stakes purposes as defined, and requires that teachers who administer the assessments have access to all pertinent functions and information. ([View BP 6162.5 here](#))

Adopted the Updated Administrative Regulation (AR) 5141.32 - Health Screening for School Entry: The regulation is updated to reflect new law SB 379, 2017, which changes the date by which the district must report oral health assessment data to the county office of education and/or state dental director and requires the certification form developed by the California Department of Education (CDE) to include parental rights related to oral health assessments offered at school sites. The regulation also deletes the requirement to notify parents/guardians of the telephone number for the Healthy Families program, which is no longer operational. ([View AR 5141.32 here](#))

Adopted the Updated Board Policy Open/Closed Campus 5112.5 and Deletes AR: Policy revised to clarify that a student's unauthorized absence from school constitutes an unexcused absence but is not

classified as truancy unless it meets the legal definition of truancy based on the number of absences during the school year. Regulation deleted and key concepts moved to BP. ([View BP 5112.5a here](#))

Adopted the Updated Administrative Regulation (AR) 3230– Federal Grant Funds: Administrative Regulation updated to clarify that any federal formula or discretionary grant funds awarded to the district, including a federally funded child nutrition program according to new law (SB 544), must comply with the federal Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards. This update also reflects new federal regulation (82 Fed. Reg. 22609) which delays, until July 1, 2018, the date by which districts must comply with the procurement standards in the Uniform Guidance. ([View AR 3230 here](#))

Adopted the Updated Board Policy (BP) 3312.2 and Delete Administrative Regulation (AR) 3312.2– Educational Travel Program Contracts: Updated policy clarifies the board's responsibility to approve contracts for educational travel programs and adds contract components, formerly contained in the AR. Administrative Regulation can now be deleted as the key concepts have been moved to the board policy. ([View AR 33122 here](#))

Adopted the Updated Board Policy (BP) 1400 – Relations Between Other Government Agencies and the Schools and Delete Board Policy (BP) 1020 – Youth Services: Policy revised to delete material regarding the use of school facilities as a polling place, now addressed in Board Policy 1330 - Use of School Facilities. Board Policy 1400 adds material on collaboration with local government agencies, formerly in BP 1020 - Youth Services. Board Policy 1020 – Youth Services key concepts has been moved to Board Policy 1400 - Relations Between Other Governmental Agencies and the Schools is no longer needed and should be deleted. ([View BP 1400 here](#))

Adopted the Updated Administrative Regulation (AR) 3541– Transportation Routes and Services: Administrative regulation updated to reflect new law (AB 1453) which authorizes districts to provide for the transportation of adult volunteers to and from educational activities. Administrative regulation also reflects requirement to provide transportation consistent with a student's Section 504 plan, and clarifies the district's responsibility with respect to transportation for homeless students and foster youth. ([View AR 3541 here](#))

Adopted the Updated Administrative Regulation (AR) 3514.2 – Integrated Pest Management: Administrative regulation has been updated to clarify the applicability of integrated pest management requirements to child care facilities; it also revises the date by which the annual training requirement became effective, and adds the requirement for pesticide-specific training. This regulation also reflects new state regulation, Register 2017, No. 45, which prohibits growers from making certain agricultural pesticide applications within one-quarter mile of a school site between 6:00 a.m. and 6:00 p.m. on weekdays and requires such growers to annually notify the principal or designee regarding pesticides it expects to use during the year. ([View AR 35142 here](#))

Adopted the Updated Board Policy (BP) 3320 and Administrative Regulation (AR) 3320– Claims and Actions Against the District: Board policy and administrative regulation updated to clarify the applicability of the Government Claims Act to certain claims for money or damages against the district, and to reflect new court decision, Big Oak Flat-Groveland Unified School District v. Superior Court of Tuolumne Court, which upheld that district's right to require that a claim be submitted using district procedures before a lawsuit may be filed. Administrative Regulation also updated to expand section on "Time Limitations."

Adopt Updated Board Policy (BP) and Administrative Regulation (AR) 4161.9/4261.9/4361.9 - Catastrophic Leave Program: The policy and regulation are substantially revised and reorganized to clarify requirements for the catastrophic leave program. The policy recommends that donated leave be placed into a pool for eligible employees rather than earmarked for particular employees, and adds notification to employees regarding the program. The regulation provides that donation of leave be made in writing to the superintendent rather than the board, encourages employees to retain sufficient leave for their own potential use, and provides that employees will be ineligible for catastrophic leave while receiving workers' compensation benefits. ([View AR and BP 4161.9/ 4261.9/ 4361.9 here](#))

3. Career Technical Education Incentive Grant was funded in the restricted side of the budget in the amount of \$94,874. Since this is a restricted resource, expense budgets were set up for the total of this grant.

4. There is also a new apportionment in the state budget, the Low -Performing Students Block Grant. The purpose is to help improve the performance of students with the lowest standardized test scores that are not counted already as unduplicated pupil percentage (UPP). This is estimated to be about \$2,000 per student. The District will not budget for these funds at this time until further guidance from the State is developed. ([View 2018-19 45 day Revise document here](#))

Approved the Certificated Salary Schedules Effective July 1, 2018 as Presented: The updates to the salary schedules reflect previously approved increases to total compensation of 3.62% and an recently calculated 0.38% increase based upon an approved negotiated formula. Based on the formula, 35% of the total increase in base grant revenue between the 45-day revise calculation and the adopted budget calculation is allocated for a salary increase for the certificated bargaining unit. Thus, making the total increase in salary 4%, effective July 1, 2018.

Approved the Certificated Education Technology/Illuminate Lead job Description and Associated Stipend for the 2018-19 School Year: The duties of the Educational Technology/Illuminate Lead at each site will be critical to ensure every teacher on sites understand how to use the tools in Illuminate and appropriately integrate the use of educational technology to support student learning as a part of LCAP Goals #1 and #2. Their role in use of data will be essential in supporting the implementation of a Multi-Tiered System of Support at each school. Their responsibilities will include:

- Serving as a resource to grade level and content area teachers;
- Providing site training and assist with district training, as needed, on the use of Illuminate and the tools to support the use of data to inform instructional practices; and
- Participating as a member of Educational Technology Committee by attending meetings and helping to refine the Educational Technology Plan and support its implementation.

([View Job Description Here](#))

Reviewed Interim Common Assessment Pilot Results in Mathematics from the 2017-2018 School Year: In the summer of 2017, teacher leaders on the Curriculum Council for Math along with assistance from consultant from Key Data Systems developed common assessments for mathematics to be implemented during the 2017-2018 school year. The results of these assessments will be shared an informational report.

The Curriculum Council teacher leaders met in June and again in July to review the results, review and revised the interim math assessments for the 2018-2019 school year and also worked on resource document to outline learning progressions TK-12 for essential standards and related skills in mathematics. This work will be shared with other teachers on August 10th (elementary) and August 13th (secondary). ([View Common Interim Math Assessments Pilot for 2017-2018 here](#))

Reviewed Graduation Board Policy and Administrative Regulation in Comparison to Other Local High School Graduation Requirements: The graduation board policy and administrative regulation was updated in February 2018 to reflect legal requirements referenced within the policy. The graduation policy was previous updates in January 2015 to add a technology course requirement and to update language regarding Career Technical Education courses.

A review and comparisons of other local high school graduation policies was conducted and is presented in a summary chart attached for discussion. It is recommended that the requirement for completing community service hours for graduation be tied to a specific course of study to be aligned with the guidelines from the State. A recommendation for students entering within the high school, typically for 9th grade, would create a plan for community service during the 21st Century Skills class. The required Government course, typically taken during the 12th grade year, would incorporate lessons within the

course related to civics and community service. This follows the recommendations within the History/Social Science new framework to focus on College, Career and Civic education.

In addition, it is recommended that there be an Ethnic Studies course developed following the recommended guidelines from the State for future consideration as part of the required course of study for graduation. ([View Graduation Requirements Comparison here](#))

Approved the Revised Board Policy (BP) and Administrative Regulation (AR) 4158/4258/4358 -

Employee Security: The policy is updated to add staff training on procedures for responding to an active shooter situation, condense options on pepper spray to recommend that any possession of pepper spray by employees require advance written permission, and reflect renumbering of legal cite pertaining to pepper spray.

The regulation is updated to clarify the reporting of an attack, assault, or threat and to modify section on pepper spray consistent with revisions to the BP. ([View AR and BP 4158/ 4258/ 4358 here](#))

Approved the Revised Dates for Regular Board Meetings in November: The November regular board meeting dates will be Thursday, November 1, 2018 and Thursday, November 15, 2018 with open session beginning at 7:00 PM.

Presentation on Capital Improvements through Renewable Energy and approved of Program Development Agreement with Engle Services:

District staff have been researching options for replacing deteriorating and failing mechanical infrastructure at district school sites. One of the options being presented here is to utilize renewable energy to fund the boiler replacement at North Monterey County Middle School. ([View Presentation Here](#))

Districts Implementation of the Community Eligibility Provision for School Year 2018-19:

Senate Bill 138 Universal Meal Service and the Community Eligibility Provision: This pilot program resulted in Senate Bill 138, taking this successful pilot statewide: SB 138 – School Districts considered “very high poverty” must apply by September 1, 2018, to operate a Universal Meal Service – Very high poverty schools have >62.5% Identified Student Percentage (ISP) which are students who are direct certified through SNAP, Medi-Cal, TANF, Migrant, Homeless, etc.

NMCUSD had four very high poverty sites identified (not including Castroville elementary school, which was already on an alternative provision meal program): North Monterey County Middle School, Elkhorn Elementary School, Echo Valley Elementary School and Prunedale Elementary School

After going through the process, and in an effort to reach the maximum amount of student possible, NMCUSD decided apply for the Community Eligibility Provision for all school sites and was approved.

-School breakfast and lunch is FREE of charge to all students

-Effective in the 2018/19 school year

-No meal charges, therefore no “bad debt”

When CEP is implemented, NMCUSD **must rely on parents to submit “the alternate income form” instead of the meal application applications in order to reach our level of funding**

-The form collection has shifted from the free & reduced price meal application to the alternative income form

-While collection of the forms has been disconnected from the lunch program, Child Nutrition services will continue to collect and process alternative income forms, as the department has the knowledge and expertise to do so.

How to address the concern? Ensure that parents of students not directly certified submit the alternate income forms. Means to achieve this are:

-Educate parents about the direct impact to funding for every eligible student school sites not identified.

-Target all families to complete the alternate income form and use a variety of methods to encourage them to complete the form:

-Letters and communication to parents

-Back to the Nest and back to school nights

The district will apply all efforts necessary to ensure maximum completion of the alternative income forms by households. The Universal Meal Program is a win for every student in the school district and the district looks forward to serving nutritious, well-balanced meals to all students all year long for free. ([View CEP Fact Sheet here](#))

Report on 2017-2018 Spring 2nd Semester (Ds and Fs) Grades for North Monterey County High School and Middle School 4th Quarter Grades:

Grades are an important academic achievement measure and in particular passing with a "C" or better is essential to ensure students are mastering key standards and skills and in specific courses, earning A-G credits. The LCAP goals have grades as a outcome measure for Math in grades 7-12, completion of A-G courses, literacy as indicated in English Language Arts and to ensure students are able to graduate with enough credits.

When 25% or more of a group of students have Ds and/or Fs in a particular course or classroom, there are programmatic needs that must be addressed. When there are 25% or more courses that have Ds and/or Fs the issue is systemic and must be addressed school wide.

Teachers, parents and students must work together to determine the reason(s) why a student has a D and/or F grade and make a plan for improvement. If there are several classrooms and/or courses that have significant Ds and/or Fs, the school must work to define the programmatic reason(s) and address it immediately.

The attached report indicates grade results from the spring 2nd semester/4th quarter of the 2017-2018 school year. Previous reports demonstrate programmatic issue related to Ds and Fs across multiple courses and classrooms, especially at North Monterey County High School. These results demonstrated a continued pattern based upon previous information and a key finding from the high school's WASC self-study and site visiting committees report in the spring of 2014 and again in spring 2017. The WASC Action Plan and Single Plan for Student Achievement (SPSA) address this as an areas of need.

In addition, teachers have and will continue to be provided with professional development regarding best practices for grading and assessment of students and how to utilize the Illuminate grade book and Parent Portal to it's fullest potential. Teachers will be supported in conducting parent conferences and the District and high school administrators will ensure parent educational nights are established to support parents in understanding how they can assist their middle and high school student. ([View 2017-2018 Spring Longitudinal D and F Report here](#))

Report on Preliminary Class of 2018 Graduation Rate

The graduation rate is one of our LCAP metrics for accountability and it is essential that we review the status of each student who is to graduate. Students who are not meeting graduation requirements have the following options depending on their appropriate educational placement.

1. Students can continue as a 5th year senior and complete their graduation requirements, when appropriate.
2. Students can finish missing requirements within one calendar year, usually completed over the summer, to earn a high school diploma.
3. If appropriate, students who qualify under their Individual Educational Program (IEP) may continue to receive services they require until age 22 years. Students with IEPs may not be on a diploma pathway and could earn a certificate of completion in lieu of a diploma.
4. Students may be considered a dropout because they left the area and the school cannot determine if they have enrolled in a school to complete their education. ([View Report Here](#))

National Student Clearinghouse Reports for Class of 2017 Post High School:

As part of the Bright Futures College Readiness initiative, NMCUSD has partnered with the National Student Clearinghouse to track student post high school enrollment in higher education. Attached are initial reports for NMCUSD.

The National Student Clearinghouse® Research Center™ is the research arm of the National Student Clearinghouse. The Research Center works with higher education institutions, states, districts, high schools, and educational organizations to better inform practitioners and policymakers about student educational pathways. Through accurate longitudinal data outcomes reporting enables better educational policy decisions, leading to improved student outcomes.

Since 1993, the Clearinghouse has been a nonprofit education partner to the nation's colleges and universities, providing them with critical educational reporting, verification, and research services.

The Clearinghouse's approach is:

Flexible: The Clearinghouse captures data from all types and sizes of institutions (e.g., public/private, 2-/ 4-year, nonprofit/for-profit) and is well positioned to capture information from the education and workforce data providers of the future.

Optimized: The Clearinghouse meets state and federal accountability and assessment needs. The reports available through our educational research service, StudentTracker®, can also be provided on a district- or individual school-level, enabling them to make meaningful changes based upon their unique needs and characteristics.

Efficient: While the Clearinghouse's StudentTracker service yields information that can be used for a variety of institutional research purposes, participation in the Clearinghouse also delivers programs and services to institutions improve the services they provide to their students and alumni.

Trusted & Neutral: The Clearinghouse has served the education community as a nonadvocacy third-party agent for 20 years. As their longstanding partner, our participating institutions trust the Clearinghouse to maintain the integrity of their student records on our system and respect their role as data owner.

Sustainable: The Clearinghouse is a nonprofit organization that does not receive state or federal appropriations. The data process is supported through the fees we collect from third parties for services provided on behalf of our participating institutions.

FERPA Compliant: The Clearinghouse's services are designed to facilitate compliance with the Family Educational Rights and Privacy Act, The Higher Education Act, and other applicable laws.

[\(View National Student Clearinghouse Report for Post high School here\)](#)