

**PACIFIC GROVE UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION
REGULAR MEETING**

Trustees

Tony Sollecito, President

John Thibeau, Clerk

Debbie Crandell

John Paff

Bill Phillips

Lela Hautau, Student Rep

DATE: Thursday, February 5, 2015

TIME: 6:30 p.m. Closed Session
7:00 p.m. Open Session

LOCATION: District Office - Jessie Bray Conference Room
435 Hillcrest Avenue
Pacific Grove, CA 93950

The Board of Education welcomes you to its meetings, which are regularly scheduled for the first and third Thursdays of the month. Regular Board Meetings shall be adjourned by 10:00 pm, unless extended to a specific time determined by a majority of the Board. This meeting may be extended no more than once and may be adjourned to a later date. Individuals who require special accommodation, including but not limited to an American Sign Language interpreter, accessible seating or documentation in accessible formats, should contact the Superintendent at least two days before the meeting date.

Any writings or documents that are public records and are provided to a majority of the Governing Board regarding an open session item on this agenda will be made available for public inspection in the District Office located at 435 Hillcrest Avenue, Pacific Grove during normal business hours.

AGENDA AND ORDER OF BUSINESS

I. OPENING BUSINESS

- A. Call to Order
- B. Roll Call
- C. Adoption of Agenda

II. CLOSED SESSION

A. Identify Closed Session Topics

The Board of Education will meet in Closed Session to consider matters appropriate for Closed Session in accordance with Education and Government Code.

- 1. Negotiations - Collective Bargaining Session planning and preparation with the PGTA for 2015/16 [Gov't Code Section 3549.1 (d)] Executive session between the public school employer and its designated representative, Dr. Ralph G. Porras, for the purpose of giving direction and updates.

2. Negotiations - Collective Bargaining Session planning and preparation with the CSEA for 2015/16. [Gov't Code Section 3549.1 (d)] Executive session between the public school employer and its designated representatives, Dr. Ralph G. Porras and Billie Mankey, for the purpose of giving direction and updates.

B. Public comment on Closed Session items

C. Adjourn to Closed Session

III. RECONVENE IN OPEN SESSION

A. Report action taken in Closed Session:

1. Negotiations - Collective Bargaining Session planning and preparation with the PGTA
2. Negotiations - Collective Bargaining Session planning and preparation with the CSEA

B. Pledge of Allegiance

Led by: _____

IV. PRESENTATION OF DESIGN FOR ROBERT DOWN LUNCH AREA

Presented by Oona Johnson. The District Administration recommends that the Board review the design of the lunch area at Robert Down Elementary School, and provide direction as needed.

V. COMMUNICATIONS

A. Written Communication

B. Board Member Comments

C. Superintendent Report

D. PGUSD Staff Comments (Non Agenda Items)

VI. INDIVIDUALS DESIRING TO ADDRESS THE BOARD

Public comment on any item of interest to the public that is within the Board's jurisdiction will be heard. The Board may limit comments to no more than three (3) minutes for each agenda or non-agenda item; a total time for public input on each item is 20 minutes, pursuant to Board Policy 9323. Public comment will also be allowed on each specific action item prior to Board action thereon. This meeting of the Board of Education is a business meeting of the Board, conducted in public. Please note that the Brown Act limits the Board's ability to respond to public comment. The Board may choose to direct items to the Administration for action or place an item on a future agenda.

VII. CONSENT AGENDA

*Items listed under the Consent Agenda are considered to be routine and/or may have been discussed at a previous Board meeting. **There is no discussion of these items prior to the Board vote unless a member of the Board requests specific items be discussed and/or removed from the Consent Agenda.** Each item on the Consent Agenda approved by the Board of Trustees shall be deemed to have been considered in full and adopted or received as recommended.*

- | | |
|---|-----------|
| | Page
9 |
| A. <u>Minutes of January 22, 2015 Board Meeting</u>
Recommendation: (Ralph Gómez Porras) Approval of minutes as presented. | |
| B. <u>Certificated Assignment Order #9</u>
Recommendation: (Billie Mankey) The administration recommends adoption of Certificated Assignment Order #9. | 14 |
| C. <u>Out of County or Overnight Activities</u>
Recommendation: (Rick Miller) The Administration recommends that the Board approve or receive the request as presented. | 16 |
| D. <u>Warrant Schedules No. 556</u>
Recommendation: (Rick Miller) As Assistant Superintendent for Business Services, I certify that I have reviewed the attached warrants for consistency with the District’s budget, and purchasing and accounting practices and therefore, recommend Board approval. | 22 |
| Move: _____ Second: _____ Vote: _____ | |

VIII. ACTION/DISCUSSION

- | | |
|--|----|
| A. <u>Board Calendar/Future Meetings</u>
Recommendation: (Ralph Gómez Porras) The Board review and possibly modify the schedule of meeting dates on the attached calendar and determine, given information from the Administration, whether additional Board dates or modifications need to be established. | 24 |
| Move: _____ Second: _____ Vote: _____ | |

IX. INFORMATION/DISCUSSION

- | | |
|--|----|
| A. <u>2015-16 Budget Discussion</u>
Recommendation: (Rick Miller) The District Administration recommends that the Board review components of the 2015-16 District Budget.

Board Direction: _____ | 26 |
| B. <u>High School Western Association of Schools and Colleges Report</u>
Recommendation: (Matt Bell) The Pacific Grove High School Administration recommends that the Board review the 3-year Western Association of Schools and Colleges (WASC) visitation draft report and give input as warranted.

Board Direction: _____ | 30 |

- C. Review Plans for the 2014-15 State Standardized Testing 57
Recommendation: (Bruce Cates) The District Administration recommends that the Board review the information provided regarding District plans for state testing for 2014-15.

Board Direction: _____

- D. Review the Possibility of Starting a Breakfast Program at the Elementary School Level 58
Recommendation: (Dianne Hobson) The Administration recommends that the Board review and give direction concerning the request from PGTA to investigate whether a breakfast program or snack program could be introduced at the elementary school level.

Board Direction: _____

- E. Future Agenda Item 60
Recommendation: (Ralph Gómez Porras) The Board review the list of items, and direct Administration to add items to the list and/or schedule items for a particular agenda.

Future Agenda Items

Discussion of Extracurricular Activities Budgets (March)
Special Education Transition Program Proposal
Update on State Testing and Reporting
Update on School Resource Officer

Board Direction: _____

X. ADJOURNMENT

Next regular meeting: March 5, 2015 – District Office

SUBJECT: Presentation of design for Robert Down lunch area

PERSON RESPONSIBLE: Rick Miller, Assistant Superintendent for Business Services

RECOMMENDATION:

The District Administration recommends that the Board review the design of the lunch area at Robert Down Elementary School, and provide direction as needed.

BACKGROUND:

The funding provided by Measure D has a remaining budget of \$87,704 which is designated for Robert Down Elementary School. In January, a design to improve the lunch table area was presented to the Robert Down School Site Council by architect Oona Johnsen. In addition, there are site funds that will be available for this project.

INFORMATION:

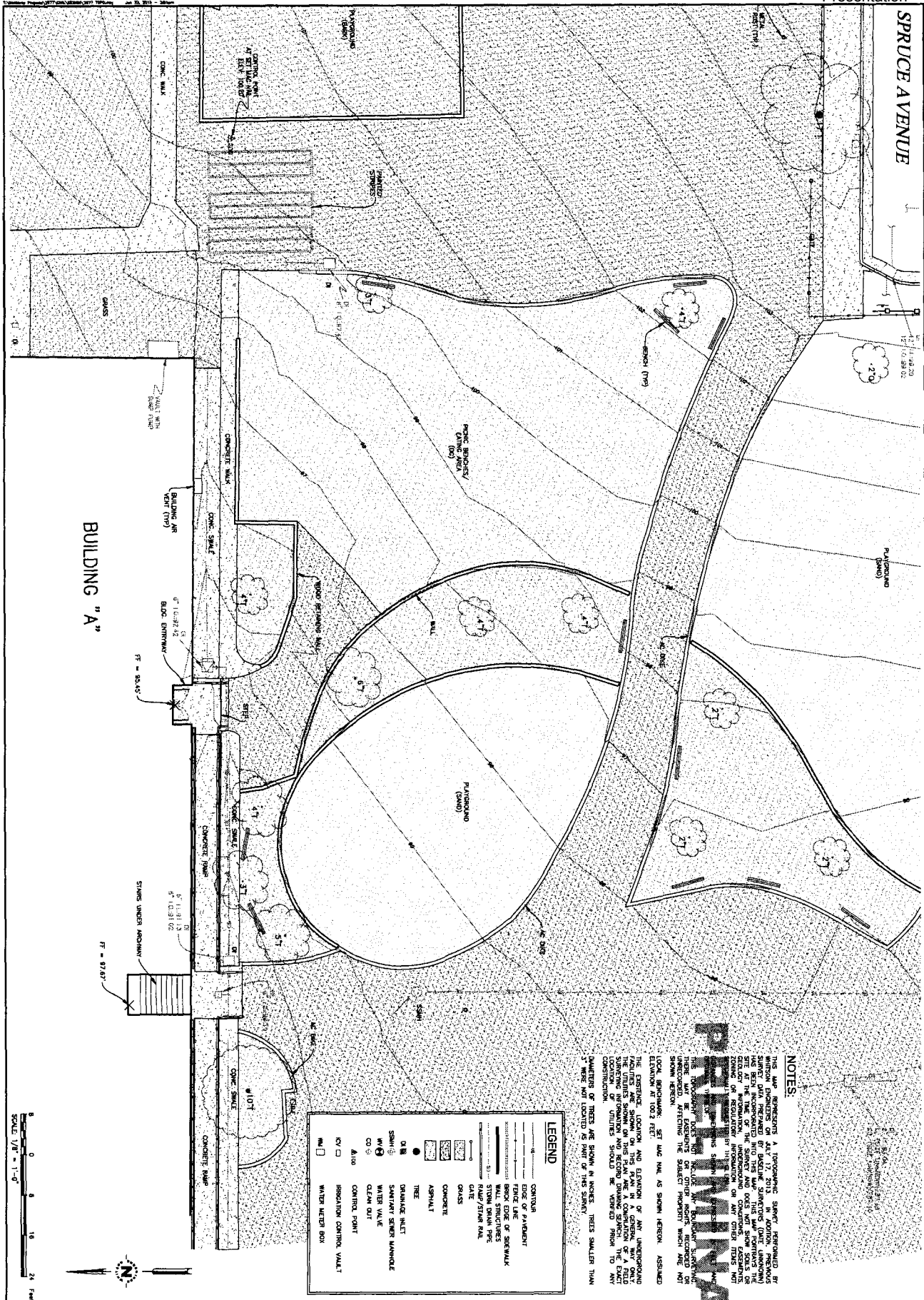
The District has asked architect Oona Johnsen to prepare plans for redesigning the lunch table area at Robert Down Elementary School. The priority was to level out the area and replace the DG with either concrete or asphalt. Additionally, there is a need to allow for a better flow of people through the area, and to improve the drainage.

The final drawings of the design changes will be provided at the Board meeting. Oona Johnsen will make a presentation of the design and will be able to receive comments and answer questions.

Ultimately, because of wheel chair access to the area, this project will require approval from the Division of State Architect (DSA). The presentation will also include a rough design for Phase II, which is the playground area next to the lunch area.

FISCAL IMPACT:

There is no fiscal impact, this is a presentation only.



NOTES

THIS MAP REPRESENTS A TOPOGRAPHIC SURVEY PERFORMED BY WHITSON ENGINEERS AND SURVEYORS, INC. IN ACCORDANCE WITH THE PROFESSIONAL STANDARDS AND ETHICS OF THE SURVEYING AND MAPPING INDUSTRY. THIS MAP PROVIDES THE LOCATION, ELEVATION, AND DISTANCE OF ALL POINTS SURVEYED. THE INFORMATION CONTAINED HEREON IS BASED ON THE ASSUMPTIONS AND CONDITIONS SET FORTH IN THE NOTES AND SPECIFICATIONS. THE USER SHALL BE RESPONSIBLE FOR OBTAINING ALL NECESSARY PERMITS AND REGULATIONS FROM THE LOCAL JURISDICTION. THE INFORMATION CONTAINED HEREON IS NOT TO BE USED FOR ANY OTHER PURPOSES WITHOUT THE WRITTEN CONSENT OF WHITSON ENGINEERS AND SURVEYORS, INC. THE INFORMATION CONTAINED HEREON IS NOT TO BE USED FOR ANY OTHER PURPOSES WITHOUT THE WRITTEN CONSENT OF WHITSON ENGINEERS AND SURVEYORS, INC. THE INFORMATION CONTAINED HEREON IS NOT TO BE USED FOR ANY OTHER PURPOSES WITHOUT THE WRITTEN CONSENT OF WHITSON ENGINEERS AND SURVEYORS, INC.

LEGEND

- CONTOUR
- EDGE OF PAVEMENT
- BRICK EDGE OF SIDEWALK
- WOOD EDGE OF SIDEWALK
- CONCRETE
- ASPHALT
- GRASS
- PAVEMENT
- RAVINE/STAIR PAUL
- GATE
- TREE
- ORANGE INLET
- SMART METER WARRIAGE
- WATER VALVE
- COIN OUT
- CONTROL POINT
- INDICATOR CONTROL VALVE
- WATER METER BOX
- WELL

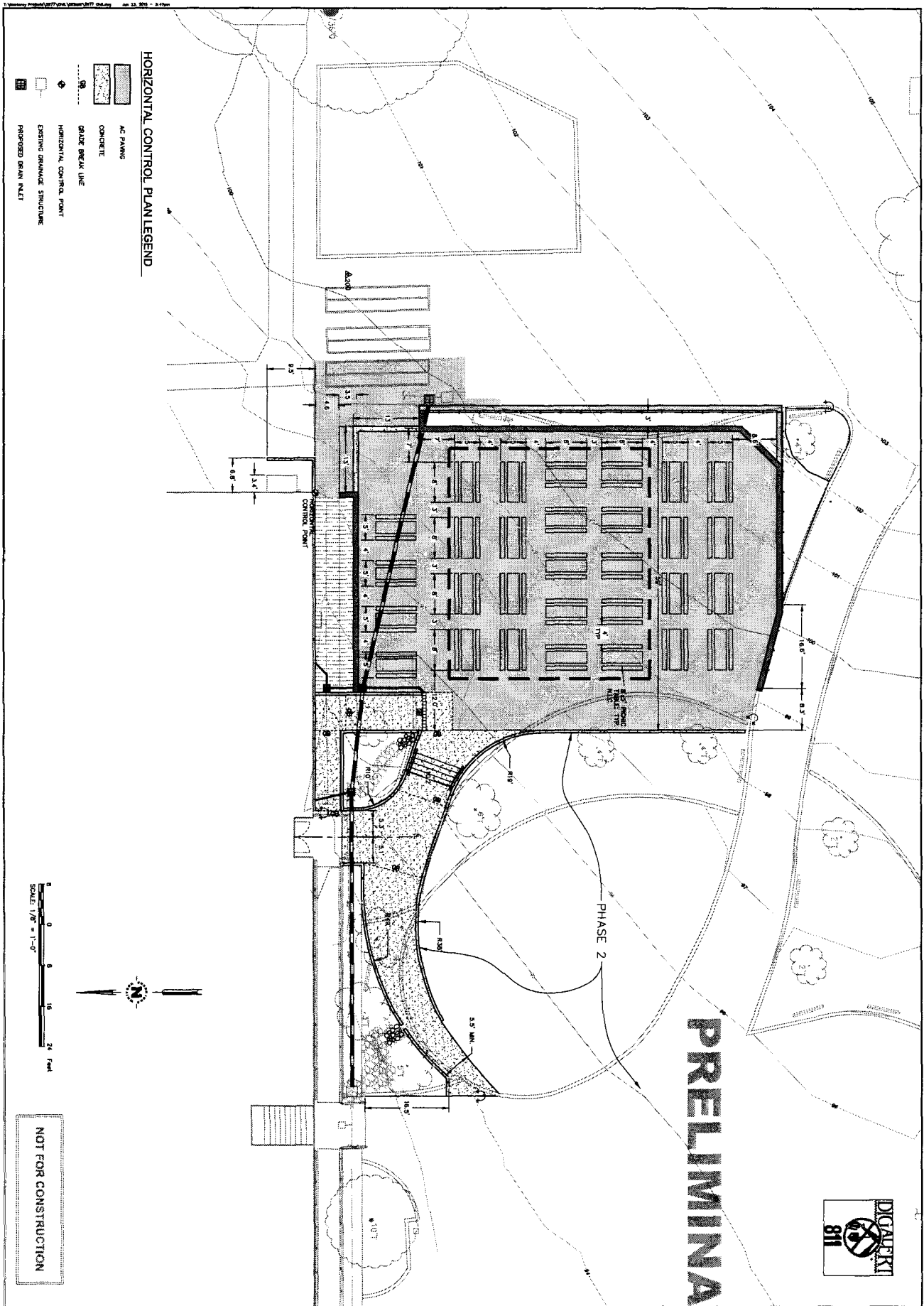
ROBERT DOWN ELEMENTARY SCHOOL
 PACIFIC GROVE CALIFORNIA
 TOPOGRAPHIC SURVEY
 PGUSD

WHITSON ENGINEERS
 9699 Blue Larkspur Lane • Suite 105 • Monterey, CA 93940
 831 648-8225 • Fax 831 373-8065
 CIVIL ENGINEERING • LAND SURVEYING • PROJECT MANAGEMENT

REVISIONS

NO.	BY:	DATE:	DESCRIPTION:
1		1/28/15	ISSUE FOR PERMIT

DATE: 1/28/15
 SCALE: 1/8" = 1'-0"
 JOB NO.: 1501
 DRAWING NO.: 277.05



PRELIMINA



NOT FOR CONSTRUCTION

ROBERT DOWN ELEMENTARY SCHOOL
 PACIFIC GROVE CALIFORNIA
HORIZONTAL CONTROL PLAN

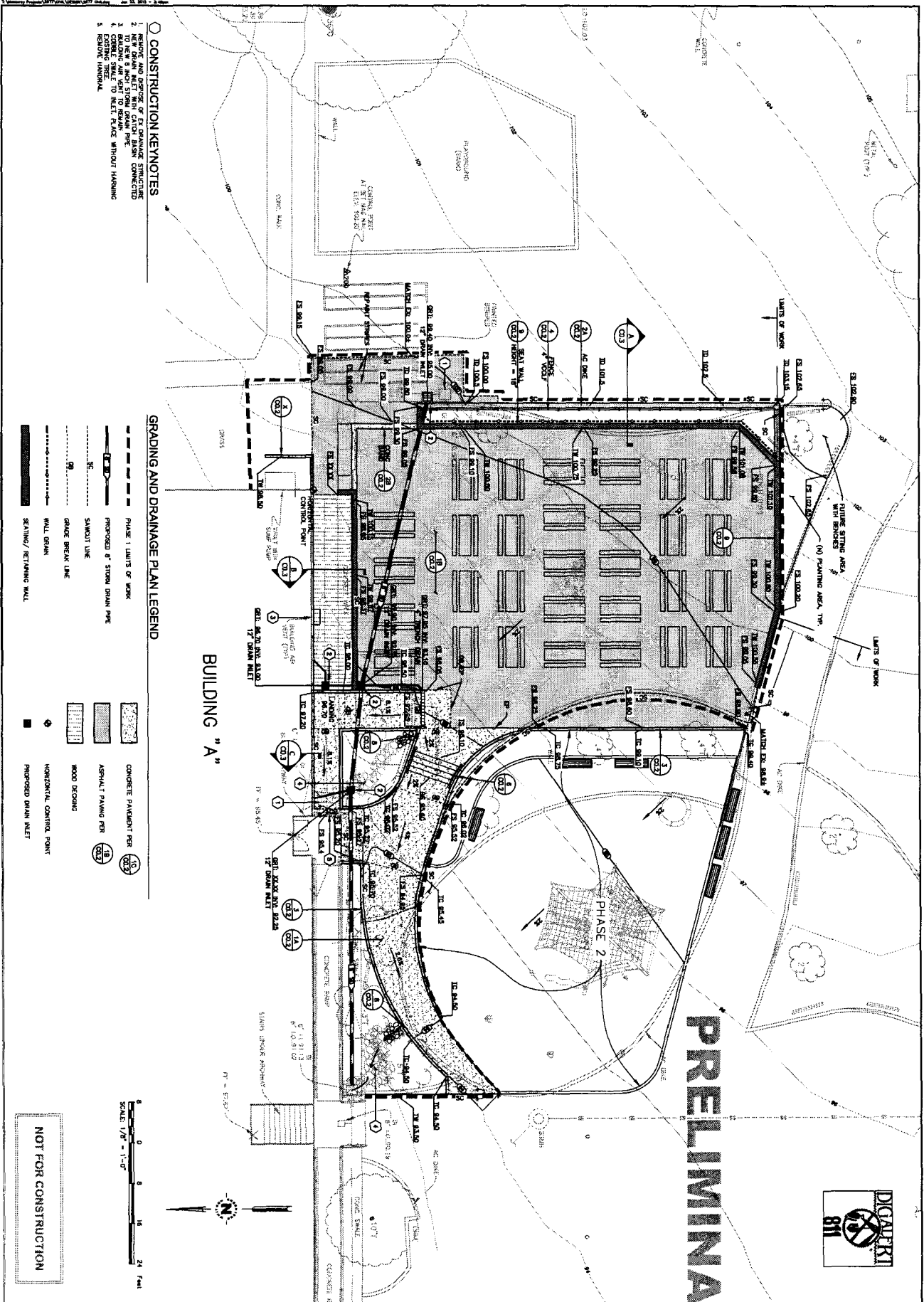
WHITSON ENGINEERS
 9589 Blue Larkspur Lane - Suite 105 - Monterey, CA 93940
 831 848-5225 - Fax 831 373-5065
 CIVIL ENGINEERING - LAND SURVEYING - PROJECT MANAGEMENT



DATE	NO.	BY	DATE	DESCRIPTION
1/22/15				

PG 1.2

Regular Meeting of February 5, 2015



ROBERT DOWN ELEMENTARY SCHOOL
PACIFIC GROVE CALIFORNIA

SITE GRADING AND DRAINAGE PLAN

PROJECT: **C1.3**

DATE: 1/28/15

SCALE: 1/8" = 1'-0"

INCH: 8 1/2

FEET: 20 1/2

DATE: 1/28/15

SCALE: 1/8" = 1'-0"

INCH: 8 1/2

FEET: 20 1/2

DATE: 1/28/15

SCALE: 1/8" = 1'-0"

INCH: 8 1/2

FEET: 20 1/2

WHITSON ENGINEERS
9699 Blue Lakes Lane Suite 105 Monterey, CA 93940
831 649-5225 - Fax 831 373-5085

CIVIL ENGINEERING • LAND SURVEYING • PROJECT MANAGEMENT



REVISIONS:			
NO.	BY:	DATE:	DESCRIPTION:



PACIFIC GROVE UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION
Minutes of Organizational Meeting of January 22, 2015 – Community High School

I. OPENED BUSINESS

- A. Called to Order by Supt. Porras 7:02 p.m.
- B. Roll Call
- | | | |
|-------------------------|-------------------|--|
| | President: | Trustee Sollecito |
| | Clerk: | Trustee Thibeau |
| | Trustees Present: | Trustee Crandell
Trustee Paff
Trustee Phillips |
| Administration Present: | | Superintendent Porras
Assistant Superintendent Miller |
| Board Recorder: | | Mandi Freitag |
| Student Board Member: | | Lela Hautau |

- C. Adopted Agenda

MOTION Thibeau/Crandell to adopt agenda as presented.
Public comment: none
Motion CARRIED 5 – 0

- D. Pledge of Allegiance Led By: Barbara Martinez

II. SITE PRESENTATIONS

Once a year, Board meetings are held at all school sites. This provides administration and staff with an opportunity to showcase their school's accomplishments.

Community High School presentation: College, Career, Curriculum... Community

Martinez introduced Kim Shurtz and Brad Woodyard who discussed the collaborative curriculum, credit recovery program, college planning, career exploration and community involvement. Presentation was followed by a walk-through of Community High School classrooms including examples and presentations of student work.

III. COMMUNICATIONS

- A. Written Communication

None.

- B. Board Member Comments

Hautau noted this meeting as her first time at Community High School, thanked the school for their presentation, and updated the Board on upcoming events at Pacific

Grove High School.

All Trustees thanked Community High School for their presentations, noting how engaged the students are with their projects.

Paff spoke briefly on attending the CSBA conference in December, which was thought-provoking.

C. Superintendent Report

Porras thanked Community High School staff, particularly Martinez who balances three assignments as Principal of CHS, Principal of Adult Education, as well as District Safety Director.

Porras also spoke on behalf of Mary Riedel who was unable to attend the Board meeting but wanted to express her gratitude to the staff at Forest Grove Elementary School and note how excited she is to be there.

Miller introduced Matt Kelly, Director of Maintenance and Transportation. Kelly thanked the Board for the wonderful opportunity, thanked the staff for an easy transition and was excited to be a part of the District.

D. PGUSD Staff Comments (Non Agenda Items)

Debbie Engles and Summer Wright expressed concerns regarding Kindergarten class sizes.

Sean Roach noted the 100 Days of Gratitude Assembly. The students raised money for veterans; Spirit Days are scheduled in the coming week with kindness stations which will help get the students in the mindset for service.

Clare Davies updated the Board on the California Department of Education visit which is a full onsite verification review of the SPED Department, including compliance checks, staff interviews and policy and procedure reviews.

Kathy Hunter and Juliana Dacuyan shared ideas to improve the image of Forest Grove, as well as build relationships between the two elementary schools.

IV. INDIVIDUALS DESIRING TO ADDRESS THE BOARD

Leslie Flynn, Navy School Liaison, came to invite the Board to an upcoming seminar in March.

Five Forest Grove Elementary School parents spoke individually to echo the concerns of Engles and Wright regarding Kindergarten class sizes.

Heather Hubanks and Andrew Hunter presented the Board the Forest Grove School Site Council's collaboration solutions for a front entry at Forest Grove Elementary.

Kathleen Lee spoke about the Forest Grove entry, the need for a long term commitment, Falcon pride and encouraged the Board to help get the green out.

V. CONSENT AGENDA

- A. Minutes of December 11, 2014 Board Meeting
- B. Certificated Assignment Order #8
- C. Classified Assignment Order #8
- D. Acceptance of Donations
- E. Out of County or Overnight Activities
- F. Cash Receipts Report No. 5
- G. Revolving Cash Report No. 5
- H. Warrant Schedules No. 555
- I. Medi-Cal Administrative Claiming Agreement
- J. Contract for Services- Peninsula Sports, Inc.- Middle School Sports Officiating
- K. Substitute Teacher Pay

MOTION Thibeau/Crandell to approve consent agenda as presented.

Public comment: none

Motion CARRIED 5 – 0

IX. ACTION/DISCUSSION

- A. Review of 2013-14 Audit Report

Miller presented information to the Board. The Board discussed this item.

MOTION Phillips/Paff to approve the 2013-14 Audit Report.

Public comment: none

Motion CARRIED 5 – 0

- B. Adoption of Resolution #956- Issuance and Sale of 2014 Election Series A Education Technology Bonds

Dale Scott and Miller presented information to the Board. The Board discussed this item.

MOTION Thibeau/Crandell to approve Resolution No. 956 Issuance and Sale of 2014 Election Series A Education Technology Bonds.

Public comment: none

Motion CARRIED unanimously by roll call vote

- C. Approval of Sale of Measure A Bonds by Direct Placement

Scott and Miller presented information to the Board. The Board discussed this item.

MOTION Paff/Crandell to approve the Sale of Measure A Bonds by Direct Placement.

Public comment: none

Motion CARRIED 5 – 0

D. Elementary Principal Salary Schedule

Mankey presented information to the Board. The Board discussed this item.

MOTION Crandell/Thibeau to approve the Elementary Principal Salary Schedule.

Public comment: none

Motion CARRIED 5 – 0

E. Board Policy and Regulation 5144.1 Suspension and Expulsion/Due Process for First and/or Final Reading

Porras presented information to the Board. The Board discussed this item.

MOTION Crandell/Paff to approve the final reading of Board Policy and Regulation 5144.1 Suspension and Expulsion/Due Process.

Public comment: none

Motion CARRIED 5 – 0

F. Board Policy and Regulation 5117 Interdistrict Transfers

Miller presented information to the Board. The Board discussed this item.

MOTION Thibeau/Paff to approve Board Policy and Regulation 5117 Interdistrict Transfers.

Public comment: none

Motion CARRIED 5 – 0

G. Board Calendar/Future Meetings

No action taken.

X. INFORMATION/DISCUSSION

A. Review of the Governor's Budget Proposal for 2015-16

Miller presented information to the Board.

MOTION Thibeau/Crandell to extend the meeting to 10:20 p.m.

Public comment: none

Motion CARRIED 5 – 0

B. Review of District Enrollment Projections for 2015-16

Miller presented information to the Board. The Board discussed this item and gave direction to Administration.

C. Review of Property Tax Revenue for 2014-15

Miller presented information to the Board.

D. Future Agenda Items

Future Agenda Items

Discussion of Extracurricular Activities Budgets (~~February~~) (March)

Update on Technology for Testing (February)

Special Education Transition Program Proposal

Update on State Testing and Reporting

Board direction Administration to move Extracurricular Activities Budgets to March. Board requested information on providing students breakfast for the February meeting.

Board requested a schedule of the School Resource Officer, including a presentation on goals, vision of campuses on a future agenda date.

XI. ADJOURNED

10:22 p.m.

Approved and submitted:

Dr. Ralph Gómez Porras
Secretary to the Board

SUBJECT: Certificated Assignment Order #9

PERSON(S) RESPONSIBLE: Billie Mankey, Director II, Human Resources

RECOMMENDATION:

The administration recommends adoption of Certificated Assignment Order #9.

BACKGROUND:

Under Board Policies #4200 and #4211, the Personnel Office is directed by the Superintendent and the Board of Education to employ the most highly qualified person available for each position. Recruitment and selection procedures include dissemination of vacancy announcements to newspapers, trade journals, the internet through the Pacific Grove Unified School District website, Monterey County Office of Education website and other recruitment websites in California. The recommendation to hire a selected candidate is made after weighing the information obtained by the complete application package, the interview process, and confidential reference checks. No inquiry is made with regard to the age, sex, race, color, religion, national origin, disability or sexual orientation.

INFORMATION:

Persons listed in the Certificated Assignment Order are being recommended to the Board of Education for employment in the District. No individual is recommended to the Board of Education for employment prior to receipt of the criminal background summary.

FISCAL IMPACT:

Funding has been approved and allocated for these items.

**PACIFIC GROVE UNIFIED SCHOOL DISTRICT
CERTIFICATED PERSONNEL ASSIGNMENT ORDER NO. 9
February 5, 2015**

TEMPORARY APPOINTMENT:

Senda Coon, PGAE, French Instructor, temporary, hourly, not to exceed 2 hours per week, and Italian Instructor, temporary, hourly, not to exceed 4 hours per week, Column A, Step 1, effective January 7, 2015

Debbie Cirimele, Elementary Orchestra Conductor, \$800 Stipend, effective August 2014 through December 2015

ADDITIONAL ASSIGNMENT:

2014-15 Forest Grove Elementary School Math Intervention Tutors, temporary, not to exceed 2 hours per week, paid per time sheet at the PGTA hourly instructional rate, January 15, 2015 through May 22, 2015 only:

Lynn Clements
Nate Randall

RESIGNATION:

Kevin O'Haire, PGMS Wrestling Coach, resigns effective January 12, 2015
Jason Worcester, PGMS Tennis Coach, resigns effective January 16, 2015.

SUBSTITUTES:

David Giertz
Faye Mueller, limited to PGAE

SUBJECT: Out of County or Overnight Activities

PERSON(S) RESPONSIBLE: Rick Miller, Assistant Superintendent for Business Services

RECOMMENDATION:

The Administration recommends that the Board approve or receive the request as presented.

BACKGROUND:

Board Policy 6153 requires prior approval of all school sponsored trips. Out of County/State or overnight trips require Board approval. Other trips may be approved by the Superintendent or designee.

INFORMATION:

The attached list identifies an overnight/Out of County/State trip(s) being proposed by a school site at this time.

FISCAL IMPACT:

The request has an identified cost and associated source of funds. The activities expose the District to increased liability with a resulting potential for financial impact.

PACIFIC GROVE UNIFIED SCHOOL DISTRICT

OUT-OF-COUNTY OR OVERNIGHT ACTIVITIES

<u>DATE</u>	<u>STUDENTS/CLASS</u>	<u>TRANSPORTATION</u>	<u>COST</u>	<u>FUNDING SOURCE</u>
<u>DESTINATION</u> February 25 SAP Center San Jose, CA	<u>ACTIVITY</u> PGMS AVID We Day Event	Charter	\$912.32	Donation (We Day)
February 27-28 Gunn HS San Jose, CA Overnight	PGHS Varsity Lacrosse Lacrosse Tournament	Charter Vans		Students & HS Athletics

PACIFIC GROVE UNIFIED SCHOOL DISTRICT
 REQUEST FOR OFF CAMPUS ACTIVITY

INSTRUCTIONS: Submit this form to the Transportation Department if transportation requires use of buses or vans. Other forms go directly to Business Office. After District and/or Board approval, the form will be returned to the school site. For in-state or non-overnight activities submit form two weeks in advance of activities.

BOARD APPROVAL IS REQUIRED FOR ALL OUT-OF-STATE OR OVERNIGHT ACTIVITIES.
THE REQUEST MUST BE APPROVED BY THE BOARD PRIOR TO THE EVENT. THEREFORE THE REQUEST MUST BE SUBMITTED AT LEAST TWO (2) WEEKS PRIOR TO BOARD MEETING PRIOR TO THE EVENT

Date of Activity Feb 25, 2015 Day of Activity Wednesday

Place of Activity San Jose, CA

School P&MS Grade Level 6-8

School Departure Time 7³⁰ AM PM

Pickup Time From Place of Activity 3⁰⁰ AM PM

Name of Employee Accompanying Students Moira Mahr, Sean Roach

Number of Adults 2 Number of Students 13

Class or Club Children 2 Children Club

Description of Activity We Day - world service; inspirational

Education Objective Expand understanding of community service; achieving greatness through service.

List All Stops In & Out Burger

Means of Transportation: () 84 Passenger () 72 Passenger () 48 Passenger () 18 Passenger
 () Charter () Auto* () Walk () Other** 21 passenger

*#s 1, 2, 3, 5, 6, & 7 Must Be Completed Before Submitting To The Business Office /Transportation Department *

1. NOTE: Board Regulation 3541.1 Requirements Will Be Complied With When Using Private Autos _____
 (Teachers Initials)

2. If using vans, you MUST list who the drivers are. _____

3. Cost of Activity \$ _____

4. Cost of Transportation \$ _____
 Total Cost (Activity + Transportation) \$ See reverse & attached

5. Fund to be Charged for all activity expenses: () Acct. Code _____
 () Students _____
 (X) Other We Day funds

6. Requested By Moira Mahr Date _____
 Employee's Signature (Employee accompanying students on activity)

7. Recommend Approval Bush Roggeman Date 1/26/15
 Principal's Signature

Transportation Department/District Office Use Only

Bus(s) () Available () Not Available

Date Received

Cost Estimate \$ _____

Approved By [Signature] Transportation Supervisor

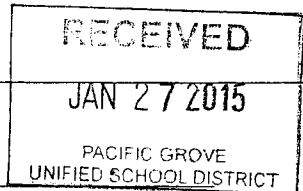
Date

Approved By [Signature] Assistant Superintendent

Date

Date of Board Approval Feb. 5 2015

Updated 7/24/14



PACIFIC GROVE UNIFIED SCHOOL DISTRICT
REQUEST FOR OFF CAMPUS ACTIVITY

INSTRUCTIONS: Submit this form to the Transportation Department if transportation requires use of buses or vans. Other forms go directly to Business Office. After District and/or Board approval, the form will be returned to the school site. For in-state or non-overnight activities submit form two weeks in advance of activities.

BOARD APPROVAL IS REQUIRED FOR ALL OUT-OF-STATE OR OVERNIGHT ACTIVITIES.
THE REQUEST MUST BE APPROVED BY THE BOARD PRIOR TO THE EVENT. THEREFORE THE REQUEST MUST BE SUBMITTED AT LEAST TWO (2) WEEKS PRIOR TO BOARD MEETING PRIOR TO THE EVENT

Date of Activity Feb 25, 2015 Day of Activity Wednesday

Place of Activity San Jose, CA

School PGMS Grade Level 6-8

School Departure Time 7³⁰ AM PM

Pickup Time From Place of Activity 3⁰⁰ AM PM

Name of Employee Accompanying Students Nova Mahr, Sean Roach

Number of Adults 2 Number of Students 13

Class or Club Children 2 Children Club

Description of Activity WE Day - world service; inspirational

Education Objective Expand understanding of community service; Achen

List All Stops In & Out Burger greatness to service

Means of Transportation: () 84 Passenger () 72 Passenger () 48 Passenger () 18 Passenger
() Charter () Auto* () Walk () Other** 21 passenger

***#s 1, 2, 3, 5, 6, & 7 Must Be Completed Before Submitting To The Business Office /Transportation Department ***

1. NOTE: Board Regulation 3541.1 Requirements Will Be Complied With When Using Private Autos (Teachers Initials)

2. If using vans, you MUST list who the drivers are. _____

3. Cost of Activity \$ _____

4. Cost of Transportation \$ _____
Total Cost (Activity + Transportation) \$ _____

5. Fund to be Charged for all activity expenses: () Acct. Code _____
() Students _____
() Other _____

6. Requested By _____ Date _____
Employee's Signature (Employee accompanying students on activity)

7. Recommend Approval _____ Date _____
Principal's Signature

.....
Transportation Department/District Office Use Only

Bus(s) () Available () Not Available Date Received 1/26/15

Cost Estimate 912.32

Approved By [Signature] Date 1/26/15
Transportation Supervisor

Approved By _____ Date _____
Assistant Superintendent

Date of Board Approval _____

Updated 7/24/14

1-831-633-7113

12:22:20 p.m. 01-26-2015

DISCOVERY
11020 COMMERCIAL PARKWAY
CASTROVILLE, CA 95012
831-633-2877 831-633-7113 FAX

PAGE 1

01/26/15 10:48am

CHARTER ORDER CONFIRMATION

Charter Number: 090668 IN

Charter Date: 02/25/15 WED

Confirmation Date: 02/05/15

Customer Number: PACIFICG01
PACIFIC GROVE UNIF SCHL DIST.
TRANSPORTATION DEPT.
435 HILLCREST AVE.
PACIFIC GROVE 93950
Contact: LISA STACKS
Group: PGMS TO SAN JOSE

Home Phone: 831-372-7955
Work Phone: 831-646-6543

P.O. Number:

Salesperson: RICH DORR
Number of Passengers: 21
Number of Buses: 1

Remarks:
Drivers Requested:
Bus Type: E 21 PAX MINI BUS

----- L E A V E -----				*----- A R R I V E -----*			
CITY	ST	DATE	TIME	CITY	ST	DATE	TIME
PACIFIC GROVE	CA	02/25/15	7.30	SAN JOSE	CA	02/25/15	16.30
SAN JOSE	CA			PACIFIC GROVE	CA	02/25/15	16.30

----- P I C K U P I N F O R M A T I O N -----
PACIFIC GROVE MIDDLE SCHOOL * 835 FOREST AVE * PACIFIC GROVE

----- D E S T I N A T I O N I N F O R M A T I O N -----
SAP CENTER * 525 N. SANTA CLARA ST & AUTUMN AVE * SAN JOSE

----- I T I N E R A R Y -----
TRIP TO INCLUDE STOP AT IN & OUT BURGER AS DIRECTED

Charter Grand Total	912.32
Payments Received	.00
Balance Due	912.32

ADDITIONAL TERMS & CONDITIONS

CANCELLATION FEE IF NOT CANCELLED 7 DAYS PRIOR TO DEPARTURE-\$100.00
CANCELLATION FEE INCREASES AS DEPARTURE DATE APPROACHES
CANCELLATION AT SPOT LOCATION--FULL AMOUNT OF CHARTER TRIP
CHARTERING PARTY AND/OR CHARTERING AGENT RESPONSIBLE FOR ALL DAMAGES

\$100.00 DEPOSIT PER BUS DUE 10 DAYS AFTER RECEIPT OF CONFIRMATION
REMAINING BALANCE DUE 10 DAYS PRIOR TO DEPARTURE
MAKE CHECKS PAYABLE TO: DISCOVERY
CHARTER GRAND TOTAL SUBJECT TO CHANGE IF ANY TRIP INFORMATION CHANGES
PLEASE VERIFY & SIGN CONFIRMATION AND RETURN TO DISCOVERY

SIGNATURE _____ DATE _____

THANK YOU FOR USING DISCOVERY!

PACIFIC GROVE UNIFIED SCHOOL DISTRICT
REQUEST FOR OFF CAMPUS ACTIVITY

INSTRUCTIONS: Submit this form to the Transportation Department if transportation requires use of buses or vans. Other forms go directly to Business Office. After District and/or Board approval, the form will be returned to the school site. For in-state or non-overnight activities submit form two weeks in advance of activities.

BOARD APPROVAL IS REQUIRED FOR OUT-OF-STATE OR OVERNIGHT ACTIVITIES.
REQUEST MUST BE SUBMITTED AT LEAST TWO (2) WEEKS PRIOR TO BOARD MEETING.

Date of Activity 2/27-28/2015 Day of Activity Friday and Saturday

Place of Activity Gunn High School; hotel; San Jose State University

School PGHS Grade Level 9-12

School Departure Time 3:00PM 2/27AM PM

Pickup Time From Place of Activity Return home 8AM 0pm 2/28M

Name of Employee Accompanying Students Head Lacrosse Coach Fran O'Hagan

Number of Adults 4 Number of Students 20

Class or Club Varsity Lacrosse Team

Description of Activity 2/27 game; hotel; 2/28 play in tournament; watch college game: San Jose State vs Santa Clara Univ.

Education Objective Lacrosse team - competition and team building

List All Stops Gunn HS, Hotel, San Jose State University

Means of Transportation: 84 Passenger 72 Passenger 48 Passenger 18 Passenger
 Charter Auto* Walk Other** 3 Rented Vans

*#'s 1, 2, 3, 5, 6, & 7 Must Be Completed Before Submitting To The Business Office /Transportation Department *

1. NOTE: Board Regulation 3541.1 Requirements Will Be Complied With When Using Private Autos _____
(Teachers Initials)

2. If using vans, you MUST list who the drivers are. Fran O'Hagan, Diane O'Hagan, Will Fennie

3. Cost of Activity \$ 1,500 hotel

4. Cost of Transportation \$ _____
Total Cost (Activity + Transportation) \$ _____

5. Fund to be Charged for all activity expenses: Acct. Code _____
 Students will pay for hotel _____
 Other _____

6. Requested By [Signature] Date 1/29/2015
Employee's Signature (Employee accompanying students on activity)

7. Recommend Approval [Signature] Date 1/29/15
Principal's Signature

Transportation Department/District Office Use Only

Bus(s) Available Not Available

Date Received _____

Cost Estimate \$ 390⁰⁰ Enterprise Vans

Approved By [Signature]
Transportation Supervisor

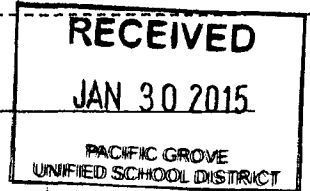
Date _____

Approved By [Signature]
Assistant Superintendent

Date 1/30/15

Date of Board Approval _____

Updated 4/21/10



Todd Buller to Rent Vans Regular Meeting of February 5, 2015

SUBJECT: Warrant Schedule 556

PERSON(S) RESPONSIBLE: Rick Miller, Assistant Superintendent for Business Services

RECOMMENDATION:

As Assistant Superintendent for Business Services, I certify that I have reviewed the attached warrants for consistency with the District's budget, and purchasing and accounting practices and therefore, recommend Board approval.

BACKGROUND:

The attached listing of warrants identifies payments made by the District during the noted time period from January 5, 2015 through January 30, 2015.

INFORMATION:

Prior to the issuance of the warrants, District procedures have been followed to ensure the appropriateness of the item purchased, the correctness of the amount to be paid, and that funds were available within the appropriate budget. All necessary site, department, and district authorizations have been obtained.

Please note a full copy of the warrants are available by request.

PACIFIC GROVE UNIFIED SCHOOL DISTRICT

WARRANT SCHEDULE NO. 556

Warrants- Payroll

Jan 15

Certificated-	Regular 01/05/15	\$	0
	Regular 01/09/15	\$	10,137.03
	Regular 01/15/15	\$	0
	Regular 01/30/15	\$	1,310,365.75
Total Certificated		\$	<u>1,320,502.78</u>
Other-	Regular 01/05/15	\$	0
	Regular 01/09/15	\$	1,243.00
	Regular 01/15/15	\$	0
	Regular 01/30/15	\$	0
Total Other		\$	<u>1,243.00</u>
Classified-	Regular 01/05/15	\$	0
	Regular 01/09/15	\$	10,612.73
	Regular 01/15/15	\$	0
	Regular 01/30/15	\$	455,109.88
Total Classified		\$	<u>465,722.61</u>
<u>TOTAL PAYROLL</u>		\$	<u>1,787,468.39</u>

Warrants- AP

Warrants <u>12127300</u> through <u>12127316</u> (01/06/15)	\$	<u>16,766.60</u>
Warrants <u>12127940</u> through <u>12127950</u> (01/08/15)	\$	<u>13,911.94</u>
Warrants <u>12128470</u> through <u>12128516</u> (01/13/15)	\$	<u>80,655.77</u>
Warrants <u>12129114</u> through <u>12129116</u> (01/15/15)	\$	<u>37,425.07</u>
Warrants <u>12129568</u> through <u>12129573</u> (01/20/15)	\$	<u>6,892.12</u>
Warrants <u>12130112</u> through <u>12130140</u> (01/22/15)	\$	<u>20,127.15</u>
<u>TOTAL WARRANTS</u>	\$	<u>1,963,247.04</u>

SUBJECT: Board Calendar/Future Meetings

PERSON(S) RESPONSIBLE: Ralph Gómez Porras, Superintendent

RECOMMENDATION:

The Administration recommends that the Board review and possibly modify meeting dates on the attached calendar and determine, given information from the Administration, whether additional Board dates or modifications need to be established.

BACKGROUND:

The Board has approved Bylaw 9320, which states that regular Board meetings be held on the first and third Thursday of each month, from August through June. At the annual organizational meeting held in December, Trustees approve the meeting calendar as presented. The calendar is reviewed at each Board meeting.

INFORMATION:

Changes to the Board meeting dates must be approved by a majority vote of the Trustees.

Board Meeting Calendar, 2014/2015 School Year

Jan. 22	Regular Board Meeting ✓ Budget process begins ✓ Report on Governor's Budget Proposal ✓ Preliminary enrollment projection for 2014/16 ✓ Williams/Valenzuela Uniform Complaint Report	Community High School (School Site Visit)
Feb. 5	Regular Board Meeting ✓ Review of Governor's Budget Proposal ✓ Budget requests regarding staffing finalized (TBA) ✓ Budget projections and assumptions ✓ Possible personnel action presented as information ✓ Preliminary Review of Site Master Schedules	District Office
Mar. 5	Regular Board Meeting ✓ Week of School Administrator ✓ Second Interim Report ✓ Possible personnel action (RIF) ✓ Open House schedules reviewed	District Office
Mar. 19	Regular Board Meeting ✓ Budget projections and assumptions ✓ Class size guidelines ✓ Enrollment	District Office
Apr. 16	Regular Board Meeting ✓ Board Priorities for 2015/16 Instructional Program Design ✓ Budget Study Session scheduled if needed ✓ Review of Strategic plan and LCAP ✓ Williams/Valenzuela Uniform Complaint Report ✓ Review of Facilities Depreciation Schedule and Associated Budget	District Office
May 7	Regular Board Meeting ✓ Begin Superintendent Evaluation ✓ California Day of the Teacher ✓ Final Review of Site Master Schedules ✓ Draft 2015/16 Board meeting calendar, Aug. – Dec. ✓ Review of Strategic plan and LCAP	District Office
May 21	Regular Board Meeting ✓ Week of the CSEA Employee ✓ Retiree Reception ✓ Review Bell Schedule for 2015/16 ✓ Superintendent's evaluation ✓ Identify Board member representatives for graduation ✓ Review Facility Use Fee Schedule ✓ LCAP Public Hearing ✓ Review Governor's revised budget ✓ Present 2015/16 Budget	District Office
June 4	Regular Board Meeting ✓ Adopt budget for 2015/16 ✓ Recommend approval of LCAP ✓ Public hearing on budget ✓ Williams/Valenzuela Uniform Complaint Report ✓ Approve 2015/16 Board meeting calendar, Aug. – Dec. ✓ Complete Superintendent Evaluation	District Office
June 30	Regular Board Meeting ✓ Approval of contracts and purchase orders for 2015/16	District Office

SUBJECT: 2015-16 Budget Discussion

PERSON RESPONSIBLE: Rick Miller, Assistant Superintendent for Business Services

RECOMMENDATION:

The District Administration recommends that the Board review components of the 2015-16 District Budget.

BACKGROUND:

The District Budget reflects the educational program of the District expressed in terms of the allocation of financial resources. As such, the budget includes estimates of the amount of revenues and expenditures, both of which are affected by changes in: property taxes, enrollment, number of employees, salaries, benefits, and the state funding formula.

INFORMATION:

For Review:

- 1) **Budget Calendar** – District budget development begins in earnest in January each year following the release of the Governor’s Budget Proposal. Between January and May, the Board will review many of the components of the District budget and provide direction when necessary. In May, the final version of the District budget is presented to the Board followed by a two-week period allowing the public to review the budget and ask questions. Finally, in June, the Board holds a Public Hearing allowing the public to make comments, which is then followed by final adoption.
- 2) **Categorical Funding** – The state’s funding of categorical programs has undergone many changes over the last several years. For the 2015-16 year, categorical funding will be combined into a single block grant, and from this amount, the state will subtract the amount of our Fair Share Contribution, which is expected to be \$1,187,430 next year. Total categorical funding is expected to be \$3,119,942, net of the Fair Share contribution.
- 3) **Site Allocations** – Each year, the District provides each site with \$130 per enrolled student, which is then used by the site to purchase supplies, equipment and some limited personnel costs. The total amount provided District-wide will vary depending on the total enrollment for that year. The Site Allocation funds are budgeted at the beginning of the year based on an estimate of October CBEDS enrollment counts. Once actual CBEDS enrollment is known, the Site Allocations are then adjusted up or down.

FISCAL IMPACT:

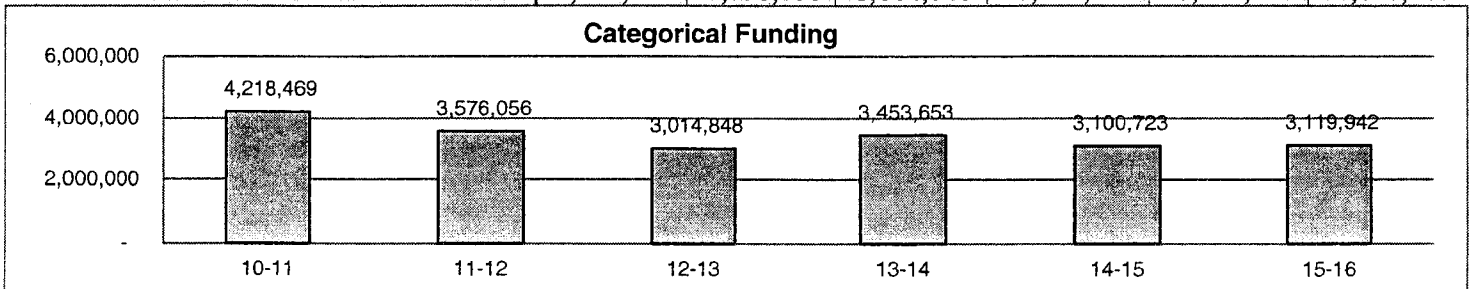
None, this item is for review only.

Budget Calendar 2014-15

DATE	Budget Development	Business Office Items
Jul		
Aug 21 DO	Property Tax Review Enrollment Review	Quarterly Treasurer's Report (Apr-Jun) Gann Limits First Day of School Aug 6
Sep 4 FG		Unaudited Actuals Budget Revision #1
Sep 18 RD		
Oct 2 MS	Bus Ridership Review	
Oct 30 AS		
Nov 13 HS	Facilities Depreciation Schedule Discussion of Funds 01-40	Quarterly Treasurer's Report (Jul-Sep)
Dec 4 DO		First Interim Report Budget Revision #2
Jan 22	Governor's Budget Proposal Enrollment/Staffing Projections Property Tax Review	Presentation of Audit Report
Feb 5	Budget projections and assumptions	
Mar 5	Budget projections and assumptions	2nd Interim Report Budget Revision #3 Quarterly Treasurer's Report (Oct-Dec)
Mar 19	Budget projections and assumptions	TRAN Resolution
Apr 16	Budget projections and assumptions	
May 7	Budget Presentation to Board Property Tax Review - Tier III Categoricals Governor's May Revision	Budget Revision #4 Year end budget revision resolution Last Day of School May 29
May 21		
Jun 4	Budget Adoption and Public Hearing Budget deadline to Monterey COE	Quarterly Treasurer's Report (Jan - Mar)

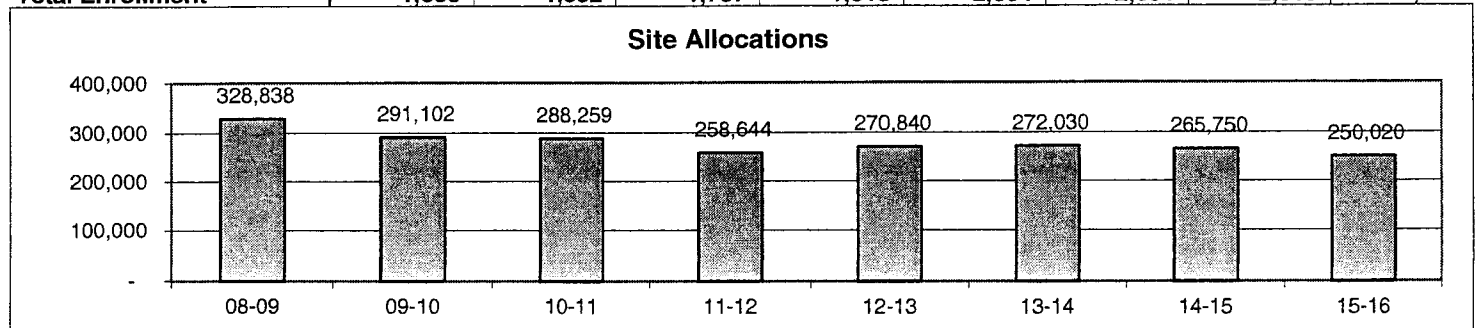
Categoricals

Obj-Res	Title	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
1	8181-3310 Special Ed	310,493	331,093	316,413	327,168	328,715	331,542
2	8290-0000 MAA		62,870	13,647	-	-	-
3	8290-3010 Title I	107,596	107,737	95,910	101,468	111,317	112,430
4	8290-3550 VEA	17,757	16,042	19,934	14,284	20,333	20,536
5	8290-3710 Drug Free Schools		1,567	1,564	-	-	-
6	8290-4035 Title II Teacher Quality	71,470	56,341	55,047	52,900	52,737	53,264
7	8290-4036 Title II Principal Training	981	613	2,425	3,050	5,959	6,019
8	8290-4201 Title III Limited English	19,733	7,595	19,443	23,312	42,805	43,233
9	8311-7090 EIA	51,539	84,958	89,015	-	86,349	86,349
10	8311-7230 Transportation	284	105,295	-	-	105,091	105,091
11	8550-0000 Mandated Costs	89,060	33,824	59,186	71,314	98,700	94,705
12	8560-6300 Lottery - Rest	57,328	96,073	89,821	119,306	93,150	94,550
13	8560-1100 Lottery - Unrest	355,998	369,776	371,256	436,720	391,230	393,450
14	Other State Revenue			44,307	1,797,316		
15	8590-0000 Fair Share	(62,567)	(644,494)	(968,225)	-	(1,173,547)	(1,187,430)
16	8590-0000 Oral Health Assessment			883	-	883	892
17	8590-0000 Core/Supplemental			8,623	-	12,536	12,661
18	8590-0060 STAR	3,408		3,408	-	-	-
19	8590-0080 School Counselor	62,313	62,198	62,198	-	62,198	62,820
20	8590-0120 CSR 9-12	35,177		35,166	-	35,166	35,518
21	K-3 Class Size Reduction	240,836	279,927	385,560	164	393,057	396,988
22	8590-0140 GATE	11,905	15,274	10,746	-	11,901	12,020
23	8590-0156 Instructional Mats			92,682	-	92,557	93,483
24	8590-0271 PAR	9,802	9,799	9,799	-	9,799	9,897
25	8590-0285 CBET	2,063	2,062	2,062	-	2,062	2,083
26	8590-0294 Math and Reading	8,019	8,017	8,017	-	10,020	10,120
27	8590-0296 Math and Reading	2,004	2,003	2,003	-	-	-
28	8590-0325 Adminstrator Training	2,426	2,425	2,425	-	2,425	2,449
29	8590-0350 ROP	389,203	368,758	337,540	-	422,220	426,442
30	8590-0390 Adult Education	2,025,705	1,645,598	1,460,707	-	1,358,701	1,372,288
31	8590-0393 Prof Development	71,480	71,458	71,458	-	71,458	72,173
32	8590-0394 TIIG	74,550	74,525	74,525	-	84,407	85,251
33	8590-0395 SIP	29,591	186,475	186,475	-	186,475	188,340
34	8590-0405 School Safety	14,186	14,178	14,178	-	27,223	27,495
35	8590-0739 Pupil Retention	3,765	3,764	3,764	-	3,764	3,802
36	8590-0755 CAHSEE	8,978	8,279	8,279	-	8,279	8,362
37	8590-0760 Art and Music Grant	24,634	24,605	24,607	-	24,607	24,853
38				-	20,805	9,149	9,241
39	Prop 39 Energy Efficiency			-	106,132	106,132	106,132
40	8590-6690 TUPE			-	652	2,865	2,893
41	Common Core			-	379,062	-	-
Total		4,218,469	3,576,056	3,014,848	3,453,653	3,100,723	3,119,942



Site Allocations

	2008-09 actual	2009-10 actual	2010-11 actual	2011-12 actual	2012-13 actual	2013-14 actual	2014-15 actual	2015-16 estimate
Forest Grove								
Enrollment (estimate)	327	363	386	419	496	499	411	430
Allocation	\$ 209.52	\$ 176.27	\$ 164.49	\$ 146.18	\$ 130.00	\$ 130.00	\$ 130.00	\$ 130.00
Initial Allocation	\$ 68,513	\$ 63,986	\$ 63,493	\$ 61,249	\$ 64,480	\$ 64,870	\$ 53,380	\$ 55,900
Enrollment (actual)					489	458	460	430
Final Allocation	\$ 68,513	\$ 63,986	\$ 63,493	\$ 61,249	\$ 63,570	\$ 59,540	\$ 59,800	\$ 55,900
Increase (Decrease)	\$ -	\$ -	\$ -	\$ -	\$ (910)	\$ (5,330)	\$ 6,420	\$ -
Robert Down								
Enrollment (estimate)	367	346	386	419	486	522	437	430
Allocation	\$ 207.10	\$ 177.25	\$ 164.49	\$ 146.18	\$ 130.00	\$ 130.00	\$ 130.00	\$ 130.00
Initial Allocation	\$ 76,006	\$ 61,329	\$ 63,493	\$ 61,249	\$ 63,180	\$ 67,860	\$ 56,830	\$ 55,900
Enrollment (actual)					488	487	468	430
Final Allocation	\$ 76,006	\$ 61,329	\$ 63,493	\$ 61,249	\$ 63,440	\$ 63,310	\$ 60,840	\$ 55,900
Increase (Decrease)	\$ -	\$ -	\$ -	\$ -	\$ 260	\$ (4,550)	\$ 4,011	\$ -
Middle School								
Enrollment (estimate)	366	387	399	421	455	513	452	450
Allocation	\$ 163.24	\$ 140.35	\$ 136.85	\$ 112.06	\$ 130.00	\$ 130.00	\$ 130.00	\$ 130.00
Initial Allocation	\$ 59,746	\$ 54,315	\$ 54,603	\$ 47,177	\$ 59,150	\$ 66,690	\$ 58,788	\$ 58,500
Enrollment (actual)					469	484	472	450
Final Allocation	\$ 59,746	\$ 54,315	\$ 54,603	\$ 47,177	\$ 60,970	\$ 62,920	\$ 61,360	\$ 58,500
Increase (Decrease)	\$ -	\$ -	\$ -	\$ -	\$ 1,820	\$ (3,770)	\$ 2,572	\$ -
High School								
Enrollment (estimate)	573	575	565	532	581	628	527	565
Allocation	\$ 201.32	\$ 178.43	\$ 173.27	\$ 150.42	\$ 130.00	\$ 130.00	\$ 130.00	\$ 130.00
Initial Allocation	\$ 115,356	\$ 102,597	\$ 97,898	\$ 80,023	\$ 75,530	\$ 81,640	\$ 68,558	\$ 73,450
Enrollment (actual)					597	595	596	565
Final Allocation	\$ 115,356	\$ 102,597	\$ 97,898	\$ 80,023	\$ 77,610	\$ 77,350	\$ 77,480	\$ 73,450
Increase (Decrease)	\$ -	\$ -	\$ -	\$ -	\$ 2,080	\$ (4,290)	\$ 8,922	\$ -
Community High School								
Enrollment (estimate)	20	21	21	27	20	20	23	19
Allocation	\$ 460.87	\$ 422.61	\$ 417.72	\$ 331.29	\$ 250.00	\$ 330.00	\$ 330.00	\$ 330.00
Initial Allocation	\$ 9,217	\$ 8,875	\$ 8,772	\$ 8,945	\$ 5,000	\$ 6,600	\$ 7,590	\$ 6,270
Enrollment (actual)					21	27	19	19
Final Allocation	\$ 9,217	\$ 8,875	\$ 8,772	\$ 8,945	\$ 5,250	\$ 8,910	\$ 6,270	\$ 6,270
Increase (Decrease)	\$ -	\$ -	\$ -	\$ -	\$ 250	\$ 2,310	\$ (1,320)	\$ -
Total Initial Allocations						\$ 287,660	\$ 245,145	\$ 250,020
Total Final Allocations	\$ 328,838	\$ 291,102	\$ 288,259	\$ 258,644	\$ 270,840	\$ 272,030	\$ 265,750	\$ 250,020
Increase (Decrease)	\$ -	\$ -	\$ -	\$ -	\$ 3,500	\$ (15,630)	\$ 20,605	\$ -
Total Enrollment	1,653	1,692	1,757	1,818	2,064	2,051	2,015	1,894



Note-Allocations are adjusted at CBEDS. Also, Health Permits & Copier Leases are not included and SIP and the Site Allocation are combined.

SUBJECT: High School Western Association of Schools and Colleges Report

PERSON(S) RESPONSIBLE: Matt Bell, Principal, PGHS

RECOMMENDATION:

The Pacific Grove High School Administration recommends that the Board review the 3-year Western Association of Schools and Colleges (WASC) visitation draft report and give input as warranted.

BACKGROUND:

All high schools in the nation go through an accreditation process to assure a standardization of instruction and program improvement if they want their graduates to be able to attend 4-year higher educational institutions. The organization that oversees the western United States and Asian American schools is the Western Association of Schools and Colleges (WASC). WASC will send a visitation team to each school as part of their accreditation process to see instruction, talk with staff, students, and parents, and review data. Prior to the visitation, each school will send a report that addresses the changes in the school since the last visitation and how the school has addressed any areas that were noted in need of improvement.

INFORMATION:

The report attached follows the format given by WASC for 3-year revisits. It gives a current picture of the PGHS's demographics, test scores and major changes since the last visit in 2012. It also has the school's responses to the previous visitation team's recommendations as well as the progress made on the action plan that the school designed in preparation for the visit in 2012. There is a litany of information and data in the report which, when taken as a whole, shows an amazing amount of growth and accomplishments over the past three years. Noted in the findings is the continued need to use data to drive instructional decisions. Current work by the departments has moved us forward and the ability to use the Smarter Balanced interim assessments as a direct tool to gather data that is in direct correlation with instructional objectives will be a tremendous asset to help us grow in this area.

This draft will be finalized and sent to WASC by Feb. 13 in anticipation of their visit on April 13 and 14, 2015.

FISCAL IMPACT:

No direct costs for the three-year visit. There is an \$800 annual due paid to WASC by the high school.



**PACIFIC GROVE HIGH SCHOOL
THREE-YEAR TERM PROGRESS REPORT**

**615 Sunset Drive
Pacific Grove, CA 93950**

Pacific Grove Unified School District

April 13, 14, 2015

**Accrediting Commission for Schools
Western Association of Schools and Colleges**

CONTENTS

I:	Introduction and Basic Student/Community Profile Data	3
II:	Significant Changes and Developments	9
III:	Process for the Development of the Progress Report	10
IV:	Progress of the Critical Areas for Follow-up	11
V:	Updated Schoolwide Action Plan	15

I: Introduction and Basic Student/Community Profile Data

Pacific Grove High School, a four-year comprehensive school, serves the city of Pacific Grove and a portion of Pebble Beach. The home of the Breakers, which sits on the tip of the Monterey Peninsula surrounded by the Pacific Ocean and the neighboring town of Monterey, has been graduating individuals since 1898. The city of Pacific Grove has a population of 15,407. The median income is \$68,213. Its primary industry is tourism. The Defense Language Institute and the Naval Post Graduate School are located here and we receive many students from military families.

Pacific Grove High School is the single comprehensive high school of the Pacific Grove Unified School District. In addition to PGHS, the district is comprised of two elementary schools, a middle school, a community high school, and an active adult school. Despite the recent economic downturn and flat housing market, homes in the area cost significantly more than nearby cities (other than Carmel) making it difficult for families with children to own homes. Instead, many families rent, but the cost of living forces both parents to work full time. Housing costs and the increased cost of living has led to a declining enrollment throughout the district until recent years. This declining enrollment has brought PGHS to ebb at 547 students during the 2011-12 school year. Over the past several years, however, there has been an uptick of enrollment at the elementary grades and in October, 2014 enrollment increased to 594 for the 2014-15 school year. This growth of students coupled with the current state budgetary realignment has forced PGHS and PGUSD to reexamine all expenditures and to evaluate their priority and efficacy. Additionally, the Local Control Funding Formula and fiduciary shifts in the State has prevented any additional funds from the State to flow to PGUSD because we are funded through the Basic Aid funding formula.

The ethnic ratio is as follows: Asian, 11.4%; Pacific Islander, 1.9%; Filipino, 1.5%; Hispanic, 14%; African-American, 3%; Native American, 1%; White, 65.8%; multiple or no response, 1.5%. These ratios have remained fairly consistent although over the past ten years a trends show a decreasing white population from 75% to 65.8%, Asians have risen from 7.9% to 11.4% and Hispanics have risen from 8.9% to 14%. 43 students receive special education services; 15 students are classified as SDC students and receive the bulk of their core instruction in sheltered classes but are mainstreamed when appropriate.

Pacific Grove High School is staffed by two administrators, two full-time counselors, twenty six full-time teachers, ten part-time teachers, plus eighteen full and part time classified employees. A two-fifths school psychologist provides additional district services. Three (FTE) special education teachers serve students identified as having mild to moderate disabilities as well as a speech pathologist that is shared with other sites. The Community Human Services program provides a counselor to facilitate group counseling and to work with students on a one-to-one basis. A health clerk is on campus for one day each week to maintain student health records and coordinate the state mandated hearing and vision testing program. The health clerk is supported with a part-time licensed nurse through the Visiting Nurses Association.

The PGHS staff has begun a thorough process of aligning core courses with the Common Core State Standards. Professional development throughout the 2013-14 year was focused on *regular practice with complex text and vocabulary* and its implications in all subject areas. Focus for the 2014-15 year is on *rich and rigorous conversation in the classroom*. Specific strategies with respect to Close Reading and Depth of Knowledge were explored and practiced through a series

of staff development days as well as encouraging more regular and deeper discussion. Additionally, the math department instituted the Integrated Math model for teaching Common Core and began the phase in with the Integrated Math 1 course in the 2013-14 year and Integrated Math 2 in the 2014-15 year. Next year, Integrated Math 3 will be added with the phase out of algebra II. Interim assessments and data collection has also been a focus over the past two years with each department developing common assessments as a means of driving instructional decisions. Elective courses have also developed interim assessments that not only assess student progress in the target subject but also serve to reinforce teaching of basic skills. As noted in the most recent WASC accreditation visit in 2012, interim assessments need to be increased with data from the assessments used to drive instructional decisions. This continues to be a focus.

Goals established in the Action Plan written in response to the findings while preparing for the 2012 WASC visitation:

- 1) Increase and facilitate stronger college and career preparation.
- 2) Ensure the consistency of curriculum and instruction within departments and across departments.
- 3) Create a culture that establishes positive values.
- 4) Improve communication between departments, within the district and the community.
- 5) Utilize technology in all aspects of our instruction.

Furthermore, the following goals and actions were written in the latest Single Plan for Student Achievement:

All students will show college and career readiness at graduation as measured by grades, Smarter Balanced scores, EAP scores, and fulfillment of A-G requirements.

- 1) By June, 2015
AVID study skills will be taught to all staff to enhance student study skills.
- 2) By August, 2014
Institute a new bell schedule that allows for additional collaboration for teachers.
- 3) By August, 2014
Expand the Freshmen Academy to sophomores in English and Social Science classes that emphasizes study skills
- 4) By August, 2014
Hire tutors for after school tutoring as well as for the AVID classes
- 5) By August, 2014
Refine new multi-level math support class that will address the Integrated Math I course and create additional Math Fundamentals course to support more needy students.
- 6) By September, 2015
Increase the percentage of students meeting A-G requirements to at least 75%
- 7) By October, 2014
Establish a College Rush/Career Exploration Week

Create a culture at Pacific Grove High School that promotes positive values and an overall sense of safety and reduces reported drug and alcohol use by at least 5% in alcohol, binge drinking, and marijuana use in the past 30 days categories in the California Healthy Kids Survey (CHKS)

1) By August, 2014

Begin each year with a motivational speaker who espouses making good choices, the non-use of drugs and alcohol and treating each other with respect.

2) Throughout 2014-15

Drug sniffing dogs will periodically come to campus to check for drugs as well as to remind students that drugs and alcohol will not be tolerated

3) Throughout 2014-15

Students will be given opportunities to participate in activities that promote positive and wholesome lifestyles

4) Throughout 2014-15

Special school-wide events will promote student involvement in more non-traditional areas

- **A summary of the disaggregated and interpreted student achievement data since the last full self-study, and how it may have impacted the entire school and designated subgroups of students**

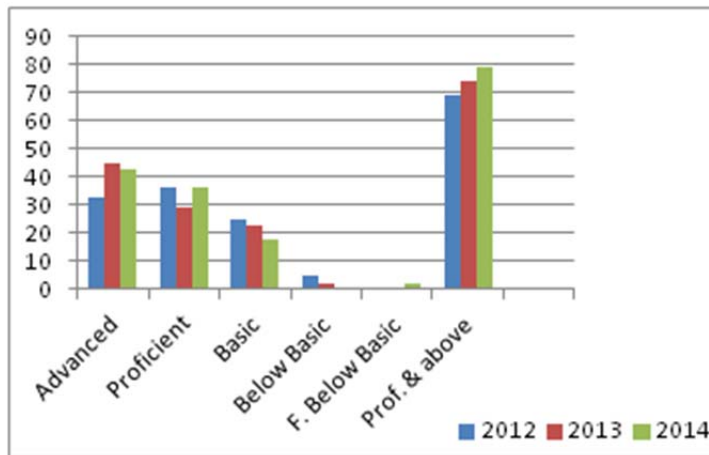
While there was no STAR testing for E/LA and math last year to gain results from, PGHS did administer the CAHSEE test. 2014 results were the best achieved so far with a 97% passing rate for both E/LA and for math for the 10th grade administration. The passing rates of two subgroups for E/LA and math were as follows: Reclassified Fluent English Proficient students (86% and 93%) and Economically Disadvantaged students (91% and 96%). Although Special Ed. and ELL were too small (7 and 3 students) to report, they passed at a 71% and 67% rate for E/LA and 57% and 100% rate for math. Significant ethnic subgroups included Hispanics which passed E/LA and math at a 95% and 90% rate and Two or More Races which passed at a 100% rate in both areas. For all students, the Mean Scaled Score went up from 403 and 404 to 410 for both E/LA and math – a significant improvement.

	Tested			Number passed			Percent Passed			Mean Scaled Score		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
English	147	145	150	136	136	145	93	94	97	402	404	410
Math	147	145	148	139	136	144	95	94	97	404	403	410

Additionally, the percentage for 10th grade students scoring at the Proficient and Above (used in Federal Adequate Yearly Progress calculations) showed improvement as shown below:

	Proficient and Above		
	2012	2013	2014
English	79	79	83
Math	81	79	83

There was STAR testing in Life Science. Those summary scores have reached their highest scores with respect to proficient and above as shown on the table below:



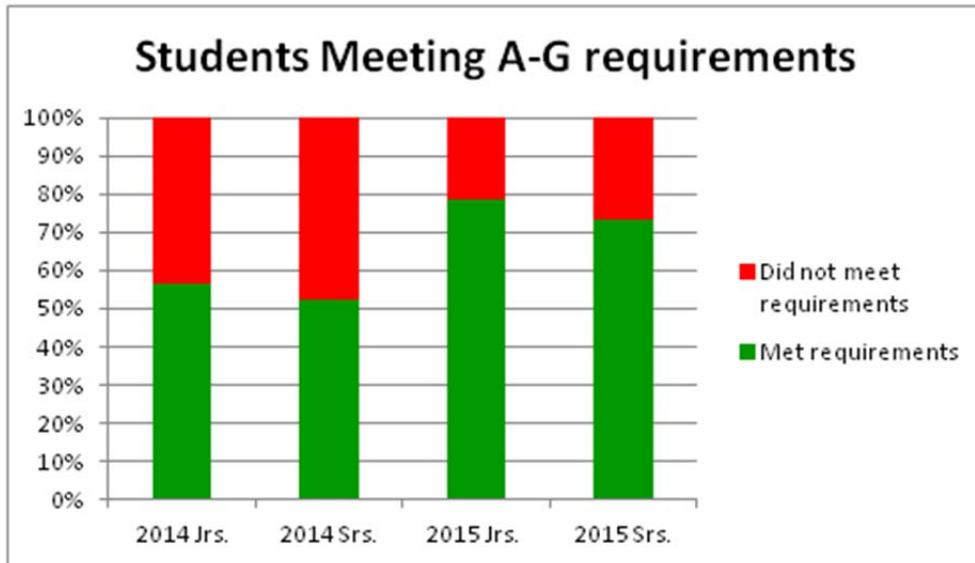
Subgroups, although small, scored similarly.

Economically disadvantaged (23) had 83% score proficient and above. ELL students (3) all scored basic. Hispanic (18) showed the lowest scores with 66% proficient and above.

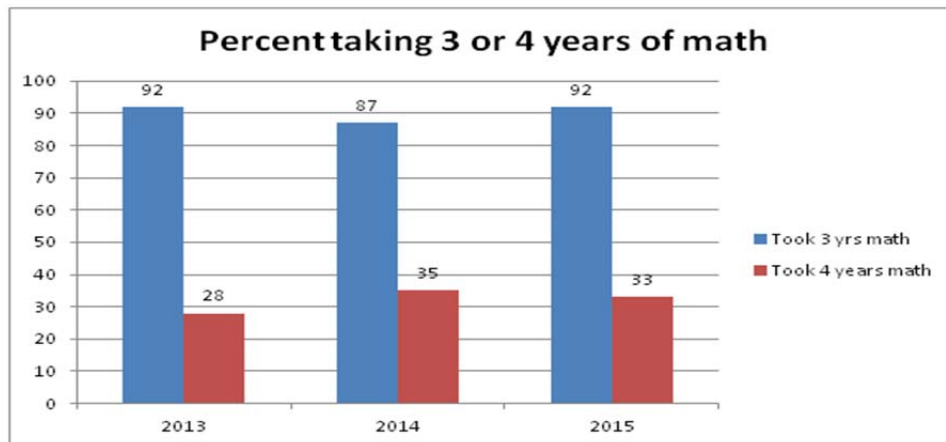
The chart below shows the results from students taking the voluntary Early Assessment Placement test. Part of our work has been to encourage more students to attempt this test.

PGHS EAP Results 2014*				
	ELA College Ready	ELA Not Demonstrating College Readiness	Math College Ready	Math Not Demonstrating College Readiness
Total	33	15	15	25**
Male	12	6	5	9
Female	21	9	10	17
* Optional test, actual numbers reported				**8 students did not attempt math test

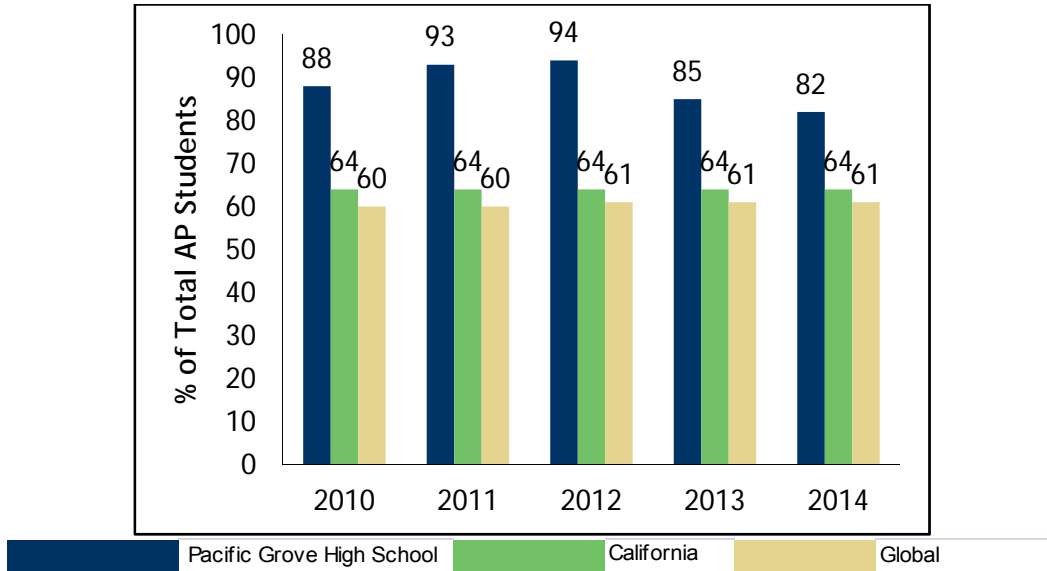
A goal outlined in the action plan was to have more students meet CSU/UC A-G requirements. We have been quite successful in bringing this percentage up. This was partly due to the counselors encouraging students to keep college options open by taking courses to fulfill the requirements and partly in gaining A-G accreditation for more courses offered at PGHS. The goal is for 80% of the graduating students to meet the requirements. For the class of 2014 the percentage was 52%. For the class of 2015, the percentage is 74%.



Additionally, there was concern that students were not taking enough mathematics courses to fulfill A-G requirements. Data was reviewed as shown on the chart below as to numbers of students not taking high enough level math to fulfill the requirements but it was found that that vast majority of students were taking courses at least through Algebra II. There has been current discussion regarding adding a year of math to the graduation requirements (which would now be Integrated Math III) which would dovetail with the current levels of assessments under the Smarter Balanced Testing. Currently, Integrated Math II has been established as the minimum graduation requirement.



AP test scores have remained strong as shown in the tables below. As part of our efforts to increase fulfillment of A-G requirements, we have encouraged more students to take AP courses. We have had moderate success as also shown in the tables. We have added Environmental Studies as well as Studio Art to our offerings over the past three years.



	2010	2011	2012	2013	2014
Pacific Grove High School (052310)					
Total AP Students	120	117	129	143	125
Number of Exams	181	204	251	295	258
AP Students with Scores 3+	106	109	121	122	103
% of Total AP Students with Scores 3+	88.3	93.2	93.8	85.3	82.4
California					
Total AP Students	282,819	301,505	321,501	338,891	354,241
Number of Exams	518,476	555,057	594,959	635,596	668,515
AP Students with Scores 3+	181,485	191,999	207,367	215,233	227,805
% of Total AP Students with Scores 3+	64.2	63.7	64.5	63.5	64.3
Global					
Total AP Students	1,855,310	1,982,133	2,106,843	2,225,625	2,352,098
Number of Exams	3,236,335	3,475,395	3,714,079	3,955,410	4,199,666
AP Students with Scores 3+	1,116,959	1,193,662	1,295,051	1,354,800	1,442,154
% of Total AP Students with Scores 3+	60.2	60.2	61.5	60.9	61.3

- The status of the school with respect to governing authority expectations, e.g., program improvement school, year three; Academic Performance Index (API); audit and resulting corrective action plan integrated into the single school plan.

Pacific Grove High School is in good standing with the District and State.

II: Significant Changes and Developments

Include a description of any significant changes and/or developments, i.e., program additions since the last full visit, changes in student enrollment, staffing changes.

Describe the impact these changes and/or developments have had on the school and/or specific curricular programs.

There have been many changes at Pacific Grove High School as well as in the Pacific Grove Unified School District. Some of the more notable changes are:

- A District-wide focus on a transition to Common Core curriculum and its underlying emphasis in regular practice with complex text and its academic vocabulary and rich and rigorous conversations in the classroom.
- School-wide work on common assessments, data collection, instructional response to data.
- Increased school focus on Professional Learning Community through DuFour training and implementation as well as implementation of the Cycle of Professional Learning.
- Creation of an Instructional Leadership Team (ILT) to lead professional development
- A bell schedule that carves time for department work including common assessment, data analysis, curriculum planning, etc.
- A change from the traditional math track to Integrated Math in support of changes to Common Core Curriculum.
- A purchase of an on-line data collection tool to have access to student state testing scores, data breakdowns, and assessment generation.
- Transition to a new assistant principal, Sean Keller
- Passage of a \$18 million bond for the district to support technology in the classroom
- An increased rate of retirement of teachers from PGHS and influx of new teachers has resulted in 13 new certificated staff members over the past 2 years.
- Addition of another section of AVID (9/10), AP Environmental Studies, AP Studio Art
- Implementation of Fall and Spring Art Expos along with Visual and Performing Arts (VAPA) Week, celebrating the many talents of students and staff.
- Utilization of online programs for enhancing curriculum: World Languages, ELD, turnitin.com, ALEKS (a math assessment and remediation program), Acellus credit recovery, and Google Docs/Drive
- Improved articulation with Monterey Peninsula College for Career Technical Education (CTE) courses, CDE Career Pathways Trust Grant opportunities, and implementation of internship program for all juniors and seniors.
- Faculty has been scheduling peer-observations of each other to give feedback with respect to higher Depth of Knowledge questions in the classroom, rich and rigorous conversation between students, conversational techniques such as Socratic Seminars, etc.

III: Process for the Development of the Progress Report

Describe the process to prepare this progress report. Include to what extent stakeholders were involved in the preparation of the report.

Describe the process to present the progress report to the governing board.

PGHS staff used Leadership (Department Heads) and after school monthly meetings, along with collaboration mornings to respond to questions and reflect on previous WASC FOL findings and critical areas for follow up. Parents and student involvement included meetings with the PGHS Leadership class, PTA, Site Council, and open invitations to Coffee with the Principal meetings. During these stakeholder gatherings, groups provided feedback regarding previous survey results and asked to read the 2012 PGHS WASC FOL and Three-Year Term Progress Report draft. PGHS Admin made a report to the governing board after the initial visit as well as after the accreditation term was determined by WASC regarding both the submitted action plan as well as the critical areas of follow-up. As the component goals in the Single Plan for Student Achievement are based both on the WASC report and the LCAP, yearly updates were made to the governing board. Admin presented the final Progress Report to the PGUSD Board of Education on February 5, 2015 for review and/or approval.

IV: Progress of the Critical Areas for Follow-up

List the critical areas for follow-up and reference the schoolwide action plan sections where each critical area for follow-up has been addressed. If any critical areas for follow-up were not included in the school's action plan, indicate what actions have been taken to address this issue.

→ Note: The school's action plan should have incorporated all the critical areas of follow-up or major recommendations that were stated in the last full visiting committee report.

Comment on the progress made to date for each critical area for follow-up and cite evidence and examples of the impact on student learning.

2012 PGHS School-wide Critical Areas for Follow-Up

1. Need a district data management system with faculty trained to utilize it to collect and analyze data to drive curriculum and instruction decisions

Action Taken:

- PGUSD purchased Illuminate Education Inc.'s data collection program in 2012
- Instructional Leadership Team received training in Summer 2012
- Remainder of staff trained before school year began
- On going support from Computer Tech on campus along with staff consistently using program

Comments on Progress:

- The true issue is using data to drive instructional decisions rather than a specific program. Teachers were directed to work on creating common assessments and to gather data from the common assessments. The program was hoped to facilitate that data collection and assessment generation. By and large, it has not had the impact that had been hoped across the district and admin feels that more teachers need to utilize program. Some have shared they prefer Scantron assessments or some other form of common assessment over Illuminate.
- SPSA component 1 action 2 created a bell schedule that carved out dedicated time to allow staff to create common assessments, collect data, and make instructional decisions based on the data. (see critical area for follow-up #2)

2. Data driven curriculum and instruction decisions

Action Taken:

- SPSA component 1 actions 2 was specifically designed to address getting more time for teachers to collect and analyze data and to design lesson plans with respect to that work.
- Initially, late-start days had been developed to give teachers more time to collaborate over data and planning, but the time was not enough, nor consistent enough for the satisfaction of the staff, hence, the new bell schedule for the 2014-15 school year.
- The staff has had training in summative and formative assessments as well as in Illuminate (see above), ALEKS (math assessment and remediation program), and some of the online resources for World Languages and math.

- Common assessments have been developed in all departments and the data generated has been used as a starting point for department discussions. Of note has been the refinement of the English writing prompts and rubric calibration. Also, the math department developed a new course (Fundamentals of Math) based on data generated through their assessments. After giving students a CSU assessment, ALEKS, and comparing data with grades, a second section of the course was added after the first quarter of the the 2014-15 school year.
- There is anticipation of using the SBAC interim assessments for math and E/LA when they become available.

Comments on Progress:

- Over the past two years, significant and substantial progress has been made in this area. Data collection in various forms - specifically through formative assessments such as *ticket out the door*, *group work within the classroom*, *clickers*, *individual white boards*, etc. has been a regular topic of adapting lessons within a class period. The collection of data through common assessments has also been a regular topic and has been implemented to a far greater extent than was done in 2012. The math department, in particular, has made dramatic inroads in the area of data collection and reaction. However, all departments have made significant inroads in this area.
- Even with the progress made, there is still additional work to be done in this area. Data collection and analysis is still, for the most part, within each department and not between departments.

3. More broad based use of PLC model in all departments

Action Taken:

- Ten members of PGHS Staff trained by DuFour's in January 2013 in the area of PLC's.
- Members of PGUSD Curriculum Knights traveled to San Diego to visit PLC training at Chula Vista Elementary School District and conduct site visit at Health Sciences High School and Middle College. Team met with reading instruction author and Dean of Faculty Affairs Doug Fisher along with Chula Vista district's ILT trainer Bonnie McGrath. PGUSD hired Bonnie McGrath as a consultant to train PGUSD Instructional Leadership Team (formerly Curriculum Knights).
- PGHS adopted Wednesday morning collaboration time (50 minutes) during five-day weeks in the calendar. Departments provide minutes depicting on-going department discussions regarding common assessments and teacher needs.
- PGUSD Admin consulted with Pivot Learning Partners to establish "Walk-Throughs" at district schools. PGHS held two "walk-throughs" focusing on student learning behavior. PGHS ILT members attended the Seaside High School Learning Walk in November 2014, and met with the Seaside ILT to learn how they gathered data and interpreted information for feedback to staff in order to improve instruction. PGUSD Curriculum Committee decided to use *rich and rigorous conversation* as a focus in the next PGHS "Walk-Through" on January 15, 2015. Afterwards, administrators compared notes and data and the data was shared with the staff at a subsequent staff meeting.

Comments on Progress:

- This area has had significant training, both through outside trainers and then by our own staff at staff meetings as well as in district staff development days. There has been far more discussion on alignment of curriculum and pacing, common assessments, and reaction to data since 2012. Much of this probably has to do with arriving at a bell schedule that gives weekly time for such discussion and planning.
- Although an area for improvement, PGHS has adopted the Professional Learning Cycle and offered safe practice for all of its teachers. Several have visited each others' classrooms in order to view peers practicing close reading, text-dependent questioning, and rich conversation techniques. Members of the PGMS ILT provided a 3-2-1 form to use during the visits to help provide feedback for presenting staff: 3 Things you saw that were effective with students, 2 Things you would like to learn more about, and 1 follow-up question

4. District wide professional development in differentiated instruction**Action Taken:**

- SPSA component 1 actions 1, 2, 3, 4, and 5 all address in some form the need to address underperforming students as well as students who have differing learning styles. The addition of an additional AVID class as well as expanding the teaching methodologies and learning tools to both 9th and 10th grade English classes has been a significant change.
- Through ILT training with Bonnie McGrath, PGHS began Common Core implementation with Close Reading, Annotation, Analysis of Text Complexity, Text-dependent Depth of Knowledge level questioning during the 2013-14 professional development. For 2014-15, the district focus of Rich and Rigorous Discussion led to adoption of the Skills of Collaboration for faculty.
- AVID methodologies and strategies shared during monthly staff meetings: Cornell notes and Socratic Seminars. Administration and new AVID section teachers (9/10 and 11/12) attended Summer Institute between July 30-August 1, 2014 with emphasis to increase staff development.

Comments on Progress:

- Instructional techniques such as Close Reading, various forms of group work to foster student conversations in the classroom, the use of technology in the classroom in deeper manners rather than substitution, and group projects coupled with stronger communication between Special Education, ELL staff and the regular education staff has broadened the use of differentiated instruction in the classroom. Subgroups were performing very closely to the whole population with respect to normed assessments such as STAR and CAHSEE. While every class requires note-taking, we still have more work to do in order to strengthen the universal approach to note-taking and note review.
- Administration provided guidance for all departments through close reads of *Focus* by Mike Schmoker, which engineered discussions of how long lecture

should last before students need to interact with the content (interactive lecture), use of constant checks for understanding, and how effective teaching can help low-achieving students improve grades and self-esteem

5. Develop and use benchmarks for all departments

Action Taken:

- The development of benchmarks was supported by the late start days which has morphed into a new bell schedule under component 1 action 2 in the SPSA.
- The math department has made every assessment common throughout their courses. The English department has created writing benchmarks and done work on common grammar benchmarks. The world language, likewise, has created benchmarks. The science department and social studies departments have aligned much of their curriculum and developed some benchmark tests for their courses.

Comments on Progress:

- This area, while much further along than in 2012, still needs further attention so that data generated can be used more constructively. As new staff have come to PGHS, there has been much more alignment and common assessment development which has quickened the pace of progress in this area.

6. Develop a uniform grading policy across all departments

Action Taken:

- This issue has been taken up by departments through the additional time gained through the late-start days and now the Wednesday collaboration days. This was supported through SPSA component 1 action 2.
- All departments have aligned grading policies within the departments and/or courses. Departments have unified percentages for homework, assessments, projects, etc..

Comments on Progress:

- This area has been given significant time within the departments. While there was some discussion on whether it was practical to create a grading policy that was uniform for the entire school, it was deemed that it would not help students in any meaningful way while at the same time create a system that would not be useful for all departments. The discussions on the unification of homework, class work, and assessments within each department revealed discrepancies that have been addressed and have been helpful to students.

V: Updated Schoolwide Action Plan

Comment on the refinements made to the schoolwide action plan since the last full selfstudy visit to reflect schoolwide progress and/or newly identified issues.

Include a description of the school's procedures for the implementation and monitoring of the single schoolwide action plan.

Comment on the integration of plans into one single schoolwide action plan.

Include a copy of the school's latest updated schoolwide action plan.

The action plan that follows on the following pages represents the updated plans from the 2014-15 Single School Plan for Student Achievement. This Action Plan has been reviewed and updated by the Site Council and updated as data came in. The Site Council has gathered data from regular sources such as grades, STAR testing, CAHSEE, California Healthy Kids Survey, etc, as well as from surveys sent out to students, staff and parents. From this data, goals were set for the Single Plan for Student Achievement and the Action Plan revised.

Table 1

PACIFIC GROVE HIGH SCHOOL ACTION PLANS

Action #1: Increase and facilitate stronger college and career preparation

Rationale: To make students’ education relevant to life after high school

Growth Target: Expand course offerings, increase education relevancy, and awareness of post secondary options

Activity/Tasks	Person Responsible	Resources	Assessment	Timeline	Year 12-13	Year 13-14	Year 14-15	Year 15-16	Year 16-17	Year 17-18
1.1 Review the electives being offered as they relate to students interest and career and college pathways	Principal Teachers Counseling School Board	General District funds	Evaluate current resources and student interests	Students survey	Identified programs that fit pathway model	Aligned at least half of program	→	→	→	All programs are aligned
1.2 Increase number of students completing a-g requirements		SIP Funds Site Funds	More students enrolled and completing a-g courses	Gather and review data Create additional AVID section for 9/10 focus and increase in mid-range learner support for a-g eligibility	Align graduation requirements to a-g requirements Counseling continues 4 year pans with all 9 th graders and visits classrooms to discuss a-g requirements Train more staff at AVID Summer Institute	→ →	→ →	→ →	80% of students complete a-g requirements 75% of Staff AVID trained	
1.3 Increase the number of students completing 3 rd and 4 th year of math	Principal Math Department	General Funds	Number of students completing 3 rd	Gather student data for lack of incentive to take	Adjust classes and instruction to respond to data gathered and	→	→	→	→	80% of students take at least three years of

	Counselors School Board		and 4 th year math increases	advanced math courses	align to Common Core				math.
						Provide after school tutoring and Summer Math Bridge Program	Provide after school tutoring and Summer Math Bridge Program	Provide after school tutoring and Summer Math Bridge Program	
1.4 Articulate with post secondary institutions	Administration	SIP Funds Site Funds	High school courses aligned with college courses	Articulation meetings have taken place	CTE class has been aligned with career pathway Data from placement tests gathered	Articulate with MPC to offer Info Tech classes on campus for 15-16 and create proposal for CDE Pathway Grant	→	→	All appropriate classes are aligned with post secondary institutions
1.5 Increase College and career staffing and support	Administration Counselors School Board	SIP Funds General funds	Staffing has been increased to help students with college and career choices	Review data from previous survey	Full time college and career counselor on staff Begin Fall and Spring Art/CTE Expos where students interview professionals in field of interest, create resume, website, and business card.	College and Career exploration in 9 th -11 th grades in AVID, English and Social Studies classes	→	→	Students have strong support for college and career prep
						→	→	→	
				Continue Senior Project for English 4 which includes in-depth career exploration, fine tuning of resume, and mock interviews.		→	→	→	

Action #2: Ensure the consistency of curriculum and instruction within departments and across departments.

Rationale: Students receive consistent instruction

Growth Target: Teachers have aligned all curriculum, instruction, and assessments

Activity/Tasks	Person Responsible	Resources	Assessment	Timeline Year 12-13	Year 13-14	Year 14-15	Year 15-16	Year 16-17	Year 17-18
2.1 Schedule time for departments to meet to review and apply Common Core standards	Principal Teachers Leadership Committee School Board	Site Funds SIP Funds	Course Outlines aligned	Departments start writing new course outlines	Implementati on of Common Core Standards	Review and adjust course outlines Begin 45 min Collaboration on Wed. of 5 day week	→	→	→
2.3 Create common assessments in all departments	Principal Teachers Leadership Committee	Site Funds SIP Funds	Data from student test results	Common assessments and assignments are developed	Review assessments	→	→	→	→
2.2 Develop Common curricular expectations.	Principal Teachers Leadership Committee	Site Funds SIP Funds	Leadership team survey	Departments meet to develop curricular expectations	Instruction is consistent.	Repeat cycle	→	→	→
2.4 Develop common writing standards across the curriculum	Principal Teachers Leadership Committee	Site Funds SIP Funds	Examples of student's writing samples	Create a standardized writing manual	All teachers are utilizing common writing standards	→	→	→	→

PACIFIC GROVE HIGH SCHOOL ACTION PLANS

Action #3: Create a culture that establishes positive values.

Rationale: Create a safe and positive educational experience

Growth Target: Student surveys show improvement in campus culture

Activity/Tasks	Person Responsible	Resources	Assessment	Timeline Year 12-13	Year 13-14	Year 14-15	Year 15-16	Year 16-17	Year 17-18
3.1 Formalize a program for addressing at risk students	Administration Staff ASB	Site Funds SIP Funds Categorical Funds	Healthy Kids Survey	Develop a program	Implement the program	Assess the program	→	→	→
3.2 Decrease use of drugs and alcohol amongst students	Administration Staff ASB	Site Funds SIP Funds Categorical Funds	Healthy Kids Survey	Education on use and consequences	→	→	→	→	→
3.3 Explore ways to increase connections between staff and students	Administration Staff ASB	Site Funds SIP Funds Categorical Funds	Student and staff survey	Create a model for connecting to students	Implement the model	→	→	→	→

PACIFIC GROVE HIGH SCHOOL ACTION PLANS

Action #4: Improve communication between departments, within the district and the community.

Rationale: Educational community has information to make intelligent decisions and is part of decision making processes.

Growth Target: Communication has improved

Activity/Tasks	Person Responsible	Resources	Assessment	Timeline Year 12-13	Year 13-14	Year 14-15	Year 15-16	Year 16-17	Year 17-18
4.1 Establish late start days for interdepartmental /district collaboration	Principal Teachers Leadership Committee School Board	General Funds SIP Funds Site Funds	Staff Survey	Four pairs of late start days implemented	Eight pairs of late start days implemented	→	→	→	→
4.2 Improve communication with parents through phone calls, emails and meetings	Principal Teachers Leadership Committee	General Funds SIP Funds Site Funds	Parent Survey	Create a communication model	Implement model	→	→	→	→
4.3 Improve communications with students regarding grades, campus life, and career college opportunities	Principal Teachers Leadership Committee	General Funds SIP Funds Site Funds	Student Survey	Improve bulletin and general communication	Improve communication from teachers and counselors	→	→	→	→

PACIFIC GROVE HIGH SCHOOL ACTION PLANS

Action #5: Utilize technology in all aspects of our instruction.

Rationale: Implement technology in all areas of the educational process

Growth Target: Communication is unhindered by outdated and slow technology .

Activity/Tasks	Person Responsible	Resources	Assessment	Timeline Year 12-13	Year 13-14	Year 14-15	Year 15-16	Year 16-17	Year 17-18
5.1 Update Technology Plan based on instructional needs	Technology Committee Staff		Technology Plan is updated annually	Plan is updated	→	→	→	→	→
5.2 Replace and update equipment	Staff Technology Committee	Measure D General Funds	Teacher Survey	Current technology meets instructional needs	→	→	→	→	→
5.3 Provide opportunities for professional Staff development	Curriculum Director Staff	SIP Funds District Professional Development Funds	Teacher Survey	Periodic staff development in staff meetings Release time provided for off campus training.	→	→	→	→	→
5.4 Purchase new equipment and strengthen infrastructure to support it	District Network Administrator Technology Committee Staff	Measure D General Funds	Teacher and student use monitored.	New computer lab Internet connection improved	Wireless network established	→	→	→	→

Summary of progress on the Action Plan

Activity/Tasks	Progress
1.1 Review the electives being offered as they relate to students interest and career and college pathways	Classes are being set up based on student sign-ups, which establish student interest.
1.2 Increase number of students completing a-g requirements	Counselors are counseling students during their 4-year plan as well as during their junior year check up to fulfill the A-G requirements. Additionally, the earth science class has been established as meeting an A-G requirement. Current trends show that the number of students fulfilling the requirements are increasing and currently stand at 74%. In 2012-13, an additional section for AVID 9/10 provided more support for mid-range learners. Several staff have been trained at AVID Summer Institutes with goal of providing key instructional strategies to help increase UC A-G requirements.
1.3 Increase the number of students completing 3 rd and 4 th year of math	The number of math courses has been increased and students have been encouraged to take a third or fourth year of math to fulfill A-G requirements. Percentage of students completing math courses at least to Algebra II hovers around 90% for the past 3 years. Student percentages taking a fourth year of math hovers in the mid 30's.
1.4 Articulate with post secondary institutions	Recent collaboration with Monterey Peninsula College has taken hold with efforts being focused on building pathways in the computer science and networking area. Further discussions regarding photography, sports medicine and culinary arts have yet to take place.
1.5 Increase College and career staffing and support	The college and career counselor time has been increased from 4 hours/day to 6 hours/day. The site plan has allocated funding for a College and Career Week which took place in October and included a college fair as well as a job fair. Counselors have been able to take trips to various colleges in and out of state which has increased the number of students applying to those colleges. In 2013-14, the new computers instructor began the Fall and Spring Arts Expo which requires all computers, digital imaging and sports marketing students to present their career-focused projects to members of the community. In addition, PGHS continues to provide the Senior Project for all English 4 students.

Activity/Tasks	Progress
2.1 Schedule time for departments to meet to review and apply Common Core standards	What started out as late-start days devoted to department and school-wide collaboration has morphed into a new bell schedule for the 2014-15 school year that allocates 45 minutes each Wednesday for department collaboration. This time has been used heavily to plan and integrate Common Core Standards into the curriculum.
2.3 Create common assessments in all departments	Virtually all departments have developed some common assessments beyond end-of-semester finals. Some departments have totally aligned all assessments for courses such as Integrated Math I, II, and III as well as Algebra II. Common writing assessments and benchmark tests have been developed alongside grammar assessments. While there has been a lot of progress in this area, there is still work to be done to assure that all courses throughout all departments are assessing the same material.
2.2 Develop Common curricular expectations.	All departments have developed common expectations with respect to assessments, homework, and class work. Homework levels has also been more closely aligned so that each teacher in each department hold the same expectations.
2.4 Develop common writing standards across the curriculum	Writing rubrics have been shared by the English department so that common expectations across the curriculum can be held. Staff meetings have been held to discuss the levels of expectations with respect to editing and correcting each department might have.

Activity/Tasks	Progress
3.1 Formalize a program for addressing at risk students	Every staff meeting holds time for discussion of at-risk students. The format of the discussion varies from social and emotional issues to academic or special needs issues. Follow up is done by the teachers and assistant principal with results coming from the Healthy Kid Survey. Off the List (OTL) tutoring is available for all students, but all 9 th grade students with 2 or more D's and F's have been contacted to participate.
3.2 Decrease use of drugs and alcohol amongst students	School assemblies and speakers have been held to raise awareness of drug and alcohol use. Breathalyzers are used at every school dance and major event. The most recent California Healthy Kids Survey shows that 7% of 9 th grade students and 13% of 11 th grade students have tried binge drinking over the past 30 days (the vehicle chosen to measure this). Levels have dropped significantly over the years. The Natural High Club began in 2011-12, and has provided students activities to find their <i>natural</i> high: camping, hiking, kayaking, ice skating, skiing/snowboarding, trampoline warehouse, water skiing, and rock-wall climbing.
3.3 Explore ways to increase connections between staff and students	While not formalized, each staff member has been encouraged to find 3 students who have made the "dot" list and to connect with them in some manner. At staff meetings, these connections are brought up and discussed. All staff are encouraged to attend extra-curricular activities – and many do.

Activity/Tasks	Progress
4.1 Establish late start days for interdepartmental /district collaboration	As mentioned before, late start days have been replaced with a dedicated 45 minute meeting at the department level every Wednesday.
4.2 Improve communication with parents through phone calls, emails and meetings	Staff have been encouraged and many have used PowerSchool to directly communicate with parents through email. While not measured directly, feedback from parents has been positive. More teachers have turned to class websites as a means to communicate with students and parents – both for homework, classwork, and project information as well as for calendars. Administration has utilized regular emails home to parents as well as holding 3-4 Coffee with the Principal evenings designed for parents to bring ideas and issues as well as for administration to share information ranging from Common Core to LCAP or drug/alcohol use or other information. Additionally, administration has also incorporated a text system that almost 500 parents and students have signed onto for breaking news or emergency information.
4.3 Improve communications with students regarding grades, campus life, and career college opportunities	The school website has been beefed up to have more information that is readily obtainable for students and parents. Multiple informational evenings have been developed to educate students and parents about career and college, and an 8 th grade parent night has been set up to talk about campus life.

Activity/Tasks	Progress
5.1 Update Technology Plan based on instructional needs	The technology plan has been updated on an annual basis and is currently being updated to take into account the funding stream from the recent passage of Measure A – a bond set up specifically to fund technology in the district.
5.2 Replace and update equipment	With the passage of Measure A, a more aggressive replacement and update schedule is being established than was set before. Funding was a main obstacle in replacing anything but the bare minimum.
5.3 Provide opportunities for professional Staff development	Staff development time has been brought into the current 2 full days through negotiations. Those days have been devoted to integrating teaching methodologies to address the shifts in Common Core from the previous state standards. Additional staff development is done during staff meetings as well as funding for specific training requested by teachers as it pertains to their teaching area.
5.4 Purchase new equipment and strengthen infrastructure to support it	Recent establishment of a fiber optic data line for the district has opened the capacity for the school’s internet use. Additional establishment of a school-wide wifi has allowed the use of portable technology to be better utilized. The wifi has also allowed the ability of teachers to have students utilize their own smart phones and laptop devices.

SUBJECT: Review Plans for the 2014-15 State Standardized Testing

PERSON RESPONSIBLE: Bruce Cates, Director of Technology

RECOMMENDATION:

The District Administration recommends that the Board review the information provided regarding District plans for state testing for 2014-15.

BACKGROUND:

California is changing its standardized testing process from a paper-pencil, multiple-choice system to an online, adaptive system. The computer-based assessments will evaluate students' understanding of the Common Core State Standards (CCSS) in grades 3-8 and 11. The computer-based assessments will adapt to a student's responses, providing higher level or lower level questions to determine their personal level compared to grade-level standards.

Last school year, California districts participated in a pilot program to test the viability of the Smarter Balanced Assessment Consortium (SBAC) assessments in English Language Arts (ELA) and Math. Our district, like most in California, assessed students with half the normal number of questions planned for the full assessment process. We utilized existing computer labs replacing normal computer class time with scheduled groups of students. This impacted the availability of the labs for regular student activity. It was clear that we needed to expand the assessment locations for the full tests for 2014-15. The state estimates that full ELA and Math testing will take seven (7) hours for each student in grades 3-5, seven and a half (7.5) hours for middle school students and eight (8) hours for grade 11 students.

INFORMATION:

In 2013-14 PG Middle School successfully provided additional testing location in the library by the use of Chromebooks. As discussed at previous board meetings, and based on this success, we decided that the district should acquire enough Chromebooks to allow students to take the SBAC assessments in their classrooms or other non-computer lab locations. Instructors and other staff will be trained to administer the assessments to maximize testing rooms. Teachers will have more flexibility to schedule test sessions within their weekly plans during the assessment window. Teachers can run practice sessions so students become comfortable with the testing environment. This comfort level will enhance student success during the formal assessments. More importantly, the Chromebooks will be available for frequent student-use in classrooms as part of their regular curriculum.

Current plans are that elementary classes will administer SBAC assessments in their regular rooms, middle school students will take the assessments in selected classrooms, and the high school will operate a large testing center in the gymnasium.

In addition to the Chromebooks and security cabinets, we will add additional WiFi transmitters to the existing system to insure online access for the maximum of devices use at one time.

FISCAL IMPACT:

Funds from the Measure A Technology Bond will be used to acquire the equipment used in administering the state exams. The purchasing process is ongoing, so the exact amount is not finalized, but will exceed \$500,000 to provide equipment, processing, added WiFi capacity and security for 1,200 computers.

SUBJECT: Review the Possibility of Starting a Breakfast Program at the Elementary School Level

PERSON(S) RESPONSIBLE: Dianne Hobson, Nutrition Director

RECOMMENDATION:

The Administration recommends that the Board review and give direction concerning the request from PGTA to investigate whether a breakfast program or snack program could be introduced at the elementary school level.

BACKGROUND:

Teachers are finding that there are students who do not bring a snack to school or who do not eat breakfast before coming to school. Research shows that students who need nourishment cannot perform at their full potential.

Pacific Grove Unified School District participates in the National School Lunch Program and the School Breakfast Program. School lunch is provided at the elementary schools, while both breakfast and lunch are provided daily at the middle and high schools. The District has always relied on the General Fund to financially support the Cafeteria Fund in order cover annual expenses. In 2012/2013, \$44,404 and in 2013/14, \$36,144 was transferred into the Cafeteria Fund to close the books. In the past when considering adding breakfast, the financial implications were always the deciding factor. Currently, Forest Grove's free and reduced numbers are at 28.9% and Robert Down's numbers are at 14.9%.

Additional items need to be considered before the breakfast program can be implemented at the elementary school level. If breakfast were to be introduced it would need to be offered at both elementary schools. The breakfast meal would need to be offered to all students, not just to those in need. The identification of students who are eligible to receive free or reduced meals is never shared with teachers or staff at the sites.

Last year I was approached by Zoe Roach, from the Forest Grove PTA to see if I could provide snacks at the school. The USDA snack program is only available for after school programs, however we did come up with a solution. The PTA board voted to designate money to be spent on snacks and in December I was able to purchase granola bars and Graham crackers and provided these to the PTA, who then provided them to the teachers to hand out to the students who did not have snacks at school. The feedback that I have received from the teachers at Forest Grove has been very positive concerning this snack program, and would like it to continue. Usually between two and five students take snacks each day, and it's not always the same students.

INFORMATION:

Time:

Federal regulations require that there be a 2 hour window between meal services. Currently, the recess schedules at the elementary school do not support serving a meal at recess time, so breakfast would need to occur before the first bell. Students need at least 10 minutes to sit down and eat, so the mealtime would need to occur from 8:00 to 8:30 AM, to allow students to receive their meal and eat

it, and be ready to head to class at 8:45 AM. If “grab and go” meals are provided, these would need to be eaten in the classroom, while teachers take attendance.

Bus:

The bus schedule would need to be adjusted to accommodate the before school meal time. Students would need to be dropped off earlier than on the current schedule.

Personnel:

Two new food service positions would need to be created to cover the 1.5 hours at each site needed to prepare, serve, record and clean up after the meal. (Approximately \$22.00 per hour per site)

Before school supervision would also be needed at the school sites, as buses may be dropping off students who may not be eating breakfast at school.

Food Costs:

The estimated cost of each meal (excluding labor) would be \$1.38. The reimbursement rate is \$1.62 for free meals, \$1.32 for reduced meals and \$0.28 for paid meals.

FISCAL IMPACT:

An approximate cost to the Cafeteria Account to operate the program at one site would be \$18,360 per year. This covers labor and food costs. That is assuming 50 students would eat breakfast at each site, each day.

Additional costs that would need to be considered are the cost of rescheduling the buses and the before-school supervision of students on campus.

SUBJECT: Future Agenda Items

PERSON(S) RESPONSIBLE: Ralph Gómez Porras, Superintendent

RECOMMENDATION:

The Administration recommends that the Board review the list of future agenda items and direct Administration to add items to the list and/or schedule items for a particular agenda.

BACKGROUND:

Board Bylaw 9322 states in part that “Any member of the public or any Board member may request that a matter within the jurisdiction of the Board be placed on the agenda of a regular meeting. The request [from a member of the public] must be submitted to the Superintendent or designee with supporting documents and information ...”

INFORMATION:

Board members have the opportunity at the end of Open Session in a Regular Board meeting to request that items be added to the list for a future meeting. Depending upon the timeliness of the item, it may also be assigned a particular meeting date.

The following is a list of future agenda items as of the February 5, 2015 Regular Board Meeting:

- Discussion of Extracurricular Activities Budgets (March)
- Special Education Transition Program Proposal
- Update on State Testing and Reporting
- Update on School Resource Officer