

PACIFIC GROVE UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION
Minutes of Regular Meeting of April 2, 2009 – Pacific Grove Adult School

I. OPENED BUSINESS

- A. Called to Order 6:00 p.m.
- B. Roll Call
- | | |
|-------------------------------|--|
| President: | Beth Shammas |
| Clerk: | Mike Niccum |
| Members Present: | Jessie Bray
Bill Phillips
Tony Sollecito |
| Administration Present: | Ralph Porras
Robin Blakley |
| Board Recorder: | Laura Emerson |
| Student Board Member Present: | Brandon Cephress |

C. Adopted Agenda

Changes to agenda

- Consent Agenda Item N pulled – previously approved at Jan 15, 2009 meeting
- Information/Discussion Item F moved to follow I/D Item A

MOTION Niccum/Phillips to adopt agenda as amended

Public comment: none

Motion CARRIED 5 – 0

D. Identified Closed Session Topics

1. PGTA negotiations
2. Superintendent's Evaluation

E. Public comment on Closed Session items none

F. Adjourned to Closed Session 6:02 p.m.

II. CLOSED SESSION

III. RECONVENED IN OPEN SESSION 7:05 p.m.

A. Reported action taken in Closed Session

1. PGTA negotiations
No action taken
2. Superintendent's Evaluation
No action taken

B. Pledge of Allegiance pledge recited

IV. COMMUNICATIONS

A. Written Communication

Shammas thanked the Adult School for hosting the Board meeting. She received an email from Curriculum Director Cathie McAweeney.

Porras received several emails about continuing the student transportation program.

B. Board Member Comments

Cepress said the teacher/student basketball game is next week. He thanked administration for opening the front parking lot for seniors. High School students hope to be performing a play soon that was also written by a High School student. Please visit the Dunk Tank Booth at Good Old Days to support the Lacrosse Team.

Phillips said it has taken him three years to understand how the Adult School program is run and he now views it as a wonderful little jewel that we have in Pacific Grove.

Niccum will be in the Dunk Tank Booth on Sunday.

Bray congratulated High School senior Kylie Batlin for going on to the State championship with the Poetry Outloud competition.

Sollecito thanked the Middle School for putting on the play “Honk.”

Shammas participated in the Community High School WASC visit Monday and Tuesday. She was interviewed by the team whose report is forthcoming. She wanted to know if there is a landscape plan for the Measure D projects. She read an article about children being vaccinated before coming to school and wanted to know the statistics of PGUSD students who are not vaccinated.

C. Superintendent Report

Porras congratulated the Community High Staff for their efforts during the WASC review. Matt Bell did a fantastic job – the small school with the small program made a big impact. He wanted the Board to be aware that the Allen Griffin and Mildred Willemsen Awards are the same night as the Middle School’s Music Program that officially opens the Performing Arts Center. He encouraged everyone to take a contact sheet of elected officials and send letters telling them the story of what is happening in education. “Make your voice be heard as your public service that President Obama is asking of us.”

V. PRESENTATION

Pacific Grove Adult School

Harirsaz presented an overview of the Adult School’s programs, classes, teaching staff, and student data: ethnicity, enrollment, student achievement, and projects. While last year’s enrollment rose dramatically to 10,000 students, current data indicates enrollment through early February is already at 11,500 students. She emphasized that the Adult School is also working with the High School and the Career Center to assist students.

The following staff enhanced the presentation with highlights of their own programs: Loretta Thompson, Kelly Cool, Brian Lerable, Gail Root, Kim Biggio, La Verne Baker Leyva, Joan Nattress, Chris Hunt, Janet Light and Mike Cassidy.

Bray said she has enrolled in a class at Canterbury Woods about memoir writing and was so pleased to see the class coming to them.

VI. INDIVIDUALS DESIRING TO ADDRESS THE BOARD

Bell invited Trustees to attend the High School Open House on Tuesday, April 7. State runner-up in the Poetry Outloud competition, Kylie Batlin, recited at last week's City Council meeting. The CAHSEE was given to students who did not pass the first time; Barbara Martinez set up an intervention program with students and parents. Eighteen out of 20 students passed the exam. She called every one at home to tell them the news. Many High School and Community High students are involved in Good Old Days events this week end; please show your support of their efforts.

Mary Riedel said the Middle School Open House is Wednesday, April 8. Roggeman will be in the Dunk Tank at noon. Middle School staff are planning the Performing Arts assembly for Thursday, April 23rd. For the Middle School receiving the Distinguished Schools Award, she thanked Roggeman, Bell and Denise Engles for their assistance.

VII. CONSENT AGENDA

- A. Minutes of March 18, 2009 Special Board Meeting
- B. Minutes of March 19, 2009 Regular Board Meeting
- C. Minutes of March 26, 2009 Special Board Meeting
- D. Certificated Assignment Order # 14
- E. Classified Assignment Order # 13
- F. Acceptance of Donations
- G. Warrant Schedules No. 486
- H. Revolving Cash Report No. 7
- I. Cash Receipts Report No. 7
- J. Approval of Contract for Writing Poetry Program Services – Patrice Vecchione, Poetry at FG
- K. 2008/09 Special Reserve – Capital Projects Fund (40) - Budget Revision #3
- L. Deferred Maintenance Fund - Budget Revision #1
- M. Authorized Execution of Mandated Claim Service Contract with Centration
- N. ~~Approval of Contract for Forest Grove Physical Science Program Services – Carol Young~~
- O. Summer School Session Lunch Program Waiver

Niccum pulled Items K and L to ask for clarification; Sollecito pulled Item O to ask for clarification. Blakley answered their questions.

MOTION Sollecito/Niccum to approve Consent Agenda as amended.

Public comment: none

Motion CARRIED 5 - 0

VIII. ACTION/DISCUSSION

- A. 2009/10 Budget Revenue, Expenditure Projections and Budget Assumptions

Blakley informed the Board that Carmel Unified School District is adopting a zero growth in its property tax projection for their 2009/10 budget and concern continues that our 4.5% projection may be too optimistic – emphasizing it was important to continue with planned reductions until more accurate information is available in August. Federal stimulus money is still unknown and the State may reduce their disbursement as a result.

Public comment:

Lori Rae Andersen clarified the CSEA position she presented at the March 26 Special Board Meeting.

Board members discussed this item, giving direction to staff to proceed with developing the budget.

B. Resolution # 844, Reduction of Classified School Services

Shammas asked how reducing the Career Tech position by half will affect students, especially since such action goes against the District's Strategic Plan. Bell is working with Kristin to streamline her job; there are ways to reduce her hours but half-time is significant. "It will hurt the program." He is trying to get staff on board to help. He had planned that next year he would bring her into the counseling area to work in a variety of ways with students. He would like her position to be at the forefront of the "putbacks."

MOTION Niccum/Sollecito to adopt Resolution # 844 in order to reduce classified services for the 2009-2010 school year.

Public comment: none

Motion CARRIED 5 - 0

IX. INFORMATION/DISCUSSION

A. Subcommittee Reports

City/District

Nothing to report

Communication Committee

Shammas and Bray see the need for producing and mailing a district newsletter to all residents within PGUSD.

Niccum, Sollecito and Phillips did not feel the District was in a position to spend the money to produce and mail a newsletter after having to reduce and eliminate so many people. There are two local newspapers eager for school news and Connect Ed is reaching most families.

Porras said that Marge Jamison of The Cedar Street Times has expressed an interest in having a periodic column on school district news.

Community Human Services

Nothing to report

MCSBEC

The annual meeting is on April 30th and Niccum encouraged Board members to attend.

ROP

Nothing to report

Stadium Celebration

Shammas and Phillips met with Bell to discuss an appropriate celebration. They have set the date for Saturday, May 30th, 11:30 a.m. – 4:00 p.m. They want a community celebration.

Blakley was concerned that the date is very close to the estimated completion date which has already been moved a few times due to unforeseen delays and is already close to the High School graduation. There will be the additional expense of custodian and maintenance workers as it is a nonschool day.

Porras suggested holding it after graduation as that event will provide an opportunity to coordinate traffic, etc. Phillips said students are crucial to the celebration.

Niccum suggested adding contingencies—not using the entire field.

There was Board concurrence to hold the High School Stadium Celebration on Saturday, May 30 from 11:30 a.m. – 4:00 p.m.

B. Discipline with Respect to Alcohol and Drugs at PGHS

Bell admitted he should have used another word instead of “rampant” to describe the drug problem on the High School campus. While there is a significant drop in negative statistics, drug and alcohol usage among students does exist. Cepress agreed that there were more “notorious” students on campus last year than this, and that having dogs on campus would deter students from bringing drugs to campus.

Sollecito said dogs and a resource officer are very effective on school campuses.

Phillips wants to make this a Board priority, and have it be a board budget item. Porras said the Board should then address the issue and include it as a part of the Strategic Plan.

At 9:55 p.m., MOTION Sollecito/Phillips to extend the meeting to no later than 10:15 p.m.; motion CARRIED 5-0

C. CalSTRS Retirement Incentive Program Update

The Board discussed this item. There are no savings in offering the Golden Shake this year and therefore, it cannot be offered.

D. Instructional Minutes

(This item was moved to the May 7 Board meeting.)

E. Board Priorities for 2009/10 Instructional Program Design

(This item was moved to the May 7 Board meeting.)

F. PGUSD Transportation

(This item was discussed following Subcommittee Reports to accommodate the audience who had come to participate in the discussion.)

Blakley clarified that discussion at the March 26 Special meeting around discontinuing school bus transportation was intended to be an exploration of worst case scenario options, not something the district was pursuing. If transportation is discontinued, the State financial assistance goes away permanently, even if the program was resumed. He is working with Bruce Cates to create an online survey asking all parents about ridership.

Phillips would like to see a 20% ridership.

Public comment:

Lisa Starks said every year, riding the bus for the first two weeks is free; maybe make it the first month. When she's talked to parents, they say they will put their kids on the bus if they can be picked up at their houses.

Joel Drucker said all the drivers are trying to brainstorm, too, to come up with creative ways to increase ridership.

Andersen suggested offering free transportation for the rest of the school year since drivers are already paid, and maybe give paid parents a discount for next year.

Linda Williams suggested starting the free rides on Earth Day, April 22nd and show riding the bus as a green activity. Williams said she will ride the bus if that's what it takes. If everybody promotes it, if the word gets out at Open House, and incentives are provided, then the program will have a better chance of succeeding.

It was noted that free and reduced bus passes are available so cost is not the issue. The week of April 27 was selected as "Ride the PG School Bus for Free" week.

X. ACTION/DISCUSSION – BOARD CALENDAR/FUTURE MEETINGS

Board Calendar/Future Meetings

MOTION Bray/Niccum to 1) cancel April 30 Regular Board meeting, 2) schedule May 14 Regular Board meeting, and all Board members attend Monterey County School Boards Annual Dinner on April 30 at MCOE.

Public comment: none

Motion CARRIED 5 – 0

XI. FUTURE AGENDA ITEMS

A. Discussion of Future Agenda Items

Curriculum update
Update on Athletic budget
Update on Music budget

B. Future Agenda Items

May 21

Bell Schedule

TBA

Board Bylaws, Policies and Regulations Updates
Class Size Guidelines
Declining Enrollment Committee
Policy on Grounds and Maintenance
Traffic Safety
Year end review of Special Board meetings with Staff and Students
Zero Waste Lunch Program

XII. ADJOURNED

10:15 p.m.

SUBJECT: Approve 2009-10 VEA Perkins Application

PERSON(S) RESPONSIBLE: Fred Rubin, Matt Bell, and Ralph Porras, Superintendent

RECOMMENDATION:

The Board approve the 2009-2010 VEA Perkins Application from Pacific Grove High School ROP and Carmel Unified School District.

BACKGROUND:

Each year, all participating districts are required to approve the VEA Perkins Application. We joined with Carmel as a consortium to meet the grant minimum requirements. Pacific Grove receives approximately \$9,000.00 of Perkins funding each year.

INFORMATION:

The consortium that was created last year with Carmel Unified School District will continue this year as well.

FISCAL IMPACT:

None.

DUE DATE: May 1, 2009

**CAREER TECHNICAL EDUCATION APPLICATION FOR 2009-2010 FUNDING
 Carl D. Perkins Career & Technical Education Improvement Act of 2006**

LOCAL EDUCATIONAL AGENCY: (LEA) Pacific Grove Unified Pacific Grove Consortium		COUNTY-DISTRICT (CD) CODE: 27-66134
ADDRESS OF LEA: Pacific Grove Unified School District 555 Sinex Ave Pacific Grove, CA 93950		CHECK APPROPRIATE BOX: <input type="checkbox"/> Sec. 112 - State Institutions X Sec. 131 - Secondary <input type="checkbox"/> Sec. 132 - Adult/ROCP
NAME OF LEA SUPERINTENDENT OR CHIEF ADMINISTRATOR: Ralph Porras, Superintendent		
ALLOCATION AMOUNT: \$17,657		BOARD APPROVAL DATE: 05/07/09
PERKINS COORDINATOR: Fred Rubin TITLE: CTE, ROP Director	Telephone Number: 831 646 6590 Ext: 209 FAX Number: 831 646 6513 Email Address: frubin@pgusd.org	
PERKINS COORDINATOR'S ADDRESS (If different from LEA address above): Fred Rubin Pacific Grove High School 615 Sunset Ave., Pacific Grove, CA 93950		

CERTIFICATION: I hereby certify that all state and federal rules and regulations will be observed and that the assurances and certifications related to this program are accepted as the conditions in the operations of this program. The funds associated with this application will support the implementation of our 2008-2012 Local Career Technical Education Plan and provide a program that is of sufficient size, scope, and quality to effectively address the career preparation needs of our students. This funding will supplement state and local career technical education funds and improve, enhance, or expand our career technical education programs in the 2009-2010. I certify that to the best of my knowledge, the information contained in this application is correct and complete.

PRINTED NAME OF SUPERINTENDENT OR DESIGNEE: Ralph Porras	TITLE, If not Superintendent:
SIGNATURE OF SUPERINTENDENT OR DESIGNEE:	DATE:

CALIFORNIA DEPARTMENT OF EDUCATION USE ONLY

REVIEWED AND APPROVED BY:

DATE:

CALIFORNIA DEPARTMENT OF EDUCATION
Secondary, Postsecondary, and Adult Leadership Division
CDE 100-SP (12/08)

CAREER TECHNICAL EDUCATION APPLICATION
Carl D. Perkins Career and Technical
Education Improvement Act of 2006

**SECTION I
SIGN-OFF FORM FOR FEDERAL AND STATE ASSURANCES AND
CERTIFICATIONS**

This application is a commitment to comply with the following assurances, certifications, terms, and conditions associated with the Carl D. Perkins Career and Technical Education Improvement Act of 2006.

The applicant should download the general assurances and certification from the CDE Perkins Forms and Files Web page at www.cde.ca.gov/ci/ct/pk/forms.asp. For the complete text of program specific assurance, certification, terms and conditions, see the *Instructions, Policies, Assurances, and Certifications for the Career Technical Education Application for 2009-2010 Funding*. A signature on this page is an indication that the Superintendent or an authorized designee has reviewed the documents listed below and agrees to comply with the assurances, certifications, terms and conditions.

- California Department of Education General Assurances (CDE-100A)
- Drug Free Workplace Certification (CDE-100DF)
- U.S. Department of Education Debarment and Suspension (ED 80-0014)
- U.S. Department of Education Lobbying (ED80-0013)
- Perkins IV Assurances and Certifications (CDE 100)
- 2009-2010 Grant Conditions

As the duly authorized representative of the local education agency applying for *Carl D. Perkins Career and Technical Education Improvement Act of 2006 Career Technical Education Application for 2009-2010 Funding*, I have read the assurances, certifications, term and conditions associated with this program; and I agree to comply with all requirements as a condition of funding.

Printed Name Fred Rubin

Title ROP Coordinator, PGHS

Signature _____

Date 04/05/09

SECTION II

SIGN-OFF FORM FOR REPRESENTATIVES OF SPECIAL POPULATIONS

The Perkins IV Act requires local education agencies (LEA) to implement strategies to overcome barriers that may be lowering special population students rates of access to, or success, in career technical education (CTE) programs assisted with the funds. CTE programs must be designed to enable special population students to meet the performance level targets established for the programs, and provide the activities needed to prepare these students for high skill, high wage, or high demand occupations that lead to self-sufficiency.

This form confirms that the LEA coordinators/administrators responsible for the administration of each of the programs associated with the special population groups has reviewed and approved the 2009-2010 Perkins IV application for funds. Each special population category MUST be signed by the LEA's designated administrator or certificated representative responsible for that program.

Economically Disadvantaged (Title I Coordinator/Administrator)

Printed Name Matt Bell Title Principal

Signature _____ Date _____

Limited English Proficient (LEP) (English Learner Coordinator/Administrator)

Printed Name Matt Bell Title Principal

Signature _____ Date _____

Disabled (Handicapped) (Special Education Coordinator/Administrator)

Printed Name Matt Bell Title Principal

Signature _____ Date _____

Single Parent or Single Pregnant Women (Title IX Coordinator/Administrator)

Printed Name Matt Bell Title Principal

Signature _____ Date _____

Gender Equity or Nontraditional Training (Title IX Coordinator/Administrator)

Printed Name Matt Bell Title Principal

Signature _____ Date _____

Displaced Homemaker (Title IX Coordinator/Administrator)

[Required only on Section 132 (Adult) applications]

Printed Name Matt Bell Title Principal

Signature _____ Date _____

SECTION III: Assessment of Career Technical Education programs (core indicators).

See instructions on page 16 of the *Carl D. Perkins Career & Technical Education Improvement Act of 2006 Application for 2009-2010 Funding Instructions, Policies, Assurances, and Certifications.*

Secondary: (continues onto page 5)

Core Indicator	Pacific Grove HS, only one institution is required to report.	LEA Level 2007/08	State Level 2007/08	90% or more of the State level
1S1 Academic Attainment- Reading/ Language Arts	Numerator: Number of 12 th grade CTE concentrators who have met the proficient or advanced level on the reading/language arts portion of the California High School Exit Exam (CAHSEE).	<u>97.31%</u>	22.3%	20.1%
	Denominator: Number of 12 th grade CTE concentrators.			Yes
1S2 Academic Attainment- Mathematics	Numerator: Number of 12 th grade CTE concentrators who have met the proficient or advanced level on the mathematics portion of the CAHSEE.	<u>97.31%</u>	20.9%	18.81%
	Denominator: Number of 12 th grade CTE concentrators.			Yes
2S1 Technical Skill Attainment	Numerator: Number of 12 th grade CTE concentrators who received a grade of "C" or better in the CTE class, or received an industry recognized certification, or passed an end of program assessment aligned with industry-recognized standards.	<u>79.57%</u>	Baseline	N/A
	Denominator: Number of 12 th grade CTE concentrators.			
3S1 Secondary School Completion	Numerator: Number of 12 th grade CTE concentrators who earned a high school diploma, a General Educational Development (GED) certificate, or other state recognized equivalent (including recognized alternative standards for individuals with disabilities) or a proficiency credential, certificate, or degree in conjunction with a secondary school diploma during the reporting year.	<u>98.39%</u>	85.0%	76.5%
	Denominator: Number of 12 th grade CTE concentrators.			Yes
	Numerator: Number of 12 th grade CTE concentrators who, in the reporting year,	NA	NA	NA

Core Indicator	Pacific Grove HS, only one institution is required to report.	LEA Level 2007/08	State Level 2007/08	90% or more of the State level
4S1 Student Graduation Rate	were included as graduated in the states computation of its graduation rate.	Data will be collected in 2010-11		
5S1 Secondary Placement	<p>Denominator: Number of 12th grade CTE concentrators.</p> <p>Numerator: Number of 12th Grade CTE concentrators who left secondary education during the reporting year and entered in postsecondary education, advanced training, military service, or employment six months following the program year in which they left secondary.</p>	100%	75.0%	67.5%
6S1 Non-traditional Participation	<p>Denominator: Number of 12th grade CTE concentrators.</p> <p>Numerator: Number of CTE participants from underrepresented gender groups enrolled in a program sequence that leads to employment in nontraditional fields.</p> <p>Denominator: Number of all CTE participants enrolled in a program sequence that leads to the employment in nontraditional fields.</p>	96.11%	Baseline	N/A
6S2 Non-traditional Completion	<p>Numerator: Number of CTE concentrators from underrepresented gender groups who completed a program sequence that leads to employment in nontraditional fields.</p> <p>Denominator: Number of all CTE concentrators from underrepresented gender groups enrolled in a program sequence that leads to the employment in nontraditional fields.</p>	96.72%	Baseline	N/A

Adult: See instructions on page 16 of the *Carl D. Perkins Career & Technical Education Improvement Act of 2006 Application for 2009-2010 Funding Instructions, Policies, Assurances, and Certifications.*

Core Indicator	We are not spending any Perkins Funds on Adult Programs, This is purposefully left blank.	LEA Level 2007/08	State Level 2007/08	90% or more of the State the State level
1A1 Technical Skill Attainment	<p>Numerator: Number of adult CTE concentrators who passed an end of program assessment or earned a competency certificate during the reporting year.</p> <p>Denominator: Number of adult CTE concentrators enrolled in a CTE program.</p>	____%	92.46%	83.21% <input type="checkbox"/> Yes <input type="checkbox"/> No
2A1 Credential, Certificate, or Degree	<p>Numerator: Number of adult CTE concentrators earned an industry-recognized credential, certificate, degree, or completed a transfer program.</p> <p>Denominator: Number of adult CTE concentrators who completed a CTE program.</p>	____%	66.13%	59.52% <input type="checkbox"/> Yes <input type="checkbox"/> No
4A1 Student Placement	<p>Numerator: Number of adult CTE concentrators who left adult education and enrolled in postsecondary education or advanced training, in military service, or employment six months following the program year in which they left adult education.</p> <p>Denominator: Number of adult CTE concentrators who left adult education during the reporting year.</p>	____%	79.86%	71.87% <input type="checkbox"/> Yes <input type="checkbox"/> No
5A1 Non-traditional Participation	<p>Numerator: Number of adult CTE participants from underrepresented gender groups enrolled in a program sequence that leads to employment in nontraditional fields.</p> <p>Denominator: Number of all adult CTE participants enrolled in a program sequence that leads to the employment in nontraditional fields.</p>	____%	21.47%	19.32% <input type="checkbox"/> Yes <input type="checkbox"/> No
5A2 Non-traditional Completion	<p>Numerator: Number of adult CTE concentrators from underrepresented gender groups who completed a program sequence that leads to employment in nontraditional fields.</p> <p>Denominator: Number of all adult concentrators enrolled in a program sequence that leads to the employment in nontraditional fields.</p>	____%	23.28%	20.95% <input type="checkbox"/> Yes <input type="checkbox"/> No

SECTION III: Assessment of Career Technical Education programs (core indicators).

See instructions on page 16 of the *Carl D. Perkins Career & Technical Education Improvement Act of 2006 Application for 2009-2010 Funding Instructions, Policies, Assurances, and Certifications.*

Secondary: (continues onto page 5)

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	Denominator: Number of 12 th grade CTE concentrators.			Yes
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	Denominator: Number of 12 th grade CTE concentrators.			Yes
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	Denominator: Number of 12 th grade CTE concentrators.			Yes
	Numerator: Number of 12 th grade CTE concentrators who, in the reporting year,	NA	NA	NA

Core Indicator	Pacific Grove HS, only one institution is required to report.	LEA Level 2007/08	State Level 2007/08	90% or more of the State level
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Adult: See instructions on page 16 of the *Carl D. Perkins Career & Technical Education Improvement Act of 2006 Application for 2009-2010 Funding Instructions, Policies, Assurances, and Certifications.*

Core Indicator	We are not spending any Perkins Funds on Adult Programs, This is purposefully left blank.	LEA Level 2007/08	State Level 2007/08	90% or more of the State the State level
1A1 Technical Skill Attainment	<p>Numerator: Number of adult CTE concentrators who passed an end of program assessment or earned a competency certificate during the reporting year.</p> <p>Denominator: Number of adult CTE concentrators enrolled in a CTE program.</p>	____%	92.46%	83.21% <input type="checkbox"/> Yes <input type="checkbox"/> No
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Program Improvement Form

LEAs falling below 90 percent of the State established performance level on any core indicator must submit this form. See instructions on page 17 of the *Carl D. Perkins Career & Technical Education Improvement Act of 2006 Application for 2009-2010 Funding Instructions, Policies, Assurances, and Certifications*.

Example			
Core Indicator	Explanation: What are the reasons why the LEA did not meet the state established performance level for this core indicator?	Planned activities: Describe the specific activities that will be employed to achieve the improvement strategy.	Amount of funding
not meeting 90% level 6S1	Example: Low numbers of female students enrolled in Automotive and Building Trades programs. Strategy to improve performance level: Describe the strategy that will be used to improve the performance level of this core indicator. Example: Raise awareness among students and staff about non-traditional student participation	Example: 1. Meet with school counselors about non traditional careers and student enrollment. 2. Produce handouts/brochures for students.	Example: Perkins IV Example: \$200
Explanation:			
Core Indicator 1S1 Academic Attainment- Reading/ Language Arts	Strategy to improve performance level	Planned activities	Amount of Funding

Program Improvement Form

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not meeting 90% level 6S1	Example: Low numbers of female students enrolled in Automotive and Building Trades programs. Strategy to improve performance level: Describe the strategy that will be used to improve the performance level of this core indicator. Example: Raise awareness among students and staff about non-traditional student participation	Example: 1. Meet with school counselors about non traditional careers and student enrollment. 2. Produce handouts/brochures for students.	Example: Perkins IV Example: \$200
Explanation:			
Core Indicator 1S1 Academic Attainment- Reading/ Language Arts	Strategy to improve performance level	Planned activities	Amount of Funding

Section IV: Progress Report toward Implementing the Local CTE Plan

The implementation of each district's local CTE plan directly impacts the implementation of the State CTE Plan. Beginning in 2009-2010 through 2011-2012 local districts will report on the progress they have made toward implementation of their local CTE plan. This progress report should be viewed as an opportunity to reflect the goals outlined in the local CTE plan as well as successes and challenges that occurred during the 2008-09 school year.

Additionally, it is the time to set measurable outcomes for CTE for the 2009-2010 school year based on what has been learned and performance level data reported in Section III.

The following questions must be answered in the application:

1. Describe the progress that the district has been made toward achieving the goals established in the Local CTE Plan submitted to CDE in fall 2008.

<p>Goal 1: Create a cohesive consortium among educational institutions and industry leaders across the Monterey Peninsula</p>	<p>Fall 2008 Action Plan: We will begin to hold Advisory Meetings with the 4 major high schools, parents, students, industry and the local community college represented</p>	
<p>Goal 2: Develop premier rigorous educational programs for high demand labor market sectors.</p>	<p>Fall 2008 Action Plan: Evaluate advisory committee recommendations, labor market and educational programs on an annual basis.</p>	<p>Spring 09 Progress Achieved: 3 of Coastal Advisory meetings have taken place. The 4th is scheduled for 4/21/09. All 4 local high schools, the local community college, parents, students and industry were well represented.</p> <p>Spring 09 Progress Achieved: Labor markets were shared at the advisory meetings. The Pacific Grove Unified School Board approved recommendations made by the Information Tech Advisory group to upgrade the ½ year computer program to a full year beginning school year 2010/11. A Music Technology was added to both</p>

	campuses. Computer Animation/Game Design is being introduced at the Carmel Campus for 09/10.
Goal 3: Produce highly qualified individuals to enter the local workforce or pursue higher education.	
Fall 2008 Action Plan: Monitor & record rates of program completers, and high school graduates.	Spring 09 Progress Achieved: Program completers are recorded and a survey of their status is conducted each March following their graduation. Data from the state is now available for comparison. Both schools in our consortium are meeting the state target level of performance. We need to improve the uniformity of our records so both campuses are pursuing similar data fields.

2. How has the district improved, enhanced, or expanded career technical education for students during 2008-09?
- A. *The 4 coastal high schools and the local community college are now holding joint advisory meetings.*
 - B. *As a result, teachers are meeting with their local ROP and community college counterparts, developing course articulations and improving course sequencing.*
 - C. *Music Technology and Ornamental Horticulture were added at the Pacific Grove Campus in January 09. The district has supported the Computer Business Applications course in pursuing Microsoft Office Certifications.*
3. Identify at least three specific outcomes from the local CTE Plan on which the district will focus in 2009-2010.
- Goal 2: Develop premier rigorous educational programs for high demand labor market sectors.
- Action Plan:
- The Video Productions program at PGHS will pursue certifications of Adobe or Apple software*
 - The Foods Program will examine Serv Safe certifications*
 - PGHS CTE instructors will visit other programs or industry in an effort to remain current within their field.*
 - The Sports Medicine program is in the process of meeting the UC A-G requirements.*
 - The Fire Science Course is being aligned with CDF standards so that internships are available to 18 year old graduates.*

4. How will Perkins IV funds support the implementation of the identified outcomes in 2009-2010?

Perkins funds will be used to purchase necessary classroom supplies, software and tools for the Video Production, Foods, Computer Programs, and to promote non-traditional careers.

Section V: Sequence of Courses to be Funded with Perkins IV in 2009-2010. See instructions on page 18 of the *Carl D. Perkins Career & Technical Education Improvement Act of 2006 Application for 2009-2010 Funding Instructions, Policies, Assurances, and Certifications.*

NOTE: Only sequence(s) of courses identified in the LEA's approved Local CTE Plan or submitted in Section VII, Local CTE Plan Update, in this application can receive Perkins IV funds.

Industry Sector	Career Pathway	School site where the sequence is offered	Amount of Perkins Funding Allocated to this Sequence	Page # in Local CTE Plan
Tourism & Recreation	Hospitality and Culinary Arts	Pacific Grove	\$4510	7, 12, Program of Study of Study wksht.
Computer Information Technology	Information Media	Pacific Grove Carmel	\$4500	17, 18 Program of Study wksht.
Arts, Media, Entertainment	Media & Design Arts	Pacific Grove Carmel	\$8224	17, 18 Program of Study wksht.

Section VI
Program Year 2009-2010
BUDGET AND EXPENDITURE SCHEDULE

Local Educational Agency (LEA): Pacific Grove Consortium (Pacific Grove Unified & Carmel Unified) **CD Code:** _____

Authorized Signature: _____

Select One
 ORIGINAL BUDGET
 REVISION DATE: 4/5/09
 END-OF-YEAR CLAIM

Funding Source and Purpose:
 Section 112 State Institutions
 Section 131 Secondary
 Section 132 ROCP and Adult

Total Allocation: 17657
Indirect Cost Rate (percent): 2.4%

Object Code and Budget Category	(A) Instruction (Including Career Technical Student Organizations)	(B) Professional Development	(C) Curriculum Development	(D) Transportation & Child Care For Economically Disadvantaged Participants	(E) Special Populations Services	(F) Research Evaluation & Data Development	(G) Guidance & Counseling	(H) Administration or Indirect Costs	(I) Total
Percentage of grant expenditures allowed	At least 85% of the grant must be spent in these areas								
1000 Certified Salaries						No more than 10% may be spent in these areas			
2000 Classified Salaries									
3000 Employee Benefits									
4000 Books/ Supplies	17,234								17234
5000 Services/ Operating									
6000 Capital Outlay									
7000 Indirect Costs								423	423
Total	17,234							423	\$17,657

See instructions on page 19 of the Carl D. Perkins Career & Technical Education Improvement Act of 2006 Application for 2009-2010 Funding Instructions, Policies, Assurances, and Certifications.

SECTION VI: Budget Narrative for the 2009-2010 funds

See instructions on page 19-20 of the *Carl D. Perkins Career & Technical Education Improvement Act of 2006 Application for 2009-2010 Funding Instructions, Policies, Assurances, and Certifications.*

OBJECT #	EXPENDITURE DESCRIPTION	AMOUNT
1000	Certificated Salaries	
	Subtotal for 1000 category	
2000	Classified Salaries	
	Subtotal for 2000 category	
3000	Benefits <ul style="list-style-type: none"> ▪ Certificated allocation: ▪ Classified allocation: 	
	Subtotal for 3000 category	
4000	Books and Supplies	\$17234
	Non-capitalized Equipment for CTE Programs as indicated in Section III of this application.	
	Subtotal for 4000 category	
5000	Services and other operating expenditures:	
	Travel and Conferences	
	Subtotal for 5000 category	
6000	Capital Outlay (list items below)	
	Subtotal for 6000 category	
7000	Indirect @ % (minus capital outlay)	\$423
	GRAND TOTAL	\$17657

Section VII: Local CTE Plan Update

Required Update: Due to an omission by CDE in the template for the Local CTE Plan in 2008, each local district must complete one additional requirement of the Local CTE Plan. Responding to this question is required of all LEAs receiving Perkins IV funding.

The question that must be answered is:

Describe efforts to improve:

- a. the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teacher profession; and
- b. the transition to teaching from business and industry.

{Perkins IV, section 122(c)(3)(A) and (B)}

Response

- We have met with the local community hospital and discussed ways to hire their nurses to teach CTE Health occupations programs. Nursing pays more than teaching and we need to bridge this gap. The hospital is short of certain workers in the health professions, by accepting part of the responsibility it should open an avenue where trained workers are being provided to them.
- With cutbacks in funding we are not able to retain all of our positions.
- We have a non-discriminatory hiring practice. Our community is well represented within our teaching staff. (We have a woman woodshop instructor).
- All Designated Subjects instructors are required to pursue classes advancing them towards a full vocational credential. This includes "instructional methodology".

Optional Update: Applicants may update their local plans, if necessary. This is a good time to review local CTE plan benchmarks and make adjustments to reflect progress and/or additions to the CTE program. This is particularly important if

- New courses have been added to an existing program sequence
- New sequences of courses have been developed for an existing industry sector
- N new industry sector and the corresponding sequences of courses have been developed

If Perkins IV funds will be used to support any new industry sectors and/or courses not included in the original Local CTE Plan, a new sequence of courses worksheet must be completed. Go to the CDE Perkins Forms and Files Web page at www.cde.ca.gov/ci/ct/pk/forms.asp and download the Sequence of Courses Worksheet from the Local CTE Plan Forms.

Other updates to the local CTE plan can be submitted in narrative form with a reference to the Local CTE Plan chapter, section, and question.

SUBJECT: Summer Speech and Language Therapy Contract

PERSON(S) RESPONSIBLE: Cynthia Gallo, Director of Student Services

RECOMMENDATION:

It is recommended that the Board approve the contract for speech and language therapy services.

BACKGROUND:

Each year, if needed, special education students are identified for “extended school year” services on their IEP (individual education plan). The District is required to provide these services.

INFORMATION:

As no District staff have requested this position, the District plans to contract with a former speech and language therapist for these services.

FISCAL IMPACT:

No new funds are requested. Funds have already been allocated for this work in the current budget.

PACIFIC GROVE UNIFIED SCHOOL DISTRICT

555 Sinex Avenue
Pacific Grove, CA 93950

CONTRACT FOR SERVICES

(To be used for provision of services involving no potential for liability exposure for District)

This contract is an agreement between the Pacific Grove Unified School District and

Jennie McIntosh for services rendered as specified below.

1. **Scope of Service:**

Speech and language therapy services for special education students attending extended school year.

2. **Evaluation and/or expected outcome(s)**

Students will continue to make progress on speech and language therapy goals and will not regress over summer.

3. **Length of the Contract:**

June 9 to July 10, 2009

4. **Financial Consideration:**

Not to exceed \$4,125.00

School Funding Source: 01-6500-0-5750-1180-580000-000-2300-074

Consultant: Jennie McIntosh Soc. Sec. # _____

Address PO BOX 7587 Spreckles, CA 93962

Signed J. McIntosh Date 4/21/09

District Employee Independent Consultant *

Signed Cynthia Hall Date 4-20-09
Site/Program Administrator – (Check appropriate box below)

Contracted work was assigned using District's normal employment recruitment process.

Contracted work was not assigned using District's normal employment recruitment process. Attached Criteria Page (REQUIRED) identifies reason.

Signed _____ Date _____
Asst. Supt./Supt.

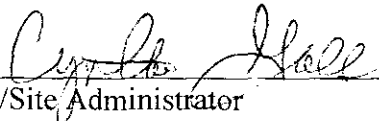
ALL SIGNATURES MUST BE OBTAINED BEFORE SERVICES ARE PROVIDED.

*Independent Consultant must sign and submit a W-9 to District prior to providing service.

Contract for Services Criteria

District/Site Administrator – Please circle criteria that applies and sign below.

- (1) There is a specifically documented cost savings relative to using district employment. (The documentation requirements are specified and must be attached).
- (2) The contract is for new school district functions and the Legislature has specifically mandated or authorized the performance of the work by independent contractors.
- (3) The services contracted are not available within the district, cannot be performed satisfactorily by school district employees, or are of such a highly specialized or technical nature that the necessary expert knowledge, experience, and ability are not available through the school district.
- (4) The services are incidental to a contract for the purchase or lease of real or personal property. Contracts under this criterion, known as "service agreements," shall include, but not be limited to, agreements to service or maintain office equipment or computers that are leased or rented.
- (5) The policy, administrative, or legal goals and purposes of the district cannot be accomplished through the utilization of persons selected pursuant to the regular or ordinary school district hiring process. Contracts are permissible under this criterion to protect against a conflict of interest or to ensure independent and unbiased findings in cases where there is a clear need for a different, outside perspective. These contracts shall include, but not be limited to, obtaining expert witnesses in litigation.
- (6) The nature of the work is such that the criteria for emergency appointments apply. "Emergency appointment" means an appointment made for a period not to exceed 60 working days either during an actual emergency to prevent the stoppage of public business or because of the limited duration of the work. The method of selection and the qualification standards for an emergency employee shall be determined by the district. The frequency of appointment, length of employment, and the circumstances appropriate for the appointment of firms or individuals under emergency appointments shall be restricted so as to prevent the use of emergency appointments to circumvent the regular or ordinary hiring process.
- (7) The contractor will provide equipment, materials, facilities, or support services that could not feasibly be provided by the school district in the location where the services are to be performed.
- (8) The services are of such an urgent, temporary, or occasional nature that the delay incumbent in their implementation under the district's regular or ordinary hiring process would frustrate their very purpose.



District/Site Administrator

4-20-09

Date

SUBJECT: PGUSD District Library Improvement Plan 2008-2009

PERSON (S) RESPONSIBLE: Carolyn Hawes, District Librarian

RECOMMENDATION:

The Board approve the 2008-2009 District Library Improvement plan.

BACKGROUND:

With the enactment of Assembly Bill 825, the California Public School Library Act of 1998 has been consolidated into the School and Library Block Grant. The recommendation is that there is a District Library Plan in place which identifies the goals and needs of the District Libraries.

INFORMATION:

There needs to be ongoing funding for adequate staffing in the district's libraries so that students and staff are supported as they access resources and use technology. The mission of the Pacific Grove Unified School District Library Program is to provide the foundation for lifelong learning.

FISCAL IMPACT:

The fiscal impact is unknown at this time.

**PACIFIC GROVE UNIFIED SCHOOL DISTRICT
DISTRICT LIBRARY IMPROVEMENT PLAN
2008– 2009**

VISION STATEMENT

The vision statement of the Pacific Grove Unified School District Library Program is to provide an inviting and comfortable venue where students and staff are supported as they access resources and use technology effectively in their search for information and knowledge. The Library Media Center should reflect the entire community's vision of learning and teaching.

MISSION STATEMENT

The mission of the Pacific Grove Unified School District Library Program is to provide the foundation for lifelong learning and love of literature.

COMPONENT #1: Provide staffing and services in each of the District’s libraries so students and staff are able to successfully access materials and information with the use of technology.

GOAL: Each library site has adequate staffing and library resources to improve academic performance, enhance learning, and understanding, and give students and staff the tools to become productive members of society and nurture a life long love of reading.

Objectives	Activities	Assessment	Budget
2.1 The secondary school sites will be staffed by at least one Teacher Librarian.	<ul style="list-style-type: none"> Provide ongoing funding for two Teacher Librarians. One to be in the high school Library Media Center and one in the middle school Library Media Center. 	<ul style="list-style-type: none"> There is a professionally trained credentialed Teacher Librarian employed at both the high school and middle school Library Media Centers. 	District Yearly Budget Allocation School and Library Improvement Block Grant
2.2 Each elementary school site will be staffed by one Library Media Tech II.	<ul style="list-style-type: none"> Provide ongoing funding for a Library Media Tech II at each elementary school site. 	<ul style="list-style-type: none"> There is adequate staffing at all the school sites. 	District Yearly Budget Allocation School and Library Improvement Block Grant
2.3 All four library sites will be supported by a Library Media Tech III.	<ul style="list-style-type: none"> Provide ongoing funding for a Library Media Tech III to support the four library sites. 	<ul style="list-style-type: none"> There is support staff for all the school sites. 	District Yearly Budget Allocation School and Library Improvement Block Grant

COMPONENT #2: Teach students and staff how to use the many online and computer based resources available as a teaching, learning, and research tools.

GOAL: Increase the use of the tools of technology by the students and staff to facilitate the learning process, improve communicate, and collaboration.

Objectives	Activities	Assessment	Budget
<p>3.1 Teach library literacy, information gathering strategies, use of online catalog, databases, and software programs.</p>	<ul style="list-style-type: none"> • Ongoing teaching in the use of the online catalog, information literacy, databases, and software programs and Web 2.0 tools. • Guest speakers and author visits. 	<ul style="list-style-type: none"> • Students and staff are able to locate and access the materials and information they need. • Students and staff are using technology tools for class assignments and research projects and share their knowledge and understanding with others. 	<p>District Yearly Budget Allocation School and Library Improvement Block Grant</p>
<p>3.2 Maintain the online library software program Destiny and the library websites.</p>	<ul style="list-style-type: none"> • Provide ongoing funding for the District Libraries online catalogs and circulation systems. • Identify appropriate websites. 	<ul style="list-style-type: none"> • The online catalog is current and available to the community at large both on the school sites and at home through the library websites. • The library websites have links to appropriate websites. 	<p>District Yearly Budget Allocation School and Library Improvement Block Grant District Funds</p>
<p>3.3 Increase knowledge by providing materials and technology that will improve and compliment the library program.</p>	<ul style="list-style-type: none"> • Attend conferences and workshops. • Read professional journals and books. • Hold bi-monthly meetings of the library staff from all four library sites. 	<ul style="list-style-type: none"> • New Technology tools are being used and new library materials are purchased. • Assess how the library program is functioning and supporting the needs of the students and staff. 	<p>District Yearly Budget Allocation School and Library Improvement Block Grant</p>

SUBJECT: Approval of One Topic to the PGTA/PGUSD Sunshine List – 2009/10

PERSON(S) RESPONSIBLE: Ralph Gómez Porras, Superintendent

RECOMMENDATION:

The District recommends adoption of the sunshine topic for the 2009-10 PGTA/PGUSD negotiations.

BACKGROUND:

In their 2008-09 Tentative Agreement, it was agreed that PGUSD and PGTA would each Sunshine four (4) topic in the upcoming 2009-10 negotiations.

INFORMATION:

PGTA has requested the topic, “Hours of Employment” be sunshined at this time with the remaining three topic being presented in Fall 2009.

FISCAL IMPACT:

To be assessed during negotiations.

SUBJECT: Resolution No. 845 Day of the School Administrator

PERSON RESPONSIBLE: Billie Mankey, Director II, Human Resource

RECOMMENDATION:

The Administration recommends the Board adopt Resolution No. 845 proclaiming **May 11, 2009** **“Day of the School Administrator.”**

BACKGROUND:

The term, “school administrator” is a broad term used to define many education leadership posts, which includes superintendents, assistant superintendents, principals, assistant principals, special education and adult education leaders, curriculum and assessment leaders, school business officials, classified educational leaders. School administrators who began their careers as teachers and those from other fields have demonstrated dedication in their efforts to effectively lead public education and improve student achievement.

INFORMATION/DESCRIPTION:

The State of California has declared the first full week of March as the “Week of the School Administrator” in Education Code 44015.1. In Pacific Grove, we have chosen to honor all employees whose contributions have led so successfully to the development of our District’s programs during the month of May. Therefore, we recognize our school administrators with a resolution proclaiming **May 11, 2009** **“Day of the School Administrator.”**

Pacific Grove Unified School District
Board of Education

Resolution 845

“DAY OF THE SCHOOL ADMINISTRATOR”

WHEREAS, leadership matters for California’s public education system and the more than 6 million students it serves; and

WHEREAS, school administrators are lifelong learners who believe in the value of quality public education; and providing quality service for student success is paramount for the profession; and the future of California’s public education system depends upon the quality of its leadership; and

WHEREAS, school leaders depend on a network of support from school communities – teachers, parents, students, businesses, community members, Board trustees, District and county staff and resources – to promote ongoing student achievement and school success; and

NOW, THEREFORE, BE IT RESOLVED by the Governing Board of Pacific Grove Unified School District that Resolution 845 be adopted to observe May 11, 2009 as the “DAY OF THE SCHOOL ADMINISTRATOR” to commend all school leaders for the contributions they make to successful student achievement.

Passed and Adopted on the Seventh Day of May 2009.

Beth Shammass, President

Jessie Bray, Board Member

Mike Niccum, Clerk

Tony Sollecito, Board Member



Bill Phillips, Board Member

Ralph Gómez Porras, Superintendent

SUBJECT: Resolution No. 846 Classified School Employee Week

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

RECOMMENDATION:

The Administration recommends the Board adopt Resolution No. 846 proclaiming Classified School Employee Week May 17th –23rd, 2009.

BACKGROUND:

In 1986, California School Employees Association sponsored state legislation to create Classified School Employee Week. Since then, California has taken one week each May to recognize the outstanding efforts of its school workers. The week this year is May 17th-23rd. All public schools annually observe a week in recognition of classified school employees and the contributions they make to the educational community.

INFORMATION:

Classified staff – school bus drivers, secretaries, clerical staff, food service, instructional aides, maintenance personnel, custodians, and other classified professionals – are the foundation of California’s public schools. Therefore, we recognize Classified School Employees by Board Resolution, proclaiming “Classified School Employee Week” May 17th-23rd.

FISCAL IMPACT:

None

Pacific Grove Unified School District
Board of Education

Resolution Number 846 Proclaiming

“CLASSIFIED SCHOOL EMPLOYEE WEEK”

WHEREAS, the Legislature of the State of California has declared that May 17th – 23rd, 2009 shall be **“CLASSIFIED SCHOOL EMPLOYEE WEEK.”** a time to recognize the many contributions of classified school employees to public education; and

WHEREAS, the education of our youth is imperative to our society, to California, to our nation, our world; and

WHEREAS, our District’s classified school employees are skilled personnel who serve our students and play important roles in the establishment and promotion of a positive instructional environment; and

WHEREAS, our classified staff are dedicated individuals who perform outstanding work and have continued to offer exceptional support for our students, teachers, and administration;

WHEREAS, our classified employees deserve rightful recognition and public celebration for their caring, their deeds, and the incalculable contributions they have made to California’s public education system;

NOW, THEREFORE, BE IT RESOLVED by the Governing Board of Pacific Grove Unified School District that Resolution 846 be adopted to observe **CLASSIFIED SCHOOL EMPLOYEE WEEK** during the time of May 17th-23rd, 2009 as an opportunity to acknowledge the achievements and contributions of classified school employees in our system of public education.

Passed and Adopted on the Seventh Day of May 2009

Beth Shammass, President

Tony Sollecito, Board Member

Mike Niccum, Clerk

Jessie Bray, Board Member



www.pgusd.org

Bill Phillips, Board Member

Ralph Porras, Superintendent

SUBJECT: Resolution No. 847 California Day of the Teacher

PERSON RESPONSIBLE: Billie Mankey, Director II, Human Resources

RECOMMENDATION:

The Administration recommends the Board adopt Resolution No. 847 proclaiming May 13th, 2009 “California Day of the Teacher”

BACKGROUND:

During the early 1970’s, The Association of Mexican-American Educators (AMAE) adopted the Mexican tradition of annually recognizing teachers and began organizing related events throughout the state. In 1985, AMAE sponsored legislation (incorporated in Education Code Section 37222) to establish the Day of the Teacher to be observed each year on the second Wednesday in May.

INFORMATION:

The State of California has declared the second Wednesday in May as “California Day of the Teacher”. Teachers find ways to encourage the unmotivated and to challenge all students at all levels. California Day of the Teacher recognizes the important role teachers play in our society fulfilling the responsibility to educate all children. Therefore, we recognize our teachers with a resolution proclaiming May 13th, 2009 “ California Day of the Teacher.”

FISCAL IMPACT:

None

Pacific Grove Unified School District
Board of Education

Resolution Number 847 Proclaiming

“CALIFORNIA DAY OF THE TEACHER”

WHEREAS, teachers personify our society’s belief that universal public education is key to meeting the challenges of a changing world and the influence of a good teacher continues long after school days are only memories; and

WHEREAS, teachers demonstrate and share their love of learning in the classroom every day and fill many roles: as listeners, explorers, role models, motivators, and mentors; and, by doing so, are partners with parents and the community in inspiring students’ dreams and laying the foundation for them to be good citizens; and

WHEREAS, teachers strive to make every classroom an exciting environment where productive and useful learning can take place and each student is encouraged to grow and develop and where teachers reach out to foster the well-being of each student, regardless of ability, social or economic background, race, or ethnic origin or religion; and

WHEREAS, the Board does applaud the unique and highly specialized skills and dedication required to meet the varied needs of the young people served by the District’s instructional programs and recognize that the quality of all student’s educational experiences depends significantly and vitally upon the quality of their teachers who are entrusted with fulfilling the mission of education to prepare our students for the future; and

NOW, THEREFORE, BE IT RESOLVED by the Governing Board of Pacific Grove Unified School District that Resolution 847 be adopted to observe May 13th, 2009 as the “CALIFORNIA DAY OF THE TEACHER” by taking time to remember and salute the teachers who mold and educate our children, impact and enrich our lives, and thereby, are critical to the constant transformation of our society.

Passed and Adopted on the Seventh Day of May 2009.

Beth Shammass, President

Tony Sollecito, Board Member

Mike Niccum, Clerk

Jessie Bray, Board Member

Bill Phillips, Board Member

Ralph Porras, Superintendent



www.pgusd.org

BEFORE THE BOARD OF TRUSTEES OF THE
PACIFIC GROVE UNIFIED SCHOOL DISTRICT
MONTEREY COUNTY, CALIFORNIA

IN THE MATTER OF
REDUCTION OR ELIMINATION OF
PARTICULAR KINDS OF SERVICES
FOR THE 2009-2010 SCHOOL YEAR

RESOLUTION NO. **848**
RESOLUTION TO ISSUE FINAL NOTICE

WHEREAS, the Board of Trustees decided to reduce or eliminate particular kinds of services for the 2009-2010 school year, and a preliminary notice of termination of services was issued to the affected employees; and

WHEREAS, the Governing Board has been notified by the Superintendent that the individuals listed in Exhibit A did not request a hearing pursuant to Education Code sections 44949 and 44955, and thereby waived his or her right to a hearing;

WHEREAS, Education Code section 44955(c) requires that affected employees receive final notice of layoff by May 15th;

NOW, THEREFORE, BE IT RESOLVED by the Board of Trustees of the Pacific Grove Unified School District that the services listed in Exhibit A shall be eliminated for the 2009-2010 school year; and

BE IT FURTHER RESOLVED that the Superintendent or his designee is directed to send a final layoff notice to the employees whose services shall be terminated by virtue of this action and to take any other actions necessary to consummate the purposes of this resolution. Nothing herein shall be deemed to confer any status or rights upon temporary or categorically funded project certificated employees in addition to those specifically granted to them by statute.

Adopted by the Board of Trustees of the Pacific Grove Unified School District on this 7th day of May, 2009.

AYES:

NOES:

ABSENT:

ABSTAIN:

I, Mike Niccum, Clerk of the Board of Trustees of Pacific Grove Unified School District, HEREBY CERTIFY that the foregoing Resolution was duly introduced, passed and adopted by the Board of Trustees at a meeting thereof held on the 7th Day of May, 2009 by a vote of _____.

IN WITNESS THEREOF, I have hereto set my hand this 7th Day of May, 2009.

Clerk of the Board of Trustees

EXHIBIT A

Services to be reduced or eliminated:

<u>Services</u>	<u>Number of Full-Time Equivalent Positions:</u>
<u>Elementary:</u>	
1. Vocal Music	0.5
2. Special Ed	0.5
<u>Middle School:</u>	
1. Industrial Arts	0.2
2. Home Economics	0.2
<u>High School:</u>	
1. Algebra	0.4
2. Fire Science	0.2
3. Sports Medicine	0.2
<u>Secondary:</u>	
1. Counselor	0.5
Total Full-time Equivalent Reduction	2.7

Employees to receive final notice:

Michelle Bouleware
Lynn Rivera
Colleen Hill
Travis Selfridge
James Page
Rob Friedrich
Beth Rutledge

SUBJECT: IMPACT for Youth Presentation of the California Healthy Kids Survey

PERSON(S) RESPONSIBLE: Catherine McAweeney, Director Curriculum/Special Projects

RECOMMENDATION:

Janet Myer and Lori Aiello, from IMPACT for Youth, will be presenting results of the California Healthy Kids Survey.

BACKGROUND:

The State of California mandates 5th, 7th, 9th, and 11th grade students to be given the California Healthy Kids Survey every other year. Our district administered the test last May, 2008.

INFORMATION:

FISCAL IMPACT:

SUBJECT: Instructional Minutes

PERSON(S) RESPONSIBLE: Ralph Gómez Porras, Superintendent

RECOMMENDATION:

The administration recommends that the Board discuss the issue of Instructional Minutes for the K – 12 District, and recommend direction for staff regarding adjustment of the instructional day, allocation of minutes, program implementation, etc.

BACKGROUND:

The internal and external audit of instruction minutes is a regular procedure for all K – 12 public school districts. California Education Code requires an annual review of actual minutes of teacher instruction at all grades levels, K – 12, and subsequent correction of any identified shortage. The required minutes are set on the 1986 – 87 baselines:

Kindergarten –	36,000 *
First – Third -	50,400
Fourth – Sixth -	54,000
Seventh – Eighth-	54,000
Ninth – Twelfth -	64,800

- Kindergarten is not a compulsory grade level, but remains accountable under the instructional minutes requirement *if* the program is offered.

There are two methods of instructional minutes calculations. (1) Calculation of actual minutes of teacher instruction per grade level per site, and/or per period per site. (2) If the first calculation is inaccurate or falls below the minimum requirements listed above, then an *alternate weighted formula* may be used. This formula takes a weighted average of 10 consecutive instructional days across full grade levels.

While Basic Aid Districts are not subject to penalties associated with instructional time deficiencies, their instructional minutes must be reported as if subject to the same requirements as Revenue Limit Districts. Failure to comply, however, may restrict the District from eligibility for certain categorical funds, including, but not limited to Class Size Reduction (under Option One), Extended Year funding, and School Improvement funds.

While Education Code sets a minimum requirement it is recommended that school districts maintain a greater number of actual minutes to account for unplanned occurrences or emergencies that might involve a sum of reduced number of days or minutes by the end of the academic year. Likewise, a total number of actual instructional minutes greater than the minimum required allows for increased program and teacher-student contact time.

The most recent audit of PGUSD instructional minutes performed by Vavrinek, Trine, Day and Co., LLP (See Table A below) identified **a deficiency of instructional minutes at Forest Grove Elementary** in first, fourth and Fifth grades using the “actual minutes” calculation. Compliance was achieved using the alternate weighed formula, which identified a very small excess of instructional minutes. The auditor recommended an adjustment of the actual minutes of instruction in order to comply with the standard measure of instructional minutes.

Additionally, upon further review, the “**Early/Late**” program at Forest Grove was identified as a compliance risk due to inadequate confirmation that the program was in operation during the 1983 – 84 fiscal year. These alternative programs were designed prior to the Class Size Reduction initiative and were intended to create smaller class size scenarios for larger classes (over 30 students). California Education Code **no longer allows** districts to count teacher instructional time for these programs in public schools *unless* such a program was in place during the 1983 – 84 fiscal year, and if the district can validate such a program through published bell schedules or master schedules. Such validation has not been produced for Forest Grove at this time. Consequently, there is a continued deficiency in instructional minutes calculations.

INFORMATION:

The following information has been provided to assist in the discussion of instructional minutes in PGUSD.

1. The California Department of Education description of “Early/Late” program requirements.
2. Table A – Audit of PGUSD Instructional Minutes
3. Current PGUSD Policy and Regulations regarding Instructional Minutes.

Education Code Requirements for Alternate or “Early/Late” Programs

Small school districts may institute double-session kindergartens of shorter length, but will then accrue average daily attendance (a.d.a.) at only half the normal rate (*Education Code* Section 46119). For kindergarten, teachers may not otherwise be assigned to teach two sections of kindergarten in the same school day (*Education Code* Section 46118).

In addition, to qualify for basic revenue limit apportionments, a district must maintain its schools (other than those with year-round schedules) for at least 175 days each year (*Education Code* sections 41420, 37670).

The 1983 Educational Reform Act established 'Longer Day and Year' financial incentives for districts (*Education Code* sections 46200-46206). The *Education Code* sections relating to Longer Day and Year added incentives for extending the school day and year. Section 46205 allows for a specified early-late computation of instructional minutes per day for certain districts conducting an early-late instructional program.

Longer Day/Year and "Early-Late" Computation - When a district uses a so-called "**early late instruction program**" or "**split schedule**," in which half the pupils in particular grade levels come to school "early" for more individualized instruction and the other half stay "late," the district may be able to apply the total time in both sessions toward meeting the instructional time incentives, **as long as other provisions are met**. *Education Code* Section 46205 states:

"For purposes of this article, instructional time for school districts conducting early-late instructional programs in kindergarten and grades 1 to 8, inclusive, shall be computed by adding the total amount of instructional time provided in each portion of the early-late instructional programs to the amount of instructional time offered when all pupils in the class are scheduled to attend. It is not the intent of the Legislature to disrupt or restrict early-late instructional programs for pupils in kindergarten and grades 1 to 8, inclusive. This section shall be applicable **only if the early-late instructional program was in operation during the 1983-84 fiscal year**, except that the Superintendent of Public Instruction may approve, based on educational reasons, the application of this section to programs commencing operation after the 1983-84 fiscal year."

Education Code Section 52122(g) specifies that

"Any school district that chooses to reduce class size through the use of an early-late instructional program is ineligible to also use Section 46205, relating to the computation of instructional time for purposes of the Incentive for Longer Instructional Day and Year, in any grade level for which class size reduction funding is received pursuant to this chapter; provided, however, that any school district that operated under Section 46205 prior to July 1, 1996, may receive class size reduction funding pursuant to Option One in any grade level for which class size reduction funding would otherwise be received pursuant to Option One."

Option One/Option Two - *Education Code* Section 52122(b)(2) refers to two alternatives for implementing the Class Size Reduction program:

"(A)(i) Option One: A school district shall provide a reduced class size for all pupils in each classroom for the full regular school day in each grade level for which funding is claimed. For the purposes of this chapter, "full regular school day" means a substantial majority of the instructional minutes per day, but shall permit limited periods of time during which pupils are brought together for a particular phase of education in groups that are larger than 20 pupils per certificated teacher. It is the intent of the Legislature that those limited periods of time be kept to a minimum and that instruction in reading and mathematics not be delivered during those periods of time. For the purposes of this subparagraph, "class" shall be defined in the same manner as provided in the regulations adopted by the Superintendent of Public Instruction prior to July 1, 1996, pursuant to Section 41376 and 41378 (subdivision (a) of Section 15103 of Title 5 of the *California Code of Regulations*)."

"(B)(i) Option Two: A school district shall provide a reduced class size for all pupils in each classroom for at least one-half of the instructional minutes offered per day in each grade level for which funding is claimed. School districts selecting this option shall primarily devote those instructional minutes to the subject areas of reading and mathematics. For the purposes of this subparagraph, "Class" shall be defined in the same manner as provided in the regulations adopted by the Superintendent of Public Instruction prior to July 1, 1996, pursuant to section 41376 and 41378 (subdivision (a) of Section 15103 of Title 5 of the *California Code of Regulations*)."

Priority Grade Level(s) - *Education Code* Section 52124(b) specifies grade level prioritization under the Class Size Reduction program:

"A school district may establish a program to reduce class size in kindergarten and grades 1 to 3, inclusive, and that program shall be implemented at each school site according to the following priorities:

- . If only one grade level is reduced at a school site, the grade level shall be grade 1.
- . If only two grade levels are reduced at a school site, the grades levels shall be grades 1 and 2.
- . If three grade levels are reduced at a school site, then those grade levels shall be kindergarten and grades 1 and 2 or grades 1 to 3, inclusive. Priority shall be given to the reduction of class sizes in grades 1 and 2 before the class sizes of kindergarten or grade 3 are reduced. If four grade levels are reduced at a school site, then those grade levels shall be kindergarten and grades 1 to 3 inclusive. First priority shall be given to the reduction of class sizes in grades 1 and 2, second priority shall be given to the reduction of class size in kindergarten and grade 3."

Table A

PACIFIC GROVE UNIFIED SCHOOL DISTRICT

**SCHEDULE OF INSTRUCTIONAL TIME
FOR THE YEAR ENDED JUNE 30, 2008**

Grade Level	1982-83	1986-87	2007-08	Number of Days		Status
	Actual Minutes	Minutes Requirement	Actual Minutes	Traditional Calendar	Multitrack Calendar	
Kindergarten	31,860	36,000	43,060	180	N/A	Complied
Grades 1 - 3	42,480	50,400				
Grade 1			46,170 ¹	180	N/A	Complied
Grade 2			53,925	180	N/A	Complied
Grade 3			53,925	180	N/A	Complied
Grades 4 - 6	53,100	54,000				
Grade 4			53,925 ¹	180	N/A	Complied
Grade 5			53,925 ¹	180	N/A	Complied
Grade 6			55,764	180	N/A	Complied
Grades 7 - 8	53,100	54,000				
Grade 7			55,764	180	N/A	Complied
Grade 8			55,764	180	N/A	Complied
Grades 9 - 12	57,525	64,800				
Grade 9			67,140	180	N/A	Complied
Grade 10			67,140	180	N/A	Complied
Grade 11			67,140	180	N/A	Complied
Grade 12			67,140	180	N/A	Complied

¹ The District is a Basic Aid District and is not subject to instructional time requirements, but must report their instructional minutes in the above schedule as if they were subject to those requirements. Although the District did not meet instructional time requirements for Non-Basic Aid Districts in two grade spans based on the above parameters, the District did meet those requirements using the weighted average method as follows:

	Forest Grove Elementary
GOAL:	
3 Grades x 50,400 minutes	151,200
2 Grades x 54,000 minutes	108,000
	<u>259,200</u>
	/5
Divide by 5 grades	<u>51,840</u>
Goal minutes per grade	
ACTUAL AVERAGE:	
1 Grade x 46,170 minutes	46,170
4 Grades x 53,925 minutes	215,700
	<u>261,870</u>
	/5
Divide by 5 grades	<u>52,374</u>
Average minutes per grade	
Excess/(Deficiency)	<u>534</u>

See accompanying note to supplementary information.

PGUSD Policy and Administrative Regulation

(CSBA – Recommended Policy Via GAMUT)

The Governing Board shall fix the length of the school day subject to the provisions of law. (Education Code 46100)

(cf. 6111 - School Calendar)

The Superintendent or designee shall schedule class periods giving consideration to course requirements and curricular demands, availability of school facilities, the age and attention span of students, and legal requirements.

The Board encourages flexibility in scheduling so as to provide longer time blocks or class periods when appropriate and desirable to support student learning, provide more intensive study of core academic subjects or extended exploration of complex topics, and reduce transition time between classes.

(cf. 4131 - Staff Development)

Legal Reference:

EDUCATION CODE

8970-8974 Early primary program, including extended-day kindergarten

37202 Equal time in all schools

37670 Year-round schools

46010 Total days of attendance

46100 Length of schoolday

46110-46119 Kindergarten and elementary schools (day of attendance)

46140-46147 Junior high school and high school (day of attendance)

46160-46162 Alternative schedule - junior high and high school

46170 Minimum day - continuation schools

46180 Opportunity schools (minimum day)

46190-46192 Adult school (day of attendance)

46200-46206 Incentives for longer instructional day and year

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION CORRESPONDENCE

Kindergarten Information, June 7, 2002

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

The Uses of Time for Teaching and Learning, October 1996

Extending Learning Time for Disadvantaged Students, August 1995

NATIONAL EDUCATION COMMISSION ON TIME AND LEARNING PUBLICATIONS

Prisoners of Time, April 1994

WEB SITES

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

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Administrative Regulation

Time Allocation

The following subject areas are delineated by major subject headings and subcomponents underneath the major topics. Specific grade level content will vary as noted by the California Content Standards and course outlines. A **bold** heading indicates a core subject area which must receive primary focus leading to grade level proficiency.

The instructional time allocation noted to the right, as listed by grade level is proposed as a minimum for the subject area in total. Distribution of time throughout the instructional week to address the subcomponents, as noted in the grade level, should be considered as meeting the total instructional minutes.

Subjects		K	1 – 2	3–5	6	7–8	9–12	
Language Arts Reading / reading readiness Oral Language / speech Writing Penmanship	day	120	120	120	50**	50**	By units and State Ed Codes	
	week	600	600	600	240	240		
Mathematics Computation Problem solving	day	60	60	60	50**	50**		
	week	300	300	300	240	240		
Social Studies (* per week for elementary) (Could be included into Language Arts)	day	60*	60*	60*	50**	50**		
Science (* per week for elementary) Health (Could be included into Language Arts)	day	60*	60*	60*	50**	50**		
Physical Education (200 mins every 10 days, 1 st – 6 th) (400 mins every 10 days, 7 th – 8 th) Health Wellness Education could be included	day				50**	50**		two years
	week		100	100				
Art / Performing Art / Music / Foreign Language No recommended time								
Other No recommended time Technology Electives								
Library								

** Due to the early release Thursday schedule, the average minutes per day equals 48.

(Bold indicates CSBA – Recommended Via GAMUT)

Kindergarten

The minimum school day for kindergarten students shall be 180 minutes, including recesses but excluding noon intermissions. (Education Code 46115, 46117)

The maximum school day for kindergarten students shall be four hours (240 minutes), excluding recesses. (Education Code 46111)

The maximum school day for kindergarten students may be longer than four hours under the following circumstances:

1. The maximum school day for multitrack year-round schools operating pursuant to Education Code 37670(a) shall be 265 minutes excluding recesses. (Education Code 46111)

2. The kindergarten school day may exceed four hours, excluding recess, if the district has established an early primary program pursuant to Education Code 8970-8974 and meets both of the following conditions: (Education Code 8973)

a. The Governing Board declares that the extended-day kindergarten program does not exceed the length of the primary school day.

b. The extended-day kindergarten program includes ample opportunity for both active and quiet activities within an integrated, experiential, and developmentally appropriate educational program.

Elementary Schools

The minimum school day for students in elementary schools shall be:

1. 230 minutes for students in grades 1-3 (Education Code 46112)

2. 240 minutes for students in grades 4-8 (Education Code 46113)

For students in grades 1-8, the minimum school day excludes both noon intermissions and recesses. (Education Code 46115)

The above minimum days do not apply to situations in grades 1-3 in which the Board has prescribed a shorter school day because of lack of school facilities requiring double sessions. (Education Code 46112, 46113)

Secondary Schools

The minimum school day for junior high and high school students shall be 240 minutes unless otherwise provided by law. (Education Code 46141-46147)

The minimum school day shall be 180 minutes for students enrolled in a continuation high school, continuation education classes, opportunity school or classes, adult education classes, special day or

(cf. 6178.1 - Work Experience Education)

(cf. 6184 - Continuation Education)

(cf. 6200 - Adult Education)

(Current PGUSD Policy)

Alternative Block Schedule for Junior High and High Schools

The Board may authorize any student to attend fewer school days in any district junior high or high school as long as the student attends classes for at least 1,200 minutes during any five school day period or 2,400 minutes during any 10 school day period to accommodate career technical education, regional occupational center and program courses, or block or other alternative school class schedules. (Education Code 46160)

(cf. 6178 - Career Technical Education)

(cf. 6181- Alternative Schools)

Prior to implementing the block schedule program in which students attend class for fewer school days, the Board shall consult in good faith in an effort to reach agreement with the certificated and classified employees of the school, with the parents/guardians of the students who would be affected by the change, and with the community at large. Such consultation shall include at least one public hearing for which the Board has given adequate notice to the employees and to the parents/guardians of affected students. (Education Code 46162)

(cf. 9320 - Meetings and Notices)

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FISCAL IMPACT:

Any addition of instructional minutes or days, beyond the minimum required by the State of California, may have a financial impact as a result of required bargaining unit negotiations (impact on the work conditions).