

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

Trustees

*Mike Niccum, President
Jessie Bray, Clerk
Bill Phillips
Tony Sollecito
John Thibeau
Maeve Healy, Student Rep*

DATE: **Thursday, June 3, 2010**

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

LOCATION: **Pacific Grove Middle School Library
835 Forest 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 555 Sinex 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 [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 regarding negotiations with the PGTA for 2009/10.
2. Negotiations - Collective Bargaining Session [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 regarding negotiations with the CSEA for 2009/10.

- 3. Superintendent's Evaluation
- 4. Personnel Matter
- 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, PGTA
 - 2. Negotiations - Collective Bargaining Session, CSEA
 - 3. Superintendent's Evaluation
 - 4. Personnel Matter
- B. Pledge of Allegiance

IV. 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.

V. PRESENTATION

GATE Program – Catherine McAweeney and Sarah Paff

VI. 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, staff, or public 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 as recommended.

- A. Minutes of May 20, 2010 Regular Board Meeting 5
 Recommendation: (Ralph Gómez Porras) Approval of minutes as presented.
- B. Certificated Assignment Order #19 11
 Recommendation: (Billie Mankey) The administration recommends adoption of Certificated Assignment Order #19.
- C. Classified Assignment Order #12 14
 Recommendation: (Billie Mankey) The administration recommends adoption of Classified Assignment Order #12.

D.	<u>Warrant Schedules No. 500</u>	16
	Recommendation: (Robin Blakley) 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.	
E.	<u>Revolving Cash Report No. 9</u>	17
	Recommendation: (Robin Blakley) As Assistant Superintendent for Business Services, I have reviewed the Revolving Cash payments for consistency with District budget policy and accounting practices and certify their consistency and recommend approval of the payments by the Board.	
F.	<u>Cash Receipts Report No. 9</u>	19
	Recommendation: (Robin Blakley) As Assistant Superintendent for Business Services, I have reviewed the receipt and deposit of the identified Cash Receipts for consistency with District policies and procedures and certify that the actions have been appropriately conducted. I recommend Board approval of the Cash Receipts.	
G.	<u>Acceptance of Donations</u>	22
	Recommendation: (Robin Blakley) The District Administration recommends that the Board approve acceptance of the donations.	
H.	<u>Acceptance of Adult School Project and Approval of Change Order #1</u>	23
	Recommendation: (Robin Blakley) The Administration recommends that the Board approve contract change order #1(items 1-21) and accept the Adult School project as being complete, authorize the filing of a Notice of Completion, subject to the completion of remaining punchlist items as identified by the architect within the remaining thirty-five (35) day period and authorize a final payment to be made at such time the items are completed.	
I.	<u>Approval of Professional Service Agreement for Construction Legal Counsel</u>	25
	Recommendation: (Robin Blakley) The Administration recommends that the Board authorize execution of the Professional Services Agreement between the Pacific Grove Unified School District and PubliConstruction Law as proposed.	
J.	<u>PGHS Single School Plan for 2010-11</u>	31
	Recommendation: (Matt Bell) High School Administration recommends approval of the Single School Plan for 2010-11. (Trustees received the Plan and copies are available in the District Office.)	
VII.	<u>PUBLIC HEARINGS</u>	
A.	Tentative 2009/10 Agreement with PGTA	32
B.	Tentative 2009/10 Agreement with CSEA	33
VIII.	<u>ACTION/DISCUSSION</u>	
A.	<u>PGTA 2009/10 Tentative Agreement</u>	32
	Recommendation: (Ralph Gómez Porras) The Board approve the Tentative Agreement between Pacific Grove Unified School District and Pacific Grove Teachers Association. (The Agreement will be presented at the Board meeting.)	

- B. CSEA 2009/10 Tentative Agreement 33
 Recommendation: (Ralph Gómez Porras) The Board approve the Tentative Agreement between Pacific Grove Unified School District and Classified School Employees Association. (The Agreement will be presented at the Board meeting.)
- C. Approval of Conceptual Planting Master Plans 34
 Recommendation: (Robin Blakley) The Administration recommends that the Board approve the conceptual planting master plans for all school sites.
- D. New Board Policy 5117.1: Interdistrict Attendance Through Open Enrollment Act, First and/or Final Reading 56
 Recommendation: (Ralph Gómez Porras) The Board review and approve BP 5117.1 establishing criteria for granting or denying transfer applications under the Romero Bill, also known as the new Open Enrollment Act.

IX. INFORMATION/DISCUSSION

- A. Report on the Forest Grove Traffic Survey Recommendations 62
 Recommendation: (Mariphil Romanow-Cole) The Board will receive information regarding the Forest Grove Traffic Survey Results, as well as information on the current traffic patterns.
- B. Graduation Portfolio Requirement for Adult Education High School Diploma Program 69
 Recommendation: (Craig Beller)The Governing Board of the Pacific Grove Unified School District authorizes the administration of the Adult School to incorporate the Graduation Portfolio into the credit requirements for the High School Diploma program.
- C. Monterey County Management Assistance Team Review of Special Education Program 73
 Recommendation: (Ralph Gómez Porras) The Board review and discuss the findings of the report.

X. ACTION/DISCUSSION – BOARD CALENDAR/FUTURE MEETINGS

- Board Calendar/Future Meetings 89
 Recommendation: (Ralph Gómez Porras) 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.

XI. FUTURE AGENDA ITEMS

- A. Discussion of Future Agenda Items 92
 Recommendation: (Ralph Gómez Porras) The Board review each request for a future agenda item and direct Administration to placement of the agenda item on an upcoming Board agenda.
- B. Future Agenda Items
 unassigned
 Enrollment Impact Report
 Student Testing/Assessment Data English Learners
 Technology Plan

XII. ADJOURNMENT

PACIFIC GROVE UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION
Minutes of Regular Meeting of May 20, 2010 – High School Library

I. OPENED BUSINESS

- A. Called to Order 6:35 p.m.
- B. Roll Call
- | | |
|-------------------------------|---|
| President: | Mike Niccum |
| Clerk: | Jessie Bray |
| Members Present: | Bill Phillips (6:37 p.m.)
Tony Sollecito (6:55 p.m.)
John Thibeau |
| Administration Present: | Ralph Porras
Robin Blakley
Billie Mankey |
| Board Recorder: | Laura Emerson |
| Student Board Member Present: | Maeve Healy |
- C. Adopted Agenda

MOTION Bray/ Thibeau to adopt agenda as presented
Public comment: none
Motion CARRIED 3 – 0

II. CLOSED SESSION

- A. Identified Closed Session Topics
1. Negotiations - Collective Bargaining Session [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 regarding negotiations with the PGTA for 2009/10.
 2. Negotiations - Collective Bargaining Session [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 regarding negotiations with the CSEA for 2009/10.
 3. Superintendent's Evaluation
 4. Confidential Employees Meet and Confer
- B. Public comment on Closed Session items
Denise Engles and Lori Rae Andersen commented about Personal Necessity Days.
- C. Adjourned to Closed Session 6:40 p.m.

III. RECONVENED IN OPEN SESSION 7:10 p.m.

- A. Reported action taken in Closed Session

1. Negotiations - Collective Bargaining Session, PGTA
The Board received information, no action was taken
2. Negotiations - Collective Bargaining Session, CSEA
The Board received information, no action was taken
3. Superintendent's Evaluation
The Board received information, no action was taken
4. Confidential Employees Meet and Confer
The Board received information, no action was taken

B. Pledge of Allegiance pledge recited

IV. COMMUNICATIONS

A. Written Communication

Porras received a letter from Lori Rae Andersen on the topic she spoke about during Closed Session Public Comment. Board members received copies of the Robert H. Down Poetry Anthology, a collaborative effort of students, teachers, parents and poet Patrice Vecchione. He received a letter from Mary Surbridge, President of the Breast Cancer Assistance Group of the Monterey Peninsula praising Sean Keller and the High School Leadership Class for their initiative, tireless efforts and dedication in coordinating this year's 8th Annual Breast Cancer Bowl-a-Thon in memory of PGHS Alum Isabelle McKay Giacolone. The bowl-a-thon was going to be canceled this year due to a lack of resources. As of April, the three hour fundraiser has raised an incredible \$5,800. He also received an email from Karinne Gordon, Katie Selfridge and Larry Haggquist thanking Kristin Paris and Carolyn Hawes for their tireless efforts in coordinating the Senior Projects.

B. Board Member Comments

Bray stated that "at last night's PG City Council meeting, I was pleased to see our schools so well represented. Middle School Principal Mary Riedel was there to support Savannah Hallgarth and Mackenzie Miller as they led the Pledge of Allegiance and presented their winning poems in the Fair Housing Poetry Contest. Also, Larry Haggquist of PGHS was there (with his two young daughters) in support of Morgan Brown as she performed a very moving poem that made it clear why she was the first place winner at the California State level. Our students did us proud!"

Thibeau said the High School performance of "Grease" was exceptional. He enjoyed visiting Forest Grove during their Open House. After making phone calls around the State, he cannot thank enough this District's negotiating teams for the professionalism and caring.

Phillips read "White Room" from the RHD Poetry Anthology and said the poem really touched him. In a recent conversation with the MPC Athletic Director, he learned the facility use fees for their stadium have plummeted. He asked the Board to consider setting aside sufficient funds for the full replacement of the PGHS stadium, possibly using Measure D funds. He welcomed new ASB President and Board representative, Maeve Healy to the table.

Maeve Healy introduced herself to the Board and said she looks forward to working with them in the upcoming school year. Seniors are at Disneyland. The Girls' Track Team finished second in the league and the Boys' Team finished third. Finals are next week.

C. Superintendent Report

Porras said his written communication items would suffice for his report.

V. RECOGNITION OF RETIREES

The following individuals were recognized for their years of service to the District:

Certificated

- Dave Anderson.....35 years .. Robert Down
- Janis Steinmann.....21 years ... Forest Grove
- Mary Anne Anderson....18 years ... Adult School
- Norm Muhl.....30 Years ..PG High School
- Paula Crivello.....38 years . Forest Grove
- Sue Erickson...38 years ..Robert Down

Classified

- Carole Perryman....18 years..Middle School

VI. EMPLOYEE RECOGNITION

The following were recognized for their service to the District:

- | | |
|--------------------|-----------------------|
| Adrian Schueneman | Kristin Paris |
| Andre DeBruin | Lane Dowlen |
| Angela Holm | Linda Jones |
| Barbara Martinez | Linda Lyon |
| Beth Rutledge | Linda Mahaney |
| Bruce Cates | Linda Radley |
| Buck Roggeman | Linda Williams |
| Christine Gruber | Lonnie Mook |
| Dana Moldenhauer | Loretta Thompson |
| Dave Anderson | Lori Rae Andersen |
| David Jones | Mariphil Romanow-Cole |
| Deanna Karasek | Mark Mahaney |
| Deborah Marchese | Mary Hiserman |
| Denise Engles | Marybeth Rinehart |
| Diane May | Matt Bell |
| Felica Afifi | Melanie Cardinali |
| Gary Williams | Michelle Evans |
| Henrietta Rivera | Renate Griffin |
| Jacqueline Perkins | RD BASRP Team |
| Janie Lawrence | Rod Herndon |
| Jason Cota | Sarah Paff |
| Jeff Stutzman | Sonda Frudden |
| Jennifer Fuqua | Stephanie Perlstein |
| Joe Huynh | Steve Ibrahim |
| Karen Levy | Sue Erickson |
| Kris Stejskal | Tom Bristol |
| | Trish Ramirez |

VII. INDIVIDUALS DESIRING TO ADDRESS THE BOARD

Tom Moore said the California Soccer Association North has been renting the High School stadium for several months and is extremely pleased with the professionalism of the site and District staff. He wants to increase the number of PGUSD students participating in soccer and would also like to help with restructuring the fee schedule to be sure they will still be able to accommodate many of their players who are underpaid military.

Andrea Sutherland, parent of a high school graduate, thanked Ms. Rolander and Ms. Briscoe for their assistance. She commented on certificates given to achieving graduates from the Bank of America, the school district calendar, communication, construction projects, parent drop off at the Middle School and her earlier suggestion of using direct appeal [to parents for financial donations].

Bobby Howell is concerned with stadium usage: Sunday night soccer with loud crowds, being open and unsupervised 24/7. He suggested regulating activity and use by groups outside the community, having no use after sunset and not open to the public during the days raise group rental rates and hire part time stadium supervisors for week ends.

Matt Bell said Community High School graduation is Wednesday May 26 at 6:00 p.m. in the Performing Arts Center and High School graduation is Friday May 28 at 4:00 p.m. in Breaker Stadium.

Mariphil Romanow-Cole invited everyone to attend Forest Grove's 5th grade performance of "Wizard of Oz." Dress rehearsal performance is Tuesday May 25th at 10:00 a.m.

Barbara Martinez said 96% of High School students passed the CAHSEE.

Karinne Gordon showed Trustees examples of student research papers that were part of their semester-long Senior Project which included reflective essays, Myers-Briggs assessment testing, brainstorming of project ideas, interviewing someone in the same field and over fifteen hours spent on creating the physical project. She was quite pleased with the variety and depth of knowledge of this year's projects.

VIII. CONSENT AGENDA

- A. Minutes of April 29, 2010 Special Board Meeting
- B. Minutes of May 6, 2010 Regular Board Meeting
- C. Certificated Assignment Order #18
- D. Classified Assignment Order #11
- E. Additional Architectural Services Agreement for Project Close-Out
- F. Approval of Agreements for Copier Leases
- G. After School Enrichment (ASE) Program 2010-2011
- H. Approval of Contract – DSA Inspector for Forest Grove and Robert Down Projects
- I. Approval of Contract for Third Party Administration and Compliance Services for 403(b) and 457 Programs with the Employee Benefits Services and National Benefit Services (EBSA/NBS)
- J. Building Fund (21) Budget Revision #1

Thibeau noted the incorrect site mentioned in minutes of may 6.

MOTION Bray/Thibeau to approve Consent Agenda as corrected

Public comment: none

Motion PASSED 5 - 0

IX. ACTION/DISCUSSION

- A. Side Letter of Agreement Between Pacific Grove Unified School District and the California School Employees' Association Regarding 2010/11 and 2011/12 Furlough Language

MOTION Bray/Thibeau to approve the Side Letter of Agreement Between the Pacific Grove Unified School District and the California School Employees Association regarding 2010/11 and 2011/12 furlough language

Public comment: none

Motion PASSED UNANIMOUSLY by roll call vote

- B. Approval of Board Policy and Regulations 5131 Regarding Student Conduct

MOTION Thibeau/Sollecito to approve additions and revisions to Board Policy 5131 that address student conduct, including cyber-bullying and Administrative Regulations 5131 which address expectations regarding student standards of conduct

Public comment: none

Motion PASSED 5 – 0

- C. Approval of Contract for Forest Grove Physical Science Program Services – Carol Young

MOTION Sollecito/Bray to approve the contract and funding as proposed

Public comment: none

Motion PASSED 5 – 0

- D. 2010/11 Budget Revenue, Expenditure Projections and Budget Assumptions – Update 7

Blakley presented the assumptions and the Board made no changes. Bray asked that the text reflect that the Gateway Adult Education program was suspended rather than eliminated. Following Blakley's remarks that the Governor's updated budget proposal did not include additional school funding reductions and that the update of projected property tax revenues, based on April receipts, was greater than anticipated, the Board agreed to reduce by half the number of furlough days and accompanying salary reductions for all district employees.

X. INFORMATION/DISCUSSION

- A. Measure D Project Status

Blakley highlighted the information presented in the agenda report.

X1. ACTION/DISCUSSION – BOARD CALENDAR/FUTURE MEETINGS

Board Calendar/Future Meetings

The location for the June 3 and 17 meetings has been changed to the Middle School Library.

XII. FUTURE AGENDA ITEMS

A. Discussion of Future Agenda Items

No new items were added to the agenda

B. Future Agenda Items

unassigned

Enrollment Impact Report

Student Testing/Assessment Data English Learners

Technology Plan

XIII. ADJOURNED

9:45 p.m.

Approved and submitted:

Dr. Ralph Gómez Porras
Secretary to the Board

SUBJECT: Certificated Assignment Order #19

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

RECOMMENDATION:

The administration recommends adoption of Certificated Assignment Order #19.

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. 19
June 3, 2010**

APPOINTMENT:

Teresa Roman-Brunson, Parents as Teachers Instructor, Pacific Grove Adult School, hourly contract (\$25.05/hour), not to exceed 10 hours per week, through June 30, 2010 only. (contract is subject to Grant Funding)

Stefanie Pechan, Elementary 4/5 combination Grade Level Teacher, Robert Down Elementary School, 1.0 FTE, Column IV, Step 1 (placement is unofficial until official records are received), effective August 6, 2010. (replacing Steve Ibrahim who is moving to 5th Grade)

Stephanie Perlstein, Elementary 3rd Grade Teacher, Robert Down Elementary School, 1.0 FTE, Column V, Step 9, also status change from temporary (replacement for Sydney Dacuyan LOA for JS) to probationary 2nd year, effective August 10, 2010 (replacing Dave Anderson who retired)

Nate Randall, Elementary 3rd Grade Teacher, Forest Grove Elementary School, 1.0 FTE, Column III, Step 2, also status change from temporary (replacement for Jeanie DeTomaso LOA) to probationary 2nd year effective August 10, 2010 (replacing Beth Hopkins 2nd yr at 2nd grade)

TEMPORARY APPOINTMENT:

Mary Lee Newman, Elementary 3rd Grade Teacher, Forest Grove Elementary School, Temporary .5 FTE, Column VI, Step 3 + MA, effective August 10, 2010-May 27, 2011 only (replacing Judy Clark in a job share due to approved STRS Reduced Work Load)

Adrian Schueneman, ROP Foods/Hospitality Teacher, Pacific Grove High School, Temporary, 1.0 FTE, Column IV, Step 11, effective August 10, 2010-May 27, 2011.

CHANGE OF ASSIGNMENT:

Steve Ibrahim, Elementary Teacher, Robert Down Elementary School, 1.0 FTE, grade level change from 4/5 combination grade level teacher to 5th grade teacher (replacing Sue Erickson who retired).

Gina Carlino, Elementary Teacher, Forest Grove Elementary School, 1.0 FTE grade level change from Kindergarten teacher to 2nd grade teacher (replacing Nicki Klevan who is moving to K/1 Combination)

Nicki Klevan, Elementary Teacher, Forest Grove Elementary School, 1.0 FTE, grade level change from 2nd grade to Kindergarten/1st combination grade level teacher (replacing Gina Carlino who transferred and Janis Steinmann who retired).

Jeanie DeTomaso, Elementary Teacher, Forest Grove Elementary School, 1.0 FTE, return from one year LOA, grade level change from 2nd grade teacher to 1st Grade teacher (replacing Paula Crivello who retired)

VOLUNTARY REDUCTIONS:

Marybeth Rinehart, Learning Center Teacher, Robert Down Elementary, voluntarily requests to permanently reduce her assignment from .5 FTE to .3 FTE, effective August 10, 2010.

PACIFIC GROVE UNIFIED SCHOOL DISTRICT CERTIFICATED PERSONNEL ASSIGNMENT ORDER NO. 19 June 3, 2010
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VOLUNTARY REDUCTIONS, CONTINUED:

Jayne Lord, SDC Teacher, Forest Grove Elementary, voluntarily requests to permanently reduce her assignment from .75 FTE to .60 FTE effective August 10, 2010.

ADDITIONAL ASSIGNMENT:

Jayne Lord, Learning Center Teacher, Robert Down Elementary, .2 FTE, effective August 10, 2010 (replacing Marybeth Rinehart's voluntary reduction in assignment)

INCREASE IN HOURS:

Sarah Gordon, SDC Teacher, Forest Grove Elementary, voluntary increase in assignment from .25 FTE to .40 FTE, effective August 10, 2010 (replacing Jayne Lord's voluntary reduction in assignment)

RETIREMENT:

Norm Muhl, Art Teacher, Pacific Grove High School, retires after 30 years of service with the Pacific Grove Unified School District, effective May 28, 2010.

2010 Summer School Teaching Assignments,**3.25 hours per day, effective June 1, 2010-June 25, 2010 only:**

Name	Assignment
Gary Williams	Kindergarten
Nancy Spade	1 st Grade
Denise Johnson	2 nd Grade
Carol Barbic	Elementary SPED, Primary
Jayne Lord	Elementary SPED, Intermediate
Becky Ohsiek and Maira Mahr (shared assignment)	MS/HS SPED and Credit Recovery

SUBSTITUTES:

Mary Kadish

SUBJECT: Classified Assignment Order #12

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

RECOMMENDATION:

The administration recommends adoption of Classified Assignment Order #12.

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 Classified 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 CLASSIFIED PERSONNEL ORDER NO. 12, June 3, 2010
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SUMMER SCHOOL 2010**Hourly, Additional, Limited-term, Assignments**

<u>Employee Name</u>	<u>Assignment</u>	<u>Hours</u>
Suzanne Ellzey, Adrienne Taylor, Monique Barr	Instructional Assistant, Special Ed	Hourly assignment, Limited-term 3 hrs./day, 19 days, June 1-June 25 only.
Toni Jacobsen, Beverly Paxton	Instructional Assistant	Hourly assignment, Limited-term 3 hrs./day, 19 days, June 1-June 25 only.
Evelyn Franco	Secretary	Hourly assignment, Limited-term 3.5 hrs./day, June 1-25 and includes an additional 3.5 hours for set up and closing of summer school.

SUBJECT: Warrant Schedule No. 500

PERSON(S) RESPONSIBLE: Robin Blakley, 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 May 1, 2010 through May 31, 2010.

INFORMATION:

Prior to the issuance of the warrants, District procedures have been followed to insure 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.

SUBJECT: Revolving Cash Report No. 9

PERSON(S) RESPONSIBLE: Robin Blakley, Assistant Superintendent for Business Services

RECOMMENDATION:

As Assistant Superintendent for Business Services, I have reviewed the Revolving Cash payments for consistency with District budget policy and accounting practices and certify their consistency and recommend approval of the payments by the Board.

BACKGROUND:

The attached listing identifies payments made from the Revolving Cash Fund during the period from April 16, 2010 through May 15, 2010.

INFORMATION:

Prior to the approval of the identified payments, appropriate District procedures were followed and authorizations obtained.

**REVOLVING CASH
BOARD REPORT # 9**

April 16, 2010 - May 15, 2010

Date	Num	Name	Account	Amount
Apr 16 - May 15, '10				
5/3/2010	4191	Andrea Sutherland	AP EXAM FEES	-15.00
5/3/2010	4192	Trina Jaynes	LOST LIB BOOK	-10.00
5/3/2010	4193	Sue Brown	ADULT EDUCATION	-60.00
5/3/2010	4194	Scott Bandy	ADULT EDUCATION	-300.00
5/3/2010	4195	Molly Adams	ADULT EDUCATION	-120.00
5/3/2010	4196	Candice Masters	ADULT EDUCATION	-120.00
5/3/2010	4197	Nancy Linares	ADULT EDUCATION	-50.00
5/3/2010	4198	Margaret Sincoff	ADULT EDUCATION	-150.00
5/3/2010	4199	Rae Yuan	ADULT EDUCATION	-75.00
5/3/2010	4200	Lorraine Freely-Kirk	ADULT EDUCATION	-120.00
5/3/2010	4201	Bernad Rivera	ADULT EDUCATION	-60.00
5/3/2010	4202	Sarah Joplin	ADULT EDUCATION	-60.00
5/3/2010	4203	Andrea Sutherland	AP EXAM FEES	-58.00
Apr 16 - May 15, '10				-1,198.00

SUBJECT: Cash Receipts Report No. 9

PERSON(S) RESPONSIBLE: Robin Blakley, Assistant Superintendent for Business Services

RECOMMENDATION:

As Assistant Superintendent for Business Services, I have reviewed the receipt and deposit of the identified Cash Receipts for consistency with District policies and procedures and certify that the actions have been appropriately conducted. I recommend Board approval of the Cash Receipts.

BACKGROUND:

The attached listing identifies Cash Receipts received by the District during the period of April 16, 2010 through y 15, 2010.

INFORMATION:

The receipt and deposit of the identified funds were conducted consistent with District policies and procedures within the appropriate revenue accounts.

CASH RECEIPTS BOARD REPORT # 9

April 16, 2010 - May 15, 2010

Date	Num	Name	Account	Amount
Apr 16 - May 15, '10				
4/16/2010	14606	BASRP-FG	BASRP	3,812.83
4/16/2010	14607	BASRP-RD	BASRP	5,883.00
4/16/2010	14608	STATE OF CALIFORNIA	CAFETERIA	10,916.68
4/16/2010	14609	ATHLETICS	DONATION	2,550.00
4/16/2010	14610	Payroll	REFUND	69.66
4/16/2010	14611	ATHLETICS	COLLECTED FUNDS	40.00
4/16/2010	14612	ADULT EDUCATION	ADULT EDUCATION	14,400.00
4/16/2010	14613	ADULT EDUCATION	ADULT EDUCATION	1,761.50
4/16/2010	14614	PG PRIDE	DONATION	2,218.00
4/16/2010	14615	Monterey Peninsula Socc...	FACILITIES	3,190.00
4/16/2010	14616	ATHLETICS	FEES	3,769.00
4/16/2010	14617	ATHLETICS	COLLECTED FUNDS	1,349.50
4/16/2010	14618	Big Sur International Mar...	ATHLETICS	1,800.00
4/16/2010	14619	Lost Key Fee	MAINT/GROUNDS	100.00
4/16/2010	14620	FOLLETT BOOKS	REFUND	85.76
4/16/2010	14621	FACILITIES USE	FACILITIES	400.00
4/16/2010	14622	PGHS	AP EXAM FEES	192.00
4/16/2010	14623	ATHLETICS	COLLECTED FUNDS	344.00
4/16/2010	14624	D HART	HART	50.00
4/16/2010	14625	PGHS ASB	TRANSPORTATION	385.00
4/16/2010	14626	FG LIBRARY	LOST LIB BOOK	20.00
4/16/2010	14627	RETIREE INSURANCE	RETIREE INSURANCE	15,071.27
4/23/2010	14628	BASRP-FG	BASRP	2,953.75
4/23/2010	14629	ADULT EDUCATION	ADULT EDUCATION	4,887.50
4/23/2010	14630	ATHLETICS	MISC	900.00
4/23/2010	14631	PGMS	DONATION	500.00
4/23/2010	14632	TEXTBOOKS	TEXT BOOK FEES	30.00
4/23/2010	14633	ATT	REFUND	87.58
4/23/2010	14634	PGMS	REFUND	103.00
4/23/2010	14635	ATHLETICS	MISC	240.00
4/23/2010	14636	BUS PASS	TRANSPORTATION	40.00
4/23/2010	14637	RETIREE INSURANCE	RETIREE INSURANCE	1,940.44
4/27/2010	14638	Monterey Peninsula Fou...	DONATION	10,000.00
4/27/2010	14639	PGHS	MISC	1,409.61
4/27/2010	14640	PG PRIDE	WALK WITH PRIDE	1,166.00
4/27/2010	14641	BASRP-FG	BASRP	2,776.25
4/27/2010	14642	BASRP-RD	BASRP	4,093.19
4/30/2010	14643	STATE OF CALIFORNIA	PRESCHOOL	8,017.00
4/30/2010	14644	STATE OF CALIFORNIA	CAFETERIA	14,436.24
4/30/2010	14645	ATHLETICS	MISC	630.00
4/30/2010	14646	ROP	RESTITUTION	100.00
4/30/2010	14647	PGMS	FIELD TRIP	51.50
4/30/2010	14648	PRE SCHOOL	DONATION	20.00
4/30/2010	14649	FG ELEMENTARY	REFUND	12.13
4/30/2010	14650	BUS PASS	TRANSPORTATION	80.00
4/30/2010	14651	INS PAYMENT	ADULT EDUCATION	434.92
4/30/2010	14652	Payroll	REFUND	484.86
4/30/2010	14653	RETIREE INSURANCE	RETIREE INSURANCE	3,003.47
5/7/2010	14654	Monterey Peninsula Fou...	DONATION	6,060.00
5/7/2010	14655	BASRP-FG	BASRP	5,166.56
5/7/2010	14656	BASRP-RD	BASRP	7,439.00
5/7/2010	14657	ATHLETICS	MISC	900.00
5/7/2010	14658	INS PAYMENT	ADULT EDUCATION	612.81
5/7/2010	14659	RETIREE INSURANCE	RETIREE INSURANCE	32,008.02
5/7/2010	14660	D HART	HART	50.00
5/7/2010	14661	Lost Key Fee	MAINT/GROUNDS	100.00
5/14/2010	14662	BASRP-FG	BASRP	2,812.75
5/14/2010	14663	BASRP-RD	BASRP	2,969.00
5/14/2010	14664	PGHS	AP EXAM FEES	40.00
5/14/2010	14665	TEXTBOOKS	TEXT BOOK FEES	15.00
5/14/2010	14666	ATHLETICS	FEES	88.00
5/14/2010	14667	ADULT EDUCATION	REFUND	90.00

<u>Date</u>	<u>Num</u>	<u>Name</u>	<u>Account</u>	<u>Amount</u>
5/14/2010	14668	RETIREE INSURANCE	RETIREE INSURANCE	17,638.01
5/14/2010	14669	FG LIBRARY	LOST LIB BOOK	10.00
Apr 16 - May 15, '10				<u>202,804.79</u>

SUBJECT: Acceptance of Donations

PERSON(S) RESPONSIBLE: Robin Blakley, Asst. Supt. for Business Services

RECOMMENDATION:

The Administration recommends that the Board approve acceptance of the below referenced donations.

INFORMATION:

During the past month the following donations were received:

Forest Grove Elementary School

Mr. and Mrs. Hunter	\$15.00 (Vocal Music in Memory of Muriel Brady Rosenblatt)
Marlene Askeland	\$25.00 (Vocal Music in Memory of Muriel Brady Rosenblatt)
Paula Crivello	\$50.00 (Vocal Music in Memory of Muriel Brady Rosenblatt)
Barbara Morrison	\$50.00 (Vocal Music in Memory of Muriel Brady Rosenblatt)
Mr. O.C. Rosenblatt	\$500.00 (Vocal Music in Memory of Muriel Brady Rosenblatt)
Monterey Peninsula Foundation	\$6060.00 (5 th Grade Activities)

Pacific Grove Middle School

PTA	\$951.00 (2010/2011 Student Planners)
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Pacific Grove High School

Sea Otter Classic, Inc.	\$600.00 (Athletics – Swim Team)
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Pacific Grove Adult School

Gregory de Silva	Computer Equipment
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Pacific Grove Unified School District

Samuel & Alondra Klemek 2005 Family Trust	\$20.00 (Pacific Grove State Preschool)
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Ref: Donations

SUBJECT: Acceptance of Adult School Project and Approval of Change Order #1

PERSON(S) RESPONSIBLE: Robin Blakley, Asst. Supt. for Business Services

RECOMMENDATION:

The Administration recommends that the Board approve contract change order #1(items 1-21) and accept the Adult School project as being complete, authorize the filing of a Notice of Completion, subject to the completion of remaining punchlist items as identified by the architect within the remaining thirty-five(35) day period and authorize a final payment to be made at such time the items are completed.

BACKGROUND:

On June 18, 2009, the Board awarded a contract for the Adult School Project to Seldon and Son in the amount of \$864,140. (Subsequent change orders of \$48,994 – i.e. 5.67% - to deal with unforeseen conditions increased the amount to \$913,134-see following summary). The work is complete at this time and has been recommended for acceptance by the architect subject to the completion of the remaining punchlist of items involving paper work.

INFORMATION:

In order to formally close out the project the Board must accept the project and authorize the filing of a Notice of Completion, with conditions if necessary.

FISCAL IMPACT:

Acceptance of the project starts a thirty-five (35) day period in which all remaining work must be completed, and allows a final payment to be made at the end of that period if all work has been completed. The payment will be within the program budget.

The entire project (including all related design and monitoring expenses) has been completed at a cost of approximately \$913,134 and therefore within the original budget allocation. A remaining item within the original scope of work, involving the upgrading of the phone system is to be completed under a separate contract. Any balance, after remaining invoices are processed, will remain with the Measure D fund and be subject to future Board action.

OPTIONS:

1. Accept the Adult School project as recommended.
2. Not accept the Adult School project and provide alternative direction.

Ref: Bond 2006 AS Project – Acceptance – Change Orders

PACIFIC GROVE ADULT SCHOOL PROJECT				
ACCEPTED AMOUNT				
Item	ADDITIVE	DEDUCTIVE	Time Extension	DESCRIPTION
1.01	1,006.00		0	Boiler room water leak
1.02	1,107.00		0	Additional slab removal -staff room
1.03	1,123.00		0	Additional slab removal - laundry/toilet
1.04	24,179.00		0	Annex parking lot - remove vs. repair
1.05	4,666.00		0	Parking lot scope extended due to deterioration.
1.06		(2,757.00)	0	Revised paving section - lot 1
1.07		(3,817.00)	0	Revised paving section - lot 2
1.08	4,878.00		0	Additional base preparation - lot 1
1.09	2,491.00		0	Additional soil prep in trenches
1.10	9,978.00		0	Additional base prep. - lot 2
1.11	1,698.00		0	Revised door hardware
1.12	1,217.00		0	Revised wall to accomodate janitor sink
1.13	3,128.00		0	Additional wet soil removal - lot 1
1.14	976.00		0	Modify cabinets
1.15		(1,777.00)	0	Delete project sign (use existing.)
1.16	631.00		0	Additional elect.breakers/circuits
1.17	1,705.00		0	Additional fire alarms system needs
1.18	982.00		0	Change type of changing table installation
1.19		(3,150.00)	0	Delete trenching for revised PG&E service
1.20	0.00		45	Delay caused by PG&E service provision
1.21	730.00		0	Revise water line service
Total	60,495.00	(11,501.00)	45	
Net total	48,994.00			

SUBJECT: Approval of Professional Service Agreement for Construction Legal Counsel

PERSON(S) RESPONSIBLE: Robin Blakley, Asst. Supt. for Business Services

RECOMMENDATION:

The Administration recommends that the Board authorize execution of the Professional Services Agreement between the Pacific Grove Unified School District and PubliConstruction Law as proposed.

BACKGROUND:

As the District continues with the implementation of the local bond financial construction projects, we continue to need legal counsel to review various construction related activities, such as bid document review, contract review and to provide consultation in cases of dispute. Beginning seven years ago the District retained Cheri Love of PubliConstruction Law to provide these particular professional services.

INFORMATION:

Cheri Love, who previously worked with the Lozano Smith Legal Firm, has established a practice dedicated to representing public agencies with construction needs. Ms. Love, who is a Pacific Grove resident, has submitted the attached service agreement, along with her fee schedule indicating her interest relative to continuing to meet our needs in 2010/11.

FISCAL IMPACT:

Execution of the proposed professional agreement will allow the Administration to continue to utilize the services of Ms. Love's firm relative to legal assistance required as we proceed into construction activities. The fiscal impact of using her services is based on the number of hours of service provided. The fee for service is comparable to other firms in the area. Execution of the Professional Services Agreement does not obligate the District to use any particular amount of service with this firm. If the service provided by the firm is determined to be unsatisfactory, then no further request for service would be provided and an alternative firm would be sought and presented to the Board for further action.

OPTIONS:

1. Authorize execution of the Professional Services Agreement.
2. Provide alternative direction.

Ref:Contract-Legal Services-PubliConstruction Law

**LEGAL SERVICES AGREEMENT BETWEEN
PACIFIC GROVE UNIFIED SCHOOL DISTRICT
AND PUBLI CONSTRUCTION LAW**

Pacific Grove Unified School District ("Client") hereby requests PubliConstructionLaw to represent it regarding various legal matters to be defined by Client, and both parties agree to the following terms of such representation.

1. Effective Date and Term. This Agreement shall be effective as of July 1, 2010 and shall continue in force until June 30, 2011, the services contemplated by the Agreement are completed or the Agreement is terminated in accordance with Paragraph 6.

2. Parties' Duties.

- a. PubliConstructionLaw shall provide prompt legal services to Client, in conformance with all applicable standards of professional conduct and at the level of expertise commonly practiced in California.
- b. Client shall provide all information and assistance requested by PubliConstructionLaw and shall be diligent in disclosing such additional information as is relevant to the matters with regard to which PubliConstructionLaw is to provide it legal services.
- c. When Client fails to provide information sufficient to facilitate PubliConstructionLaw's continued work on a project, PubliConstructionLaw may notify client that it will not be providing further services to Client until such information is received.
- d. In the unlikely event that an employee of Client insists upon violating the law and discussion with the employee's supervisor(s) does not correct the problem, PubliConstructionLaw may speak directly with the Governing Board to obtain further direction.

3. Fees and Expenses.

- a. Fees. Client shall compensate PubliConstructionLaw for services rendered on its behalf in accordance with the following rates and fees schedule:

Principal Attorney	\$215/hour
Attorneys (7+ years)	\$190/hour

Attorneys (3 – 7 years)	\$160/hour
Attorneys (0 – 3 years)	\$140/hour
Law clerks/Senior paralegals	\$120/hour
Paralegals/Researchers	\$100/hour

Time is recorded in 1/10-hour increments. Multiple activities in a single day are usually billed together, unless necessary to document time spent on unrelated activities.

Unless specifically agreed to by the parties, if PubliConstructionLaw gives Client an estimate of the time necessary to perform a service, the estimate is not binding upon PubliConstructionLaw. PubliConstructionLaw will, however, keep Client apprised of factors which will cause the fees to exceed the estimate.

- b. Use of Construction Documents Prepared by PubliConstructionLaw.
 Upon request, Client may purchase a license to use construction documents prepared by PubliConstructionLaw. PubliConstructionLaw issues updates to these construction documents on an approximately annual status to each of its active clients which have previously purchased the document(s). Clients which have previously purchased a construction update are automatically charged for such updates, at a price based upon the extent of the changes, which shall not exceed twenty percent (20%) of the current license price for such document(s). Clients may request not to receive subsequent updates at any time.
- c. Additional Costs.

Substantial word processing or document review,
 preparation or assembly by a secretary \$35/hour

Outside costs incurred
 by PubliConstructionLaw 110% of actual cost

Client shall reimburse PubliConstructionLaw for expenses incurred in connection with rendering services on behalf of Client, including, but not limited to, computer-assisted legal research, telephone charges, reproduction and delivery costs, recording and filing fees, court reporter fees, expert witness fees and expenses, travel (IRS standard mileage rate), food, lodging and miscellaneous support services.

4. Billing.

- a. Monthly Statements. PubliConstructionLaw will submit a monthly billing statement to Client setting forth the fees due for services and costs, the method by which such fees are calculated and the total costs incurred and recorded by PubliConstructionLaw in the course of rendering services.
- b. Recording of Expenses. Not all expenses incurred during a billing period will be recorded during such month and therefore expenses billed may not be all-inclusive for the applicable billing period.
- c. Payment for Outside Services. PubliConstructionLaw may direct persons supplying materials or services on behalf of Client to bill Client directly and may submit bills from suppliers directly to Client for payment. Client shall pay all such amounts within fifteen (15) days of billing.
- d. Interest on Balance. PubliConstructionLaw may charge ten percent (10%) interest on Client's outstanding balance whenever Client's bill is not paid within thirty (30) days of the date Client's monthly billing statement is prepared.

5. Independent Contractor. PubliConstructionLaw is an independent contractor and not an employee of Client and retains full rights to manage its own employees and to determine the means, methods and manner of providing services under this Agreement.

6. Non-Binding Advice. At Client's request, PubliConstructionLaw may advise Client on types and/or amounts of insurance coverage to require of contractors and consultants or to carry on its own behalf. PubliConstructionLaw does not have the expertise of insurance coverage counsel or full knowledge of the risks inherent in Client's operations, may not have access to complete insurance policies, and will provide suggestions only to increase Client's overall knowledge on the subject. Client expressly waives any claim against PubliConstructionLaw related to or arising out of such advice and suggestions.

7. Termination.

- a. By Client. Client may terminate this Agreement at any time, with or without cause, by giving PubliConstructionLaw written notice, which shall be effective immediately. Upon receipt of such notice, PubliConstructionLaw will limit its services to those specifically

requested by Client to complete the work then underway or services required to effect the withdrawal of or substitution for PubliConstructionLaw as counsel, which services PubliConstructionLaw will supply if it has received adequate assurance that Client will pay all fees and expenses in full.

- b. By PubliConstructionLaw. PubliConstructionLaw may terminate this Agreement, with or without cause, by tendering written notice to Client fifteen (15) days prior to the anticipated termination date. On rare occasions, PubliConstructionLaw may withdraw from representing Client if Client refuses to follow the advice PubliConstructionLaw provides.

8. Retention of Documents / Copy of File.

- a. It is PubliConstructionLaw's practice to retain clients' files for four (4) years after the conclusion or termination of services provided on any particular Client matter, and to discard files after such time. If Client does not make a written request for such files prior to the end of four (4) years, PubliConstructionLaw may destroy or discard them without further notice to Client.
- b. Upon the conclusion or termination of PubliConstructionLaw's services to Client, and upon Client's written request, PubliConstructionLaw will promptly turn over all files to Client or other counsel identified by Client, provided that Client shall pay for any copying and delivery costs incurred in connection with such document transfer.

9. Notices. Any notice or other communication to either party shall be personally delivered or sent by registered or certified mail and addressed to the address set forth below.

Cheri D. Love
PUBLICONSTRUCTIONLAW
P.O. Box 3084
Monterey, California 93942

Robin Blakley
Pacific Grove Unified School District
555 Sinex Avenue
Pacific Grove, California 93950-4398

10. Waiver. No waiver of any of the provisions of this Agreement shall be effective unless such waiver is in writing and signed by the party to be bound. PubliConstructionLaw's decision not to enforce any provision of this Agreement at any time shall not constitute a waiver of its right to enforce all provisions in the future.

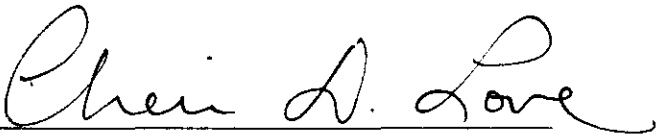
11. Arbitration. Any claim or controversy involving the amount of legal fees and/or costs owing shall be submitted to binding arbitration in Sacramento, California, in accordance with the Rules of Procedure for the Hearing of Fee Arbitrations by the State Bar of California.

12. Authority. Each person whose signature appears below represents that s/he is duly authorized to enter into this Agreement on behalf of the party indicated.

PACIFIC GROVE UNIFIED SCHOOL
DISTRICT

PUBLICCONSTRUCTIONLAW

Robin Blakley
Assistant Superintendent



Cheri D. Love
Principal

SUBJECT: PGHS Single School Plan for 2010-11

PERSON(S) RESPONSIBLE: Matt Bell, Principal

RECOMMENDATION:

High School Administration recommends approval of the Single School Plan for 2010-11. (Trustees received the Plan and copies are available in the District Office.)

BACKGROUND:

The Site Council has met every month since the beginning of the school year reviewing the plan, receiving reports regarding expenditures, and creating a needs plan based on data and survey information. They approved the Single School Plan at their May 10 meeting.

INFORMATION:

The Single School Plan remained consistent in its focus for the 2010-11 school year. Many of the changes were minor and not noted below. The following is a list of the most significant changes:

- Pg. 3-6 – School Community Description: Changes include updating our demographics and basic information to reflect the current conditions of PGHS and the community including Measure D progress.
- Pg. 14-15 – Needs Assessment: Changes made reflect the discussions that the Site Council had with respect to surveys, reports made to the Site Council by various departments, and data analysis. This section was broadened to deal with input from parents, staff, and students. A copy of the student survey is included in the plan.
- Pg. 16-20 – Student survey, STAR, California Physical Fitness Report, and CAHSEE tables have all been updated with current data.
- Pg. 21-24 – Components: All components and goals remained the same. Funding was reduced in many cases to reflect the reduced anticipated funding level.
- Pg. 31 Budget: The budget reflects a very conservative approach to funding this year given the uncertain state budget. The unallocated amount of \$7,000 represents over 15% of the anticipated 2010-11 funding of \$45,000. If there were additional reductions in funding, it was hoped that the unallocated portion would act as a buffer much like our District reserve account.

FISCAL IMPACT:

The proposed plan budget is within the projected funding available. If less funding is available then expenditures will be reduced accordingly.

SUBJECT: Tentative 2009/10 Agreement with PGTA

PERSON(S) RESPONSIBLE: Ralph Gómez Porras, Superintendent

RECOMMENDATION:

The Board approve the Tentative Agreement between Pacific Grove Unified School District and Pacific Grove Teachers Association. (The Tentative Agreement will be presented at the Board meeting.)

BACKGROUND:

INFORMATION:

FISCAL IMPACT:

SUBJECT: Tentative 2009/10 Agreement with CSEA

PERSON(S) RESPONSIBLE: Ralph Gómez Porras, Superintendent

RECOMMENDATION:

The Board approve the Tentative Agreement between Pacific Grove Unified School District and Classified School Employees Association. (The Tentative Agreement will be presented at the Board meeting.)

BACKGROUND:

INFORMATION:

FISCAL IMPACT:

SUBJECT: Approval of Conceptual Planting Master Plans

PERSON(S) RESPONSIBLE: Robin Blakley, Asst. Supt. for Business Services

RECOMMENDATION:

The Administration recommends that the Board approve the conceptual planting master plans for all school sites.

BACKGROUND:

In prior Board discussion, the Board indicated concern that the increasing need to remove and replace aging trees from school campuses and the ongoing desire to enhance the appearance of the campuses (through district, parent volunteer or site coordinated activities) should be guided by a master plan – rather than the current piecemeal or random process. The Board indicated interest in developing Master Landscape plans for each campus in accordance with Board Policy 7230. At the meeting of November 5, 2009, the Board reviewed a proposal from Bellinger Foster Steinmetz and authorized the administration to proceed with a revised scope of work within a budget of not to exceed \$30,000 from the Capital Improvement Fund.

INFORMATION:

Following the board’s approval, landscape architects Larry Foster and Steve Eichner have been working with staff to develop the plans. Initial input was gathered, sites reviewed and then drafts prepared, distributed and revised.

FISCAL IMPACT:

Approval of the Master Plans will not result in any financial commitment or expense. A guiding principle behind the plans development was that the plans would limit future expenses by guiding appropriate landscaping efforts.

OPTIONS:

1. Approve the plans.
2. Not approve the plans.

*
IMPORTANT NOTE: IN THIS VERSION OF THE BOARD PACKET, THE LANDSCAPE PAGES pp35-55 ARE REMOVED
*
TO SAVE DOWNLOADING SPACE. THE LANDSCAPE PAGES AND A FULL DOCUMENT WITH EVERYTHING ARE
*
AVAILABLE ONLINE:
*

*
FULL: <http://www.pgusd.org/bp/0910/060310bp.pdf>
*
LANDSCAPE ONLY: <http://www.pgusd.org/bp/0910/060310bplandscapeonly.pdf>
*

Ref: District Landscape Conceptual Planting - Approval

SUBJECT: New Board Policy 5117.1: Interdistrict Attendance Through Open Enrollment Act, First and/or Final Reading

PERSON(S) RESPONSIBLE: Ralph Gómez Porras, Superintendent

RECOMMENDATION:

The Board review and approve BP 5117.1 establishing criteria for granting or denying transfer applications under the Romero Bill, also known as the new Open Enrollment Act.

BACKGROUND:

This Board Policy sets out standards for the District's acceptance and rejection of requests from out-of-District students for transfers into District schools and programs pursuant to the Open Enrollment Act, codified at Education Code section 48350 et seq. (the "Romero Bill.")

The recently-enacted Romero Bill includes a controversial "open enrollment" provision that permits students from the state's 1,000 lowest-performing schools, as identified by scores on the Academic Performance Index ("API"), to apply for enrollment in higher performing public schools without regard to the residence of their parent or guardian. The statute sets only limited grounds for denying such requests, and leaves many questions unanswered.

The Romero Bill provides that "districts of enrollment may adopt specific, written standards for acceptance and rejection of applications pursuant to this article. The standards may include consideration of the capacity of a program, class, grade level, school building, or adverse financial impact." (Educ. Code § 48356, subd. (a).) While the State Board of Education ("SBE") is required to pass emergency regulations for implementing the bill's provisions, it is not clear when such regulations may be forthcoming. However, districts with schools on the low performance list are required to notify students of their right to apply for transfer into a school or program with a higher API by the first day of the 2010-2011 school year. Accordingly, all districts should, at a minimum, have in place a board policy addressing Romero Bill transfers prior to the beginning of the school year, even though publication of the SBE's regulations will almost certainly require revision of the policy and the development of corollary administrative regulations.

Information

Some potential issues and recommendations regarding this Policy have been identified.

(1) Adverse Financial Impact

The Romero Bill provides that the District may adopt standards for acceptance or denial of transfer requests that "include consideration of the capacity of a program, class, grade level, school building, or adverse financial impact." (Educ. Code § 48356(a).) However, the statute provides no guidance as to what constitutes an "adverse financial impact," although this may be clarified by the SBE in its forthcoming regulations.

It is clear that acceptance of Romero Bill transfers will have a negative fiscal impact on many districts, particularly "basic aid" districts. Acceptance of any interdistrict transfer students means that a basic aid district will be required to educate additional pupils with the same amount of revenue. Additionally, under the bill, basic aid districts who accept a Romero Bill transfer pupil will receive only 70% of the

ADA that would have been credited to the pupil's district of residence. Moreover, apportionment of this 70% ADA will only begin in the pupil's "second consecutive year of enrollment." (Educ. Code § 48359.5.) Thus, it appears that the District will not recoup any ADA for the first year of the pupil's enrollment.

(2) Capacity

As noted above, "the capacity of a program, class, grade level, school building" is one of the standards that a district may use as a basis for denying a Romero Bill transfer request. "Capacity" is not defined in the statute, although, the SBE's regulations may eventually provide some clarification. The Romero Bill provides that any exercise of discretion by a district, including presumably, the decision to deny a transfer request based on lawful factors, may not be overturned absent a finding by a court (as opposed to a county office of education) that the district acted "arbitrarily or capriciously." Being able to point to explicit standards defining "capacity" may help insulate the District from a determination by a court that it acted in an arbitrary or capricious manner in denying such a request.

(3) Establishment of Period for Intradistrict Enrollment:

Education Code section 48353(b)(6) states:

In order to provide priority enrollment opportunities for pupils residing in the school district, a school district of enrollment shall establish a period of time for resident pupil enrollment prior to accepting transfer applications pursuant to this article.

The statute further provides that requests for transfers under the Romero Bill must be received "prior to January 1 of the school year preceding the school year for which the pupil is requesting to transfer" and that districts of enrollment must provide a response "within 60 days of receiving an application." (Educ. Code § 48354(b)(2).)

Because the Romero Bill does not specify when a District must begin accepting Romero Bill applications, we have proposed that the District establish an "application window" (December 1 through December 31) each year for receipt of Romero Bill transfer applications. All Romero Bill applications received during the application period will be considered following completion of the District's intradistrict transfer process, and Romero Bill applicants will be notified of acceptance or denial of their requests, by March 1 (i.e., sixty days after the January 1 deadline). We believe that this approach makes the most sense because, among other reasons, the Romero Bill requires Districts to give priority to certain classes of applicants (such as transfer applicants from schools ranked in decile 1 on the Academic Performance Index), and Districts will not know whether they have priority applicants until all applications are received.

Additionally, the law requires Districts to grant transfers by lottery if a District receives more transfer requests than capacity will allow. A District will not know whether or not it needs to conduct a lottery until it has received all applications. Thus, it makes sense to aggregate all Romero Bill transfer applications until the cut-off date and then make a determination regarding whether any applicants are entitled to priority under the statute, or whether a lottery is required.

However, a literal reading of the statute would require that transfer applications are granted or denied within sixty (60) days of when they are received, not from the close of the application period. For example, a transfer application received on the first day of the transfer window, December 1st, would have to be acted upon and notice sent to the family by February 1st, not March 1st. Although it may be logistically difficult, the most conservative approach would be ensure compliance with the statutory

language and issue decisions on all Romero Bill transfer applications by February 1st, sixty days from the first day of the transfer window.

Finally, the District must ensure its process for accepting and assigning intradistrict open enrollment transfer requests is complete before it must make decisions on Romero Bill transfers. While Board Policy 5116.1 provides for a January 1 deadline for submission of intradistrict transfer applications, the BP and corresponding AR do not include a date for completion of the review and assignment process. In order to ensure intradistrict assignments are made before the Romero Bill notification date of March 1 (or February 1st under the conservative approach), the District will need to advance the deadline for completion of the entire intradistrict assignment process to on or about February 15 (or January 15th under the conservative approach) of each year.

(4) Other Points of Clarification Regarding Romero Bill Transfers

Without clear statutory guidance or implementing regulations, many other questions regarding the status of Romero Bill transfers remain unanswered.

- Romero Bill transfers are not actually “interdistrict” transfers. Instead, language in the statute states that once they have been accepted, Romero Bill pupils meet the residency requirements of Education Code section 48204, and are deemed “residents.” This also suggests that, Romero Bill transfers, like “Allen Bill transfers,” may stay in the District without having to re-apply each year.
- It is not clear under what circumstances, if any, the District will be able to revoke or terminate these transfer requests. It is not clear if students can be returned to their district of residence: (1) at the end of the school year; (2) at the end of elementary or middle school; or (3) when the district of residence is no longer on the 1,000 lowest-performing schools list; or (4) when new residents move into the attendance area; or (4) when the parent or guardian moves into a new district or attendance area that is not on the CDE’s list.

FISCAL IMPACT:

If implemented as proposed, the policy will explicitly not allow the approval of any interdistrict enrollment agreements to occur that would create any adverse fiscal impact on the district.

Pacific Grove Unified School District

Students

New

Policy #5117.1

INTERDISTRICT ATTENDANCE – OPEN ENROLLMENT ACT

Because the Pacific Grove Unified School District is a “basic aid” district, the State does not provide funding to educate children who reside in other school districts. As a result, enrollment of pupils whose parents or guardians reside in other school districts reduces the educational resources available for resident students and increases class size. For this reason, it is the general policy that the District does not accept interdistrict transfer students except under those limited circumstances described in Board Policy Number 5117. Accordingly, interdistrict transfer requests made pursuant to the Open Enrollment Act, as set out at Education Code sections 48350 et seq. (“Romero Bill transfers”), shall only be approved by the Superintendent or designee in accordance with the provisions of this Policy and its implementing regulations.

A. Application and Review Process

1. Priority enrollment opportunities at all District schools and programs shall be given to those applications received from pupils residing in the District and requesting transfers pursuant to the District’s intradistrict transfer policy (Board Policy No. 5116.1).
2. In order to permit the District to determine the capacity of District school sites, classrooms, grade levels, and programs, Romero Bill transfer applications will only be accepted by the District Office from December 1 through December 31 of the school year preceding the school year for which the pupil is requesting a transfer. Any applications received outside of that application period shall be returned to the applicant.
3. The application deadline specified in Paragraph A.2, does not apply to an application requesting a Romero Bill transfer if the parent with whom the pupil resides is enlisted in the military and was relocated by the military within 90 days prior to submitting the application.
4. All completed Romero Bill transfer applications received during the December 1 through December 31 application period will be reviewed following completion of the District’s intradistrict transfer and assignment process (See Board Policy and Administrative Regulation 5116.1), on January 15 of each year.
5. The District shall notify a Romero Bill transfer applicant’s parent or guardian and the applicant’s district of residence in writing as to whether the applications has been approved or denied by February 1 of the school year preceding the school year for which the pupil was requesting a transfer. If the application was denied, the notice to parent or guardian shall provide the reason for denial.

B. Basis for Denial/Approval of Romero Bill Transfers by Superintendent or Designee

1. The Superintendent or designee shall not approve the initial application of a pupil requesting a Romero Bill transfer if the transfer would require the displacement from the desired school of any other pupil who resides within the attendance area of that school or is currently enrolled in that school or program.
2. The Superintendent or designee may deny a Romero Bill transfer application under any of the following circumstances:
 - a. If approval of the transfer application would result in a District school site, classroom, grade level, or program exceeding the District’s maximum student-teacher ratios; or site capacity determination, as set forth in District policy or practice;

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- b. If approval of the transfer application would result in any District classroom or grade level exceeding the District’s state-mandated class size reduction limit;
- c. If approval of the transfer application would result in any adverse financial impact to the District, including, but not limited to:
 - i. If, as a result of the District’s continuing “basic aid” status, enrollment of a pupil requesting a Romero Bill transfer whose parents or guardians reside in other school districts would reduce the educational resources available for resident students;
 - ii. Any reduction of the amount of apportionment of state funds for average daily attendance (“ADA”) that would have been apportioned to the applicant’s district of residence.
 - iii. Any increase in a class or program size that would result in the District’s loss of its current level of “class size reduction” program revenues or would require the District to hire additional certificated or classified employees.
 - iv. Any increase in costs for facilities, through the addition or operation of additional classrooms or other instructional facilities.

Any unreimbursed transportation costs, except for transportation services for a special education pupil whose individualized education program (“IEP”) requires such services, pursuant to state and federal law.
- d. If the District Governing Board determines the transfer would negatively impact either of the following: (1) a court-ordered or voluntary desegregation plan of the District; or (2) the racial and ethnic balance of the District, as provided in state and federal law.
- 3. In considering whether to approve or deny a transfer application pursuant to the Open Enrollment Act, the Superintendent or designee shall not consider a pupil’s previous academic achievement, physical condition, proficiency in the English language, family income, or any other characteristic set forth in Education Code section 200.
- 4. In addition to the requirements set forth in this Policy and its implementing regulations, pupils applying for Romero Bill transfers must meet all additional requirements, including academic performance, which are used to determine eligibility for, or placement in, admission to District magnet schools and programs designed to serve gifted and talented pupils.

C. Terms of Approval

- 1. Any pupil whose Romero Bill transfer is approved must be enrolled in a District school with a higher Academic Performance Index (“API”) than the school in which the pupil was previously enrolled.
- 2. A pupil approved for a Romero Bill transfer into a District school or program shall be deemed to have fulfilled the residency requirements for attendance in the District set out in Education Code section 48204.

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3. Following a pupil's enrollment in the District pursuant to this Policy, he or she will receive any credits towards graduation that were awarded by the pupil's previous district of residence, and shall be eligible for graduation from the District upon completion of all state and local graduation requirements.

D. Enrollment Priorities

1. In the event that the number of qualified Romero Bill transfer applicants for any school year exceeds the spaces available in a requested District school or program, applications shall be selected through a random, unbiased process that prohibits consideration of any pupil's individual academic or athletic performance, or any of the other characteristics described in Section B.2 of this Policy, except that, pupils shall be assigned priority for approval as follows:
 - a. Priority Group 1: siblings of children who already attend the desired school;
 - b. Priority Group 2: pupils transferring from a Program Improvement ("PI") school ranked in decile 1 on the API as determined pursuant to Education Code section 48352 (a).
2. If the number of pupils who request a particular District school exceeds the number of spaces available in that school, pupils in Priority Group 1 shall be selected through a lottery process until all the available spaces have been filled. If spaces at the desired school or program remain available following completion of that lottery process, pupils in Priority Group 2 shall be assigned the remaining spaces through a lottery process.

Reference(s):

EC 48350-48361

SUBJECT: Report on the Forest Grove Traffic Survey Recommendations

PERSON(S) RESPONSIBLE: Mariphil Romanow-Cole, Principal

RECOMMENDATION:

The Board will receive information regarding the Forest Grove Traffic Survey Results, as well as information on the current traffic patterns.

BACKGROUND:

Forest Grove parents have expressed concerns regarding the awkward traffic flow in front of Forest Grove School. A Traffic Task Force Committee was convened, to provide insight into possible solutions. Forest Grove was also an agenda item on the Pacific Grove Traffic Committee meeting in early November. The Pacific Grove Traffic Commission provided some suggestions for improvement. At that time it was suggested that the principal conduct a survey of families to obtain data and public support for some of the proposed suggestions.

The Survey was conducted in November, and shared with the PTA, the School Site Council and the staff. Before most suggestions could be implemented, Measure D modernization projects that affected parent options were begun. When the construction is completed, it is anticipated that the traffic flow will improve.

INFORMATION:

The Forest Grove Community received a survey asking for information regarding transportation to and from school. Then they were asked to provide feedback regarding 10 traffic improvement suggestions that had been proposed. Each family was asked to respond with only 1 survey. We received 182 surveys in response. The summary of the survey and attached comments are provided for information for the Board.

The Traffic Flow at Forest Grove has been a concern of our entire school community for several years. The congestion in front of school at the end of the school day was of particular note. The circular drive in front of the school is narrow, and abuts Congress, which is a major thoroughfare. Parents were parking illegally on both sides of Congress, students were darting into traffic to reach their parents, and the traffic into and out of the school driveway was confusing and chaotic.

Through cooperation of our families, by the end of the first semester, many parents had shifted their drop off and pick up points to the parking lot shared with the High School at the back of the campus. The buses also pick up and drop off students from that point as well. Measure D has temporarily closed this lot, but it is hoped that it will become even more widely used when the improvements have been completed in the summer of 2010.

The Traffic Survey indicated that the majority of our families drive to school. Ninety-four students are in car seats, with 37 families having multiple children in car seats. Car seats complicate the drop off and pick up procedures for our families. Although 51% of the families report that they use the front of school for drop off and pick up, all of our families are currently dropping their children in front of school.

Currently, the following traffic suggestions are being considered for the 2010-2011 school year.

1) Encourage Bus Ridership. We currently have about 60 students on the bus; we are hoping to increase that to 80 next year.

2) Publicize the advantages offered by the new and improved back parking lot. 117 of the 182 families who responded to the survey indicated that they would use the back lot.

3) Continue to allow only one lane of traffic through the driveway in front of school. The Traffic Volunteers have suggested that we ask parents to sign up for "Door Duty" at the beginning of the year at Back to School Night.

4) Forest Grove will request that the bus stop remain on Congress Avenue permanently.

5) Families have indicated in there were safe bike paths and sidewalks leading to Forest Grove from both directions; they would take advantage of them. This information will be shared with the Traffic Commission in the fall of the 2010-2011 school year.

FISCAL IMPACT:

None

Forest Grove Traffic Survey Results

1) How do your children get to school?

- a) School Bus - **13**
- b) Family Car or Car Pool - **128**
- c) Bike - **12**
- d) Walk - **29**
- e) Other - **0**

2) Please circle the grades for your children enrolled at Forest Grove.

- K - **42** 3 - **37**
- 1 - **34** 4 - **15**
- 2 - **44** 5 - **19**

4) How many of your children are in car seats?

- 1 - **57** 3
- 2 - **33** 4
- 3 - **4** 5

3) How far does your child live from Forest Grove?

- a) Less than a mile - **58**
- b) 1 to 2 miles - **58**
- c) 2 to 3 miles - **15**
- d) 3 or more miles - **6**

4) My children enter the campus from

- a) the front of school - **93**
- b) the back of school - **45**

Now we need your opinions regarding several of the solutions that have been proposed by the Traffic Task Force, the Pacific Grove Traffic Commission and Forest Grove Staff. Please circle "True" if you agree with the statement or "False" if you disagree with it.

1) Fourth and fifth graders should be dropped off and picked up in the back of school, and kinder through third grade should be dropped off and picked up in the front of school.

True - **70** False - **48**

2) There should only be one lane of traffic allowed in the circular drive in front of school, in the morning and afternoons.

True - **70** False - **48**

3) The beginning and end of the school day should be staggered 10 minutes apart for each grade, to reduce traffic.

True - **35** False - **98**

4) I would join a neighborhood car pool if the PTA would organize a sign up list.

True - **35** False - **92**

5) My children could walk to school if there were safe sidewalks all of the way.

True - **64** False - **66**

6) My children could ride their bikes to school if there were a safe route all of the way.

True - **77** False - **58**

7) If more people got tickets for illegal parking or breaking traffic laws, they would drive more safely.

True - **98** False - **44**

8) I am willing to park in the back of school to pick up my children.

True - **117** False - **25**

9) I am willing to park 2 to 4 blocks away from Forest Grove and walk to and from school with my children.

True - **53** False - **86**

10) The front driveway should be closed 15 minutes before school and 15 minutes before dismissal to make our children safer.

True- **45** False - **93**

Do you have another suggestion? Please use the space below to describe other possible solutions. Thank you for your participation.

The comments from the survey are attached.

Survey Comments

It seems as though giving tickets is the only way some of these parents will finally understand how dangerous this is. What about volunteer "safety enforcers" for pick up? I also like the 4-5 grade pick up in the back? Thank you

There are staff members that park in the non-staff spots (dark gray Chevy SUV and Black Toyota pick-up). If we can't park in the staff parking, they shouldn't park in the few spots we have. Also, if the superintendent opened up the Breaker stadium visiting team lot next door, it would alleviate so much.

Older siblings could go to the front as well? Or younger siblings in the back?

Re-open the lot inside the PGHS track. PTA-provide incentives for traffic volunteers: what about true VIP card that gets that parent into all events FREE in exchange for "X" amount of traffic service? If anything, it makes a bad situation even worse, more negative and stressful, and gives a very negative image of the police department to our children, which I feel can be disruptive to learning. Imagine a family: already under tremendous financial strain, gets a ticket for parking while trying to take their child to school. Even if the parent tries to hide their frustration, the child will pick up on the negativity and carry it with them throughout the day. There's no excuse for breaking the law, but ticketing is not the right solution.

Going back to early bird late bird schedule could help traffic flow.

FREE BUS! Bus lane only in the front of the school - round about pick up in back with expanded entrance only and exit only lanes. Parents who would like to park and pick up should park alongside the stadium.

If there are older siblings, s/he can walk younger brother and/or sister up to high school parking lot where parent could be waiting. PGMS/PGHS student(s) could earn community service to lead groups of kids to the same location if no older sibling is available. Most PGHS students are gone by 3:10 and only athletes have cars there-parked. This is the varsity baseball field parking area.

Have one carpool drop-off and pick-up line. The drop-off in the a.m. seems to run quite smoothly as there is only one lane-in the p.m. pick-up there should also only be one lane. Have crossing guard so kids and parents can have safe passage through the parking lot.

1. Pave the dirt areas in the back parking lot for more parking lots of wasted space back there. 2. Have all cars park on the street and back parking lot, buses only in driveway at front of school. I tend to wait 30 minutes after school to avoid the traffic.

If the children were ready to get out of the car upon arrival in the front things would move along. No backpacks in the front seat or trunks. No long conversations. Common sense would solve this problem. If your child needs help, park.

You could try making the circle drive a no-stopping zone (for pick up). If your child(ren) is at the adult monitored pick-up spot(s) A-L, M-Z, they may get in the car. If they are not there, the driver must continue through the traffic loop around (Rt. Turn only) or park to come get their children to quickly come to pick-up so they don't have to loop.

Principal and FG staff should be a consistent presence outside at the end of each school day. Police patrol (even just periodic), helps to keep everyone safe.

Offer free or reduced bus to get more parents to utilize this safe and helpful service. I love the bus!!! Maybe have parents whose kids ride the bus talk w/other parents about how safe bus is – one meeting should do it.

If you moved that dirt road/path from the upper parking lot in the back of school, then I would park back there more often because I have a baby and use a stroller. Kids could also ride their bikes on it and parents wouldn't have to walk through the mud.

Periodic police patrol improves safety. Forest Grove staff presence in front of building needs to be more consistent. Free bus transportation.

Children should not be allowed to walk across the circular drive during pick-ups and drop off times. Too many close calls-even with parents.

The city dug out and laid parking spaces for dog-walkers-there needs to be a safer cutout and the 20-minute parking needs to be extended. There is plenty of room for safe parking and driving and it is wrong for the police to forget school parents for 15 minutes of parking twice a day.

Customers come first and those are the children. All front parking spots should be reserved for drop-off and pick up only. Current slots should be relocated.

The City of Pacific Grove needs to address the parking issues and work towards creating more spaces not less by adding the logs! If they were progressive about this we would have a safer environment to drop off out children.

After school the front drive should be only two lanes just as it is in the morning. Curb lane is for those parents that arrive early enough to pick-up their child. The outer lane is for "keep the traffic moving". Try this simple step first??

I like having the front of school open on bad weather days. It seems to flow nicely, but we leave home in plenty of time for school!

I don't think speeding/parking on Congress is the issue. I think it is the lack of a plan.

Pick up and drop off can't be staggered by grade, but can be by alphabetical order.

We picked our home on Pine Avenue with the plan of bike riding or walking to school. We were moved to FG for the school's convenience. We are upset to be part of this traffic problem. With an infant it is difficult to manage the route since it doesn't have sidewalks. Allow families to attend the school closest to their home and more children will be able to avoid parent rides. Also, make the entire front lot a drive thru lane. Put three staff or volunteers on the pick-up drop off escort. Kids stand in one line and get in quickly. Staff should park in the upper lot and only pick up and drop off should happen in front. No parking in front at all.

I have seen this work at other schools one lane of traffic may stop the pick up but not park if child is not there they have to pull around and re-enter the driveway. It may take a volunteer or staff, to enforce until all parents understand. It is a convenient and safe system. Works like the drop off in the a.m.

Thank you for your attention.

Open the back parking lot that is closed off! There is more than enough room up there. Somebody needs to do something about that. Let's get the ball rolling before someone gets hurt.

We should utilize road cones to control traffic. Cones should be placed so no left or u-turns are possible when entering schools front driveway. 5th graders should be utilized as "safety patrol" officers to help direct cars and facilitate unloading and loading of students into and from their cars. There needs to be a situation where it appears someone is in charge during pickup/drop off times. Pacific Grove police officers need to be encouraged to get out of their cars and assist in the orderly flow of traffic. Newsletters need to be sent out warning parents that the police dept. will be enforcing and concentrating on specific violations, i.e. Double parking, drivers getting out of their cars leaving motor running, u-turns in front of oncoming traffic, impeding traffic, etc. "Safety Patrol" should be stationed at curb in front of school encouraging parents and students to load/unload quickly. Parents should be encouraged to kiss/hug prior to arriving at school.

Kindergarten, first and second dropped off and picked up in front of school. The rest in the back and one or two parent volunteers to check that they are on school properties and are safe. Or second grade on the back if there is a volunteer to check.

There are a lot of drivers who are "unsafe" and "in a hurry" which causes our children to be at risk! Possibly having volunteers out front, police, or some type of enforcement. Possibly that would help.

Our child walks to a safer spot at the corner of Sunset & Congress for pick up after school. We drop just before or right at 8:30 when traffic is light.

They should close the entrance of the school & allow only for dropping or because people make two lines & drop off kids in the second line & they stop completely like it's a parking lot. That should be morning & afternoon.

- 1) Open up the parking lot gate next to the football field (as was done in the past)
- 2) Please acknowledge that many parents meet children at school (thus park at school) and get there early to socialize with other parents. This is a good thing. The lack of parking makes this difficult. A larger parking lot would be more helpful.

In addition to safe sidewalks, there should be adult supervision at major cross streets otherwise I am not comfortable sending my children on their own.

The dirt lot to the rear of the school should be made available for parking. Also, a second means of egress should be made to the rear parking lot. There could be one dedicated for entry and one dedicated for exit.

Re-evaluate the location of bus stops in neighborhoods. We would use the bus if the bus stop was closer to our house.

Maybe the bus route could be improved, so that it takes less than 45 minutes for our children to travel the one mile from school to home. Then maybe more families would be interested.

You need the same patrol system you have in the morning for after school. Having someone telling the other parents to keep going so they don't triple park, and stop blocking everyone's way. I have had my car almost get hit too many times in one week by people who don't care about their parking or driving.

I think there should be two police cars there before and after school. I can't tell you how many times I've seen people almost hit children!!! At the 5-way stop also.

If I drop off, I do it in the front. If I pick up my kids, I prefer to use the back.

Have a yellow jacket on 1st level by 8:00 am giving parents a 45 minute window for a.m. drop off rather than 15 minutes. You might get a more

staggered flow of traffic. Have families who live on & above David pick up at the back of school and eliminated some of the left-hand turns out of the drive-thru. Families living below David could pick up in front.

No turn across traffic.

I use BASRP so my answers are not good data. Lots of the solutions seem impractical. Patience is key for safety. I would not let my 1st grader walk or bike alone. Too many encounter reportings.

Offer rewards for carpooling children.

Enforce no double parking along Congress. This is what I perceive to be the greatest blocker of traffic and a safety threat as folks try to go around. I see this every day.

Why is there a mountain of dirt (2 years or more) in the back parking lot?? There would be a lot more room to expand the back parking lot to accommodate more cars with a separate in and out so the traffic flows quickly. 2,3,4,5, in the back for drop off and pick up and K,1 in the front.

Why don't you stagger not by individual grades but by groupings. For example: K-2 and 3-5 or K-1, 2-3, 4-5 to reduce scheduling nightmares. Have grades 3-5 drop off at 8:15-8:25 and K-2 drop off at 8:25-8:35, school starts at 8:45. Then have pickup at 3:00-3:10 and 3-5 from 3:10-3:20, or something like that. The only problem is K-2 loses instructional minutes and I don't know how you deal with that unless you have them begin school at 8:35 and 3-5 at 8:45 then you'd have to drop off K-2 8:15-8:25 and 3-5 8:25-8:35. (please excuse the lack of punctuation)

My son goes to CARE every morning and afternoon (I drop off and pick up my son when it is not crowded) so I don't have many ideas for traffic problems. Sorry.

Have the police start writing tickets. People triple park when it rains.

I wish I had some suggestions – the parent helpers in the a.m. (at front) are excellent & invaluable!! Unfortunately too many parents believe rules do not apply to them. Losing the parking by the football field did not help at all!

If the school could find a way to provide free bus transportation or lower the cost so more families would use it.

Carpooling! Cheaper bus transportation

I really feel that if the 4th & 5th graders were picked up at the upper level it would solve a majority of the issues.

I'm very concerned about double parking problem. It is so dangerous and breaks the law. Maybe have staff to organize and control traffic if possible.

I think the one lane traffic is a good idea. This would be drop off only.

If you clear the cars on the right side of the circular drive to the front of the school, and make all that side a pick up line only, no stopping.

Parents should get a ticket for their lack of common sense.

The morning drop-off car line is great, but cars who want to enter often block traffic on Congress Ave.. If the drop-off point was farther in the back (so that children would walk up to the building passing the whole office block) there would be a longer line, combined with the closing of the circular drive for other traffic, the car line would be more attractive. More cars could enter, less cars would be blocked and maybe there would even be less parked cars. How about a pick-up car line?

I think the drop off in the mornings is working fine. The only improvement I can think of is to see if there is a way to block off the parking lot/driveway in such a way that will prevent people from parking across the street and walking across and through the parking lot. I think there should only be one lane of traffic allowed through the circular drive both in the morning and in the afternoon. The front drive should not allow parking 15 minutes prior to dismissal and cars should go through pick up kids and keep moving. If the child is not there, the car should drive out and drive back in, keeping a continuous flow of traffic.

Perhaps, the district could provide moderate school bus service?

Add staff for safety control patrol. The cross streets and parking lot between high school and elementary.

More volunteer greeters or hire them that moves drop off the quickest. Fix back parking lot there is more useable space there.

The back lot is the best place to drop off. If a few more (quite a few) people did that it would help greatly. I would rather walk from a parking spot then deal with the "drive thru."

It is possible for there to be two lanes for traffic if people would just be courteous! Also if parents are dropping off in the drop off lane they shouldn't park, get out and open the doors. If their kids are in car seats and to be helped out they need to find a parking spot and not use the drop off lane.

I think drop off works really well. I am not sure about pick up because I pick up in the back. There is no way to eliminate all danger/risk.

SUBJECT: Graduation Portfolio Requirement for Adult Education High School Diploma Program

PERSON(S) RESPONSIBLE: Craig Beller, Interim Principal

RECOMMENDATION:

The Governing Board of the Pacific Grove Unified School District authorizes the administration of the Adult School to incorporate the Graduation Portfolio into the credit requirements for the High School Diploma program.

BACKGROUND:

A high school diploma needs to carry more weight than merely demonstrating completion of the required number of credits for graduation. This graduation portfolio amounts to a “senior project” with the goal of preparing graduates for their next step(s) in life. It is intended that this student portfolio will be presentable to a post-secondary institution of higher learning, a potential (or current) employer, the military, and/or other key audiences.

Further, this new course is not an addition to the current 200 credit requirement for a high school diploma, but rather is a replacement for 5 elective credits. It may be completed after other assigned coursework, or it may be an on-going project, as it combines multiple elements that must successfully be completed prior to graduation.

INFORMATION:

The following is an illustrative list of required activities needed to successfully complete this new graduation requirement:

- Career interest inventory or survey
- Selection of 3 areas of interest
- Interviews/summaries of each area selected
- Selection of 1 area for in-depth study
- Detailed presentation (including 5-paragraph essay, visually supported oral presentation) of in-depth area of study made to peers/staff
- Letter of introduction for college/job application
- Resume for presentation to potential employer
- Mock interview with staff
- Exit information/goals

It should also be noted that our current 8-hour computer lab requirement can be folded into the completion of this multi-faceted course of study. For example, a student might choose to use Power Point as his/her visual aid for the oral presentation. The other required written documents should also be counted toward satisfying the computer requirement.

This course is valued at 60 hours of work, thereby earning the student 5 credits toward graduation. The class can be taken for a letter grade or as a Pass/Fail class.

It is proposed that this new requirement be adopted for the 2010-2011 school year, and that each new enrollee be informed of this requirement as part of the intake process for the HSD program. Students who are currently enrolled **may** be “grandfathered” under the old requirements, but this will be determined on a case-by-case basis by the teacher and the student advisor, who will inform the principal of their decision(s).

FISCAL IMPACT:

Aside from the normal cost of duplicating materials, **none**

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Pacific Grove Adult Education Center

Graduation Portfolio

Purpose: A high school diploma needs to carry more weight than merely completing the required number of credits for graduation. This graduation portfolio amounts to a "senior project" with the intent of preparing our graduates for their next step(s) in life. It is intended that this student portfolio will be presentable to a post-secondary institution of higher learning, a potential (or current) employer, the military, and/or other key audiences.

Further, this new "course" is not an addition to our current 200 credit requirement, but rather is a replacement for 5 elective credits. It may be completed after other assigned coursework, or it may be an on-going project, as it combines multiple elements that must be successfully completed prior to graduation.

Essential elements: The following is an illustrative, not exhaustive, list of required activities needed to successfully complete this new graduation requirement:

- Job interest inventory or survey
- Selection of 3 areas of interest
- Interviews/summaries of each area selected
- Selection of 1 area for in-depth study
- Detailed presentation (including 5-paragraph essay, visually supported oral presentation) of in-depth area of study made to peers
- Cover letter for job/college application
- Resume' for presentation to potential employer
- Mock interview with staff
- Exit information/goals

It should also be noted that our 8-hour computer lab requirement can be folded into the completion of this multi-faceted course of study. A student might choose to use Power Point as his/her visual aid for the oral presentation. The five-paragraph essay and the other written documents (cover letter, resume', etc.) should also be counted toward satisfying the computer requirement.

This course is valued at 60 hours of work, thereby earning the student 5 credits toward graduation. The class can be taken for a letter grade (i.e. all work subject to teacher scrutiny and grading) or as a Pass/Fail class, where each element is reviewed with the teacher/advisor before moving on to the next task.

It is proposed that this new requirement be adopted for the 2010-11 school year, and that each new student be informed of this requirement upon enrolling in the HSD class. Students who are currently enrolled **may** be "grandfathered" under the old requirements, but this will be determined on a case-by-case basis by the teacher and student advisor, who will inform the principal of their decision(s).

SUBJECT: Monterey County Management Assistance Team Review of Special Education Program

PERSON(S) RESPONSIBLE: Ralph Gómez Porras, Superintendent

RECOMMENDATION:

The Board review and discuss the findings of the report.

BACKGROUND:

Earlier this year the district asked the Monterey County Management Assistance Team (MCMAT) to review the appropriateness and cost of the district's special education program.

INFORMATION:

MCMAT reviewed data and information provided by the district. They also evaluated district cost-containment efforts, measured the impact of special education services on the general fund and provided recommendations for other potential costs savings.

FISCAL IMPACT:

To be determined.

MONTEREY COUNTY MANAGEMENT ASSISTANCE TEAM (MCMAT)



PACIFIC GROVE UNIFIED SCHOOL DISTRICT



Review of
PGUSD
Special
Education
Program

March 18, 2010

**MONTEREY COUNTY OFFICE OF EDUCATION
Dr. Nancy Kotowski, County Superintendent of Schools**

Forward

The MCMAT (Monterey County Management Assistance Team) was developed by the Monterey County Office of Education to review key policies and practices, and to insure that sound procedures are in place in all districts in order to maintain fiscal solvency. Experience has shown that successful school districts have strong management systems in place, which are continuously monitored and improved. The MCMAT has successfully assisted 16 districts since its inception. The services of the MCMAT team were requested by Superintendent Porras to assist the District in evaluating Special Education services to district students, including:

(1) Evaluating the balance between the financial expenditures and the services being provided to students with autism;

(2) Evaluating cost containment actions the District has taken and/or might consider implementing; and

(3) Reviewing District program service costs and the fiscal impact of Special Education on the District General Fund. In doing so, MCMAT would also review billback data and procedures from the SELPA County Programs as they relate to cost containment, and to make recommendations to the District.

Background

The Pacific Grove Unified School District consists of one high school, one middle school, two elementary schools, an adult school, and a continuation school. The Average Daily Attendance (ADA) from the District's 2009-2010 adopted budget is 1662.

PGUSD's Special Education program serves approximately 10.63 percent of the District's K-12 population. The state wide average for K-12 Special Education is 11.43 percent. The incidence of Non-Public School (NPS) placements and students identified with Autistic Severe Disorders (ASD) within the District has significantly increased over the past three years. This has had an impact on the District's fiscal contribution to Special Education for program services as the District continues to maintain a commitment to excellence for all students within the District.

While the District has experienced declining enrollment over the past several years, its Special Education programs have gained a reputation for excellence and "the place to go" for students with special needs. And, while the Special Education population has declined overall, the ADS and NPS placements have increased and Special Education costs for services continue to increase.

In 2002-2003 the Fiscal Crisis Management Team (FCMAT) conducted a study of the District's Special Education program. According to District staff, the findings and recommendation made then have been implemented and included: hiring a management level employee to administer the Special Education programs, developing job descriptions, evaluation procedures and tools to evaluate Special Education staff; defining the principals' role in the provision of Special Education services; and conducting ongoing training on the implementation of these duties.

In 2007-2008 the Fiscal & Crisis Management Assistance Team (FCMAT), at the request of Monterey County Superintendent of Schools, Dr. Nancy Kotowski, conducted a study of the County's and SELPA's Special Education programs and services. The FCMAT review of the Local Plan SELPA) included recommendations for changes with respect to governance, fiscal management, and staffing. These recommendations are now being reviewed by the newly established governance council (of which the Pacific Grove USD Superintendent is currently a member). The findings and recommendations from the 2007-2008 FCMAT are intended to assist all districts, including Pacific Grove USD, in maximizing the efficiency of Special Education services and programs and their revenues and expenditures.

Study Team

The Study Team, which included MCMAT Team Lead Augie Scornaienchi and Team Member Ed Costa, met with Pacific Grove Unified District personnel (including Dr. Ralph Porras, Superintendent; Robin Blakley, Assistant Superintendent, Business Services; Cindy Gallo, Special Education Coordinator/Psychologist), and Carol Lankford, Monterey County SELPA Executive Director; Martina Sholiton, MCOE Assistant Superintendent of Special Education; Dawn Tovey, MCOE Special Education Controller, and Michelle Saleh, Director II, MCOE Special Education program.

The MCMAT Team reviewed the 2002-2003 FCMAT Review of Pacific Grove USD's Special Education program and the 2007-08 FCMAT Study of Monterey County Special Educations Programs and the Special Education Local Plan Area (SELPA). In addition, the MCMAT Team has reviewed cost containment efforts by the District, data included in Ed-Data and California Special Education Management Information Systems (CASEMIS) reports, projected billback costs for the county and District, and conducted District Team interviews.

Review of Autism Services

A review of Autistism services was completed to determine if students are being appropriately served and offered a Free and Appropriate Public Education (FAPE) as required by law. The reviewers included the Special Education Coordinator/Psychologist (PGUSD) and the SELPA Program Specialist for students with autism/communicative disabilities.

NOTE: Federal law requires that students be served in the least restrictive environment whenever possible. Typically this is more costly service delivery model than that of providing services in self-contained programs at a district or regional level.

As of the count in the December, 2009 "Special Education Annual Data Comparison Report" (see Attachment 1), twenty-four PGUSD students were identified with ASD, sixteen of whom were being served by the District and the remaining eight were being served in non-District placements. This review addressed the group of sixteen students with Autism Spectrum Disorder (ASD) who attend programs operated by the District in grades K-8. The eight additional students with autism attend programs outside of the district, with services provided by regional, non-public and or home-based programs. These programs were not assessed as the services

needed by students are determined by the providers of these programs, and those costs are a matter of contractual agreement between PGUSD and the providers.

The students served by PGUSD receive Special Education services which include specialized academic instruction, speech and language therapy, occupational therapy mainstreaming/inclusion and when necessary, individualized adult support (paraprofessional or behavioral support services).

The review process included using a set of six questions to guide Individual Education Plan (IEP) record review in order to determine whether services and programs were reasonably calculated to provide educational benefits for students (See Attachment 2: District Guideline for IEP Record Evaluations). The outcome of this review of the IEPs revealed that fourteen of the sixteen students were receiving programs and services adequately meeting the FAPE requirements, while two IEPs revealed that those ASD students were receiving support services that appeared to exceed the identified behavioral support needs.

All sixteen students received different levels of Occupational Therapy services during the review period and two ADS students were dismissed as services were no longer needed. All sixteen students required speech and language therapy services and it was anticipated that would continue as identified in the students' IEP.

The District has implemented a number of steps to reduce costs:

*The District has reduced the number of paraprofessionals assigned by utilizing a 2:1 versus 1:1 student-adult ratio whenever possible, and increased the direct minutes of instruction provide by a Special Education teacher. IEP teams utilize a formal assessment procedure in determining the need for paraprofessional support services.

*The District has also observed that fewer ASD students are participating in home-based and non-public agency provided Applied Behavioral Analysis (ABA) services. Students who continue to receive ABA services will be reviewed to determine the continued or reduced need for these services.

*PGUSD has implemented a series of early intervention efforts that have had a positive impact on students receiving specialized services. These intervention services have been supported with ARRA funding. The District should continue these services, particularly if ARRA funding ceases and the District needs to meet its maintenance-of-effort federal requirements.

Summary of Review:

The District record review indicated that the District is appropriately serving students identified with ASD, and that they do receive a FAPE. It was evident that all services are being closely monitored and whenever possible reduced, resulting in greater student independence. It is evident that PGUSD administration and staff are maintaining vigilance towards cost containment measures while providing a Free and Appropriate Public Education to students with special needs. It should also be noted that since 2002, the District ASD population has

increased from a low of five students to a high of twenty-eight, with a current level of twenty-four. This is a significant growth rate for a district of this size, and carries with it the attendant rise in District costs.

Fiscal Review

The fiscal review revealed that the District's Average Daily Attendance (ADA) has declined in recent years while Special Education enrollment has been mostly stable, with the exception of students with Autism Spectrum Disorder. This ASD population is extremely high for a district of this size and has significantly raised the percentage of students being served by Special Education programs and services.

The District services a total of 15.28 percent of its Special Education student population as ASD, while districts SELPA-wide average 4.65 percent served and state-wide 11.73 percent are served. The District is not alone in the county, as there are three other districts that are above the state-wide percentage of students served. The District currently serves a total of 157 students (December 2009 count) with special needs.

Special Education Annual Data Comparison Report			
Year	Autism	Total Spec. Education	Autism % of Special Education
2002	5	285	1.75%
2003	9	238	3.78%
2004	6	189	3.17%
2005	8	184	4.35%
2006	12	178	6.74%
2007	13	173	7.51%
2008	24	163	14.72%
2009	24	157	15.29%

Again, fifteen percent of the District's students with special needs are receiving ADS services, an extremely high percentage with a significant impact on the District's budget. In addition, the early intervention services provided to infant and pre-school programs by the District use District resources, but are envisioned to reduce program services in the future.

The District provides a Free and Appropriate Public Education through a range of programs and services within the District, and also provides services to resident students who are in non-public school placements through at-home, private pre-school, non-public agency, or county programs. Even though the district receives up to 50% reimbursement from the SELPA for students placed in non-public schools, the District pays its fair share for services and receives billbacks from the SELPA and neighboring districts for services.

The impact of Special Education expenditures on the District's General Fund was approximately \$3,982,000 for Special Education programs and services in 2008-2009, and is projected to be over \$4,249,000 in 2009-2010. This represents an expenditure of over \$23,000 per student receiving Special Education services (See PGUSD 2008-2009 and 2009-2010 Special Education Cost/Funding in Attachments 3 & 4).

As a participating member of the Monterey County Special Education Local Area Plan (SELPA), the District accesses regional programs for students who are severely handicapped, emotionally disturbed, deaf and hard of hearing, visually impaired and for preschool Special Education services. The District also contracts with non-public school agencies and neighboring districts for Special Educational services and transportation. Differing salary schedules, placements on salary schedules or a combination of both can make cost containment difficult for smaller districts like PGUSD. As a result the District must rely on regional programs to insure the provision of Special Education and related services for students who require special day class (SDC) and other related services.

The billback costs for services from county-operated programs are currently billed for seven categories of Special Education services (See Attachments 5 & 6). The December Projection for the 2009-2010 Special Education billback shows a projection of \$588,069, which would compare favorably to the total 2008-2009 expense of \$872,007. However, the district has added a visually impaired student to its Special Education expenditures in 2009-2010, and has projected an additional \$66,000 to its district provided services, thus likely offsetting billback savings from the previous year.

The District billback share, like all participating districts, is equitably distributed according to the existing billback model. The District receives Autistic, Transportation, Occupational Therapy, Speech Therapy, Special Day Class, Infant, Pre School, Itinerant, and Direct Services from County Special Education Programs. Again, differing salary schedules, placements on salary schedules or a combination of both can make cost containment difficult for smaller districts like PGUSD. As a result the District must rely on regional programs to insure the provision of Special Education and related services for students who require special day class (SDC) and other related services.

Recommendations

Pacific Grove USD should consider the following:

- (1) Revisit the FCMAT recommendation of a single position of Coordinator of Special Education in order to administer and oversee all aspects of Special Education Services.
- (2) District should continue to analyze the excess costs of regional SDC classes operated by the county office and local SDC placements in other districts. The District should consider adopting the most cost efficient services, while considering program flexibility and minimizing transportation costs.
- (3) Continue to use American Recovery and Reinvestment Act (ARRA) funds to provide staff and administrator training on the IEP process and compliance. Specific training should be provided for site administrators on information necessary to provide guidance and support to Special Education programs.
- (4) Continue to provide teachers with training to ensure that all IEPs are developed in conformance with the law. ARRA funds can be used for this purpose.

- (5) Using ARRA funds to upgrade the efficiency of the Special Education Information System (SEIS) to eliminate redundancy and ensure that site administrators have up-to-date compliance information on time lines for evaluations and overall IEP compliance.
- (6) Transportation services, including billbacks from the County and from neighboring districts impact the District budget. The District's 2008-2009 transportation expense for their MCOE Special Education students was \$146,141. The District may wish to explore alternatives for transporting their students, including using commercial services, agreements with neighboring districts, or reimbursing parents for transportation.
- (7) Explore options to share school program resources with either the county office or a nearby district through a cooperative arrangement.
- (8) With the formation of the new SELPA Governance Council, Pacific Grove USD, along with other Monterey County districts and SELPA and MCOE personnel, continue to work collaboratively to further examine Special Education services, costs, and any means of controlling billbacks, and attempt to identify future savings.
- (9) Explore the possibility of taking non-District placed SDC students back into District SDC programs, and continue to monitor and review the NPS and NPA placements to examine ways the District could attract those students back into District services or identify more cost effective options for the placement of these students.

Attachments

1. Special Education Annual Data Comparison Report (CASEMIS)
2. District Guideline for IEP Record Evaluation
3. Pacific Grove USD 2008-2009 Special Education Cost/Funding
4. Pacific Grove USD 2009-2010 Special Education Cost/Funding
5. 2008-2009 Final Special Education Billback
6. 2009-2010 December Special Education Billback Projections

Resource Documents

FCMAT Review of Pacific Grove Unified School District's Special Education Program (2002-03)

FCMAT Study of Monterey County Special Educations Programs and the Special Education Local Plan Area (2007-08)

PGUSD “Special Education Department Assessment Report”

Ed-Data Tables (www.ed-data.k12.ca.us)

PGUSD Budget (www.pgusd.k12.ca.us) or www.pgusd.org

Report Prepared by:

Monterey County Management Assistance Team (MCMAT)

Augie Scornaienchi, Team Lead

Ed Costa, Team Member

MCMAT is a service of the Monterey County Office of Education

Nancy Kotowski, Ph. D., Monterey County Superintendent of Schools

Garry P. Bousum, Associate Superintendent, Finance & Business Services Division

Special Education Annual Data Comparison Report

SELPA: 2700 Monterey County SELPA PACIFIC GROVE UNIFIED (2766134)

Disability	MR	HH	DEAF	SLJ	VI	ED	OI	OHI	SLD	DB	MD	AUT	TBI	Total
De2002	6	4	0	85	7	3	8	4	158	0	5	5	0	285
De2003	3	1	1	78	3	7	5	0	128	0	3	9	0	238
De2004	6	0	1	55	0	10	3	3	104	0	1	6	0	189
De2005	6	0	1	56	0	6	4	8	94	0	1	8	0	184
De2006	4	0	0	52	1	5	1	9	93	0	1	12	0	178
De2007	3	0	0	51	1	9	1	12	83	0	0	13	0	173
De2008	3	1	0	44	0	4	1	16	70	0	0	24	0	163
De2009	2	0	0	39	0	6	2	22	62	0	0	24	0	157

§ -1 -1 -1 -5 -5 -5 2 1 1 6 -8 -33.33 ***.*** -11.36 ***.*** 50.00 100.00 37.50 -11.42 ***.*** -11.42 ***.*** -11.42 ***.*** -11.42 ***.***

Grade	Inf	Pres	Kndr	1	2	3	4	5	6	7	8	9	10	11	12	Ungr	Oth	Total
De2002	0	9	11	20	27	20	29	30	22	26	23	32	17	14	5	0	0	285
De2003	0	9	10	15	21	25	22	18	21	16	23	18	20	8	12	0	0	238
De2004	0	3	11	13	19	17	19	13	13	20	15	18	11	14	3	0	0	189
De2005	0	4	10	19	18	19	14	17	7	15	18	15	11	8	9	0	0	184
De2006	0	5	15	11	20	14	21	19	14	11	13	14	9	7	5	0	0	178
De2007	0	7	13	15	10	21	14	16	18	11	8	15	14	5	6	0	0	173
De2008	0	4	9	14	16	13	12	10	13	19	12	7	16	11	7	0	0	163
De2009	0	7	8	7	19	18	17	13	7	13	13	11	7	11	6	0	0	157

§ ***.*** 75.00 -11.11 -50.00 18.75 38.46 41.66 30.00 -46.15 -31.57 8.33 57.14 -56.25 -14.28 ***.*** -14.28 ***.*** -14.28 ***.***

**PGUSD
2008/2009 SPECIAL EDUCATION COSTS/ FUNDING**

PROGRAM	COSTS				TOTAL COST	FUNDING		
	SALARIES	BENEFITS	SERVICES	MAT/SUPP		DISTRICT	FEDERAL	STATE (thru SELPA)
2055 Spec. Ed Coordination*	\$83,959	\$18,645		\$5,135	\$107,739	\$107,739		
2100 Resource Specialists	\$675,111	\$92,929		\$6,132	\$774,172	\$584,166		\$190,006
2200 Designated Instruction	\$210,225	\$32,266		\$1,835	\$244,326			\$244,326
2300 Non Public Schools**			\$1,124,922		\$1,124,922	\$1,124,922		
2400 Prog Spec/Regional Services					\$858,498	\$858,498		
2440 Special Day Class	\$164,480	\$19,878		\$1,857	\$186,215			\$186,215
2450 County Assessment			\$614		\$614			
2460 State Special Schools					\$20,321	\$20,321		
2500 Spec. Ed Transportation	\$29,888	\$12,785	\$28,000		\$70,673	\$70,673		
2645 Spec Ed Summer School	\$45,810	\$9,722		\$1,178	\$56,710	\$56,710		
2700 Spec Ed Exit Exam				\$1,606	\$1,606	\$1,606		
3700 Spec Ed Aides	\$251,378	\$124,423			\$375,801	\$79,237		\$296,564
2000 Spec Ed Indirect Costs					\$54,794			\$54,794
5500 Psychologists***	\$95,139	\$11,497			\$106,636	\$106,636		
TOTAL COST					\$3,983,027	\$3,011,122	\$296,564	\$675,341

* Includes 50% of full cost of Student Services activity, assuming 50% is the average time allotted to Special Education student needs.

** Estimate based on current contracts

*** Includes 50% of full cost of psychologists assuming 50% is the average time allotted to Special Education student needs.

**PGUSD
2009/2010 SPECIAL EDUCATION COSTS/ FUNDING**

PROGRAM	COSTS					FUNDING		
	SALARIES	BENEFITS	SERVICES	MAT/SUPP	TOTAL COST	DISTRICT	FEDERAL	STATE (thru SELPA)
2100 Resource Specialists	\$677,783	\$91,456		\$6,132	\$775,371	\$140,314		\$635,057
2100 Spec Ed Indirect Costs					\$16,321			\$16,321
2200 Designated Instruction	\$227,193	\$31,731		\$1,835	\$260,759	\$260,759		
2300 Non Public Schools**			\$285,524		\$285,524	\$285,524		
2350 Non Public Agencies**			\$784,570		\$784,570	\$784,570		
2375 Private Contractors**			\$184,325		\$184,325	\$184,325		
2400 Prog Spec/Regional Services			\$980,529		\$980,529	\$980,529		
2440 Special Day Class	\$147,897	\$23,873		\$1,857	\$173,627	\$173,627		
2475 MPUSD			\$71,366		\$71,366	\$71,366		
2460 State Special Schools			\$22,000		\$22,000	\$22,000		
2500 Spec. Ed Transportation	\$29,600	\$12,792	\$22,041		\$64,433	\$64,433		
2645 Spec Ed Summer School	\$39,062	\$7,947	\$8,000		\$55,009	\$55,009		
3700 Spec Ed Aides	\$254,394	\$101,871			\$356,265	\$67,132	\$289,133	
3700 Fed.Spec.Ed. Indirect				\$7,431	\$7,431		\$7,431	
5500 Psychologists***	\$183,242	\$28,517			\$211,759	\$211,759		
TOTAL COST	\$1,559,171	\$298,187	\$2,358,355	\$17,255	\$4,249,289	\$3,301,347	\$296,564	\$651,378

775,371.00
16,321.00
260,759.00
285,524.00
784,570.00
184,325.00
980,529.00
173,627.00
71,366.00
22,000.00
64,433.00
55,009.00
356,265.00
7,431.00
211,759.00
\$4,249,289

Education student needs.

** Estimate based on current contracts

*** Includes 50% of full cost of psychologists assuming 50% is the average time allotted to Special Education student needs.

SPECIAL EDUCATION BILLBACK 2008-09 - FINAL

Billback

April Projection
 Dec
 April
 Final

Estimated Income and Expenses, Student Counts
 Actual Income and Expenses, Student Counts

District	Autism			Transportation			Infant Program			Itinerant Program			Itinerant Preschool Program		
	Enrollment	Total Autism Billback	Number of Students Transported	50% of Trains Traversed	Student Miles Traveled	50% of Trains Traversed	Total Trains Billback	Number of Students Enrolled	Total Infant Billback	Number of Instructional Minutes	Total Itinerant Billback	Average Enrollment	Total IPP Billback	Total Enrollment	
Alisal Union.....	10.47	482,868.08	0.00	0.00	0.00	0.00	0.00	22.17	214,530.22	915.45	69,918.87	0.00	0.00	0.00	
Bradley Union.....		0.00	0.00	0.00	0.00	0.00	0.00		0.00	228.18	17,427.59	0.00	0.00	0.00	
Carmel Unified.....	5.00	230,596.03	0.00	0.00	0.00	0.00	0.00	0.97	9,386.30	1,140.45	87,103.58	1.82	13,108.80	0.00	
Chualar Union.....	0.55	25,365.58	1.09	5,130.60	16.24	3,919.10	9,049.70	2.29	22,159.41		0.00	0.31	2,232.82	0.00	
Gonzales Unified.....	3.55	163,723.18	24.09	113,391.07	374.59	90,397.50	203,788.57	3.56	34,448.70	135.91	10,380.33	0.81	5,834.14	0.00	
Graves.....	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00	0.00	
Greenfield Union.....	6.18	285,016.69	40.09	188,702.70	1,016.53	245,312.92	434,015.62	8.09	78,283.69	892.27	68,148.46	2.73	19,663.20	0.00	
King City Union Elem.....	1.24	57,187.81	9.82	46,222.51	166.13	40,091.13	86,313.64	6.08	58,833.73	194.55	14,859.06	5.18	37,381.69	0.00	
King City JT Union High.....	0.20	9,223.84	9.73	45,798.88	315.71	76,188.35	121,987.23		0.00	302.55	23,107.71	0.00	0.00	0.00	
Lagunita.....		0.00	0.00	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00	0.00	
Mission Union.....		0.00	0.09	423.63	3.16	762.58	1,186.21		0.00		0.00	0.00	0.00	0.00	
Monterey Pen. Unified.....	11.28	520,224.63	33.94	158,342.71	769.06	185,592.50	343,935.21	7.94	76,832.20	4,184.09	319,596.14	1.05	7,552.76	0.00	
North Mtry County Unified.....	6.53	301,158.41	62.82	295,992.28	1,300.93	313,945.42	609,637.70	11.63	112,539.86	216.82	16,559.95	2.39	17,214.30	0.00	
Pacific Unified.....		0.00	0.00	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00	0.00	
Pacific Grove Unified.....	3.64	167,873.91	13.18	62,037.95	348.51	84,103.77	146,141.72	2.65	25,642.99	1,040.45	79,465.93	2.00	14,405.28	0.00	
Salinas City.....	25.83	1,191,259.07	25.36	119,368.83	324.82	78,386.81	197,755.74	24.10	233,206.06	541.36	41,347.18	2.94	21,175.75	0.00	
Salinas Union High.....	9.90	456,560.13	9.09	42,706.42	240.19	57,963.57	100,749.99		0.00	2,313.55	178,700.85	0.00	0.00	0.00	
San Antonio Union.....		0.00	1.00	4,706.98	34.10	8,229.14	12,936.12		0.00		0.00	0.00	0.00	0.00	
San Ardo Union.....		0.00	1.00	4,706.98	55.08	13,292.12	17,989.10		0.00		5,033.98	0.00	0.00	0.00	
San Lucas Union.....		0.00	1.00	4,706.98	60.00	14,479.43	19,186.41		0.00		833.27	0.00	0.00	0.00	
Santa Rita Union.....	12.31	567,727.42	44.55	209,695.82	302.38	72,871.50	282,667.32	5.85	56,808.11	2,387.73	182,366.46	1.66	11,656.38	0.00	
Seledad Unified.....	6.87	316,836.94	60.27	283,889.49	1,405.36	339,146.87	622,836.38	5.14	49,737.72	1,885.00	143,989.70	0.81	5,834.14	0.00	
Spreckels Union.....	4.02	185,399.20	9.82	46,222.51	113.08	27,288.90	73,511.41	2.76	26,707.42	77.73	5,936.75	0.38	2,737.00	0.00	
Washington Union.....	2.00	92,238.41	7.46	35,066.98	60.59	14,621.81	49,688.79		0.00	943.64	72,071.92	0.85	6,942.51	0.00	
TOTALS.....	109.57	5,053,281.31	354.09	1,666,693.42	6,906.46	1,666,693.42	3,333,386.84	103.23	998,915.41	17,476.55	1,334,787.72	23.04	165,948.77	165,948.77	
Per Student	46,119.21	5,053,281.31	4,706.98	1,666,693.42	241.32	1,666,693.42	3,333,386.84	9,676.60	998,915.41	76.38	1,334,787.72	7,202.64	165,948.77	165,948.77	
Verification															

SPECIAL EDUCATION BILLBACK 2009-10 Dec PROJECTION

Billback

April Projection
 Dec
 April
 Final

Estimated Income and Expenses, Student Counts
 Actual Income and Expenses, Student Counts

	<1>	<2>	<3>	<4>	<5>	<6>	<7>	<8>	<9>	<10>	<11>	<12>	<13>
	Enrollment	Total Billback	Number of Students Transported	50% of Trans Excess Cash	Student Miles Traveled	50% of Trans Excess Cash	Total Trans Billback	Number of Students Enrolled	Total Infant Billback	Number of Instructional Minutes	Total Itinerant Billback	IPP Average Enrollment	Total IPP Billback
District													
Alisal Union.....	8.36	420,897.24	0.00	0.00	0.00	0.00	0.00	14.11	77,081.48	777.50	53,919.54	0.00	0.00
Bradley Union.....		0.00	0.00	0.00	0.00	0.00	0.00		0.00	345.00	23,925.71		0.00
Carmel Unified.....	4.67	235,118.44	0.00	0.00	0.00	0.00	0.00	2.00	10,925.80	1,770.00	122,749.30	2.67	66,586.10
Chualar Union.....	1.00	50,346.56	3.75	23,113.36	43.53	13,538.93	36,652.29	3.00	16,388.69		0.00	1.58	39,403.01
Gonzales Unified.....	3.00	151,039.68	15.50	95,535.22	318.18	98,962.01	194,497.23	2.00	10,925.79	157.50	10,922.61	0.00	0.00
Graves.....	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00		0.00		0.00
Greenfield Union.....	5.00	251,732.80	34.00	208,561.13	812.25	252,630.24	462,191.37	7.11	38,841.20	610.00	42,300.43	1.00	24,938.61
King City Union Elem.....	1.00	50,346.56	11.50	70,890.97	203.68	63,349.62	134,230.59	4.50	24,563.04	93.75	6,501.55	0.00	0.00
King City Jt Union High.....	1.00	50,346.56	15.25	93,984.33	372.82	115,956.43	209,950.76		0.00	546.25	37,882.38		0.00
Lagunita.....		0.00	0.00	0.00	0.00	0.00	0.00		0.00		0.00		0.00
Mission Union.....		0.00	0.00	0.00	0.00	0.00	0.00		0.00		0.00		0.00
Monterey Pen. Unified.....	9.74	480,375.51	29.25	180,284.20	613.05	190,674.01	370,958.21		0.00	3,566.25	247,319.03	0.00	0.00
North Mtry County Unified.....	8.50	427,945.76	59.00	357,486.63	1,206.36	375,208.39	732,695.02	2.00	10,925.79	363.75	25,228.02	1.36	33,916.51
Pacific Unified.....		0.00	0.00	0.00	0.00	0.00	0.00		0.00		0.00		0.00
Pacific Grove Unified.....	2.00	100,693.12	7.75	47,767.61	207.81	64,634.15	112,401.76	1.00	5,462.90	1,865.00	129,337.54	1.00	24,938.61
Salinas City.....	17.66	889,120.26	17.50	107,862.35	295.18	91,808.43	199,670.78	17.18	93,852.57	975.75	67,668.15	1.89	42,146.25
Salinas Union High.....	11.26	566,902.27	0.00	0.00	0.00	0.00	0.00		0.00	2,741.25	190,105.38		0.00
San Antonio Union.....		0.00	0.00	0.00	0.00	0.00	0.00		0.00		0.00		0.00
San Ardo Union.....		0.00	1.00	6,163.56	55.90	17,355.21	23,518.77		0.00	30.00	2,080.50		0.00
San Lucas Union.....		0.00	0.00	0.00	0.00	0.00	0.00		0.00		0.00		0.00
Santa Rita Union.....	13.00	654,505.28	45.25	278,901.21	280.90	87,366.99	366,268.20	7.44	40,643.96	2,022.50	140,260.14	0.31	7,790.97
Solead Unified.....	4.75	239,146.16	33.25	204,938.46	1,108.45	344,755.91	549,694.37	5.50	30,045.93	1,120.00	77,671.87	0.00	0.00
Spreckels Union.....	3.00	151,039.68	5.75	35,440.48	62.40	19,407.97	54,848.45	1.00	5,462.90	37.50	2,600.62	1.00	24,938.61
Washington Union.....	1.00	50,346.56	6.50	40,063.16	52.55	16,344.38	56,407.54		0.00	971.25	67,366.08	0.00	0.00
TOTALS.....	94.94	4,779,902.44	284.25	1,751,962.67	5,632.96	1,751,962.67	3,503,985.34	66.84	365,140.05	17,993.25	1,247,829.84	10.61	264,598.67
Per Student.....	50,346.56		6,163.56		311.03			5,462.90			24,938.61		
Verification		4,779,902.44		1,751,962.67		1,751,962.67	3,503,985.34		365,140.05		1,247,829.85		264,598.67

09-10 PG-SPEC'ED BILLBACK Dec Sup
 Prepared by: jay@pcnet.net

SPECIAL EDUCATION BILLBACK 2009-10 Dec PROJECTION

BILLBACK

April Projection
 Dec
 April
 Final

Estimated Income and Expenses, Student Counts
 Actual Income and Expenses, Student Counts



District	204 SDC (excl. de Antificti)			207 Occupational Therapy			208 Speech Therapy			202 Direct Services			Total Cost with Direct Services		Compare to Col 20 Original Billback from 09-10 Budget
	Average Enrollment	Initial and SDC Billback	Enrollment	Total Occ. Therapy Billback	Enrollment	Speech Therapy Billback	Total Speech Therapy Billback	Total Fee System Cost Centers and Transfers/allo	Districts cost for time to these and Billback	Total Amount					
Alisal Union.....	81.99	2,364,969.55	41.97	193,990.75	81.11	269,616.56	3,380,474.12	337,800.98	3,718,275.10	3,450,364.05					
Bradley Union.....	0.00	0.00	0.00	0.00	0.00	0.00	23,925.71	16,487.55	23,925.71	16,487.55					
Carmel Unified.....	7.01	202,200.71	9.50	43,910.23	9.92	32,974.80	714,465.38	30,838.00	745,303.38	636,817.48					
Chualar Union.....	1.48	42,690.02	0.50	2,311.06	1.48	4,919.63	192,711.26	54,370.00	192,711.26	66,610.45					
Gonzales Unified.....	20.60	594,198.96	11.00	50,843.42	20.55	68,308.70	1,080,737.39	99,653.50	1,135,107.39	1,123,436.77					
Greenfield Union.....	29.18	841,685.71	11.14	51,490.52	24.96	82,968.86	1,796,152.50	51,390.00	1,896,006.00	2,084,177.23					
King City Union Elem.....	27.35	788,900.08	4.25	19,544.05	15.75	52,354.15	1,076,560.02	7,686.00	1,127,950.02	972,544.95					
King City Jr Union High.....	23.44	676,117.65	5.25	24,286.18	6.35	21,107.86	1,019,671.39	308,956.00	1,027,357.39	952,281.00					
Lagunita.....	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00					
Mission Union.....	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00					
Monterey Per. Unified.....	33.98	980,139.84	20.59	95,169.62	36.34	120,796.83	2,304,759.04	384,545.09	2,613,715.04	2,690,376.98					
North Mtry County Unified	52.71	1,520,398.36	27.50	127,108.55	43.50	144,597.16	3,022,614.21	17,465.05	3,407,359.30	2,949,819.88					
Pacific Unified.....	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00					
Pacific Grove Unified.....	6.05	174,509.89	4.46	20,614.70	6.05	20,110.54	588,069.16	281,358.02	605,534.21	687,650.97					
Salinas City.....	101.14	2,917,343.83	66.31	308,493.37	105.69	351,321.28	4,867,616.48	444,843.00	5,148,974.51	4,789,673.48					
Salinas Union High.....	179.56	5,179,338.12	53.45	247,052.80	116.59	387,553.68	6,570,952.25	62,493.00	7,015,795.25	6,318,104.48					
San Antonio Union.....	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	45,483.86					
San Ardo Union.....	1.00	28,844.61	1.00	4,622.13	1.00	3,324.07	62,390.08	62,493.00	62,390.08	60,212.78					
San Lucas Union.....	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	52,197.18					
Santa Rita Union.....	39.26	1,132,439.38	29.86	124,150.39	49.87	165,771.52	2,631,769.84	183,415.45	2,664,252.84	2,415,300.00					
Solidad Unified.....	52.39	1,511,169.10	30.83	142,500.24	40.78	135,555.70	2,685,783.37	28,897.45	2,869,198.82	2,709,076.52					
Spreckels Union.....	2.75	79,322.68	4.75	21,955.11	4.50	14,958.33	355,126.38	186,056.23	384,023.83	530,317.67					
Washington Union.....	13.56	391,132.91	11.31	52,276.26	13.06	43,412.39	660,931.76	0.00	660,931.76	483,777.06					
TOTALS.....	673.45	19,425,402.42	330.67	1,528,399.40	577.50	1,919,652.18	33,034,910.35	2,479,757.77	35,514,668.12	33,034,910.34					
Per Student	28,844.61		4,622.13		3,324.07										
Verification		19,425,402.42		1,528,399.40		1,919,652.18									

06-10-PCS-SPEC-ED-BILL, BACK Dec Sept
 3:00pm
 06/03/2010
 ams@pcjcc.edu

SUBJECT: Board Calendar/Future Meetings

PERSON (S) RESPONSIBLE: Ralph Gómez Porras, Superintendent

RECOMMENDATION:

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

BACKGROUND:

The Board has approved Policy 9320, which states that Board meetings will be held on the first and third Thursday of each month. At its organizational meeting in December, the Board approved the attached calendar.

INFORMATION:

It may be necessary for the Board of Education in reviewing the day-to-day operations of the District to schedule additional Board meetings. The topic of additional meetings and year long planning may be discussed under this agenda item for the Board's review.

School Board Meeting Calendar - 2009/10 School Year

Mar 29	Special Board Meeting ✓ Student Focus	High School
April 15	Regular Board Meeting ✓ AS WASC update ✓ Superintendent Evaluation ✓ Instructional Minutes ✓ Board Priorities for 2009/10 Instructional Program Design	Adult School (School Site Visit)
April 29	Regular Board Meeting ✓ SIP Plan review- CHS ✓ Superintendent Evaluation ✓ CHS WASC update ✓ Review of Student Handbooks ✓ Tentative Budget presented to Board ✓ Budget Study Session scheduled if needed	Community High (School Site Visit)
May 6	Regular Board Meeting ✓ Superintendent Evaluation	Robert Down (School Site Visit)
May 20	Regular Board Meeting ✓ Identify Board member representatives for graduation ✓ Review Governor's revised budget ✓ Complete Superintendent's evaluation ✓ Bell Schedule	High School
June 3	Regular Board Meeting	High School
June 17	Regular Board Meeting ✓ Public hearing on budget ✓ Adopt budget for 2010/11	High School

Tentative School Board Meeting Calendar, 2010/2011

Aug 19	Regular Board Meeting ✓ Student Enrollment Update ✓ Back to School dates ✓ Property tax report	High School
Sept 2	Regular Board Meeting ✓ Student enrollment update ✓ Superintendent's Goals ✓ Board Goals – review/revise	High School
Sept 16	Regular Board Meeting ✓ Unaudited Actual Report	Robert Down (School Site Visit)
Oct 7	Regular Board Meeting	Forest Grove (School Site Visit)
Oct 21	Regular Board Meeting	Middle School (School Site Visit)
Nov 4	Regular Board Meeting	Adult School (School Site Visit)
Nov. 18	Regular Board Meeting ✓ Intent form due (to serve as Board President or Vice President)	High School (School Site Visit)
Dec. 9	Organizational Meeting ✓ First Interim Report	New District Office ?

SUBJECT: Future Agenda Topics

PERSON (S) RESPONSIBLE: Ralph Gómez Porras, Superintendent

RECOMMENDATION:

The Board review the list of items, and direct Administration to add items to the list and/or schedule items for a particular agendas.

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 an 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 May 20, 2010 Board Meeting.

unassigned

Enrollment Impact Report
Student Testing/Assessment Data English Learners
Technology Plan