

# **Pacific Grove Unified School District**



## **Essential Programs Committee Report**

*December 9, 2004*



## **Committee Membership**

Matt Bell.....	Principal - Robert Down Elementary School
Elaine DeMarco.....	PGTA Representative
Tom Light.....	Teacher- Pacific Grove High School
Nan Johnson.....	Parent - Robert Down Elementary School
Cathie McAweeney.....	Principal - Forest Grove Elementary School
Mike Osborn.....	Teacher - Pacific Grove Middle School
Debi Page.....	Parent - Pacific Grove High & Middle School
Christine Raybould.....	CSEA Representative
Terri Schaeffer.....	Parent - Forest Grove Elementary & Pacific Grove Middle School
Jackie Tafoya.....	Principal - Pacific Grove Middle School
Judy Wills.....	Teacher - Robert Down Elementary School
Linda Williams.....	Coordinator - PGUSD Curriculum & Instruction
Julia Winslow.....	Parent - Pacific Grove Middle & High School
Tom Wortham.....	Teacher - Pacific Grove High School

# Table of Contents

Subject	Section
Goals and Objectives .....	1
District-Wide Findings.....	2
Site Proposals .....	3
Findings from Comparable Schools .....	4
Key Recommendations .....	5



## **SECTION 1 – GOALS AND BACKGROUND**

### **GOALS**

- To identify Pacific Grove Unified School District's current base programs and services
- To determine any additional programs and services needed for an essential, comprehensive K-12 education in Pacific Grove Unified School District

### **BACKGROUND**

The Essential Programs Committee began meeting in the Spring 2004. As directed by the Long Range Plan for our district, the group undertook the goals listed above. In essence, the committee members were asking how good are our schools' programs/services and what can we do to make our schools' programs/services better. The committee grappled with the meaning of "essential programs" and came to a consensus with the following definition:

*Essential programs were defined as a viable, quality curriculum and services which our community, school staff, and students value as fundamental to an effective, competitive, and comprehensive education in the Pacific Grove Unified School District.*

In order to complete its work in a timely fashion, the committee divided into sub-groups to inquire and gather information at each school site. Information was gathered from each sites':

- Faculty
- Leadership Team
- Department Teams (middle school and high school)
- Administrators
- PTAs
- Counselors
- Instructional Aides
- Office Staff

Surveys were collected from:

- Parents/Families with students currently enrolled in the district
- Community Members
- Parents/Students/Families whose children have left the district for private and independent schools (last two years)
- High School Alumni (last six years)

Additional data was gathered from:

- Comparable schools in California which are experiencing greater success in student achievement as indicated by API scores
- Monterey County Office of Education
- STAR results
- Professional educational journals and books
- California Education Code
- California Department of Education

## **SECTION 2 – REPORT OF DISTRICT-WIDE FINDINGS**

### **INTRODUCTION**

The Essential Programs Committee gathered information from many sources including parents, students, faculties, school site councils, school site leadership teams, department teams, classified staff, administrators, community members, educational journals, comparable schools, the State Department of Education, and the Monterey County Office of Education. The diverse range of input was valued unequivocally. The following major conclusions were drawn from information receiving overwhelming priority by all or a majority of sources. Other conclusions were proposed by a source and supported with additional compelling educational research. The findings included in Section 2 of this report are characteristics noted district-wide and are directly related to the curriculum and services provided by Pacific Grove Unified School District.

These findings include:

- Facilities
- Class size
- Instructional time in Language Arts and Mathematics for Kindergarten through 8<sup>th</sup> Grade
- Rigor of instruction
- School Climate
- Declining District Enrollment

### **REPORT OF FINDINGS**

All facilities were regarded as having a need for visual improvement inside and out. Although grateful for the upgrades from Measure A, the reports from survey tabulations, PTAs, site councils, and faculty input spoke decidedly about the need to renovate the appearance of our classrooms, buildings, and grounds. The greatest outcry was at the middle and high school levels. Many similar and specific improvements proposed for the middle school and high school were in relation to upgrading the science labs and any classroom supporting specialized electives such as wood shop, auto mechanics, foods, technology, ROP programs, etc. which require up-to-date, precise equipment and facilities. Windows, flooring, lockers, athletic fields, and campus landscaping at both schools were noted for improvement. Both schools' dirt tracks could better serve the schools and community with an all-weather surface. The Pacific Grove Middle School gym was singled out for urgently in need of a new floor. At Robert Down School, the windows, carpeting, painting of classrooms and the exterior of the school building were specifically named. At Forest Grove School, repairs to the grass fields were indicated.

Two major underpinning of our delivery of programs: class size and instructional time were brought to the attention of the committee. Class size reduction in grades Kindergarten through Third grades was highly praised and supported by parents and teachers. Combination classes in elementary school were not. Instructional time for Language Arts and Mathematics was reported to vary from classroom to classroom in the elementary level. The California Department of Education Framework does call for a minimum daily instructional time in both reading/language arts and mathematics for grades Kindergarten through Eighth Grade. Research does support the increase of student achievement with adequate instructional time in a quality program and with appropriate support services for struggling students. The recommended instruction times are as follows:

### **Reading/Language Arts**

*(California Department of Education Framework for Reading/Language Arts)*

<b><i>Grade Level</i></b>	<b><i>Minimum Daily Time</i></b>
Kindergarten through Grade 3	2.5 hours
Grades 4-6	2 hours
Grades 6-8	1-2 hours

*In addition, two supporting components are recommended to reinforce and extend the basic language arts program:*

<b><i>Grade Level</i></b>	<b><i>Additional Daily Time</i></b>
English Language Learners	30 - 45 minutes
Special Education Students	30 – 45 minutes

The California Department of Education Reading/Language Arts instructional minutes recommendation can be found in Section 7 of this report.

## **Mathematics**

*(Draft recommendations for revision of 2004 California Department of Education  
Mathematics Framework--To be adopted Spring 2005)*

<b><i>Grade Level</i></b>	<b><i>Minimum Daily Time</i></b>
Kindergarten through 8 <sup>th</sup> Grade	50-60 minutes
Students performing one year below grade level	30 – 45 minutes additional
Students in Grade 4-7 performing 2 to 3 years below grade level	Math Intervention program in place of grade level math
Students in Grade 8 not ready for Algebra	Algebra Readiness class (Standards to be adopted Spring 2005)

A copy of the California Department of Education Mathematics Framework Draft recommendations for a Spring 2005 Adoption are included in Section 7 of this report.



Many characteristics of a quality education center on the rigor and excellence of instruction, as well as a positive school climate. A school climate refers to the culture of the school. It includes such factors as a nurturing environment, mutual respect, beneficial teaching practices, and healthy relationships among administrators, teachers, parents, staff, students, and the community. These factors were especially difficult to measure from grade level to grade level, classroom to classroom, and school to school. However, the need to emphasize them in an essential education cannot be underscored enough. Many parent/student/community surveys, surveys from students who have left the district, high school alumni surveys, and input from site councils, PTAs, and faculties stressed the importance of these elements.

The decreasing enrollment is yet another dynamic characteristic in our school district. The committee did examine whether this attribute had any impact on the quality of course offerings in our schools. At the elementary level, combination classes have been formed to accommodate decreased enrollment along with smaller class size. At the middle school and high school level, decreased enrollment has impacted the number and variety of electives and core class offerings over the past years. Diminishing enrollments at the secondary level have eliminated key content classes, given teachers split assignments with multiple preps, and forced some teachers to teach out of their specialized areas. A limited number of class offerings at the middle and high school not only erodes a comprehensive secondary program but also adversely effects the overall quality and vitality of a school.

Nevertheless, smaller enrollment can be beneficial. The research provided by Northwest Educational Laboratory highlights many studies which validate a smaller school population (elementary schools in the range of 300-400 students and 400-800 students for a secondary school). Northwest Educational Laboratory analyzed sixty-nine documents regarding school enrollment and the effect on school climate and student performance. Some of the main points in this summary included:

- Academic achievement in small schools is at least equal, and often superior, to that of large schools.
- Student attitudes toward school in general are most positive in small schools. *(Fowler 1995)*
- Levels of extracurricular participation are much higher and more varied in small schools. *(Kearney 1994)*
- Students have a greater sense of belonging in small schools.
- Interpersonal relations between and among students, teachers, and administrators are more positive in small schools.
- Students from small and large schools do not differ from one another on college-related variables such as entrance exam scores, acceptance rate, attendance, grade point average, and completion. *(Fowler 1992)*
- Parents are more likely to know the principal and teachers, and be informed about their children's progress
- The learning needs of the students, not the organization needs of the school, can drive school operations. *(Berlin, Cienkus 1989)*

In defense of a small school population, many additional resources are cited in the Northwest Regional Educational Laboratory document, which is enclosed in Section 6 of this report. It is the committee consensus that our district should offer a rich breadth of programs/services while embracing the uniqueness of our small school population.

## **SECTION 3 – SITE PROPOSALS**

The following charts outline the programs currently offered and recommendations made at each school site. The desire to change/add programs increase exponentially with each site level. That is, the call for change was lowest at the elementary level, increasing at the middle school level, and with the highest amount of change/addition noted at the high school level.

The code in the far right column refers to the source of the recommendation:

CS= Comparable School

F = Faculty (including leadership teams, core academic departments, classified staff, and administrators)

LR= Legal Research: California Education Code

R= Research: Professional Journals, California Department of Education, Monterey County Office of Education

S= Parent/Student/Community Survey

SSC= School Site Council

PTA= Parent Teacher Association



**School Site: Robert Down Elementary**

**Principal: Matt Bell**

<b>PROGRAMS CURRENTLY OFFERED</b>	<b>SUPPORT SERVICES</b>	<b>PROGRAMS/SERVICES NEEDED</b>	<b>REF</b>
<p><b><u>Language Arts</u></b> Classroom program supported by adopted materials</p>	<ul style="list-style-type: none"><li>• Special Education: Resource and Special Day Class</li><li>• Title I</li><li>• Phonemic Awareness</li><li>• Library</li><li>• Poet in Residence</li><li>• Writer in Residence</li><li>• Monterey County Reads</li><li>• SLIP (instructional aides)</li><li>• Reading Counts -Before/After School Program</li><li>• Gate Classes</li><li>• Homework Room at lunch</li><li>• Computer assisted learning during weekly computer lab time</li></ul>	<ul style="list-style-type: none"><li>• “Reentry” program for students exited from Special Education and Title I</li></ul>	<b>F</b>
<p><b><u>Mathematics</u></b> Classroom program supported by adopted materials</p>	<ul style="list-style-type: none"><li>• Accelerated Math – Before/After School Program</li><li>• SLIP (instructional aides)</li><li>• Homework Room at lunch</li><li>• Computer assisted learning during weekly computer lab time</li><li>• GATE classes</li></ul>	<ul style="list-style-type: none"><li>• “Reentry” program for students exited from Special Education and Title I</li></ul>	<b>F</b>
<p><b><u>History/Social Studies</u></b> Classroom program supported by adopted materials</p>	<ul style="list-style-type: none"><li>• Computer assisted learning during computer lab time</li><li>• GATE</li><li>• Theater of All Possibilities</li><li>• Museum on Wheels</li><li>• Field Trips</li></ul>		<b>F</b>

<b>PROGRAMS CURRENTLY OFFERED</b>	<b>SUPPORT SERVICES</b>	<b>PROGRAMS/SERVICES NEEDED</b>	<b>REF</b>
<u><b>Science/Health</b></u> Classroom program supported by adopted materials	<ul style="list-style-type: none"> <li>• GATE</li> <li>• Science School for 5<sup>th</sup> grade</li> <li>• DATE- 5<sup>th</sup> grade</li> <li>• Rape Crisis Prevention Program</li> <li>• Stranger Danger Program</li> <li>• Field Trips</li> </ul>	<ul style="list-style-type: none"> <li>&lt; More hands-on science / labs</li> <li>&lt; Science teacher</li> </ul>	S SSC
<u><b>Physical Education</b></u> Program supported by adopted materials Physical Education teachers trained in physical education			F S PTA
<u><b>Technology</b></u> Computer lab program following district-adopted curriculum (formal program one time per week and informal support at other times) Typing skills – 4 <sup>th</sup> Grade	<ul style="list-style-type: none"> <li>• GATE</li> </ul>	<ul style="list-style-type: none"> <li>• Funding for hardware and software outside of supplies budget</li> </ul>	F SSC
<u><b>Visual/Performing Arts</b></u> Music class one time per week Instrumental Music – 5 <sup>th</sup> Grade	<ul style="list-style-type: none"> <li>&lt; Art Docent Program</li> <li>&lt; Theater of All Possibilities</li> </ul>	<ul style="list-style-type: none"> <li>&lt; Keyboard training for 4<sup>th</sup> and 5<sup>th</sup></li> <li>&lt; Visual Arts Teacher</li> </ul>	SSC S
<u><b>Foreign Language</b></u>	<ul style="list-style-type: none"> <li>&lt; Gate Sign Class</li> <li>&lt; Spanish has been offered through GATE and Lyceum at various times</li> </ul>	<ul style="list-style-type: none"> <li>&lt; Spanish Instruction in all grades</li> </ul>	S SSC R
<u><b>Class Size Reduction</b></u> Kindergarten through 3 <sup>rd</sup> 4 <sup>th</sup> and 5 <sup>th</sup> – lower sizes this year		<ul style="list-style-type: none"> <li>&lt; Highly supported</li> <li>&lt; Discontinue combination classes</li> </ul>	F, SSC, S  S

Forest Grove Elementary School  
Principal: Cathie McAweeney

<b><u>PROGRAMS CURRENTLY OFFERED</u></b>	<b>SUPPORT SERVICES</b>	<b><u>PROGRAMS/SERVICES NEEDED</u></b>	<b>REF</b>
<p><b><u>Language Arts</u></b> Kindergarten through Fifth Grade</p>	<ul style="list-style-type: none"> <li>• Title I- pull-out assist students with reading and writing</li> <li>• Reading Counts- before/after school reading tutorial</li> <li>• Monterey County Reads- Volunteer readers in classroom</li> <li>• Publishing Center- bookmaking materials and equipment available</li> <li>• Computers in each classroom</li> <li>• Computer Lab</li> <li>• GATE classes</li> <li>• ELL- pull-out assists second language learners with basic English skills 30 minutes per day 4 times per week</li> <li>• ELL tutorials</li> </ul>	<ul style="list-style-type: none"> <li>• Writer Workshops at all grade levels to increase experience and exposure to writing skills</li> <li>• Staff development for writing program curriculum</li> <li>• Philosophy and master plan for including ELL students in core curriculum</li> </ul>	<p>CS,F, SSC, PTA</p> <p>SSC, CS, F, R</p> <p>LR, R, SSC, F, CS</p>
<p><b><u>Mathematics</u></b> Kindergarten through Fifth Grade</p>	<ul style="list-style-type: none"> <li>• Title I- pull-out assists students with arithmetic and math facts</li> <li>• Accelerated Math Tutorial- before/after school</li> <li>• SIP tutors@ 4<sup>th</sup> and 5<sup>th</sup> grades</li> <li>• GATE classes</li> <li>• Computer Lab math skills practice program</li> </ul>	<ul style="list-style-type: none"> <li>• Grade level articulation</li> </ul>	<p>SSC PTA S F, R</p>

<b><u>PROGRAMS CURRENTLY OFFERED</u></b>	SUPPORT SERVICES	<b><u>PROGRAMS/SERVICES NEEDED</u></b>	<b>REF</b>
<b><u>History/Social Studies</u></b> Kindergarten through Fifth Grade	Community of Caring Activities <ul style="list-style-type: none"> <li>• Library activities for 4<sup>th</sup> and 5<sup>th</sup> grade research projects</li> <li>• Field trips</li> <li>• GATE classes</li> </ul>		
<b><u>Science</u></b> Kindergarten through Fifth Grade	<ul style="list-style-type: none"> <li>• Library for research</li> <li>• Science Camp for 5<sup>th</sup> graders</li> <li>• Retired Science teacher provides special science units at all grades</li> <li>• Second grade butterfly garden</li> <li>• Kindergarten garden</li> <li>• Field trips</li> </ul>	<ul style="list-style-type: none"> <li>• Science docent project to introduce classes to experimental design, scientific inquiry, etc.</li> </ul>	F, R, SSC, PTA,S
<b><u>Health Education</u></b> Kindergarten through Fifth Grade	<ul style="list-style-type: none"> <li>• District mandated health program</li> <li>• Stranger Danger Program</li> <li>• Child Abuse Prevention Program</li> <li>• Life Skills Training- Second Grade</li> <li>• DARE training – Fifth Grade</li> <li>• Rape Crisis Prevention Program</li> <li>• School Counselor-led Program</li> <li>• School Health Aide screenings</li> </ul>		
<b><u>Physical Education</u></b> Kindergarten through Fifth Grade			
<b><u>Technology</u></b> Kindergarten through Fifth Grade	<ul style="list-style-type: none"> <li>• Computer lab classes- hardware and software use, keyboarding skill and practice, software application to coursework</li> <li>• Projectors in each classroom for online computer-based class activities</li> <li>• Computers in each class</li> </ul>	<ul style="list-style-type: none"> <li>• Updated computers</li> <li>• Staff development for teachers</li> </ul>	CS, F, R S, SSC, F

<b><u>PROGRAMS CURRENTLY OFFERED</u></b>	SUPPORT SERVICES	<b><u>PROGRAMS/SERVICES NEEDED</u></b>	<b>REF</b>
<b><u>Visual/ Performing Arts</u></b> Kindergarten through Fifth Grade	<ul style="list-style-type: none"> <li>• Vocal music instruction in all grades</li> <li>• Art Docent projects in all grades</li> <li>• Instrumental music instruction in 5<sup>th</sup> grade</li> <li>• Library activities</li> </ul>	<ul style="list-style-type: none"> <li>• Vocal music teacher for each elementary school</li> </ul>	PTA S, CS, F, SSC
<b><u>Foreign Language</u></b>	<ul style="list-style-type: none"> <li>• GATE sign language</li> <li>• Spanish Class – occasionally offered by Lyceum and/or GATE program</li> </ul>	<ul style="list-style-type: none"> <li>• Spanish starting at Kindergarten through 5<sup>th</sup> grade. Pay teacher to come to class</li> </ul>	R, S, F, SSC, PTA
<b><u>Special Education</u></b> Kindergarten through Fifth Grade	<ul style="list-style-type: none"> <li>• School Psychologist Screenings</li> <li>• Resource Classes- 1:1 &amp; small group pull-outs for Reading, Writing, &amp; Math</li> <li>• Speech Therapy</li> </ul>	<ul style="list-style-type: none"> <li>• Parity for FG, Need psychologist 2.5 days.</li> <li>• Articulation between support services</li> </ul>	CS, F, SSC
<b><u>Schoolwide</u></b>		<ul style="list-style-type: none"> <li>• Small class size maintained at all levels</li> </ul>	CS, F, R, S, SSC, PTA



PACIFIC GROVE MIDDLE SCHOOL  
Principal: Jackie Tafoya

	Programs Currently Offered	Support Services	Programs/Services Needed	Ref.
Language Arts	Grade 6	Reading Elective	More time to plan and implement writing prompts.	F,SSC
	Grade 7	English Explorers Elective program that is designed to remediate and enrich.	School wide writing program	F, S
	Grade 7 Advanced	ELD Program	2 days needed for writing prompt review and score.	F
	Grade 8 Grade 8 Advanced	School wide writing prompt with 1 day allowed to review and score	SB 395 Training	F, SSC
Mathematics	Math 6	Accelerated Math--an after school math tutorial designed to reinforce weak areas and tracks progress via computer	Gate Math which would incorporate the "Math Counts" program and also a possible class in using graphing calculators for increased skill.	F
	Math 7	Math Lab after school	Scientific calculators for all teachers (class set)	F, SSC
	Algebra Algebra 1A (Geometry pending)	Math tutorial class for additional math help.	Manipulative inventory/items	F
	Resource Math Class 1 (SPED) Resource Math Class 2 (SPED)	Mathletics Math Club Math support	Training for teachers (computer resources and text training) Math articulation K-12	F, SSC F,S,SSC
History/Social Studies	6th Grade	Library and Librarian for reference texts	DVD players	F
	7th Grade	Computer Lab for auxiliary research and projects	New videos/DVD's for curriculum support	F
	7th grade advanced	Student Council money to fund special guest speakers (e.g. armor/medieval presenter)	More books on tape to accompany regular textbook	F
	8th Grade 8th grade advanced	Continued help when impacted by SPED/ELL/504	New wall maps and globes.	F
Science	6th Grade Earth Science	Computer Lab for research and data workup	Functioning science labs that have proper lab seating and power connections. Some rooms should have gas as well to conduct proper lab sessions.	F,S,SSC
	7th Grade Life Science	Pacific Grove Fire Department instructs CPR in both the 6th and 8th grades as an ongoing part of the schools health unit.	Yearly science budget to provide new lab supplies, replace broken materials. Provide for equipment maintenance and replace consumable items.	F,S,SSC
	8th Grade Physical Science	Sexual harassment and child abuse prevention trainings hosted	GATE Science that would possibly incorporate a rigorous science fair program	F
	Health		Science Articulation meetings with the elementary and high schools on a 1-2 year basis. Materials/laboratory prep person or extra time for each teacher to construct labs (like the resource teachers get an extra period for paperwork). Budget for technology items (DVD's, players, software) All science teachers need water/sinks Field trip budget/monies	F, S, SSC F FF, S SSC, F, S

	Programs Currently Offered	Support Services	Programs/Services Needed	Ref.
Physical Education	6th Grade PE 7th Grade PE 8th Grade PE	1 aide per class per teacher	Increase equipment Budget to replace broken items Better track maintenance (regrade for drainage, edge repair) Sweep asphalt, new lines, new basketball hoops to bring them up to standard. Repair Field & provide maintenance (lines, holes, leaks, etc). Gym--numbered, NEW FLOOR + lines, holes for placing volleyball standards. Provide fitness equipment--heart rate monitors, cones, mats, jump ropes, etc. Replace handball backboard.	F S, F, SSC, PTA S, F, SSC, PTA S, F, SSC, PTA S, F, SSC, PTA F F
Technology/Library	Keyboarding Robert Down tutors Intro to Library skills instruction in 6th, 7th and 8th. Co-teach lessons in the library	Students receive direct support for projects/class Coordinates with teachers to support lessons. Provides support materials to staff and students (e.g. videos, books, books on tape, software).  Gives instruction in library use and skills  Assists with technology help for teachers.	2 Fully funded and stable computer lab aides to support labs Increase librarian to full time (20% increase)  Classrooms will need to start getting DVD players to meet the newer needs of multimedia.  Increase Tech budget to accommodate requests for teachers.	F F F
Foreign Language	No Longer offered	n/a	Restore Language Program--see below for more details	F, CS, SSC, S,
Resource/Special Day	Resource math 1 Resource Math 2 6th Grade Resource English 7th Grade Resource English 8th Grade Resource English Study skills SDC	Occupational therapist who aids in motor skills development  Speech Pathologist services  County Mental Health for specific target therapy  Low ratios in sped and study skills classes	Get support for adaptive PE (County?)  SDC needs more materials (low/high level), software, and a social skills curriculum  More aide time for the inclusion program Alphasmart keyboards  Data clerk--more hours, support for guidance to free staff for counseling purposes.	F F F F F
Music	Mixed Instruments 1st year band Advanced Orchestra Advanced Band Jazz Combo	Repair Budget for piano tuning and misc repairs. Instructional Budget (shared k-12 moneys) Capitol Outlay budget that allows for new instruments and equipment.	Reinstate and support the transportation budget Reinstate the Music budget that was cut from last year (\$400 to \$150). More monies needed for replacement of instruments.	F F F
Art Woodshop Home Ec.	Art  Home Ec.	Art budget to buy classroom supplies Variety of fundraising to support the art program  Annual maintenance budget is provided by the school's technology committee/fund	Develop and build a computer area for graphic art via computers and software. Requested more support in maintaining the art classroom  Provide a budget in case larger items (refrig. or washing machine, etc.) break down at some time.  Provide a larger budget for woodshop items.	F F F F



<b><i>PROGRAMS CURRENTLY OFFERED</i></b>	<b><i>SUPPORT SERVICES</i></b>	<b><i>PROGRAM/SERVICES NEEDED</i></b>	<b><i>REF</i></b>
<p><u>Language Arts</u></p> <p>Grade 9 English 1 Honors English 1</p> <p>Grade 10 English 2 Honors English 2</p> <p>Grade 11 English 3 Honors English 3</p> <p>Grade 12 English 4 A.P. English (40 credits of English required for graduation)</p>	<p>GATE reader/paper correction services for GATE students. Only for honors and AP classes.</p> <p>AVID – limited numbers – 22 students.</p> <p>Computer support in lab and/or library. Student tutors.</p>	<p>Add Academic electives in English for 11<sup>th</sup> and 12<sup>th</sup> grades. Course length to be a semester long. Offerings may include: Poetry, Shakespeare, Journalism, Science Fiction, Creative Writing and English language development classes for ESL students.</p>	<p>S F PTA R CS LR</p>
<p><u>Mathematics</u></p> <p>Grades 9, 10,11,12 Algebra 1 Algebra 1A Algebra 1B Geometry Grades 9,10,11,12 Algebra2/Trigonometry Math Analysis/Pre-calculus Grades 11,12 A.P. Statistics (2004/05)</p> <p>(20 Credits of Math required for graduation)</p>	<p>Math tutorial classes. Math tutorial at lunchtime. Math software used by Mr. Gill’s class. Student and adult tutors. Scientific notebook (2004/05)</p>	<p>A.P. Calculus must be offered regardless of class size. Placement test established for Algebra 1 All new students entering PGHS will take a math placement test. Offer Remedial Basic Computation Math Class for students who do not pass Algebra 1 placement test. Algebra 1A &amp; 1B counted as 1 class in terms of credits (10 credits regardless of number of years taken). Limit number of sections for split Algebra to be offered. Raise math requirements to 3 years of math at any level. Increase graduation requirement to 30 credits. Add math electives for both Advanced and remedial students, e.g. Consumer and Business Math and A.P. Geometry</p>	<p>F S PTA R CS LR</p>
<p><u>History / Social Sciences</u></p> <p>Grade 9 Physical and Cultural Geography Honors American Civilization Grade 10 World History A.P. World History Grade 11 U.S. History A.P. U.S. History Grade 12 Government/Economics A.P. Government/Economics General Elective A. P. Psychology (40 credits of Social Science required for graduation)</p>	<p>Computer simulations in library and/or lab.</p>	<p>Add Social Science semester long electives. Offerings may include, Psychology, Philosophy, World Religion, Sociology and Women’s Studies.</p>	<p>S F R CS LR</p>

<p><u>Science</u>  Grades 9,10,11,12 Anatomy/Physiology  Earth &amp; Space Systems  Grades 10,11,12 Biology  Marine Science  Chemistry  Grades 11,12 Physics 1  A.P. Biology</p> <p>(20 Credits of Science required for graduation)</p>	<p>Computer aided programs.</p>	<p>Facility upgrades needed to insure there are functioning science labs (basic plumbing, gas lines and proper venting required).  Biology Lab equipment needed. Biology needs to be a lab science offering.  Need a science lab room where experiments can be set up and left to be worked on and used over time.  Add Science electives: Horticulture, Animal Science, Wildlife Ecology, A.P. Chemistry.  Hire paid Aides to assist with labs. Greater technology links.</p>	<p>F PTA S F R CS LR</p>
<p><u>Physical Education</u>  Grades 9,10,11,12 P.E.  Grades 10,11,12 Strength &amp; Conditioning</p> <p>(20 Credits of Physical Education required for graduation)</p>		<p>Alternate P.E./P.E. Sports: last period course offered to student athletes that compete and travel to sporting events. During the playing season this counts as P.E. and off-season the last period is regular P.E.  Move Dance to Performing Arts elective (Current class does not meet PE requirements).</p>	<p>S F R CS LR</p>
<p><u>Library /Technology&amp;Computer Class</u>  Computer Lab Aide  District Librarian conducts computer-based instruction and training to students and faculty.</p>	<ol style="list-style-type: none"> <li>1) Students receive one on one support in the library with homework and projects;</li> <li>2) Library keeps all computers in classrooms and in labs operable through trained cadre of <b>student technicians</b>.</li> <li>3) Library takes on the technology training and coaching of all staff</li> <li>4) Library collaborates with all teachers to design lessons using research and web quest – major vehicle for differentiated instruction implementation for teachers.</li> <li>5) Library creates tech curriculum for staff training each year so we go further in our tech development.</li> <li>6) Library provides students with software for math, scholastic reading counts, videos (I movies); video editing; photoshop.</li> <li>7) Library provides training in computer networking and repair.</li> <li>8) Library provides check out of digital equipment to students.</li> <li>9) Library orders all technology for teachers and sets up new tech systems for classrooms, like Smartboards.</li> <li>10) Databases</li> <li>11) Library manages server and website for parent and community communication.</li> <li>12) Homeworkknow.com is link for students and parents.</li> </ol>	<p>Need a District funded Computer Teacher for core curriculum of computer technology based on the District Technology Scope and Sequence. As part of the required curriculum the teacher will instruct in the use of basic software programs and assist in Student Career Planning and School to Career Links.  High School needs a Computer Lab Aide position equivalent to positions at other district sites with same rank and pay scale.</p>	<p>F S CS</p>



<b><u>PROGRAMS CURRENTLY OFFERED</u></b>	<b><u>SUPPORT SERVICES</u></b>	<b><u>PROGRAM SERVICES NEEDED</u></b>	<b><u>REF</u></b>
<b><u>Foreign Language</u></b> Grades 9,10,11,12 Spanish 1 French 1,2,3,4 Spanish 2 Grades 10,11,12 Spanish 3 Grades 11,12 Spanish 4 A.P. Spanish		Continue to offer at least two languages. Offer smaller class sizes for beginning language students. Offer classes at each level independently. Provide sections for AP Spanish and AP French regardless of enrollment. Establish a paid tutor available lunch and after-school. Consider offering a roaming language teacher to offer foreign language classes at the elementary school level. Reestablish AFS programs. Increase graduation requirements for Foreign Language and Fine Arts to 20 credits.	S F CS R LR PTA
<b><u>Additional Courses</u></b> Offered early morning outside of regular school days schedule	Grades 10,11,12 Prep for SAT and PSAT Grades 9,10,11,12 Leadership AVID	Need more sections of AVID added. Coordination with Middle School AVID Program.	F LR R PTA CS
<b><u>Vocational Education/</u></b> <b><u>Regional Occupational Programs</u></b> Grades 9,10,11,12 Catering/Foods Grades 9, 10 Basic ComputerSoftware: Media Productions Digital Imaging & Design Video & Print Media  Grades 11,12Advanced Catering/Foods Grades 11,12 Cosmetology Hospitality/Tourism Careers Grades 10,11,12 Industrial Drafting Mill Cabinet & Furniture Design Sports Medicine 1 Grades 11,12 Sports Medicine 2		Introductory level courses need to be developed as electives for students younger than 16 years old to be the prerequisite to the Capstone/Vocational Ed. Programs to be funded through District general education funds. Capstone classes should be available to students 16 years old and older linked to certification programs. Facilities, machinery and equipment for industrial arts need safety upgrades. Add Vocational electives linked to career paths such as allied health fields, construction fields, horticulture and agriculture fields etc.	F R LR S CS

PROGRAMS CURRENTLY OFFERED	SUPPORT SERVICES	PROGRAMS/SERVICES NEEDED	REF
<p><b><u>RSP/SDC</u></b>  Grades 9,10,11,12 Resource Math  English  Science  Social Studies</p> <p>Special Day Classes MCOE</p>	<p>Books on tape available for student use.  Psychological support and testing.  Individual Educational Plans developed and implemented.</p>		LR
<p><u>Other Schoolwide Needs</u></p> <p>Counseling and Guidance</p>	<p>Counseling and Guidance Dept. helps students create 4 year plans. Career planning, how to meet educational goal and college searches included.  Counseling available for students at risk of failing.  Visiting counselor from Community Human Services provides individual and group counseling as needed, as well as drug and alcohol counseling as needed.</p>	<p>More rigorous credit requirement, additional 20-30 credits required for graduation.  Students required to be scheduled for 7 periods per day based on instructional minute requirements.  Return to 2 sections of AVID.  ELD services.  Mandatory Study Skills classes for 9<sup>th</sup> grade.  New master schedule.</p>	S LR F PTA CS

## **SECTION 4 – FINDINGS FROM COMPARABLE SCHOOLS**

A survey was developed for comparable schools in California who are experiencing higher student achievement as indicated by their API. It was the hope of the committee to ascertain what programs and services are offered in similar schools, which result in greater academic success for their students.

At the **elementary** level, it appears good schools are:

- More than the sum of their parts
- Have similar curriculum with the implementation of statewide standards but the delivery of services and the ability to meet the demands of a diverse group of learners seems to be what sets them apart.
- Have a clear vision, healthy relationships with parents and students, along with excellent instruction and support services
- Devote 2 to 2.5 hours per day on language arts with 30 to 45 minutes additional support time for struggling students and English language learners
- Allot 50 to 60 minutes per day on mathematics with a minimum of 30 minutes additional support time for struggling students

The **middle schools** seem to include:

- Adequate facilities with bright, inviting decor
- A rigorous program of instruction for their students which included 2 to 2.5 hours of homework per night.
- Foreign language
- A wide variety of electives such as drama, choir, art, dance, computer application, foods, band, student government, journalism and wood shop.
- Most sixth grade programs included an exploratory elective cycle to introduce students to a variety of classes.
- Remedial math and English classes for students scoring basic or lower on the STAR test
- Cohesiveness among staff
- Ability for staff to collaborate skillfully together and relate effectively with the adolescent student
- Extra-curricular activities which included a large percentage of the school population
- Emotional support and reward activities for the students
- Six to eight periods per day of approximately 50 to 55 minutes in length. An additional “zero” period at the start of each day

Higher achieving **high schools** seem to have:

- Demanding graduation requirements (230 – 250 credits, minimum 3 years of mathematics, current listing of specific course offerings on the UC “a-g” list, counseling goals for each grade level- listed in addendum of this report)
- Additional electives (including math, reading, writing, study skills improvement classes, electives in academic areas such as math and English)
- Reinforcement of core academics in career and technical competencies:

A well-developed Regional Occupational Program (many schools offer a limited number of classes on-campus but work in cooperation with other high schools, community colleges, local businesses and service organizations to extend their ROP),

### Applied Technology classes

School-to-Career Planning for the entire student body (information included in this report's addendum)

- An interest in and commitment to education from the staff, students, and parents
- Appropriate facilities to support the sciences, electives, career, and technical classes.
- A close, working relationship between counselors and students
- Well organized office staff
- Extra-curricular activities which involved a large percentage of the students including not only inter-scholastic sports but academic-related programs such as Mock Trial, Creative Writing, Destination Imagination, Math Team, Science Club, Debate
- School days from 7 to 7.5 hours per day including a 30-40 minute lunch
- A seven period schedule incorporating a "zero" period
- A variety of daily schedules employed- either block schedules of 90 to 95 minute class periods or traditional schedules of 45 to 50 minute class periods or a combination of both block and traditional
- Homework of approximately 30 minutes per subject per day

All high achieving schools had:

- Teachers committed to the growth of all students
- Staff who embraced their colleagues as a learning community
- Teachers who implemented differentiated instruction
- Willingness to go the extra mile to promote learning and to ensure students are supported in school.
- Parents, teachers and students who worked well together

## **SECTION 5 – KEY RECOMMENDATIONS**

### **INTRODUCTION**

The Essential Programs Committee examined the information gathered from parents, students, faculties, classified staff, comparable schools and educational research. The following key recommendations were established upon receiving an overwhelming priority by a majority of sources or were suggested by a source and supported with additional significant, researched-based evidence.

It is the belief of the essential programs committee these key recommendations, if implemented over time, will lead to a viable, quality curriculum and services in the Pacific Grove Unified School District which our community, school staff, and students will value as fundamental to an effective, competitive, and comprehensive education.

### **KEY RECOMMENDATIONS**

#### **Elementary**

- Foreign Language (Spanish suggested) beginning no later than grade 4 and ideally introduced at kindergarten level *\*most recommended program from all sources*

*The following recommendations are non-prioritized.*

- Integration of hands-on, lab supported science at all grade levels
- Expansion of art program
- Extension of music program (chorale training of students for school and community sponsored events, keyboard instruction, incorporation of music with performing arts)
- Development of writing program
- Master plan for English Language Learners
- Need to challenge high-achieving students

Some of these recommendations could be an extension of the school day.

#### **Middle School** (*non-prioritized*)

- Update science labs
- Restore elective program offerings including Foreign Language, Drama, Journalism, etc
- Support technology with an increase budget and supplies
- Improve facility- windows, lockers, floors, PA system
- Implement cross-curricular writing program
- Develop math support program- up to 45 minutes of support daily for student in core math class, an intervention math program for students more than a year below grade level.

#### **High School** (in order of priority)

- Increase Graduation/Academic Requirements (which would require modification of District and Board Policy) (S,F,R,CS,LR,PTA)
  - Institute more rigorous credit requirements
  - Increase the 230 credits needed to graduate by 20-30 credits
  - Add Upper Level Electives English, Math and Science
  - Add Vocational and Arts Electives
  - Increase number of required years for Math  
English, Social Science, Foreign Language and Fine Arts

- Academic Electives need to be offered regardless of enrollment
- Offer mandatory study skills sections, which include parent involvement to help students overcome poor study habits
- Regional Occupational Program/Vocational Education needs major redesign that involves District responsibility and fiscal commitment (F,LR,S,CS)
  - Current course offerings require improvement
  - Adhere to legal definition of program & students served
  - District to develop and provide introductory electives
  - Develop a Career Pathways Program
- Overall School-wide Needs (F,LR,CS,S)
  - ELD services for ESL students
  - Return to 2 Sections of AVID
  - Campus wide technology support for teacher, staff and students
- Campus Climate (F,LR,S,PTA)
  - To alleviate the disruption and the alarming growth of students attending part-day and to adhere to legal requirements of the minimum number of instructional hours offered, create a district policy requiring students to be on campus a minimum of 6 periods per day (except 2<sup>nd</sup> semester Seniors). -This is dependent on changes in graduation requirements.
  - Also needed to be included in district policy: No off campus class credits will be counted towards graduation credits if the same course is offered on campus.
  - A new master schedule must be considered to better accommodate vocational education, student musicians, performing artists and athletes that also maintain rigorous academic schedules as well as positive extra-curricular activities.
- In order to support the academic rigor and positive campus climate proposed above, major facility upgrades are required to enhance an improved academic and vocational learning environment. (S,CS,F,PTA)
  - Science labs need basic utilities upgrade
  - Music room needs renovation to accommodate storage and practice
  - Storage rooms on campus must be clearly defined and used efficiently.
  - Overall grounds need to be aesthetically upgraded perhaps by using student Horticulture classes.
  - Vocational training rooms & equipment need safety upgrades
  - Woodshop needs major renovation

It is the common agreement of the Essential Programs Committee that the implementation of these recommended programs and services be analyzed by the Superintendent and School Board to determine the manner and method of accomplishment, the budget implications including one-time cost and on-going costs, the staff readiness to incorporate the changes, and the additional materials, supplies or staff development needed.

## Key Recommendations -Elementary – Implementation Plan

Recommendations- Elementary Sites	04-05	05-06	06-07	07-08	08-09	09-10	Possible Board Policy	Funding Source	Budget		Notes
									One-time	On-going	
Foreign Language (Spanish) <i>Beginning no later than 4<sup>th</sup> grade and continue through 6<sup>th</sup> grade.</i>		R	I					GF State Text-books	4,000	24,000	Complete as an extended day (1 hr) for 4 <sup>th</sup> and 5 <sup>th</sup> grade students, using paraprofessionals - \$8,000 per section. Focus will be placed on exploring Foreign Language and developing basic conversational skills.
Integration of hands-on, lab supported science			R	I				GF	50,000 to 200,000	30,000 salary	A. Implement during the school day, half year per subject, grades 4-5, then flip class with other elementary school (Art/Science – Science/Art) OR B. Complete as an extended day program, (8,000 per section) OR C. Complete as part of the school day using staff from secondary program if decline enrollment continues • convert existing classroom or purchase and install modular science lab.
Expansion of Art Program <i>Specialized Teacher Available one day per week per class or</i> Paid Personnel to oversee and enlarge art docent program				R	I			GF	20,000 approx.	30,000 Salary	Same as above (science lab)
Extension of Music Program Chorale training of students Keyboard instruction Incorporation of music with performing arts		R									Recommendation to be developed at a later date.
Development of writing program	R	I									As part of the new Elementary Language Arts adoption.

R = Research

I = Implement

N/A – Not Applicable

Recommendations- Elementary Sites	04-05	05-06	06-07	07-08	08-09	09-10	Possible Board Policy	Funding Source	Budget		Notes
									One-time	On-going	
Master Plan for English Language Learners	R	I					✓		N/A	N/A	
Standard Instructional time		I					✓		N/A	N/A	
Challenge high-achieving students		R	I						N/A	N/A	<ul style="list-style-type: none"> <li>Revise GATE program (Elem) [Within existing budget]</li> </ul>
		R	I						N/A	N/A	<ul style="list-style-type: none"> <li>Revise honor secondary course outline to include higher order thinking skills and related assessment</li> </ul>
		R	I						N/A	N/A	<ul style="list-style-type: none"> <li>Add core elective and requirements at high school such as calculus and A.P. classes.</li> </ul>
Create standard instructional Time allocation for Math and Language Arts.  (Taken from report and added by Superintendent)		I					✓		N/A	N/A	

R = Research

I = Implement

N/A – Not Applicable

## Key Recommendations – Middle School – Implementation Plan

Recommendations- Middle School	04-05	05-06	06-07	07-08	08-09	09-10	Possible Board Policy	Funding Source	Budget		Notes
									One-time	On-going	
Upgrade science labs	R	I	I	I					TBD	TBD	Complete site assessment of course outlines. Identify lab needs and cost (start up and ongoing).
Restore Elective Program <i>Foreign Language</i> (to meet California Education Code requirements.)	R	I 7 <sup>th</sup>	I 8 <sup>th</sup>					GF State Text- books	4,125 <u>4,125</u> 8,250	34,000* (for 05-06)  46,000* (for 06-07)	Develop course outlines. Identify text and materials. Implement grade 7 - 05/06 and grade 8 – 06/07. Design program so two years of middle school foreign language meets one year of high school foreign language requirement (proficiency exam).
<i>Drama</i>	R	I/ R						GF	TBD	8,000 per section	Implement an after-school program, using paraprofessional. (Solve facility [stage] issue.)
<i>Journalism</i>		R						GF		8,000 per section	Explore as an elective to be offered during school day or extended day.
Improve facilities- windows, lockers, floors, PA											Complete as part of ongoing maintenance or as part of new bond, \$400,000 – \$500,000.
Explore various schedule options which will enable the offering of more electives.	R	R									Consider a new master schedule which will open program options for students. ✓ Explore a unified master schedule of middle school (7-8) faculty with high school (9-12) faculty. – maintain breadth and richness of middle school and high school programs – reduce multiple pre of staff – reduce part-time assignments – reduce emergency credential requests – reduce teachers teaching out of their major areas
Implement a cross-curricular writing program	R	I									
Develop math support program, 45 mins. per day, for students one or more years below grade level.		I								34,000* (for 05-06)	Assign one section of “qualified” faculty time per 15 students.

\* Cost may be less if decline in enrollment continues and sections at middle school and high school can be reassigned.

R = Research

I = Implement

N/A – Not Applicable

## Key Recommendations – High School – Implementation Plan

Recommendations- High School	04-05	05-06	06-07	07-08	08-09	09-10	Possible Board Policy	Funding Source	Budget		Notes
									One-time	On-going	
<b><u>Increase Graduation Requirement by:</u></b> • 20 Units								GF			\$80,000 cost per 10 credits 20 credits = \$160,000 ongoing
• 30 Units								GF			30 credits = \$240,000 ongoing
<b><u>Add Upper Electives/or Requirements:</u></b> • <u>Math</u>	R	R	I limited	I full			✓	GF GF State textbook **	15,000 25,000	30,000 * (for 06-07) 50,000 * (for 07-08)	Note: UC/CSU request 4 years of math • Develop 3 <sup>rd</sup> year requirement. Note: may need a new course to be developed. Transition to College Math. • Consider electives (on-site or via online) • Begin requirement with freshman class of 05-06 <b>RESTORE CALCULUS</b>
• <u>English</u>		R									9 <sup>th</sup> – 12 <sup>th</sup> grade have a 10 credit per grade level requirement; explore possible electives.
• <u>Science</u>	R	I	R I	I I			✓	GF State textbook or GF	20,000  TBD	80,000 * (for 07-08)  TBD	Note: UC/CSU require 3 yrs of science. Develop 3 <sup>rd</sup> year class and/or require chemistry or physics to be 3 <sup>rd</sup> class. Begin requirement with freshman class, 05-06.  Complete site assessment of course outlines. Identify lab needs and costs (one time/ongoing).

\* Cost may be less if decline in enrollment continues and sections at middle school and high school can be reassigned.

\*\* Note: The District receives approximately \$110,000 per year in State Textbook Funds.

R = Research

I = Implement

N/A – Not Applicable

Recommendations- High School	04-05	05-06	06-07	07-08	08-09	09-10	Possible Board Policy	Funding Source	Budget		Notes
									One-time	On-going	
<b>Increase required years for:</b> <ul style="list-style-type: none"> <li><u>Math</u></li> </ul>			R								See above. Explore possible online math electives
<ul style="list-style-type: none"> <li><u>English</u></li> </ul>		R									See above. Explore possible online electives.
<ul style="list-style-type: none"> <li><u>Social Studies</u></li> </ul>		R									Four-year requirement exists. Explore electives (on site or online).
<ul style="list-style-type: none"> <li><u>Foreign Language</u></li> </ul>			I	I			✓	GF GF State Text-books GF	25,000 <u>12,500</u> 12,500	40,000 * (for 06-07)  40,000 * (for 07-08)	Two years are requested by UC/CSU. Spanish and French are offered at our high school. Adding 10 credits to requirement would require added staff and materials. Begin requirement for freshman class of 05-06.
<ul style="list-style-type: none"> <li><u>Visual Performing Arts</u></li> </ul>		R									Research possible elective offerings. Consider program offered at Monterey Peninsula College (MPC). Consult David Hoffman's proposal in appendix.
Add Vocational Electives		R									Research cost effective ways to offer high interest programs which link to ROP and articulate with MPC.

\* Cost may be less if decline in enrollment continues and sections at middle school and high school can be reassigned.

R = Research

I = Implement

N/A – Not Applicable

Recommendations- High School	04-05	05-06	06-07	07-08	08-09	09-10	Possible Board Policy	Funding Source	Budget		Notes
									One-time	On-going	
<b><u>Two sections of AVID</u></b>		N/A									In schedule now when enrollment warrants.
Develop a career pathways program	R	I					✓	GF	8,000	51,000 *	Add 5-credit class for grade 9. Consider moving /changing 9 <sup>th</sup> grade Social Studies or Technology/Health/Driver Ed. requirements to create space for one semester class.
Re-design ROP/Vocational Education		TBD									To be revised as part of the vocational elective and Career Pathways program
ELD services for ELL students	R	R/I						GF		17,000 *	Review ELL enrollment, consider scheduling (clustering in one class) or use “Zero” period as required language development class. Decision should be made based on number of ELL students and level of language development.
Electives and core content classes remain intact regardless of enrollment							✓				Consider modifying graduation requirement. Policy noting which classes must be offered. <b>RESTORE CALCULUS</b>
Technology support for teachers, staff and students											Discuss and return report as part of District Tech. Committee.

\* Cost may be less if decline in enrollment continues and sections at middle school and high school can be reassigned.

R = Research  
I = Implement  
N/A – Not Applicable

Recommendations- High School	04-05	05-06	06-07	07-08	08-09	09-10	Possible Board Policy	Funding Source	Budget		Notes
									One-time	On-going	
Students on-campus for 7 periods (excluding 2 <sup>nd</sup> semester seniors)											Will occur if above requirements are implemented
No off-campus credits for classes offered on campus											This request is not legal. If students complete classes form WASC accredited-schools we must consider credits.
New master schedule with consideration to musicians, artists, athletes, and vocational education											Consider a new master schedule which will open program options for students. <ul style="list-style-type: none"> <li>✓ change time of school day to 7:45 am – 3:00 pm to broaden enrollment in 1<sup>st</sup> period.</li> <li>✓ Explore a unified master schedule of middle school (7-8) faculty with high school (9-12) faculty. <ul style="list-style-type: none"> <li>– maintain breadth and richness of middle school and high school programs</li> <li>– reduce multiple preps of staff</li> <li>– reduce part-time assignments</li> <li>– reduce emergency credential requests</li> <li>– reduce teachers teaching out of their major areas</li> </ul> </li> </ul>
Upgrade science labs	R	I	I	I					TBD	TBD	Course outline for grades 9 – 12 science classes are to be reviewed and a start-up budget and recurring cost per student lab established. All labs along with per student cost will be added to course outlines.
Renovate music room	R	I	I	I	I	I			See notes		See Proposal in Appendix \$52,700 (05-06); \$45,000 (06-07);\$46,000(07-08); \$58,000 (08-09)
Campus Grounds ( <i>planning and landscaping through a new ROP horticulture class</i> )											Research new ROP landscape/environment/horticulture program.
Vocational training rooms and equipment											Future bond funds
Woodshop											Future bond funds
Storage rooms											Future bond funds

R = Research

I = Implement

N/A – Not Applicable

## PGUSD High School Requirements

Content	PGUSD Requirements	CHS	UC/CSU Requirements
English	40	40	40
Mathematics	20	20	30 (40 recommended UC)
Science	20	20	20 (30 recommended UC)
Social Science	40	40	20 (40 requested by state framework)
Visual and Performing Arts	10 *	10 *	10
Foreign Language	*	*	20 (30 recommended UC)
Vocational Education	5	0	NR
Computer/Driver Ed./Health	10	5/10	NR
Physical Education	20	20	NR
Elective	65	30	(at least 10 college prep from A-G requirements)
A-G	120	120	150 (min.) - 180 (recommended)
Graduation Requirements	230	195	N/A

\*PGUSD requirement is 10 credits for F.L. or P.A.

Proposed  
PGUSD High School Requirements

<b>Content</b>	<b>Proposed Requirements</b>	<b>PGUSD Requirements</b>	<b>CHS</b>	<b>UC/CSU Requirements</b>
English	40	40	40	40
Mathematics	30	20	20	30 (40 recommended UC)
Science	30	20	20	20 (30 recommended UC)
Social Science	40	40	40	20 (40 requested by state framework)
Visual and Performing Arts	10	10 *	10 *	10
Foreign Language	10	*	*	20 (30 recommended UC)
Vocational Education	5	5	0	NR
Computer/Driver Ed./Health	10	10	5/10	NR
Physical Education	20	20	20	NR
Elective	65 **	65	30	(at least 10 college prep from A-G requirements)
A-G	150	120	120	150 (min.) - 180 (recommended)
Graduation Requirements	260 **	230	195	N/A

\*PGUSD requirement is 10 credits for F.L. or P.A.

\*\*NOTE: Can reduce elective requirements, thus reducing graduation requirements

Essential Programs  
Phase-In Budget

	2005 - 06		2006 - 07		2007 - 08		2008 - 09		TOTALS
	One time	Ongoing	One time	Ongoing	One time	Ongoing	One time	Ongoing	
Elementary School			4,000	24,000	50,000	30,000	20,000	30,000	
Middle School		34,000							
		34,000	4,125	46,000					
		8,000							
	4,125								
Science Lab	<u>TBD</u> TBD	<u>TBD</u> TBD							
High School		51,000	15,000	30,000	25,000	50,000			
	8,000		12,500	40,000	12,500	40,000			
		17,000			20,000	80,000			
	52,700		45,000		46,000		58,000		
Science Lab	TBD	TBD							
One Time	64,825		80,625		153,500		78,000		376,950
Ongoing		144,000		140,000		200,000		30,000	514,000

NOTE: Ongoing allocations may be reduced as enrollment declines. Staff allocations can be assigned to new areas, which may reduce the cost.

TBD = To be determined