PACIFIC GROVE UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION
REGULAR MEETING

DATE: Thursday, September 4, 2014

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

LOCATION: Forest Grove – Multipurpose Room
1065 Congress Avenue
Pacific Grove, CA 93950

Site Visit

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

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

AGENDA AND ORDER OF BUSINESS

I.   **OPENING BUSINESS**

    A. Call to Order

    B. Roll Call

    C. Adoption of Agenda

II.   **CLOSED SESSION**

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

       1. Contract for placement for Special Education student.

       2. Negotiations - Collective Bargaining Session planning and preparation with the CSEA for 2014/15. [Gov't Code Section 3549.1 (d)] Executive session between the public school employer and its designated representatives, Ralph Gómez Porras and Billie Mankey, for the purpose of giving direction and updates.

B. Public comment on Closed Session items

C. Adjourn to Closed Session

III.   <u>RECONVENE IN OPEN SESSION</u>

A. Report action taken in Closed Session

1. Contract for placement for Special Education student

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

B. Pledge of Allegiance   Led by: _____

IV.   <u>SITE PRESENTATIONS</u>

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

Forest Grove's presentation: *Time to Shine!*

V.   <u>COMMUNICATIONS</u>

A. Written Communication

B. Board Member Comments

C. Superintendent Report

D. PGUSD Staff Comments

VI.   <u>INDIVIDUALS DESIRING TO ADDRESS THE BOARD</u>

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

VII. CONSENT AGENDA

*Items listed under the Consent Agenda are considered to be routine and/or may have been discussed at a previous Board meeting. **There is no discussion of these items prior to the Board vote unless a member of the Board, 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.*

Page

A. Minutes of August 21, 2014 Board Meeting   6
Recommendation: (Ralph Gómez Porras) The Administration recommends approval of
the minutes of August 21, 2014 as presented.

B. Certificated Assignment Order #2   10
Recommendation: (Billie Mankey) The Administration recommends adoption of
Certificated Assignment Order #2.

C. Classified Assignment Order #2   13
Recommendation: (Billie Mankey) The Administration recommends adoption of
Classified Assignment Order #2.

D. Acceptance of Donations   15
Recommendation: (Rick Miller) The Administration recommends the Board approve acceptance of
the donations.

E. Out of State/Overnight   16
Recommendation: (Rick Miller) The Administration recommends that the Board approve
or receive the request as presented.

F. Warrant Schedules No. 551   19
Recommendation: (Rick Miller) As Assistant Superintendent for Business Services, I
certify that I have reviewed the attached warrants for consistency with the District's budget,
and purchasing and accounting practices and therefore, recommend Board approval.

G. Pacific Grove Middle School Single Plan for Student Achievement for 2014-15   21
Recommendation: (Buck Roggeman) The Administration recommends the Board approve the
Pacific Grove Middle School Single Plan for Student Achievement (SPSA) for the 2014-15
school year.

H. Community High School Single Plan for Student Achievement for 2014-15   50
Recommendation: (Barbara Martinez) The Administration recommends the Board approve the
2014-2015 Pacific Grove Community High School Single Plan for Student Achievement.

I. Contract with Visiting Nurses Association   74
Recommendation: (Clare Davies) The Administration recommends the Board review and
approve this contract with Visiting Nurses Association.

J. Milhous Children's Services- Milhous School, a Non Public School   77
Recommendation: (Clare Davies) The Administration recommends the Board review and
approve this contract with Milhous Children's Services- Milhous School.

K. Family Life Center- Larry M. Simmons High School, a Non Public School   81
Recommendation: (Clare Davies) The Administration recommends the Board review and
approve this contract with Family Life Center- Larry M. Simmons High School.

Move: _____   Second: _____   Vote: _____

VIII.   ACTION/DISCUSSION

A. Approval of Tentative Agreement with California School Employees Association (CSEA) for   84
2013-14 and 2014-15
Recommendation: (Rick Miller) The Administration recommends that the Board approve the
Tentative Agreement between the Pacific Grove Unified School District and the California
School Employees Association (CSEA).

Move: _____   Second: _____   Vote: _____

B. Board Goals   86
Recommendation: (Ralph Gómez Porras) The Administration recommends that the Board
discuss and approve the updated Board Goals, including any new additions presented at the
meeting.

Move: _____   Second: _____   Vote: _____

C. Pacific Grove Ed-Tech Review Summary of Findings and Next Steps   93
Recommendation: (Ralph Gómez Porras) The Administration recommends the Board discuss
the Ed-Tech review summary of findings and approve the next steps.

Move: _____   Second: _____   Vote: _____

D. Memorandum of Understanding with the Monterey Peninsula Unified School District for   134
Special Education IEP Driven Student Placements
Recommendation: (Clare Davies) The Administration recommends the Board review and
approve the Memorandum of Understanding between Pacific Grove Unified School District and
Monterey Peninsula Unified School District.

Move: _____   Second: _____   Vote: _____

E. Memorandum of Understanding with the Monterey County Office of Education for Special   144
Education IEP Driven Student Placements
Recommendation: (Clare Davies) The Administration recommends the Board review and
approve the Memorandum of Understanding between Monterey County Office of Education and
Pacific Grove Unified School District.

Move: _____   Second: _____   Vote: _____

F. Board Calendar/Future Meetings   152
Recommendation: (Ralph Gómez Porras) The Administration recommends 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.

Move: _____   Second: _____   Vote: _____

IX. <u>INFORMATION/DISCUSSION</u>

A. <u>Pacific Grove Unified School District Photo/Video Release Form</u>   154
   Recommendation: (Ralph Gómez Porras) The Administration recommends the Board review
   and give input on the new photo/video release form.

   Board Direction:_____

B. <u>Pacific Grove Unified School District Strategic Plan</u>   156
   Recommendation: (Ralph Gómez Porras) The Administration recommends that the Board
   discuss the District's Strategic Plan, as amended when the Local Control Accountability Plan
   (LCAP) was approved, and provide further direction to Staff.

   Board Direction:_____

C. <u>Preliminary Scholastic Achievement Test (PSAT)/National Merit Scholarship Qualifying</u>   160
   <u>Test (NMSQT)</u>
   Recommendation: (Matt Bell) The Administration recommends the Board discuss the Preliminary
   Scholastic Achievement Test (PSAT)/National Merit Scholarship Qualifying Test (NMSQT) and
   recommend direction regarding options for offering these tests to high school students, as requested
   by a Trustee.

   Board Direction:_____

D. <u>Future Agenda Items</u>   161
   Recommendation: (Ralph Gómez Porras) The Administration recommends the Board review
   the list of items, and direct Administration to add items to the list and/or schedule items for a
   particular agenda.

   Pebble Beach Housing discussion (pending county consideration)
   Unaudited Actuals (September 18)
   Budget Revision (September 18)
   Salary Schedule for Substitutes (October 2)
   Superintendent's Goals (October 2)
   Elementary School Reconfiguration (October 30)

   Board Direction:_____

X. <u>ADJOURNMENT</u>

Next regular meeting: September 18, 2014 – Robert Down Elementary School Library

PACIFIC GROVE UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION
Minutes of Regular Meeting of August 21, 2014 – District Office

I.   OPENED BUSINESS

A.   Called to Order   7:03 p.m.

B.   Roll Call   President: Trustee Sollecito
                            Clerk: Trustee Thibeau
                    Trustees Present: Trustee Crandell
                                                Trustee Paff
                                                Trustee Phillips
              Administration Present: Superintendent Porras
                                                Assistant Superintendent Miller
                    Board Recorder: Mandi Freitag
              Student Board Member: Lela Hautau

C.   Adopted Agenda

Changes to the agenda include Consent Item K- Out of State/Overnight added page with supporting documents. Also, the contract and cover sheet were revised for Action/Discussion Item A- Resolution #948 Authorizing State Preschool Contract.

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

D.   Pledge of Allegiance   Led By: Hautau

II.   COMMUNICATIONS

A.   Written Communication

No written communication for Trustees.

Porras congratulated Director Ani Silva, as the Monterey County Office of Education (MCOE) accepted and approved the LCAP. Porras also shared the save-the-date with the Trustees to the MCOE School Board Association dinner.

B.   Board Member Comments

Hautau updated the Board on the new bell schedule adjustment at Pacific Grove High School; Club Rush week for students to sign up for clubs; fall sports started this week; and the theme of the year is "Breaker Strong".

Phillips shared that it was great to be back to school, and shared his experience speaking with PGHS Alumni that felt they were well prepared for their prestigious colleges given their education at PGHS.

Paff enjoyed the Back to School Nights so far and the Welcome Back Breakfast.

Crandell was ready for the school the year as well.

Thibeau congratulated the Administrators and Team for an outstanding start to the school year.

Sollecito Welcomed Back our staff and fellow Trustees, acknowledged the successful Welcome Back Breakfast and appreciated the happiness theme of the school year.

C. Superintendent Report

Porras spoke about the great start to the school year, thanking the classified, certificated and Administrators and staff. Porras noted the Welcome Back Breakfast, the school year theme of 'happiness' based on the book Happiness Advantage by Sean Achor. Back to School nights were successful so far. Porras welcomed new employees to the District including Clare Davies, Director of Student Services. Davies spoke briefly to the Board, expressing her happiness at joining the PGUSD team and appreciating the warm welcome she has received. Porras continued with information on the Measure A, speaking briefly on the argument for and against and rebuttal, and noted the hard work the team is making to pave a successful, happy road to Measure A.

III. RECOGNITION

Linda Williams spoke to the Board on the honor of the nomination of Pechan, noting her dedication, hard work and leadership.

IV. INDIVIDUALS DESIRING TO ADDRESS THE BOARD

Commander McSorley, Interim Police Commander for Pacific Grove Police Department introduced the new School Resource Office Yma Garcia to the Board, providing background on Garcia including her local upbringing and training. Sollecito welcomed Garcia and noted the Student Resource Officer's position as a priority to our district.

Zoe Roach, Forest Grove Counselor and Sonda Frudden, Robert Down Counselor brought a Peas in a Pod 2014-15 event calendar for the Board.

Buck Roggeman, Pacific Grove Middle School Principal spoke to the Board on the great start of the school year.

Sean Roach, Pacific Grove Middle School Assistant Principal spoke about the code of conduct, recent assembly and the students.

Barbara Martinez, Community High School and Adult School Principal acknowledged Parents' Place birthday celebration, and the start date for the upcoming fall session at the Adult School.

Matt Bell, Pacific Grove High School Principal experienced great energy with the staff this year, including the 8 new teachers on his team.

V. CONSENT AGENDA

A. Minutes of June 3, 2014 Regular Board Meeting
B. Minutes of June 5, 2014 Special Board Meeting
C. Certificated Assignment Order #1
D. Classified Assignment Order #1
E. Acceptance of Donations
F. Out of State/Overnight

G. Warrant Schedules No. 549 and 550
H. Revolving Cash Report No. 13 and No. 1
I. Cash Receipts Report No. 13 and No. 1
J. Acceptance of Quarterly Treasurer's Report
K. Agreement for Legal Services, 2014-15
L. Approval of Membership for California School Board Association
M. Approval of California School Board Association GAMUT Online Service Agreement
N. Approval of 2014-15 MCOE Internet and Tech Support Services MOU
O. 2014-15 Consolidated Application for Funding, Part 1
P. Local Educational Agency Plan Addendum
Q. Professional Development Contract for Dr. Bonnie McGrath at Forest Grove
R. Contract for Professional Development for Common Core Implementation
S. Updated Admission Regulation 5111
T. Contract with Families First for Speech and Language Therapy Services
U. Contract with Families First for Occupational Therapy Services
V. 2014-15 Brandman University Early Childhood Education Fieldwork Site Agreement
W. Annual Contract with the U.C. Santa Cruz Student Teacher Program
X. Annual Contract with CSUMB's Internship Credential Program
Y. Annual Contract with Brandman University's Internship Credential Program

Trustees Phillips and Crandell pulled Items L, M , P, Q and T for discussion.

Board discussed items with Porras for clarification on contract dates, amounts, needs.

MOTION Phillips/Paff to approve consent agenda as presented.
Public comment: None
Motion CARRIED 5 – 0

VI.   PUBLIC HEARING

Public Hearing for Tentative Agreement with CSEA for 2013-14 and 2014-15

Miller presented this item to the Board and public.

Open Public Hearing: 7:48 p.m.   **Close Public Hearing: 7:48 p.m.**

Paff was pleased the agreement was for multiple years.

Porras noted that the public hearing notices were posted at all school sites, as well as at the District Office and printed in the Monterey County Herald.

VII.   ACTION/DISCUSSION

A. Approval of Resolution #948 Authorizing State Preschool Contract

The Board discussed this item, including increasing the days to 180. Williams and Miller provided additional information for the Board.

MOTION Crandell/Thibeau to approve Resolution #948 authorizing State Preschool Contract.
Public comment: None
Motion CARRIED 5 – 0 by roll call vote

B. Approval Resolution #949 for the Gann Limits for 2013-14 and 2014-15

   Miller presented information to the Board.

   MOTION Paff/Phillips to approve Resolution #949 for the Gann Limits for 2013-14 and 2014-15.
   Public comment: None
   Motion CARRIED 5 – 0 by roll call vote

C. Board Calendar/Future Meetings

   No action was taken.

   Thibeau requested that summer contracts be brought to meetings prior to the summer or suggested the possibility of hosting a summer Board meeting to approve contracts during the summer.

VIII.   **INFORMATION/DISCUSSION**

A. Review of Property Tax Revenue for 2013-14

   Miller presented information to the Board.

B. Review of District Enrollment Report for 2014-15

   Miller presented information to the Board.
   The Board discussed concerns on kindergarten class sizes.
   Porras discussed budget challenges of Basic Aid.

C. Future Agenda Items

   Elementary School Reconfiguration (October 30)
   Pebble Beach Housing discussion (pending county consideration)
   PSAT Fund discussion (September 4)
   Salary Schedule for Substitutes (October 2)

   Sollecito read aloud a letter at the end of the Board meeting addressed to the Board by Retired Director of Student Services Cindy Gallo, expressing her appreciation of the Board during her years of service.

IX.   **ADJOURNED**   8:38 p.m.

                                             Approved and submitted:

                                             _____

                                             Dr. Ralph Gómez Porras
                                             Secretary to the Board

SUBJECT: Certificated Assignment Order #2

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

RECOMMENDATION:

The Administration recommends the Board adoption of Certificated Assignment Order #2.

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. 2
September 4, 2014

TEMPORARY APPOINTMENT:
Jessica Lucido, PGAS Flamenco Instructor, Temporary, Hourly, Column A, Step 1 not to exceed 1 hour per week, effective August 7, 2014 and dependent upon sufficient enrollment.

2014-15 Pacific Grove High School and CHS Instructional Leadership Team

Employee	Assignment	Stipend % or # of Sections	Funding
Martha Tonkin	ILT	1.0	Common Core
Larry Haggquist	ILT	1.0	Common Core
Lauralea Gaona	ILT	1.0	Common Core
Vivian Michaele	ILT	1.0	Common Core
Isaac Rubin	ILT	1.0	Common Core
Janine Olin	ILT	1.0	Common Core
Brad Woodyard	ILT	1.0	Common Core

2014-15 Elementary Instructional Leadership Team

Employee	Assignment	Stipend % or # of Sections	Funding
Nicki Klevan	ILT - TK	1.0	Common Core
Debby Engles	ILT - Kinder	1.0	Common Core
Christine Revelas	ILT – Kinder	1.0	Common Core
Shannon McCarty	ILT – 3rd Grade	1.0	Common Core
Karen Levy	ILT – 4th Grade	1.0	Common Core
Diane May	ILT – 4th Grade	1.0	Common Core

2014-15 GATE Coordinators

Employee	Assignment	Stipend % or # of Sections	Funding
Kate Uppman	RDE	1.0	GATE
Elaine DeMarco	PGMS	1.0	GATE
Kim Shirtz	FGE	1.0	GATE

2014-15 Pacific Grove High School Coaching Stipends

Employee	Assignment	Stipend % or # of Sections	Funding
Jeff Gray Replaces Jeremy Johnson	Assistant Football Coach	1.0	General
Jeff McDowell Replaces Sharon Osgood	Varsity Girls' Tennis	1.0	General
Janna Simons Replaces Molly Kennedy	Girls' Volleyball	1.0	General

**PACIFIC GROVE UNIFIED SCHOOL DISTRICT
CERTIFICATED PERSONNEL ASSIGNMENT ORDER NO. 2
September 4, 2014**

ADDITIONAL ASSIGNMENT:

Moira Mahr, AVID Program Advisor, $1,800 to be paid ½ at the end of each semester, effective 2014-15 School Year (AVID Grant Funded)

SUBJECT: Classified Assignment Order #2

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

RECOMMENDATION:

The Administration recommends adoption of Classified Assignment Order #2.

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. 2
September 4, 2014

INCREASE IN HOURS:
Michelle Mahaney, PGMS, Instructional Assistant (P.E.), increase from 25 hours per week to 30 hours per week, Range 30, Step C, additional time funded from site discretionary fund, effective August 6, 2014

RE-APPOINTMENT:
Michelle Maas, PGAS, Clerk III (evening front office), 12 hrs./week/11.5 mos., Range 33, Step E (plus evening differential pay) effective August 12, 2014

SUBJECT: Acceptance of Donations

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

_____

RECOMMENDATION:

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

INFORMATION:

During the past month the following donations were received:

Forest Grove Elementary School
None

Robert H. Down Elementary School

BWET	$1,600	(5th Grade Technology)
RD PTA	$ 800	(office computers)
SaveMart	$ 279.36	(undesignated)
See's Candy fundraiser	$2,949.56	(undesignated)

Pacific Grove Middle School

PGMS PTA	$ 3,225	(teacher/class supplies)

Pacific Grove High School
None

Pacific Grove Community High School
None

Pacific Grove Adult School /Lighthouse Preschool &
Preschool Plus Co-op
None

Pacific Grove Unified School District

Monterey Peninsula Foundation grant	$10,000	(GATE program)

SUBJECT: Out of County or Overnight Activities

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

RECOMMENDATION:

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

BACKGROUND:

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

INFORMATION:

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

FISCAL IMPACT:

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

PACIFIC GROVE UNIFIED SCHOOL DISTRICT

OUT-OF-COUNTY OR OVERNIGHT ACTIVITIES

DATE DESTINATION	STUDENTS/CLASS ACTIVITY	TRANSPORTATION	COST	FUNDING SOURCE
February 7, 2015 Cabrillo College Aptos, CA	PGHS Band & Orchestra CCS Honors Festival	charter bus	$700	music transp. budget

PACIFIC GROVE UNIFIED SCHOOL DISTRICT
REQUEST FOR OFF CAMPUS ACTIVITY

INSTRUCTIONS: Submit this form to the Transportation Department if transportation requires use of buses or vans. Other forms go directly to Business Office. After District and/or Board approval, the form will be returned to the school site. For in-state or non-overnight activities submit form two weeks in advance of activities.
BOARD APPROVAL IS REQUIRED FOR OUT-OF-STATE OR OVERNIGHT ACTIVITIES.
REQUEST MUST BE SUBMITTED AT LEAST TWO (2) WEEKS PRIOR TO BOARD MEETING.

Date of Activity __February 7, 2014 2015__ Day of Activity __Saturday__

Place of Activity __Cabrillo College, Aptos__

School __PGHS__ Grade Level __9-12__

School Departure Time __8:00__ AM __X__ PM _____

Pickup Time **From** Place of Activity __3:45__ AM _____ PM __X__

Name of Employee Accompanying Students __David Hoffman__

Number of Adults __1__ Number of Students __25-30__

Class or Club __Band and Orchestra__

Description of Activity __CCS HS Honors Band and Orchestra Festival__

Education Objective __Rehearsal/concert for All-section Honors ensembles__

List All Stops __Cabrillo College__

Means of Transportation: (☐) 84 Passenger (☒) 72 Passenger (☐) 48 Passenger (☐) 18 Passenger
(☐) Charter (☐) Auto* (☐) Walk (☐) Other** _____

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

1. **NOTE: Board Regulation 3541.1 Requirements Will Be Complied With When Using Private Autos** _____
(Teachers Initials)
2. **If using vans, you MUST list who the drivers are.** _____

3. Cost of Activity $_____
4. Cost of Transportation $_____
   Total Cost (Activity + Transportation) $_____
5. **Fund to be Charged for all activity expenses:** (☒) Acct. Code __HS. Music Transp. 1432.5200__
   (☐) Students
   (☐) Other _____

6. Requested By __D.____ Date __6-10-14__
   Employee's Signature (Employee accompanying students on activity)

7. Recommend Approval _____ Date __8/6/17__
   Principal's Signature

Transportation Department/District Office Use Only

Bus(s) (☒) Available (☐) Not Available   Date Received _____

Cost Estimate $ __700 00__

Approved By __R. Staff__ Date __8/13/14__
   Transportation Supervisor

Approved By _____ Date __8/13/14__
   Assistant Superintendent

Date of Board Approval _____   Updated 4/21/10

SUBJECT: Warrant Schedule 551

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

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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 August 5, 2014 through August 29, 2014.

INFORMATION:

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

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

PACIFIC GROVE UNIFIED SCHOOL DISTRICT

WARRANT SCHEDULE NO. <u>551</u>

<u>Warrants- Payroll</u>

<u>AUG 14</u>

Certificated-	Regular 08/05/14	$	0
	Regular 08/08/14	$	0
	Regular 08/15/14	$	0
	Regular 08/29/14	$	1,296,968.10
	Total Certificated	$	<u>1,296,968.10</u>

Other-	Regular 08/05/14	$	0
	Regular 08/08/14	$	0
	Regular 08/15/14	$	0
	Regular 08/29/14	$	0
	Total Other	$	<u>0</u>

Classified-	Regular 08/05/14	$	0
	Regular 08/08/14	$	0
	Regular 08/15/14	$	0
	Regular 08/29/14	$	440,604.13
	Total Classified	$	<u>440,604.13</u>

	TOTAL PAYROLL	$	<u>1,737,572.23</u>

<u>Warrants- AP</u>

Warrants <u>12097134</u> through <u>12097145</u> (08/05/14)	$	<u>40,794.51</u>
Warrants <u>12097511</u> through <u>12097531</u> (08/07/14)	$	<u>28,023.82</u>
Warrants <u>12098250</u> through <u>12098270</u> (08/12/14)	$	<u>121,571.49</u>
Warrants <u>12098662</u> through <u>12098678</u> (08/14/14)	$	<u>76,451.67</u>
Warrants <u>12099327</u> through <u>12099342</u> (08/19/14)	$	<u>40,562.47</u>
Warrants <u>12100026</u> through <u>12100056</u> (08/21/14)	$	<u>62,470.57</u>

TOTAL WARRANTS	$	<u>2,107,446.76</u>

SUBJECT: Pacific Grove Middle School Single Plan for Student Achievement

PERSON(S) RESPONSIBLE: Buck Roggeman, Principal PGMS
_____

RECOMMENDATION:

The Administration recommends the Board approve the Pacific Grove Middle School Single Plan for Student Achievement (SPSA) for the 2014-15 school year.

BACKGROUND:

Every year, the PGMS School Site Council creates a Single Plan for Student Achievement (SPSA) that sets educational goals for the school that are aligned with the Pacific Grove Unified School District goals as written in the Local Control Accountability Plan (LCAP).

INFORMATION:

In addition to providing background information about PGMS, this year's SPSA identifies three goals for the Pacific Grove Middle School. They are as follows:
1. Increase the level of complexity and frequency of student speech in the classroom
2. Bring 50 percent of the general education students currently enrolled in Read 180 up to grade level reading and exit them from the program
3. Students will have access to a variety of programs, special events, and activities that provide motivation and support for academics, climate, and culture of the school

Goal #1 supports the district's efforts to provide professional development for teachers to implement the Common Core State Standards, so our students will be prepared to take the California Assessment of Student Performance and Progress (CASPP) this spring. Goal #2 addresses our continued mission of preparing students for success at Pacific Grove High School. We believe that bringing students up to grade level before they leave PGMS will lead to greater equity and access to the curriculum in high school. Goal #3 aligns with the district's LCAP goal that "All students attend safe, secure, and clean schools providing an environment of respect where students can comfortably focus on learning. The measure of our progress on each of these goals is defined in the SPSA document.

FISCAL IMPACT:

None.

The Single Plan for Student Achievement

Pacific Grove Middle School
School Name

27661340000000
CDS Code

Date of this revision: 8/27/2014

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Buck Roggeman
Position: Principal
Telephone Number: 831.646.6568
Address: 835 Forest Avenue
                      Pacific Grove, CA 93950
E-mail Address: broggeman@pgusd.org

Pacific Grove Unified School District
School District

Superintendent: Ralph Porras
Telephone Number: 831.646.6520
Address: 435 Hillcrest Ave.
                      Pacific Grove, CA 93950-4900
E-mail Address: rporras@pgusd.org

The District Governing Board approved this revision of the School Plan on .

II. School Vision and Mission

MISSION STATEMENT OF PACIFIC GROVE MIDDLE SCHOOL
The mission of Pacific Grove Middle School is to provide a quality educational experience that teaches our students the skills and abilities they need to transition into high school with self-esteem, a capacity for critical thinking, a sense of responsibility, global awareness, and respect for self and others. Our staff is committed to setting and achieving high standards of academics and behavior while recognizing and responding to the individual talents and learning styles of our students.

VISION STATEMENT OF PACIFIC GROVE MIDDLE SCHOOL
The staff of Pacific Grove Middle School pursues excellence in education by providing a progressive, standards-based program that challenges every student to be an independent thinker and responsible citizen and inspires a desire for lifelong learning.

In an atmosphere that is purposeful and structured, friendly and caring, skills are taught and support is provided to assist the transition from childhood to adolescence. Our team-oriented approach is based on a strong academic foundation and is enhanced by fine arts, vocational and extracurricular opportunities, and the use of current technology. We encourage our students to work to their highest potential and publicly recognize both their efforts and achievements.

Pacific Grove Middle School maintains a positive partnership with the parents of our students and the greater community by collaborating on numerous student-centered programs that model success through cooperation, communication, and enrichment of our environment for personal and academic growth.

III. School Profile

Pacific Grove Middle School (PGMS) is the only middle school in the Pacific Grove Unified School District. The district consists of two elementary schools (K-5), one middle school (6-8), one high school (9-12), and one community high school. It also has an adult school which oversees adult education as well as preschool education in a variety of settings. The district enjoys deep community support. Due to high property values, the district receives property tax revenue in excess of its state "revenue limit," which is based on an Average Daily Attendance (ADA) formula. Several bond measures have been passed which have provided additional funding for building improvements. Parcel taxes have been approved to allow restoration of programs and personnel that had been previously cut. Measure D, was passed in 2006, giving the district $42 million for facility improvements. These improvements were overseen by Measure D committee comprising staff and parents. Some of the improvements in the past six years include:

* Construction of a new music room
* Improvements to the Performing Arts Center
* Paving the track, adding drainage to the track, resurfacing the basketball courts, adding a ball wall, and adding a play structure
* Bleachers were added to the gymnasium
* New windows, window treatments, flooring, and lockers were installed
* Four new modular classrooms were added
* The kitchen was remodeled and an outside eating area was built
* New computers were purchased for our computer lab
* Science and Home Economics were remodeled and updated.
* Fountain Avenue was leased to the district and converted into a quad area where students can safely cross to the field for PE and lunch.

As a philosophy, PGMS seeks to give each student a variety of experiences with the purpose of preparing them for success in all areas of their high school education. A demanding academic program is combined with extracurricular activities and student support services. The school's Parent Teacher Student Association (PTSA), School Site Council and staff have developed a strong, supportive partnership through which volunteer time and allocated funds are expended to improve the total school program. In addition, each program is reviewed for its rigor and effectiveness to make sure that we are meeting every student's needs.

PGMS currently has 484 students enrolled in grades six through eight. This number includes a special day class composed of students with learning disabilities and an English language learner class. The student ethnicity is: 60.00% White (not Hispanic), 18.56% Hispanic, 11.13% Asian, 4.12% African American, 3.09% Unknown, 1.65% Filipino. Less than 1% American Indian or Alaskan Native or Native Hawaiian or Pacific Islander.

Parents and community are an integral part of PGMS. We welcome volunteers and parents to help out in the classroom, library, and office in a variety of ways. School-wide functions (Back-to-School Night, Open House, holiday programs, parent conferences, Butterfly Parade and Bazaar, Honors Night, District Music Festival, various drama and musical productions, and Promotion) are heavily attended. Parents take a strong, participatory lead in assisting administration with making sound decisions for our site and students.

IV. Comprehensive Needs Assessment Components

Our school had an 885 academic performance index score in 2012-13. Our English Language Arts scores show a 5 percent growth among 7th grade students achieving proficient or advanced scores and decreases of 2 percent and 1 percent among 6th and 8th students respectively in that category.

In our standardized assessment from 2012-13, our math scores rose in Math 7 (+1%), Gen Math 8 (+20%), Algebra I (+16) while Math 6 remain unchanged. In English Language arts, we saw slight decreases in ELA 6 (-4%) and ELA 7(-6%) and an increase in the ELA 8 (+2%).

Our 8th grade history students achieving advanced or proficient status remained the same while science dropped 4 percent (although maintaining a high level of proficient/advanced students - 84 percent)

We added math support classes in sixth and seventh grade last year. Additionally, we will be revamping the manner in which support is taught. Math Support teachers have greater access to technology to assist students now that we have purchased 12 iPads to augment those classes. This computer based practice will help differentiate instruction to the students' ability levels. With We plan to continue the after-school math tutorial funded through our site allocation.

All PGMS teachers are implementing the Common Core State Standards (CCSS). All departments will continue professional development activities designed to help our transition to these new standards. Last year, our school focused on the literacy shift of making frequent use of complex text and academic language. Advancement via Individual Determination (AVID) class has been supported by both the School Site Council, as well as the staff. There is general agreement that students need academic support, study skills, and post-secondary school goal-setting. In the 2013-14 school year the 8th grade AVID class successfully serviced 26 8th graders. Our staff continues to support the concept of providing study support and college-bound ideals. The SPSA will continue to support AVID.

The focus in previous years has been on specific needs of students who fall into under performing areas (e.g., math and math support classes, various study halls), on the school climate and culture (e.g., CHILL Assemblies, PGMS musical support, after school sports, various incentives), and on teaching methodology and support (e.g., technology support, curriculum supply support, and professional development support). Last year our school built a more comprehensive approach to intervention through the addition of the Read 180 program to our curriculum. We have also added a social intervention elective called Thrive to address the needs of students who are capable of succeeding in school but have failed to make a connection to PGMS.

Direction in Professional Learning Communities, differentiated instruction, and support for advanced students, were goals met for the upcoming school year. In the current year, we will focus our professional development on the implementation of common core standards. Specifically, our site will focus on increased complexity and frequency of student academic speech all content areas. We will also focus on instructors gaining a clear understanding of depth of knowledge and train staff in building productive collaborative teaching methods in class. In addition to these needs, it is imperative that staff be familiar with and trained in RTI (Response to Intervention) techniques in order to properly address the needs of all students. Some staff participated in the training relevant to our district's Autism Project last year due to the expected flow of autistic students in the next couple of years. Our special day class teachers will continue their social pragmatics class designed to teach our autistic student population the appropriate way to interact in social situations. PGMS is looking forward to having a dedicated program to this special-needs population taught by an expert in the field of autism.

Technology continues to be a priority at PGMS. Every classroom is now equipped with an LCD projector. All classrooms have document cameras. Last year four classrooms were outfitted with Smart Boards using technology money from the math conference. With the uncertainty of outside funding from the district general fund, it is important to continue to set aside funding in the SPSA budget to purchase, maintain, and upgrade existing hardware and software because technology supports student achievement and is used by all disciplines. PGMS has three mobile computer units to offer more technology to more classes simultaneously. We will maintain a second computer lab for 2014-15 specifically to accommodate our video bulletin and computer classes as well as our ELD class.

In order for students to perform their best academically, they must be in an environment that is nurturing, safe, stimulating, and challenging. To that end, there needs to be a variety of ways that students can feel connected to their school. Leadership, student council, sports, clubs, drama, chorus, band, honor society, conduct club, and other activities give students a sense of belonging and give them opportunities to learn lessons that are not taught in traditional academic

classes. Research shows that bullying, alcohol and drug use, violence, rudeness, and other social problems must be addressed at school. Classroom visits and chats with the principal, assistant principal, and counselor also address school climate, bullying and other issues. We will continue to offer activities such as speakers or assemblies that support students making good choices through our CHILL program. This character development program consists of assemblies and classes taught year round that promote positive relationships and healthy living. Another level of maintaining a safe environment is to ensure that no drugs or alcohol are brought onto campus at any time. Our drug and alcohol units, connect our students to healthy lifestyle choices with messages that discourage student use of illegal substances. The leadership class will be developing the campus climate survey which will help identify the topics to be discussed in our character education program.

In addition, connectivity can be achieved through belonging to a sports team, engaging in homeroom competitions, participating in spirit days and lunchtime activities, the school-wide reading competition, and being involved in student government. Spring sports such as golf, wrestling, and tennis are not funded in the District budget and are funded through our site allocation. Additional funding of sports may be needed if the district budget falls short.

Drama continues to provide an opportunity for many students to become part of a positive and meaningful group. One drama/musical production was offered this year partially funded through SIP funds. Approximately 45 students participated in this program, representing approximately 10% of the student body. The School Site Council and various district committees have identified drama as an area of continued need. Plans exist to continue supporting this program with SIP funding.

V. Description of Barriers and Related School Goals

Implementation of the Common Core State Standards. Goal 1
We have many interventions available to students, but not a coherent approach to intervention. Goal 2
Increasing the level of attachment students feel to PGMS. Goal 3

VI. Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SCHOOL GOAL #1 (Goals should be prioritized, measurable, and focused on identified student learning needs) Increase the level of complexity and frequency of student speech in the classroom	
What data did you use to form this goal (findings from data analysis)? A needs assessment done by instructional leaders at the site	**How does this goal align to your Local Educational Agency Plan goals?** This goal aligns with our Local Control Accountability Plan because it focuses on the literacy skills of our students who show the greatest need.
What did the analysis of the data reveal that led you to this goal? Students have been trained to answer questions at DOK level 1. They will need to be able to address levels 2-4 in future tests.	**Which stakeholders were involved in analyzing data and developing this goal?** Teachers and administration with parent consultation/approval after the goals were written.
Who are the focus students and what is the expected growth? Focus students will be low socio-economic status, Latino and EL students as they have historically not performed as well as our other student groups. Our data from the STAR test is outdated, so we will use this year's data to establish a baseline.	**What data will be collected to measure student achievement?** Student speech as measured in the classroom, SBAC task analysis.
What process will you use to monitor and evaluate the data? Teachers will collaboratively develop a rubric to measure the complexity and frequency of student speech in the classroom. ELA data from SBAC will also be used to provide baseline data.	**Actions to improve achievement to exit program improvement (if applicable).**

SCHOOL GOAL #1			
Strategies/Actions to Implement this Goal	**Start Date Completion Date**	**Each Funding Source and Amount**	**Process for Evaluation**
professional development cycle focused on increasing the complexity of student speech	8/7/2014	Common Core Implementation Funding	Classroom observation, evaluation forms, analysis of student speech
professional development focused on depth of knowledge	8/7/2014	Common Core implementation funding	Classroom observation, evaluation forms, analysis of student work
Teacher release time to plan implementation, classroom lessons and strategies	8/7/2014	Site Budget	Classroom rubric, observations, presentation materials

VI. Planned Improvements in Student Performance (continued)

SCHOOL GOAL #2 (Goals should be prioritized, measurable, and focused on identified student learning needs) Bring 50 percent of the general education students currently enrolled in Read 180 up to grade level reading and exit them from the program	
What data did you use to form this goal (findings from data analysis)? Reading assessment data (Scholastic Reading Inventory and Scholastic Phonics Inventory)	**How does this goal align to your Local Educational Agency Plan goals?** This goal aligns with our Local Control Accountability Plan by addressing the literacy needs of our students. Without being literate, it is difficult for a student to receive an equity aligned education.
What did the analysis of the data reveal that led you to this goal? We have students who are reading below grade level	**Which stakeholders were involved in analyzing data and developing this goal?** Parents, teachers, administrators.
Who are the focus students and what is the expected growth? Students who are reading below grade level and having difficulty in classes as a result. We expect to exit most general education students from the program.	**What data will be collected to measure student achievement?** Data from reading assessments as part of the Read 180 class.
What process will you use to monitor and evaluate the data? We will use the reading assessments provided in Read 180	**Actions to improve achievement to exit program improvement (if applicable).**

SCHOOL GOAL #2			
Strategies/Actions to Implement this Goal	**Start Date Completion Date**	**Each Funding Source and Amount**	**Process for Evaluation**
Students will be evaluated to see if they should be placed in Read 180.	8/7/2014 Ongoing	Common Core funding	Data analysis of reading assessments
School wide focus on reading complex texts and using academic language	8/7/2014 Ongoing	Common Core funding	Analysis of student work

VI. Planned Improvements in Student Performance (continued)

SCHOOL GOAL #3
(Goals should be prioritized, measurable, and focused on identified student learning needs)
Students will have access to a variety of programs, special events, and activities that provide motivation and support for academics, climate, and culture of the school.

What data did you use to form this goal (findings from data analysis)? Student interviews, California Healthy Kids Survey, Student focus groups	**How does this goal align to your Local Educational Agency Plan goals?** This specifically addresses the needs described in LCAP goal #4 - All students attend safe,secure, and clean schools providing an environment of respect where students can comfortably focus on learning.
What did the analysis of the data reveal that led you to this goal? Student responses indicated that our character development program is having a positive effect. They gave good direction on how to adjust the program to make it more engaging.	**Which stakeholders were involved in analyzing data and developing this goal?** Parents, students, teachers, adult staff, administrators
Who are the focus students and what is the expected growth? The students who feel disenfranchised are our focus students. By developing this program, we seek to increase their level of comfort and acceptance at PGMS.	**What data will be collected to measure student achievement?** Survey data, discipline reports, student feedback
What process will you use to monitor and evaluate the data? Issue students a survey based on the 40 developmental assets to measure the cultural connection to our school.	**Actions to improve achievement to exit program improvement (if applicable).**

SCHOOL GOAL #3			
Strategies/Actions to Implement this Goal	**Start Date Completion Date**	**Each Funding Source and Amount**	**Process for Evaluation**
Continue CHILL program	8/7/2013 Ongoing	Site Allocation	Staff and student evaluation
Continue thrive elective designed to the address the needs of students who have exhibited a difficulty connecting to PGMS	8/7/2013 Ongoing	General fund	Monitor student academic progress

VI. Planned Improvements in Student Performance (continued)

SCHOOL GOAL #4 (Goals should be prioritized, measurable, and focused on identified student learning needs)	
What data did you use to form this goal (findings from data analysis)?	How does this goal align to your Local Educational Agency Plan goals?
What did the analysis of the data reveal that led you to this goal?	Which stakeholders were involved in analyzing data and developing this goal?
Who are the focus students and what is the expected growth?	What data will be collected to measure student achievement?
What process will you use to monitor and evaluate the data?	Actions to improve achievement to exit program improvement (if applicable).

SCHOOL GOAL #4			
Strategies/Actions to Implement this Goal	Start Date Completion Date	Each Funding Source and Amount	Process for Evaluation

VI. Planned Improvements in Student Performance (continued)

SCHOOL GOAL #5 (Goals should be prioritized, measurable, and focused on identified student learning needs)	
What data did you use to form this goal (findings from data analysis)?	How does this goal align to your Local Educational Agency Plan goals?
What did the analysis of the data reveal that led you to this goal?	Which stakeholders were involved in analyzing data and developing this goal?
Who are the focus students and what is the expected growth?	What data will be collected to measure student achievement?
What process will you use to monitor and evaluate the data?	Actions to improve achievement to exit program improvement (if applicable).

SCHOOL GOAL #5			
Strategies/Actions to Implement this Goal	Start Date Completion Date	Each Funding Source and Amount	Process for Evaluation

VI. Curriculum Components

Component #1: Language Arts

Goal:
Increase the level of complexity and frequency of student speech in the classroom

Aligns with District Goal #1	Objectives	Activities	Assessment	Budget 2012-2013
Student Learning and Achievement/Overall Educational Program Every student is performing at or above grade level, engaged in his or her learning, and contributing positively to the community	Students will increase complexity and frequency of their speech by 25 percent between baseline and summative measure as evidenced by a collaborative rubric.	All classes will employ higher level speaking strategies as taught through the cycle of professional development.	Scores will be compared from fall and spring measures.	Common Core Funding from state for professional development. Site Fund

VII. Curriculum Components

Component #2: Reading

Goal:
Bring 50 percent of the general education students currently enrolled in Read 180 up to grade level reading and exit them from the program

Aligns with District Goal #1	Objectives	Activities	Assessment	Budget 2012-2013
Student Learning and Achievement/Overall Educational Program	General education students will exit from the Read 180 at a rate greater than 50 percent.	Students will participate in the Read 180 program strategies - these include small group instruction, computer assisted reading exercises, and independent reading.	Progress will be assessed by the Scholastic Reading Inventory.	Common Core Funds

VII. Curriculum Components

Component #3: School Climate

Goal:
Students will have access to a variety of programs, special events, and activities that provide motivation and support for academics, climate, and culture of the school.

Aligns with District Goal #4	Objectives	Activities	Assessment	Budget 2012-2013
Establish a safe, clean and secure school environment o provide a welcoming environment where students and staff may come to school each day feeling safe, respected, proud and can comfortably focus on learning. o be free of all forms of violence. o promote respectful conversations and encourage students to interact and mix freely. • Teacher/student interactions will reflect mutual respect and facilitate dialog.	Students will build positive relationships with each other and staff.	Multiple assemblies designed to build positive character traits in students and staff. Staff professional development to recognize and foster character development in students.	Campus Climate survey Student Focus groups	$500 from Site Allocation

VII. Curriculum Components

Component #7: Student Academic Support Services

Goal:
Student learning will improve with academic support services addressing their specific needs.

Aligns with District Goal #1	Objectives	Activities	Assessment	Budget 2012-2013
Student Learning and Achievement/Overall Educational Program Every student is performing at or above grade level, engaged in his or her learning, and contributing positively to the community	Students, both at risk and not at risk will use the after school study hall for: tutoring, library resources, computer use, and to do homework.	Provide an after-school study hall for an hour a day, three days a week in the library. The study hall will be supervised by a staff member who will tutor students in need.	Student attendance will be recorded.	Staff member will get adjunct duty credit; therefore, there is no need for funding.
	Students in the academic middle, who are underachieving but motivated, will improve study habits and set collect success as a goal.	An Advancement Via Individual Determination (AVID) class will be offered to qualifying students. Tutorial sessions will be held regularly to assist students. Staff will be trained in AVID teaching methodologies. Students will be able to visit colleges, attend workshops, and participate in special activities.	The make-up of the AVID class and student progress will be monitored by staff, and reports will be made to the Site Council.	$5,000
	The most at-risk students will bring their grades up to passing levels.	Provide a mandatory Academic Intervention Class after school for students most at risk of not passing their classes as determined by their grades and feedback from staff.	Students will have their grades and improvement monitored. Reports will be given to the Site Council.	To be determined

Appendix A - School and Student Performance Data

Table 1: Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	429	437		267	268		12	10		50	49	
Growth API	883	885		890	899		820			946	964	
Base API	887	892		889	897			834		965	952	
Target	A	A		A	A							
Growth	-4	-7		1	2							
Met Target	Yes	Yes		Yes	Yes							

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	65	79		30	46		79	92		48	59	
Growth API	813	807		731	825		791	794		663	672	
Base API	789	829		775	748		827	805		629	678	
Target		A					A	A				
Growth		-22					-36	-11				
Met Target		Yes					No	No				

Appendix A - School and Student Performance Data (continued)

Table 2 - Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	87	99	
Percent with Prior Year Data	100.0	100.0	
Number in Cohort	87	99	
Number Met	65	67	
Percent Met	74.7	67.7	
NCLB Target	56.0	57.5	59.0
Met Target	Yes	Yes	

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	129	13	131	17		
Number Met	30	6	40	9		
Percent Met	23.3	46.2	30.5	52.9		
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	Yes	Yes*	Yes	Yes*		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	Yes	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	Yes	
Met Target for AMAO 3	No	Yes	

Appendix A - School and Student Performance Data (continued)

Table 3: English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		99	100	
Number At or Above Proficient	340	337		218	218		8			45	44	
Percent At or Above Proficient	79.4	77.3		81.6	81.6		66.7	--		90.0	89.8	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	Yes	No		Yes	No		--	--		--	--	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		99	99	
Number At or Above Proficient	44	46		15	28		46	55		26	31	
Percent At or Above Proficient	67.7	58.2		50.0	60.9		58.2	59.8		54.2	53.4	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	Yes	No		--	--		No	Yes		--	--	

Appendix A - School and Student Performance Data (continued)

Table 4: Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		99	100	
Number At or Above Proficient	269	293		169	192		4			43	44	
Percent At or Above Proficient	62.7	67.0		63.3	71.6		33.3	--		86.0	89.8	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	No	Yes		No	Yes		--	--		--	--	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		99	100	
Number At or Above Proficient	31	31		8	27		29	39		14	18	
Percent At or Above Proficient	47.7	39.2		26.7	58.7		36.7	42.4		29.2	30.5	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	No	No		--	--		No	Yes		--	--	

Appendix A - School and Student Performance Data (continued)

Table 5: California English Language Development (CELDT) Data

Grade	2013-14 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
6	1	17	1	17	2	33	1	17	1	17	6
7	3	60	1	20	1	20					5
8			********	***	********	***	********	***			********
Total	4	29	3	21	4	29	2	14	1	7	14

Appendix B - Analysis of Current Instructional Program

This section lists statements about the instructional program adapted from NCLB, Title I, Part A and the related California Essential Program Components (EPC). To analyze these statements, the school site council will need information from a variety of sources (e.g., Survey Results, Library Plan, Master Plan, SARC).

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration was given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

<u>Standards, Assessment, and Accountability</u>

1. Use of state and local assessments to modify instruction and improve student achievement (NCLB)

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

<u>Staffing and Professional Development</u>

3. Status of meeting requirements for highly qualified staff (NCLB)

4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)

5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)

6. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)

7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

8. Teacher collaboration by grade level (EPC)

<u>Teaching and Learning</u>

9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)

10. Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC)

11. Lesson pacing schedule (EPC)

12. Availability of standards-based instructional materials appropriate to all student groups (NCLB)

13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC)

Opportunity and Equal Educational Access

14. Services provided by the regular program that enable underperforming students to meet standards (NCLB)

15. Research-based educational practices to raise student achievement at this school (NCLB)

16. Opportunities for increased learning time (Title I SWP and PI requirement)

17. Transition from preschool to kindergarten (Title I SWP)

Involvement

18. Resources available from family, school, district, and community to assist under-achieving students (NCLB)

19. Strategies to increase parental involvement (Title I SWP)

20. Involvement of parents, community representatives, classroom teachers, and other school personnel in the planning, implementation, and evaluation of consolidated application programs (5 CCR 3932)

Funding

21. Services provided by categorical funds that enable underperforming students to meet standards (NCLB)

22. Fiscal support (EPC)

Appendix C - Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs	Allocation
California School Age Families Education Purpose: Assist expectant and parenting students succeed in school.	$
Economic Impact Aid/ State Compensatory Education Purpose: Help educationally disadvantaged students succeed in the regular program.	$
Economic Impact Aid/ English Learner Program Purpose: Develop fluency in English and academic proficiency of English learners	$
Peer Assistance and Review Purpose: Assist teachers through coaching and mentoring.	$
Professional Development Block Grant Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	$
Pupil Retention Block Grant Purpose: Prevent students from dropping out of school.	$
Quality Education Investment Act Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	$
School and Library Improvement Program Block Grant Purpose: Improve library and other school programs.	$
School Safety and Violence Prevention Act Purpose: Increase school safety.	$
Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	$
List and Describe Other State or Local funds (e.g., Gifted and Talented Education):	$
Total amount of state categorical funds allocated to this school	$

Federal Programs under No Child Left Behind (NCLB)	Allocation
Title I, Neglected Purpose: Supplement instruction for abandoned, abused, or neglected children who have been placed in an institution	$
Title I, Part D: Delinquent Purpose: Supplement instruction for delinquent youth	$
Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas	$
Title I, Part A: Targeted Assistance Program Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	$
Title I, Part A: Program Improvement Purpose: Assist Title I schools that have failed to meet ESEA Adequate Yearly Progress targets for one or more identified student groups	$
Title II, Part A: Teacher and Principal Training and Recruiting Purpose: Improve and increase the number of highly qualified teachers and principals	$
Title II, Part D: Enhancing Education Through Technology Purpose: Support professional development and the use of technology	$
Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	$
Title IV, Part A: Safe And Drug-Free Schools And Communities Purpose: Support Learning Environments That Promote Academic Achievement. This program is no longer funded begginning with the 2010-11 school-year.	$
Title V: Innovative Programs Purpose: Support educational improvement, library, media, and at-risk students	$
Title VI, Part B: Rural Education Achievement Purpose: Provide flexibility in the use of ESEA funds to eligible local educational agencies	$
Other Federal Funds (list and describe*	$
Total amount of federal categorical funds allocated to this school	$

Total amount of state and federal categorical funds allocated to this school	$

* For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

Appendix D - 2014-15 Categorical District Services Budget

	SLIP	Title I	LEP	Title V
Allocation				
Carryover				
Indirect Costs				
Direct Costs				
Transfer to General Fund				
Intervention Programs				
Less Testing Team				
Plus Parent Involvement				
Schools Allocation				

2013-14 SUPPORT SERVICES DIRECT COSTS DISTRIBUTION					
Object Code	Description of Services	SIP Amount	Title I Amount	LEP Amount	Title V Amount
1302	**Director of Special Programs:** Coordinates categorical programs among sites, develops/maintains district reports/records, compiles program assessment data of common indicators, monitors program performance, prepares/maintains personnel budget data				
1912	**Curriculum Specialist:** Provides support/staff development/modeling for new teachers, resource teachers.				
2422	**Secretarial:** Processes and maintains records, originates purchase orders, provides clerical support				
2442	**Technician:** Provides network support for language arts intervention programs				
2452	**Program Analyst:** Processes purchase orders and personnel requisitions, provides financial informational support				
2432	**Warehouse Assistant:** Assists in district-wide book vendor fair, processes and orders library materials.				
2932	**Community Liaison:** Acts as liaison and translator for the Vietnamese community and the school sites.				
3000	**Employee Benefits:** Certificate and classified benefits				
4000	**Supplies:** Programming curriculum materials, office supplies, computer software				
5000	**Conferences, Mileage:** Reimbursement for professional development, program in-services/conferences, mileage, printing				

Appendix E - Recommendations and Assurances (Pacific Grove Middle School)

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

[ ]	State Compensatory Education Advisory Committee	_____ Signature
[ ]	English Learner Advisory Committee	_____ Signature
[ ]	Special Education Advisory Committee	_____ Signature
[ ]	Gifted and Talented Education Program Advisory Committee	_____ Signature
[ ]	District/School Liaison Team for schools in Program Improvement	_____ Signature
[ ]	Compensatory Education Advisory Committee	_____ Signature
[ ]	Departmental Advisory Committee (secondary)	_____ Signature
[ ]	Other committees established by the school or district (list):	_____ Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This SPSA was adopted by the SSC at a public meeting on:

Attested:

Buck Roggeman _____   *Buck Roggeman*   8/27/14
Typed Name of School Principal   Signature of School Principal   Date

Alex Taurke _____   *Alex T*   8/27/14
Typed Name of SSC Chairperson   Signature of SSC Chairperson   Date

Appendix F - Home/School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

Student Pledge:

Parents Pledge:

Staff Pledge:

Appendix G - School Site Council Membership: Pacific Grove Middle School

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Eric Lauritzen	[ ]	[ ]	[ ]	[X]	[ ]
Alex Taurke	[ ]	[ ]	[ ]	[X]	[ ]
Chip Dorey	[ ]	[X]	[X]	[ ]	[ ]
Buck Roggeman	[X]	[ ]	[ ]	[X]	[ ]
Patti Odell	[ ]	[ ]	[X]	[ ]	[ ]
Kelly Hartwell	[ ]	[ ]	[ ]	[X]	[ ]
Becky Ohsiek	[ ]	[X]	[ ]	[ ]	[ ]
Numbers of members of each category	**1**	**2**	**2**	**4**	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

SUBJECT: Pacific Grove Community High School Single Plan for Student
Achievement 2014-2015

PERSON(S) RESPONSIBLE: Barbara Martinez, Community High School Principal

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RECOMMENDATION:

The Administration recommends the Board approve the 2014-2015 Pacific Grove
Community High School Single Plan for Student Achievement.

BACKGROUND:

The Pacific Grove Community High School's School Site Council has reviewed the student
achievement of Community High School's students, received input from staff and parents, and
designed goals for the 2014-2015 school year. In alignment with the PGUSD LCAP and our
WASC Visiting Committee Report, these goals and related budget items are written into the
Single Plan for Student Achievement. This plan goes before our school site council for approval
on September 3, 2014.

INFORMATION:

The Pacific Grove Community High School's School Site Council has developed a plan for the
use of the Single Plan for Student Achievement funding. The Council has incorporated the
WASC *Action Plan* and district LCAP goals as the focus for the objectives of the Single Plan for
Student Achievement. Community High School will continue to focus on providing support to
struggling students. This focus will include primarily students who are struggling in math and
reading. In addition, we want our students to be career/college ready upon graduation, so
additional support and allocated funding will be provided in this area.

FUNDING:

Site funding.

The Single Plan for Student Achievement

Pacific Grove Community High School
School Name

27661342731115
CDS Code

Date of this revision: 08/16/2014

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Barbara Martinez
Position: Principal
Telephone Number: 831 646-6535
Address: 435 Hillcrest Avenue
     Pacific Grove, CA, 93950
E-mail Address: bmartinez@pgusd.org

Pacific Grove Unified School District
School District

Superintendent: Dr. Ralph Gomez-Porras
Telephone Number: 831 646-6510
Address: 435 Hillcrest Avenue
     Pacific Grove, CA 93950
E-mail Address: rporras@pgusd.org

The District Governing Board approved this revision of the School Plan on .

II. School Vision and Mission

Pacific Grove Community High School will:

Provide students with the opportunity for high school graduation and pursuit of vocational goals and post high school education;

Ensure competency in academic, critical thinking and problem solving skills;

Maximize opportunities for students to develop the positive values of self-reliance, initiative, kindness, resourcefulness, creativity and responsibility;

Maintain a learning situation which encourages the student to follow his or her own interests and pace. Recognize that the best learning takes place when the student, in partnership with staff, cultivates his or her own desire to learn and recognizes personal responsibility for the education process.

III. School Profile

The Community

Pacific Grove Community High School is the continuation high school which was established in 1971 for students deemed at-risk or who otherwise required an alternative to the comprehensive high school. In addition to Community High School, the district is comprised of two elementary schools, a middle school, a comprehensive high school, and an adult school. The district is 3.3 square miles, covering the city of Pacific Grove and a portion of Pebble Beach.
The school district serves an area which is mainly upper middle-class in a tourist-oriented residential community. Most people are employed in service industries, although there is a significant military presence in the area. The Defense Language Institute and the Naval Post Graduate School are located nearby and we have students from families employed there. The area has many fine restaurants, hotels and golf courses. Many tourists are attracted to the beautiful coastline, the AT&T golf tournaments, antique car shows, Laguna Seca Raceway and numerous festivals.

The School

The majority of Pacific Grove Community High School's students come to us behind in credits and lacking basic study skills. Many have emotional and behavioral challenges. It is our mandate to address these self-esteem and life skill issues, while offering a curriculum which meets Common Core State Standards, ESLRs and assists students in passing the CAHSEE. Increasing parent participation is an ongoing challenge. We are continually working on improving our image to the community. Our commitment to improving our program will help us to continue to expand the support our program receives from our stakeholders and district.

Staff

The staff at Pacific Grove Community High School consists of two full-time certificated instructors, a part-time certificated Resource Specialist, a part-time Resource Aide, and a part time administrative assistant. The principal of Pacific Grove Adult School is also the principal of Community High School, and the Director of Safe School for Pacific Grove Unified School District.

In addition, Community High School offers students numerous services from off-site specialists:

- A College/Career Counselor is shared with Pacific Grove High School and meets with students twice a month.
- A counselor from Community Human Services Super Teens program meets with students 3 hours a week.
- A county mental health counselor may meet with select students if needed.

Our staff is able to provide a small class setting to students, which facilitates individualized instruction, as well as the opportunity for students to focus on diverse subjects during the school day. Teachers also lead classes in group instruction and help students with individual and group projects. To meet the individual needs and learning styles of our students, teachers employ a variety of learning activities, strategies and assessments. Our curriculum integrates technology, online learning, multi-media, hands-on projects, and we are integrating the Common Core State Standards. Our teachers participate in District-wide Common Core Professional Development.

School Schedule

Students attend school five days a week, at least three and a half hours a day (17.5 hours per week). During direct instruction on Tuesdays and Thursdays students are split into two one-hour classes; one-half of the students attend English/social studies with interdisciplinary math/science, while the other half attend math/science with interdisciplinary English/social studies. After a fifteen minute break, the students rotate to the other class. During the remaining 45 minute period, students attend a physical education class or continue to work on needed subjects or electives. On Mondays, Wednesdays and Fridays students pursue their Individualized Learning Plan goals with teacher assistance, credit recovery goals, have an opportunity to meet with the Resource teacher, receive counseling from our counselor through Community Human Service, or meet with the Career Counselor concerning career goals. Mondays and Wednesdays also offer opportunities for speakers, field trips, etc.

Pacific Grove Community High School offers a morning session, an afternoon session, or all day. Students attending the morning session are in school from 9:00 to 12:30. The afternoon session runs from 11:00 to 2:30. This session is for those students who are enrolled in a CTE class at Pacific Grove High School, or would benefit from more personal attention from staff, or those who have been unsuccessful in the morning session due to behavioral, tardy or attendance issues. Students with a credit deficiency should attend school for both the morning and afternoon sessions.

Enrollment

Enrollment at Community High School has fluctuated throughout the years. Each school year sees an increase in enrollment as the year progresses. It builds as more students look for alternative education options, as opposed to the comprehensive high school, or seek credit recovery for graduation or to return to the comprehensive high school.

Our student population at the time of writing is eighteen; fourteen boys and four girls.

Attendance

For the majority of Community High School students, lack of attendance at Pacific Grove High School, emotional issues, or behavioral issues have resulted in a credit shortfall. Aware of the students' lack of attendance in the past, Community High School has employed strategies to encourage regular attendance. These strategies include a shortened school day to allow students to have jobs in the afternoon, shortened lessons and individualized projects to make the instruction more relevant to their lives outside of school. A credit recovery online program, Acellus, also gives students an excellent opportunity to make up credits.

Graduation Rates

Of the seniors who complete the year at Community High School, 100% graduate. Credits are given on a mastery basis with no credit given for seat time. Those seniors that don't complete the school year traditionally move to the Adult School or Independent Study.

Expected Student Learning Results (ESLRs)

Pacific Grove Community High School's graduates will be:

EDUCATED INDIVIDUALS WHO:
Demonstrate competence in reading, writing, math, science, social studies and technology.

CRITICAL THINKERS AND PROBLEM SOLVERS WHO:
Think problems through by using relevant evidence or information to come to logical conclusions.

INDEPENDENT AND COLLABORATIVE WORKERS WHO:
Set goals, organize time and tasks to meet deadlines, participate in group projects, and produce independent work that meets academic content standards.

RESPONSIBLE CITIZENS WHO:
Are employable.
Understand and appreciate diverse cultures and points of view.
Understand and participate in the duties, rights and privileges of citizens in a democracy.
Understand the relationships between man and his environment.

HEALTHY INDIVIDUALS WHO:
Have a strong sense of self-worth.
Practice respect for others.
Resolve conflicts through positive action.

IV. Comprehensive Needs Assessment Components

In the spring of 2012, Pacific Grove Community High School completed the accreditation process and received accreditation through June of 2018. This year, Spring of 2015, is our mid-term review. Our Self Study Report, the Visiting Team Report of March, 2012 and the subsequent creation of Action Plans have been our primary tools in assessing our needs to improve Community High School's instructional programs.

Identified needs from the accreditation process include:

- Development of a variety of curriculum-imbedded student assessments based on standards and ESLRs.
- Development of processes to effectively collect data to inform decisions regarding student success and use of resources.
- Development of meaningful and interconnected community service and vocational/career opportunities.
- Provision of supplemental educational opportunities and differentiated instruction, including use of computer technology, garden school, and community-based opportunities in art, music and culture.
- Increase in level of parent participation.
- Development of schedule to accommodate delivery of student services without disruption to large group instruction.

Needs Assessments for 2014-2015

I. Assessment of Student Data

We are using a variety of sources to collect data:

- State test scores including California High School Exit Exam Scores in Math and English, and Smarter Balance which replaces the California Standards STAR Test
- Diagnostic and Achievement Scores including online Accelerated Math, Illuminate, and Reading Counts
- Individual Learning Plans
- Course-embedded Interim Assessments
- Academic Progress through tests, assessments, teacher observations, and student work samples
- Attendance and credit data

Based on discussion on both of the areas above we need to:

- Expand and improve our effectiveness of gathering student data from student assessments.
- Learn more about processes for collection and interpretation of this data to insure student mastery of Common Core State Standards/ESLRs and to direct the use of resources to address needs.
- Use Illuminate to track test data and inform instruction.

II. Meaningful and Interconnected College/Career Counseling, Community Service, and Career Opportunities

We have provided students with diverse experiences in career pathway opportunities:

- Completion of student college/career inventories through Naviance.
- Guest speakers (Monterey Peninsula College, vocational schools).
- Field Trips
- Student participation in MPC classes.
- Group presentation by academic counselor regarding college requirements and various sources of funding for post high school education.
- Student developed business plans and entrepreneurial materials.

Vocational Education, with the help of the College/Career Counselor and a Vocational Profile, includes

- Completion of professional resumes.
- Participation in Mock Interviews.
- Job Shadowing/Internships.
- Partner with Pacific Grove Chamber of Commerce and local businesses to find Job Shadow and Internship opportunities.

Based on student input and discussion we need to:

- Increase opportunities for presentation and field trips regarding various branches of the military (especially local resources such as the Naval Post Graduate School, Defense Language Institute and Coast Guard)
- Expand field trips and guest speakers.
- Bring in more community artists to lead workshops.

III. Supplemental on-site Educational Opportunities with Differentiated Instruction

Garden School:

The Pacific Grove Community High School Garden School is continuing to grow with plant propagation in the greenhouse, the continuation of the tree planting project, and the students' beds which feature a variety of vegetables.

We are currently:

- Creating more cross-curricular activities, including science, health, art, English, construction, math and possible vocational school-based enterprises.
- Working with community volunteers to assist in maintaining the garden and working with students to plant and maintain plants in the garden beds and greenhouse and the trees in the forest areas.

IV. Increase Parent Participation at PGCHS

The staff at Community High School initiates varied and consistent contact with parents including:

- Orientation meeting with student and parents.
- Daily contacts with parents regarding absences and tardies, if needed.
- Positive contacts (phone calls) with parents regarding student success.
- Parents are able to check online on Gradebook Wizard for English and Social Studies progress.
- Numerous meetings with parents regarding student problems or needs.
- Some parent participation in ILPs (Individual Learning Plans).
- Participation of parent on Site Council.
- Parent chaperone on field trip.
- Publication of the school newsletter keeps parents informed of activities and needs.
- Certificates for Round Winners in academic achievement and citizenship are posted at school and sent home to parents.
- Creation of a Pacific Grove Community High School website.

Based on input and discussion we have:

- Increased parent participation in ways that actively involve them in experiences with students during the school day. Such participation takes the form of involvement in the garden school, art projects, or Job Shadow opportunities.
- Increased communication with parents to explore how they might participate and provide resources in regard to job shadowing and community service.
- Continued to use the school newsletter for communication.
- Created a school website and facebook page for communication and interaction with parents.

VI. Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SCHOOL GOAL #1 **(Goals should be prioritized, measurable, and focused on identified student learning needs)** All students have access to a broad course of study ensuring college and career readiness upon high school graduation. We will increase and facilitate stronger college and career preparation.	
What data did you use to form this goal (findings from data analysis)? Student feedback, parent feedback, teacher/administrator review of college entrance requirements, informal record of the number of student participating in concurrent enrollment or entering college after graduation.	**How does this goal align to your Local Educational Agency Plan goals?** LCAP Goal #4 All students attend safe, secure and clean schools providing an environment of respect where students can comfortably focus on learning. LCAP Goal #1 All students are performing at or above grade level and demonstrate 21st century learning skills with access to core programs, curriculum materials and technology aligned to Common Core State Standards in all content Areas.
What did the analysis of the data reveal that led you to this goal? The small school environment and limited number of instructional staff impacts that number of courses that PGCHS is able to offer; we are not able to offer a-g requirements at this time, so we need to offer students other avenues to pursue college and career success.	**Which stakeholders were involved in analyzing data and developing this goal?** Teachers, administrators, students, parents, school board members
Who are the focus students and what is the expected growth? All PGCHS students are the focus. The expected growth is that all PGCHS students are able to pursue the college and career opportunities available to them, both here and abroad.	**What data will be collected to measure student achievement?** Portfolio checklists and rubrics for individual components; performance rubrics for mock interviews; feedback from involved/applicable community members; student surveys
What process will you use to monitor and evaluate the data? Portfolio assessment based on analytical and holistic rubrics that stem from a comprehensive and individualized course checklist; mock interviews; feedback forms from students and speakers.	**Actions to improve achievement to exit program improvement (if applicable).**

SCHOOL GOAL #1			
Strategies/Actions to Implement this Goal	**Start Date Completion Date**	**Each Funding Source and Amount**	**Process for Evaluation**
.Increase our vocational education credits from 2.5 to 5.0	Started in 2012; completed in 2014	N/A	New course outline completed and submitted to school board for approval
Arrange annual field trips to local colleges and universities	Started in 2012; ongoing	$500 Site Funds	More than 80% of student body attends annual trips
Arrange for at least 5 guest speakers per year who can discuss college and career opportunities with our student body	Started in 2012; ongoing	N/A	Presentations completed (5 per year); student feedback on each speaker
Make students aware of concurrent enrollment opportunities available to them; teachers and administrators assist in enrollment on a case by case basis	Started in 2012; ongoing	N/A	Student feedback form/surveys

VI. Planned Improvements in Student Performance (continued)

SCHOOL GOAL #2
(Goals should be prioritized, measurable, and focused on identified student learning needs)
All students attend safe, secure, and clean schools providing an environment of respect where students can comfortably focus on learning. The school will create a culture that establishes positive and healthy values.

What data did you use to form this goal (findings from data analysis)?	**How does this goal align to your Local Educational Agency Plan goals?**
Healthy Kids Survey 2010-2011 (data included: student survey; 84% reported drinking, 79% reported regular drug use with 42% binge drinking; 33% reported suicidal ideation, 63% reported that they received no tobacco ed. in the last year; 83% were sexually active, 47% reported being forced into sexual intercourse)	LCAP Goal #4 All students attend safe, secure and clean schools providing and environment of respect where students can comfortably focus on learning. LCAP Goal #3 All parents and students are involved in providing input on decisions related to the district's instructional programs, increasing student engagement and participation to ensure high levels of achievement in all subject matters.
What did the analysis of the data reveal that led you to this goal? Results from the California Healthy kids survey showed some student were engaging in destructive behaviors.	**Which stakeholders were involved in analyzing data and developing this goal?** Teachers, counselors, students, parents, School Site Council
Who are the focus students and what is the expected growth? All Students	**What data will be collected to measure student achievement?** Healthy Kids Surveys, anecdotal records, feedback forms following guest presentations
What process will you use to monitor and evaluate the data? The Healthy Kids survey will be administered and compiled every year; we will also expand the survey to include parent input; results will be a part of our ongoing WASC data. In addition, we administer a parent/student survey at the start of each year.	**Actions to improve achievement to exit program improvement (if applicable).**

SCHOOL GOAL #2			
Strategies/Actions to Implement this Goal	**Start Date Completion Date**	**Each Funding Source and Amount**	**Process for Evaluation**
Expand and deepen the health curriculum. Health graduation requirement will be increased from 2.5 credits to 5 credits	2014-2015 school year	Textbook fund	Course outline approved by school board
Create a nutrition program centered around the garden school	2014-2015 school year	Site Funds $ 1000.	California Healthy Kids Surveys, Student Projects, teacher reflections (anecdotal) on activities (PTRA cycle)
Expand field trips and guest speakers to include : Suicide prevention, AA, Safe Place, Gyms, Martial arts etc.	2014-2015 school year	Site Funds $0	Feedback form

VI. Planned Improvements in Student Performance (continued)

SCHOOL GOAL #3 (Goals should be prioritized, measurable, and focused on identified student learning needs) Data has shown below grade level scores in math and the need to create a more robust and diverse curriculum for all students	
What data did you use to form this goal (findings from data analysis)? Star test, Parent surveys,Student surveys and teacher assessment.	**How does this goal align to your Local Educational Agency Plan goals?** LCAP Goal #2 All students demonstrate achievement of the Common Core State Standards and have access to a broad course of study ensuring college and career readiness upon high school graduation. LCAP Goal #1 All students are performing at or above grade level and demonstrate 21st century learning skills with access to core programs, curriculum materials and technology aligned to Common Core State Standards in all content areas.
What did the analysis of the data reveal that led you to this goal? Low math scores on star test. Students and parents requesting more diverse class offerings.	**Which stakeholders were involved in analyzing data and developing this goal?** School site council.
Who are the focus students and what is the expected growth? All Community High students. Students will have a greater choice of classes. Improvement in math scores on diagnostic tests for those students in math classes.	**What data will be collected to measure student achievement?** Star test is no longer used and we are using an illuminate CAHSEE assessment. for math.
What process will you use to monitor and evaluate the data? Illuminate and Course outline.	**Actions to improve achievement to exit program improvement (if applicable).**

SCHOOL GOAL #3			
Strategies/Actions to Implement this Goal	**Start Date Completion Date**	**Each Funding Source and Amount**	**Process for Evaluation**
Utilize data more efficiently to facilitate student success. We will utilize illuminate to administer and track student progress.	2014-2015 School year	0	Illuminate data for use with WASC.
Access tutoring opportunities at the comprehensive high school.	2014-2015 School year	0	Student grades and diagnostic tests.
Align curriculum with common core standards	Ongoing	Textbook funds	School board approval of course outlines.
Utilize more online, MPC and adult school course opportunities.	Ongoing	District funds for Acellus	Number of students enrolled in alternative courses.

VI. Curriculum Components

Component #1: College/Career Readiness

Goal:
All students have access to a broad course of study ensuring college and career readiness upon high school graduation. We will increase and facilitate stronger college and career preparation.

Aligns with District Goal #1	Objectives	Activities	Assessment	Budget 2012-2013
All students are performing at or above grade level and demonstrate 21st century learning skills with access to core programs, curriculum materials and technology aligned to Common Core State Standards in all content areas.	Students will explore vocational options which are aligned with career interest inventories	Students will complete career inventories.	Completion of career inventories.	$400 Includes transportation
		Staff will provide guest speakers from MPC, and community at large. Vocational Education class	Evaluation of number and nature of guest speakers.	
		Students will participate in field trips.	Evaluation of number and nature of field trips.	
		Students will participate in CTE and MPC classes.	Evaluation of number and nature of student enrollment in CTE.	
		Students will participate in Internships and Community Service which align with career interests.	Evaluation of Intern placement and nature and hours of Community Service.	
		Completion of professional resumes.	Evaluation of quality and number of resumes.	
	Students will be prepared to enter the job market	Participation in mock interviews	Evaluation by interviewers, teachers and students of effectiveness and number of mock interviews.	$100 Includes supplies and refreshments for interviewers/seniors
		Job Shadowing	Evaluation of nature of and number of job shadow experiences.	
		Internships	Evaluation of nature and number of internships	

VII. Curriculum Components

Component #2: Parent Participation/Culture

Goal:
All students attend safe, secure, and clean schools providing an environment of respect where students can comfortably focus on learning. The school will create a culture that establishes positive and healthy values.

Aligns with District Goal #4,3	Objectives	Activities	Assessment	Budget 2012-2013
All students attend safe, secure and clean schools providing an environment of respect where students can comfortably focus on learning.	Students will complete standards based cross-curricular activities with hands-on activities.	Participation in garden/outdoor school	Evaluations by staff and students	$1,100 Instructional Supplies, etc.
		Nutrition/Health Curriculum		
All parents and students are involved in providing input in decisions related to the district's instructional programs, increasing student engagement and participation to ensure high levels of achievement in all subject areas.	Parents will become more involved in school activities, meetings and events to support students,	SSC, Field trips, Guest Speakers, Surveys, Fundraising	Parent Surveys and Participation	

VII. Curriculum Components

Component #3: Math

Goal:
Data has shown below grade level scores in math and the need to create a more robust and diverse curriculum for all students

Aligns with District Goal #2,1	Objectives	Activities	Assessment	Budget 2012-2013
All students demonstrate achievement of the Common Core State Standards and have access to a broad course of study ensuring college and career readiness upon high school graduation.	Students will receive differentiated standards-based instruction to ensure access to the curriculum.	Teachers will implement Common Core teaching strategies into their lesson delivery to meed the needs of students who are not meeting standards,	Students will increase scores on classroom assessments, district benchmarks and state assessments,	
All students are performing at or above grade level and demonstrate 21st century learning skills with access to core programs, curriculum materials and technology aligned to Common Core State Standards in all content areas.	Students will receive extra support in areas of low achievement as measured by informal and formal assessments.	A Resourse Teacher and Instructional Assistant will work to provide additional support for academic achievement as needed.	Students will increase scores on classroom assessments, district benchmarks and state assessments,	general fund

Appendix A - School and Student Performance Data (continued)

Table 2 - Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	87	99	
Percent with Prior Year Data	100.0	100.0	
Number in Cohort	87	99	
Number Met	65	67	
Percent Met	74.7	67.7	
NCLB Target	56.0	57.5	59.0
Met Target	Yes	Yes	

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	129	13	131	17		
Number Met	30	6	40	9		
Percent Met	23.3	46.2	30.5	52.9		
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	Yes	Yes*	Yes	Yes*		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	Yes	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	Yes	
Met Target for AMAO 3	No	Yes	

Appendix A - School and Student Performance Data (continued)

Table 3: English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	75	100		100	100		--			--		
Number At or Above Proficient	--			--			--			--		
Percent At or Above Proficient	--	--		--	--		--	--		--	--	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	Yes	Yes		--	--		--	--		--	--	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	50			--			67			100		
Number At or Above Proficient	--			--			--			--		
Percent At or Above Proficient	--	--		--	--		--	--		--	--	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	--	--		--	--		--	--		--	--	

Appendix A - School and Student Performance Data (continued)

Table 4: Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	50	100		0	100		--			--		
Number At or Above Proficient	--			--			--			--		
Percent At or Above Proficient	--	--		--	--		--	--		--	--	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	Yes	Yes		--	--		--	--		--	--	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100			--			34			0		
Number At or Above Proficient	--			--			--			--		
Percent At or Above Proficient	--	--		--	--		--	--		--	--	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	--	--		--	--		--	--		--	--	

Appendix B - Analysis of Current Instructional Program

This section lists statements about the instructional program adapted from NCLB, Title I, Part A and the related California Essential Program Components (EPC). To analyze these statements, the school site council will need information from a variety of sources (e.g., Survey Results, Library Plan, Master Plan, SARC).

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration was given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

<u>Standards, Assessment, and Accountability</u>

1. Use of state and local assessments to modify instruction and improve student achievement (NCLB)

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

<u>Staffing and Professional Development</u>

3. Status of meeting requirements for highly qualified staff (NCLB)

4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)

5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)

6. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)

7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

8. Teacher collaboration by grade level (EPC)

<u>Teaching and Learning</u>

9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)

10. Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC)

11. Lesson pacing schedule (EPC)

12. Availability of standards-based instructional materials appropriate to all student groups (NCLB)

13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC)

Opportunity and Equal Educational Access

14. Services provided by the regular program that enable underperforming students to meet standards (NCLB)

15. Research-based educational practices to raise student achievement at this school (NCLB)

16. Opportunities for increased learning time (Title I SWP and PI requirement)

17. Transition from preschool to kindergarten (Title I SWP)

Involvement

18. Resources available from family, school, district, and community to assist under-achieving students (NCLB)

19. Strategies to increase parental involvement (Title I SWP)

20. Involvement of parents, community representatives, classroom teachers, and other school personnel in the planning, implementation, and evaluation of consolidated application programs (5 CCR 3932)

Funding

21. Services provided by categorical funds that enable underperforming students to meet standards (NCLB)

22. Fiscal support (EPC)

Appendix C - Programs Included in this Plan

Check the box for each state and federal categorical program in which the school <u>participates</u> and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school <u>participates</u>. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs	Allocation
California School Age Families Education <u>Purpose</u>: Assist expectant and parenting students succeed in school.	$
Economic Impact Aid/ State Compensatory Education <u>Purpose</u>: Help educationally disadvantaged students succeed in the regular program.	$
Economic Impact Aid/ English Learner Program <u>Purpose</u>: Develop fluency in English and academic proficiency of English learners	$
Peer Assistance and Review <u>Purpose</u>: Assist teachers through coaching and mentoring.	$
Professional Development Block Grant <u>Purpose</u>: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	$
Pupil Retention Block Grant <u>Purpose</u>: Prevent students from dropping out of school.	$
Quality Education Investment Act <u>Purpose</u>: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	$
School and Library Improvement Program Block Grant <u>Purpose</u>: Improve library and other school programs.	$
School Safety and Violence Prevention Act <u>Purpose</u>: Increase school safety.	$
Tobacco-Use Prevention Education <u>Purpose</u>: Eliminate tobacco use among students	$
List and Describe Other State or Local funds (e.g., Gifted and Talented Education):	$
Total amount of state categorical funds allocated to this school	$

Federal Programs under No Child Left Behind (NCLB)	Allocation
Title I, Neglected Purpose: Supplement instruction for abandoned, abused, or neglected children who have been placed in an institution	$
Title I, Part D: Delinquent Purpose: Supplement instruction for delinquent youth	$
Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas	$
Title I, Part A: Targeted Assistance Program Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	$
Title I, Part A: Program Improvement Purpose: Assist Title I schools that have failed to meet ESEA Adequate Yearly Progress targets for one or more identified student groups	$
Title II, Part A: Teacher and Principal Training and Recruiting Purpose: Improve and increase the number of highly qualified teachers and principals	$
Title II, Part D: Enhancing Education Through Technology Purpose: Support professional development and the use of technology	$
Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	$
Title IV, Part A: Safe And Drug-Free Schools And Communities Purpose: Support Learning Environments That Promote Academic Achievement. This program is no longer funded beggining with the 2010-11 school-year.	$
Title V: Innovative Programs Purpose: Support educational improvement, library, media, and at-risk students	$
Title VI, Part B: Rural Education Achievement Purpose: Provide flexibility in the use of ESEA funds to eligible local educational agencies	$
Other Federal Funds (list and describe*	$
Total amount of federal categorical funds allocated to this school	$

Total amount of state and federal categorical funds allocated to this school	**$**

* For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

Appendix E - Recommendations and Assurances (Pacific Grove Community High School)

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

State Compensatory Education Advisory Committee

_____
Signature

English Learner Advisory Committee

_____
Signature

Special Education Advisory Committee

_____
Signature

Gifted and Talented Education Program Advisory Committee

_____
Signature

District/School Liaison Team for schools in Program Improvement

_____
Signature

Compensatory Education Advisory Committee

_____
Signature

Departmental Advisory Committee (secondary)

_____
Signature

Other committees established by the school or district (list):

_____
Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This SPSA was adopted by the SSC at a public meeting on:

Attested:

Barbara Martinez
_____

| Typed Name of School Principal | Signature of School Principal | Date |

_____

| Typed Name of SSC Chairperson | Signature of SSC Chairperson | Date |

Appendix G - School Site Council Membership: Pacific Grove Community High School

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Barbara Martinez	[X]	[ ]	[ ]	[ ]	[ ]
Brad Woodyard	[ ]	[X]	[ ]	[ ]	[ ]
Kimberley Shurtz	[ ]	[X]	[ ]	[ ]	[ ]
Charlyce Estes	[ ]	[ ]	[X]	[ ]	[ ]
Graham Bayliss	[ ]	[ ]	[ ]	[X]	[ ]
Michelle Bruno	[ ]	[ ]	[ ]	[ ]	[X]
Numbers of members of each category	**1**	**2**	**1**	**1**	**1**

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

SUBJECT: Contract with Visiting Nurses Association

PERSON(S) RESPONSIBLE: Clare Davies, Student Services Director
_____

RECOMMENDATION:

The Administration recommends the Board review and approve this contract with Visiting Nurses Association.

BACKGROUND:

The State requires vision and hearing screenings of all students at prescribed grade levels.

INFORMATION:

Our School District Nurse does not possess the required certifications to perform the required vision and hearing screenings at the present time. She is presently attending classes to obtain the needed certifications to perform these screenings.

FISCAL IMPACT:

$2,900 out of the Health Services Budget.

PACIFIC GROVE UNIFIED SCHOOL DISTRICT
435 Hillcrest Avenue
Pacific Grove, CA 93950
CONTRACT FOR SERVICES
(To be used for provision of services involving **no** potential for liability exposure for District)
This contract is an agreement between the Pacific Grove Unified School District and

VNA Community Services Inc. for services rendered as specified below.

1. **Scope of Service:**
   To provide: Provision of hearing and vision screenings.

2. **Evaluation and/or expected outcome(s)**(continue on attached page if needed):
   Students will receive hearing and vision screenings.
   When our district nurse receives audiology license, she will be able to do these screenings

3. **Length of the Contract:**
   Service is to be provided on the following date(s):
   July and August, 2014

4. **Financial Consideration:**
   Consultant to be paid at the rate of:
   $100.00 per hour for dates on site, up to $2,900.00

   School Funding Source: 01-0000-0-1110-3140-5800-00-000-5400-0750

Consultant: VNA Community Services, Inc.

Address   P.O. Box 2480, Monterey, CA 93940

Signed _____ Date _____
              ˥ District Employee   ˥ **Independent Consultant ***

Signed _____*Clau Davis*, Director Student Svs_____ Date 8 /25/2014
              Site/Program Administrator – (Check appropriate box below)

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

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

Signed _____ Date _____
              Director of Human Resources

Signed _____ Date _____

              Assistant Superintendent

ALL SIGNATURES MUST BE OBTAINED BEFORE SERVICES ARE PROVIDED.

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

Revised 06/12

Contract for Services Criteria

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

(1) There is a specifically <u>documented cost savings</u> relative to using district employment. (The documentation requirements are specified and must be attached).

(2) The contract is for new school district functions and the <u>Legislature has specifically mandated or authorized</u> the performance of the work by independent contractors.

(3) The services contracted are <u>not available within the district, cannot be performed satisfactorily by school district employees,</u> or are of such a highly specialized or technical nature that the necessary expert knowledge, experience, and ability are not available through the school district.

(4) The services are incidental to a contract for the purchase or lease of real or personal property. Contracts under this criterion, known as <u>"service agreements,"</u> shall include, but not be limited to, agreements to service or maintain office equipment or computers that are leased or rented.

(5) The policy, administrative, or legal goals and purposes of the district cannot be accomplished through the utilization of persons selected pursuant to the regular or ordinary school district hiring process. Contracts are permissible under this criterion <u>to protect against a conflict of interest</u> or to <u>ensure independent and unbiased findings</u> in cases where there is a clear need for a different, outside perspective. These contracts shall include, but not be limited to, obtaining expert witnesses in litigation.

(6) The nature of the work is such that the criteria for emergency appointments apply. <u>"Emergency appointment"</u> means an appointment made for a period not to exceed 60 working days either during an actual emergency to prevent the stoppage of public business or because of the limited duration of the work. The method of selection and the qualification standards for an emergency employee shall be determined by the district. The frequency of appointment, length of employment, and the circumstances appropriate for the appointment of firms or individuals under emergency appointments shall be restricted so as to prevent the use of emergency appointments to circumvent the regular or ordinary hiring process.

(7) The contractor will provide equipment, materials, facilities, or support services that <u>could not feasibly be provided by the school district</u> in the location where the services are to be performed.

(8) The services are of such an urgent, temporary, or occasional nature that the <u>delay</u> incumbent in their implementation <u>under the district's regular or ordinary hiring process would frustrate their very purpose.</u>

_____   _____
District/Site Administrator   Date

SUBJECT: Milhous Children's Services- Milhous School, a Non Public School

PERSON(S) RESPONSIBLE: Clare Davies, Student Services Director
_____

RECOMMENDATION:

The Administration recommends the Board review and approve this contract with Milhous Children's Services- Milhous School.

BACKGROUND:

The student requires placement in a non-public school.

INFORMATION:

The student is placed in a non-public school through the IEP process.

FISCAL IMPACT:

$33,857.48 from the non-public school budget.

PACIFIC GROVE UNIFIED SCHOOL DISTRICT

AGREEMENT FOR CONTRACTOR SERVICES
(To be used for provision of services involving potential for liability exposure for District)

THIS AGREEMENT is hereby entered into by the **Pacific Grove Unified School District**, hereinafter referred to as DISTRICT, and:

Milhous Children's Services-Milhous School
| | |
CONTRACTOR   SOCIAL SECURITY NUMBER OR BUSINESS ID #

24077 State Hwy. 49, Nevada City, CA 95959
MAILING ADDRESS   CITY   STATE   ZIP

hereinafter referred to as CONTRACTOR.

CONTRACTOR agrees to provide to DISTRICT the services enumerated in Section G of this Agreement under the following terms and conditions:

A.   Services shall begin on August 28, 2014 and shall be completed on or before June 30, 2015.

B.   CONTRACTOR understands and agrees that CONTRACTOR and CONTRACTOR'S employees are not employees of the DISTRICT and are not entitled to benefits of any kind or nature normally provided employees of the DISTRICT and/or to which DISTRICT employees are normally entitled, including, but not limited to, State Unemployment Compensation or Workers' Compensation. CONTRACTOR shall assume full responsibility for payment of all Federal, State and local taxes or contribution including Unemployment Insurance, Social Security, and Income Taxes with respect to CONTRACTOR'S employees.

C.   CONTRACTOR shall furnish, at CONTRACTOR'S own expense, all labor, materials equipment and other items necessary to carry out the terms of this Agreement.

D.   In the performance of the work herein contemplated, CONTRACTOR is an independent contractor, with the authority to control and direct the performance of the details of the work, DISTRICT being interested only in the results obtained.

E.   CONTRACTOR agrees to defend, indemnify and hold harmless the DISTRICT, its Board of Trustees, employees and agents from any and all liability or loss arising in any way out of CONTRACTOR'S negligence in the performance of this Agreement, including but not limited to any claim due to injury and/or damage sustained by CONTRACTOR, and/or the CONTRACTOR'S employees or agents.

AGREEMENT FOR CONTRACTOR SERVICES (continued)

F.   CONTRACTOR shall maintain Insurance with a minimum $1,000,000 combined single limits of general liability and automobile coverage.

G.   Services to be rendered to the DISTRICT by the CONTRACTOR are as follows:

>   Non-public school placement for a special education student while residing at a residential treatment facility.

H.   Neither party shall assign or delegate any part of this Agreement without the written consent of the other party.

I.   The work completed herein must meet the approval of the DISTRICT and shall be subject to the DISTRICT'S general right of inspection and supervision to secure the satisfactory completion thereof. CONTRACTOR agrees to comply with all Federal, State, Municipal and District laws, rules and regulations that our now, or may in the future become applicable to CONTRACTOR, CONTRACTOR'S business, equipment, and personnel engaged in operations covered by this Agreement or accruing out of the performance of such operations.

J.   CONTRACTOR shall be paid at the rate of:

$_$3,369.60 per month/$161.48 per day_____ ($ per hr/day/other)

for ___10 months and one day during the school year 2014-15,_____ Total $33,857.48_____

Source of Funds:_ 01-6500-0-5750-1180-5800-00-000-2300-0740_____

K.   Payments will be made by the District to the Contractor as follows:

1)   Lump sum upon completion of services rendered.
2)   **Monthly - in accordance with provision of services.**
3)   Other _____

L.   This agreement may be terminated by either party notifying the other, in writing, at least 30 days prior to the date of termination.

M.   CONTRACTOR shall sign and submit a W-9 to DISTRICT prior to providing service.

AGREEMENT FOR CONTRACTOR SERVICES (continued)

This Agreement is entered into this __28th__ day of _August, 2014_.

For the Site/Program: For the Contractor:

ClareDavis   8/28/2014   _____
Site/Program Administrator   Date   Name

For the District: _____
                                               Title

_____   _____
Director of Human Resources   Date   Date

_____
Assistant Superintendent   Date

****

NOTE: PARAGRAPH "F" ABOVE IS HEREBY WAIVED IF SIGNED BELOW.

_____   _____
Assistant Superintendent   Date

- All signatures must be obtained before services are provided. -

SUBJECT: Family Life Center- Larry M. Simmons High School, a Non Public School

PERSON(S) RESPONSIBLE: Clare Davies, Student Services Director

_____

RECOMMENDATION:

The Administration recommends the Board review and approve this contract with Family Life Center-Larry M. Simmons High School.

BACKGROUND:

The student requires placement in a non-public school.

INFORMATION:

The student is placed in a non-public school through the IEP process.

FISCAL IMPACT:

$1,640.34 from the non-public school budget.

PACIFIC GROVE UNIFIED SCHOOL DISTRICT
435 Hillcrest Avenue
Pacific Grove, CA 93950
CONTRACT FOR SERVICES

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

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

Family Life Center-Larry M. Simmons High School   for services rendered as specified below.

1. **Scope of Service:**
   To provide: Non-public school placement for a special education student.

2. **Evaluation and/or expected outcome(s)**(continue on attached page if needed):
   Student will receive required school services.

3. **Length of the Contract:**
   Service is to be provided on the following date(s):
   Nine days in July 2014

4. **Financial Consideration:**
   Consultant to be paid at the rate of:
   _____$182.26 per day, total $1,640.34_____($ per hr/day/other)
   For___Nine Days_____(hours/days/other)
   School Funding Source: 01-6500-0-5750-1180-5800-00-000-2300-0740

Consultant: Family Life Center

Address   365 Kuck Lane, Petaluma, CA 94952

Signed _____ Date _____
        ˥ District Employee   ˥ **Independent Consultant ***

Signed _*Claudares, Director Student Services*_ Date *8/27/2014*
        Site/Program Administrator – (Check appropriate box below)

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

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

Signed _____Date _____
        Director of Human Resources

Signed _____Date_____
        Assistant Superintendent

ALL SIGNATURES MUST BE OBTAINED BEFORE SERVICES ARE PROVIDED.

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

Revised 06/12

Contract for Services Criteria

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

(1) There is a specifically <u>documented cost savings</u> relative to using district employment. (The documentation requirements are specified and must be attached).

(2) The contract is for new school district functions and the<u> Legislature has specifically mandated or authorized</u> the performance of the work by independent contractors.

(3) The services contracted are <u>not available within the district, cannot be performed satisfactorily by school district employees,</u> or are of such a highly specialized or technical nature that the necessary expert knowledge, experience, and ability are not available through the school district.

(4) The services are incidental to a contract for the purchase or lease of real or personal property. Contracts under this criterion, known as <u>"service agreements,"</u> shall include, but not be limited to, agreements to service or maintain office equipment or computers that are leased or rented.

(5) The policy, administrative, or legal goals and purposes of the district cannot be accomplished through the utilization of persons selected pursuant to the regular or ordinary school district hiring process. Contracts are permissible under this criterion <u>to protect against a conflict of interest</u> or to <u>ensure independent and unbiased findings</u> in cases where there is a clear need for a different, outside perspective. These contracts shall include, but not be limited to, obtaining expert witnesses in litigation.

(6) The nature of the work is such that the criteria for emergency appointments apply. <u>"Emergency appointment"</u> means an appointment made for a period not to exceed 60 working days either during an actual emergency to prevent the stoppage of public business or because of the limited duration of the work. The method of selection and the qualification standards for an emergency employee shall be determined by the district. The frequency of appointment, length of employment, and the circumstances appropriate for the appointment of firms or individuals under emergency appointments shall be restricted so as to prevent the use of emergency appointments to circumvent the regular or ordinary hiring process.

(7) The contractor will provide equipment, materials, facilities, or support services that <u>could not feasibly be provided by the school district</u> in the location where the services are to be performed.

(8) The services are of such an urgent, temporary, or occasional nature that the <u>delay</u> incumbent in their implementation <u>under the district's regular or ordinary hiring process would frustrate their very purpose.</u>

_____   ___8/27/2014___
District/Site Administrator   Date

Ref: Contract for Services Criteria

SUBJECT: Approval of Tentative Agreement with California School Employees Association (CSEA) for 2013-14 and 2014-15

PERSON RESPONSIBLE: Rick Miller, Assistant Superintendent for Business Services

RECOMMENDATION:

The Administration recommends that the Board approve the Tentative Agreement between the Pacific Grove Unified School District and the California School Employees Association (CSEA).

BACKGROUND:

All changes to contracts between the District and employee groups require a public hearing and then approval by the Board. In addition, AB 1200 requires the District to submit details of all negotiated salary agreements to the County Office of Education for their review and approval ten days prior to Board action.

INFORMATION:

The California School Employees Association (CSEA) and the District agree to an increase to the salary schedule for all CSEA members, based on Full Time Equivalency (FTE). This is a two-year agreement with the first year being a 2.50% increase, retroactive to July 1, 2013, and the second year being an additional 2.50% increase, beginning July 1, 2014.

This proposed agreement has been publicly posted and sent to the Monterey County Office of Education for review, pursuant to the requirements of AB 1200.

FISCAL IMPACT:

$116,653 per year, ongoing.

Pacific Grove Unified School District
and
California School Employees Association, Chapter 229

2013-14 Tentative Agreement

The Pacific Grove Unified School District and the California School Employees Association ("CSEA") (collectively referred to as "the parties"), Chapter 229 agree to the following terms ("Agreement") and upon ratification by both parties, complete in entirety negotiations for the 2013-14 school year:

1. <u>Compensation</u>: The District shall provide a <u>two year</u> (2013/14 retroactive to July 1, 2013 and 2014/15) total compensation package which includes an increase of 2.50% equivalent to the salary schedule as follows:
2013-2014 = 2.50% (retroactive to July 1, 2013)
2014-2015 = 2.50%

2. <u>Salary Schedule/Longevity Columns</u>: Waiting further opinion from PERS, MCOE, and legal counsel, the parties agree to continue work on this item until an informed decision can be made.

3. The Master Contract Agreement between Pacific Grove Unified School District and CSEA Chapter 229 begins July 1, 2014 and ends June 30, 2017.

4. This Agreement must be ratified by the Governing Board and CSEA prior to becoming binding on the parties.

District:	Date	CSEA:	Date
Rebecca B Williams	5/28/2014	_Rachel A. Main_	5/28/2014
Barbara Martinez	5/28/2014	_Julie M. Miller_	5/28/2014
Billie Manley	5/28/2014	_Susan Gomes_	5/28/2014
(signature)	5/28/14	_Kelly A. Cort_	5/28/2014
(signature)	5/28/14	_(signature)_	5/28/14
		Christine M. Conneau	5/28/14
		Henrietta Rivera	5/28/14
		(signature)	5/28/14
		(signature)	5/28/14

SUBJECT: Board Goals

PERSON(S) RESPONSIBLE: Ralph Gómez Porras, Superintendent
_____

RECOMMENDATION:

The Administration recommends that the Board discuss and approve the updated Board Goals, including any new additions presented at the meeting.

BACKGROUND and INFORMATION:

The Board approves the Board Goals and Strategic Plan on an annual basis. Following these approvals, the Superintendent presents his Goals that are designed to take initiative on these plans. The Goals are developed for implementation on a long-term basis. Minor revisions to these plans are noted as certain goals are achieved or become outdated. These notations are included for the next adoption cycle. This past year, changes to the Strategic Plan were also included as part of the approved Local Control Accountability Plan (June 2014).

At the beginning of each school year, the Goals, and modifications as recommended by District staff, should be reviewed for approval by the Board.

The Strategic Plan, Superintendent Goals and school site plans will continue to be based on the these Board Goals, with adjustments made according to any approved changes.

FISCAL IMPACT:

Program and budget decisions will be based on these plans and will appear as regular items on future Board agendas.

Pacific Grove Unified School District Goals

Mission Statement

Pacific Grove Unified School District, in partnership with the community, will challenge every student by providing a quality instructional program in a positive, safe and stimulating environment. The District will ensure opportunities for students to acquire and apply the knowledge and skills that develop the insight and character necessary for a productive and rewarding life

A.   The State of the Pacific Grove Unified School District Is Sound and Moving Forward. PGUSD shall endeavor to continue addressing significant current and future challenges:

- Student Learning, Achievement and Instructional Program Alignment
- Staff Recruitment, Retention and Professional Development
- School Culture and Connections
- ~~Facilities and Bond Expenditures~~
- Managing the Impacts of a Volatile State and Local Budget
- Maintenance of Facilities and Equipment

B.   PGUSD District Goals

1.   Focus on Student Learning and Achievement

2.   Safety, Credibility, Confidence and Communication

3.   Fiscal Solvency, Accountability and Integrity

4.   Program, Services and Budget Alignment

C.   Goals Defined

1.   Student Learning and Achievement

A. Monitor & Utilize Multiple Federal, State, Local Measures of Assessment

Federal/State:

- Annual review and implementation of Local Control Accountability Plan (LCAP)
- Smarter Balanced summative assessment for English–language arts (ELA) and mathematics in grades three through eight and grade eleven. ~~Each participating student will take either an ELA or mathematics field test.~~
- ~~Science assessments based on grade-level next generation standards~~
- Current STAR Science assessments not yet based on grade-level Next Generation Science Standards
- California High School Exit Exam
- CELDT (California English Language Development Test)
- Alignment with US Dept. of Education STEM (Science, Technology, Engineering & Math) standards
- Integrated Mathematics program development at secondary level
- California Alternate Performance Assessment (CAPA), and the California

Pacific Grove Unified School District Goals

Modified Assessment (CMA), in grades five, eight, and ten

- CAPA for ELA and mathematics in grades two through eleven
- Voluntary for grade eleven students, the Early Assessment Program in ELA and mathematics

Local

- The development and implementation of common formative assessments K - 12 as aligned with the Common Core Standards
- DIBELs (Dynamic Indicators of Basic Early Literacy Skills)
- SRI (Scholastic Reading Inventory)
- Other Elementary Reading and Writing Literacy Assessments
- Review and evaluation of English Learner progress towards reclassification
- Maintenance and development of appropriate Special Education and Special Needs services for students via Individual Education Plans (IEP), 504, and other related plans

B. Monitor and Respond to Student Behaviors and Capacity

- School counseling meetings including regularly reviewed four year academic plans
- Prevention and Intervention with community counseling agencies
- Regular K -12 staff and cabinet meetings dedicated to specific student needs and interventions
- Continue and build upon high school career counseling

C. Continue Implementation of Data Driven, Standards Based Instruction and Curriculum

2. **Safety, Credibility, Confidence and Communication**

- Student Centered Initiatives
- Focus on Student and Staff Safety
- Student Centered Initiatives
- High Degree of Communication With All Stakeholders
- Programs Responsive to Long Term Strategic Plan
- Maintain Our Network Infrastructure- Intra-Site Down to the Classroom Level

3. **Fiscal Solvency, Accountability and Integrity**

- Maintain Regular State Updates & Interim Reporting
- Maintain a Regular Budget Advisory CommitteeBudget Handbook Available to All Stakeholders
- Maintain Fiduciary Responsibilities

Pacific Grove Unified School District Goals

- Align Budget With Specific Program Priorities

4.   Program, Services and Budget Alignment
- Maintaining annual LCAP updates
- Maintain Regular Survey of Programmatic, Service and Facility Needs
- Establish and Communicate Instructional and Service Program Priorities Via the Strategic Plan
- Align District Budget With Established Priorities and in the Strategic Plan and LCAP
- Regular facilities inspections and maintenance upgrades

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Pacific Grove Unified School District Goals

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---

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- School Culture and Connections
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- Maintenance of Facilities and Equipment

B.   PGUSD District Goals

1.   Focus on Student Learning and Achievement

2.   Safety, Credibility, Confidence and Communication

3.   Fiscal Solvency, Accountability and Integrity

4.   Program, Services and Budget Alignment

C.   Goals Defined

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- CAPA for ELA and mathematics in grades two through eleven

Pacific Grove Unified School District Goals

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- Maintain Regular State Updates & Interim Reporting
- Maintain a Budget Handbook Available to All Stakeholders
- Maintain Fiduciary Responsibilities
- Align Budget With Specific Program Priorities

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- Maintaining annual LCAP updates
- Maintain Regular Survey of Programmatic, Service and Facility Needs
- Establish and Communicate Instructional and Service Program Priorities Via the

Pacific Grove Unified School District Goals

Strategic Plan

- Align District Budget With Established Priorities in the Strategic Plan and LCAP
- Regular facilities inspections and maintenance upgrades

SUBJECT: Pacific Grove Ed-Tech Review Summary of Findings and Next Steps

PERSON(S) RESPONSIBLE: Ralph Gómez Porras, Superintendent
_____

RECOMMENDATION:

The Administration recommends the Board discuss the Ed-Tech review summary of findings and approve the next steps.

BACKGROUND:

The Ed-Tech Review Report provides information on the current conditions of Educational Technology within the district, the desired conditions, and an analysis of identified gaps combined with recommendations for the future.

INFORMATION:

The Summary of Findings and Next Steps highlights the key challenges identified in the report and the priorities that should be addressed in the first year should adequate funding become available.

FISCAL IMPACT:

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Pacific Grove Ed-Tech Review
Summary of Findings and Next Steps

The Ed-Tech Review Report provides information on the current conditions of Educational Technology within the district, the desired conditions, and an analysis of identified gaps combined with recommendations for the future in the following categories:
- Teaching and Learning
- Network Infrastructure
- Technology Equipment
- Professional Learning
- Support, Staffing, and Leadership

This "Summary of Findings and Next Steps" highlights the key challenges identified in the report and the priorities that should be addressed in the first year should adequate funding become available. This summary must be considered in context with the overall Ed-Tech Review Report.

Key Challenges
- Network access and speed for classroom computers.
- Quantity and quality of computers and other technology equipment.
- District-wide consistency of equipment.
- District-wide standardization of curriculum and educational technology planning.
- Professional learning for all staff on the use and integration of technology.
- Troubleshooting and other staff support at all sites.
- Time to research and test best practices.

Recommended Action: One-Year Technology and Curriculum Implementation Plan

Within the next few months, the District Leadership Team, comprised of the superintendent, and assistant superintendent, technology director, curriculum director, along with site principals and teacher leaders, will develop a "One-Year Technology and Curriculum Implementation Plan" (One-Year Plan) to be ready for immediate action as funds become available. Following the categories outlined in the Ed-Tech Review, the One-Year Plan Priorities should include:

Teaching and Learning
- Develop program to identify district technology champions who can be paid stipends to motivate and train others on effective use of technology in the classroom.
- Facilitate classroom visitations between teachers within the District as well as provide subs for teachers to visit exemplary programs at other districts.

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- Utilize site staff meetings to enable "Resource Sharing" where teachers are encouraged to demonstrate examples of online resources, interactive instructional simulations, and applications they find useful and inspiring in their instructional practices.

Network Infrastructure
- Utilize outside network consultant to evaluate the network infrastructure including a comprehensive network map. Evaluation should address current access issues and make recommendations necessary to support future state of significantly increased numbers of classroom devices. Evaluation should also include an analysis of network security.

Technology Equipment
- Develop and adopt minimum technology equipment standards for each classroom depending on grade levels. All technologies adopted should align with teaching and learning outcomes and be supported by trainings for new staff. The District should move towards a consistency of equipment (within grade levels) to assist in support, growth, and professional development.
- Develop rollout plan for cloud-based computers for all teachers and students in grades 3-12 and tablet access for students in grades K-2. Teachers need to have access to the same computing devices their students are using for instructional purposes.
- Conduct an in-depth analysis of cost-effective classroom projection devices, including review of the use of existing interactive whiteboards and alternatives

Professional Development
- Develop a district-wide Professional Learning Plan outlining how all teachers can receive the training they need in educational technology.
- Survey each teacher to determine their prioritized list of immediate professional learning needs on equipment, applications and online resources to include as part of the District and Site Professional Learning Plans.
- Create a program to identify teachers within the district who have exceptional skill with educational technology and the interest to act as peer coaches and trainers. Develop a stipend system including release time to allow them to work with colleagues.

Support, Staffing, and Leadership
- Create a technology assistant position at the District Office working under the guidance of the Technology Director on tasks such as data analysis, server development and maintenance, and Wi-Fi support.
- Increase the workday of Site Lab Technicians from seven to eight hours to allow them to assist teachers with technology equipment needs and online resource and software understanding.

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PACIFIC GROVE USD Ed-Tech Review

PCG Education

EXECUTIVE SUMMARY

Introduction

The Public Consulting Group (PCG) conducted an EdTech Review of Pacific Grove Unified School District (PGUSD) from May 27, 2014 to June 30, 2014. The primary purpose of the Review was to provide PGUSD leadership with an objective snapshot of the current status of educational technology and its use within the District, paired with a look at desired conditions. The Review is intended to provide the District with a roadmap to use in the development and implementation of District-wide Technology Use Plans.

To help gather data, the EdTech Review Team conducted two full days of visitations at a variety of District sites on May 27 and 29, 2014, as well as multiple phone interviews. Activities included:

- Pre-Interview with the Superintendent.
- Interviews with the Curriculum Director.
- Interviews with the Technology Director.
- Staff interviews at Forest Grove, Robert Down, PG Middle School, and PG High School.
- Interviews with two board members.
- Interviews with all school site principals.
- Follow-up Interview with Leadership Team.
- Visitations to all school sites, including classroom visitations.

One key source of data collection was a technology survey created on Survey Monkey. The survey was given to potential respondents on a list of 272 email addresses including all PGUSD employees involved with teaching and learning responsibilities. Each potential respondent received an email with a link to the educational technology survey. The survey contained checkboxes, Yes or No answers, and open-ended responses. Of those receiving the invitation to complete the survey, 107 responses were received, 70 from teachers and instructional aides.

In addition, principals were asked to complete a Site Inventory Survey using Google Forms.

This EdTech Review Report provides information on the current conditions of Educational Technology within the district, the desired conditions, and an analysis of identified gaps combined with recommendations for the future.

The key categories discussed in this Report include:

- Teaching and Learning
- Network Infrastructure
- Technology Equipment
- Professional Learning

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- Support, Staffing, and Leadership

Key Challenges

Because of the size of the district and the small budget allocated toward educational technology, PGUSD faces many challenges on their pathway to creating the ideal learning environment to ensure students have access to high level 21st Century skills. The major challenges include:

- Lack of adequate funds to support District needs.
- Network access and speed for classroom computers.
- Quantity and quality of computers and other technology equipment.
- District-wide consistency of equipment.
- District-wide standardization of curriculum and educational technology planning.
- Professional learning for all staff on the use and integration of technology.
- Troubleshooting and other staff support at all sites.
- Time to research and test best practices.

Major Recommendations

Given the limited funding available to support the educational technology needs of 100+ teachers and approximately 2,000 students in PGUSD, the number one priority of the District will be to find sources of income allowing for the successful procurement of needed technology equipment, infrastructure, professional development, staffing, and support. Key funding considerations for the District include the following:

- General partnership strategy with local, regional, state, and national organizations.
- Specific campaigns for local partners such as the Pebble Beach Company and the Monterey Bay Aquarium.
- Development of a grant development strategy including identification of available funds and writing of appropriate grants to address technology needs.
- Launching and passing an Ed-Tech Bond campaign.

Once the District has identified funds to address Technology needs, the following recommendations should be prioritized and addressed:

- Develop an immediate One-Year Technology Implementation Plan.
- Develop an ongoing Three-Year Technology Implementation Plan.
- Create access points so every classroom has maximum network capacity at all times regardless of number of computers being used.
- Provide cloud-based computers for all teachers and students in grades 3-12 to guarantee access to online sites and resources, and to ensure that students have time to practice on familiar computers and keyboards prior to SBAC testing.
- Ensure desired tablet access for students in grades K-2.

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- Consider the development of a device checkout system for students without home access to computers to ensure equity of access for all.
- Conduct an in-depth analysis of cost-effective classroom projection devices, including review of the use of existing interactive whiteboards and alternatives.
- Review quality software and online applications and best practices.
- Identify district technology champions who can be paid stipends to motivate and train others.
- Create an Instructional Technology Specialist/Coach position
- Research Google Classroom initiative to determine alignment with District philosophy.

Many of the recommendations in this report touch more than one of the five key categories above and have been included in two or more categories when appropriate. This redundant inclusion is intentional to show how many solutions are interconnected across categories, such as identification of technology champions within the district, development of Professional Learning Plans, development of Technology and Curriculum Plans, and staffing needs.

PGUSD DISTRICT AND SITES

District Profile
Pacific Grove Unified is a school district with 1,766 students. On average, teachers have 17 years of experience and receive $76,111 per year. The district superintendent is Ralph Porras and can be contacted at rporras@pgusd.org. Pacific Grove Unified spends approximately $12,760 per year per student. 13% of students here receive reduced price lunches. The most common ethnicities are Native Hawaiian or Other Pacific Islander and White, non-Hispanic.   (from zillow.com)

District Mission Statement
Pacific Grove Unified School District, in partnership with the community, will challenge every student by providing a quality instructional program in a positive, safe and stimulating environment. The District will ensure opportunities for students to acquire and apply the knowledge and skills that develop the insight and character necessary for a productive and rewarding life.

District Goals
- Focus on Student Learning and Achievement
- Safety, Credibility, Confidence and Communication
- Fiscal Solvency, Accountability and Integrity
- Program, Services and Budget Alignment

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District Educational Technology Vision

The District's vision for educational technology integration is tied directly to enhancing learning for all students in a 21st Century learning environment. To properly prepare students for college and careers in a world that requires digital literacy, all students should have seamless access to the technology equipment, applications, and online resources that will help them succeed in innovative project development, presentations, communications, and assessments. To support this vision of student success, teachers need the same seamless access to equipment and resources as well as comprehensive professional learning opportunities and support to build appropriate classroom solutions.

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District Overview

PACIFIC GROVE UNIFIED SCHOOL DISTRICT 2013-14 OVERVIEW

ENROLLMENT BY ETHNICITY

	PGUSD
American Indian	0%
Asian	9%
Pacific Islander	1%
African American	2%
White	61%
Hispanic	18%
Two or More	6%
Not Reported	2%

THE DISTRICT'S BUDGET

BEGINNING FUND BALANCE

INCOME

Property Taxes	21,869,606
Federal Sources	540,831
State Revenues	2,537,759
Local Revenues	801,916
Transfers In	0
TOTAL REVENUES	25,750,112

EXPENDITURES

Certificated Salaries	13,258,690
Classified Salaries	4,614,180
Employee Benefits	3,491,215
Books and Supplies	806,495
Services, Other Operating Exp.	3,619,241
Capital Outlay	12,529
Other Outgo	614,917
Transfers Out	51,926
TOTAL EXPENDITURES	26,469,193

FREE & REDUCED LUNCHES

2009-10	15.30%
2010-11	17.00%
2011-12	19.70%
2012-13	20.90%
2013-14	20.70%
2014-15	21.70%

STRS Liability Rate Increases

Base Employer Contribution Rate 8.25%

Date of Increase	Total Employer Contribution Rate	Total Certificated Salaries
1-Jul-14	8.88%	1,243,000
1-Jul-15	10.73%	1,502,000
1-Jul-16	12.58%	1,761,000
1-Jul-17	14.43%	2,020,000
1-Jul-18	16.28%	2,279,000
1-Jul-19	18.13%	2,538,000
1-Jul-20	19.10%	2,674,000

GENERAL INFORMATION

Total enrollment	2,051
Number of School Sites	6
Elementary Schools	2
Middle Schools	1
High Schools	1
Adult Schools	1
Continuation Schools	1

Enrollment by Site

Elementary Schools	945
Middle Schools	500
High Schools	588
Continuation Schools	25

Academic Performance Index

Forest Grove Elementary	889
Robert Down Elementary	927
Pacific Grove Middle	885
Pacific Grove High	842

Average Class Size

Grades K-5	24.1
Grades 6-8	19.2
Grades 9-12	19.1

STAFFING: Teachers, Classified, Administrators

Total Personnel (FTE)	205.5
Teachers, Librarians, Counselors	121.1
Classified Employees	66.5
Certificated Administrators	4
Principals and Asst. Principals	7
Classified Management	3
Confidential	5

PROPERTY TAX REVENUE

5 YEAR PROPERTY TAX TREND

2008-09	8.79%
2009-10	-0.22%
2010-11	-1.24%
2011-12	0.99%
2012-13	1.80%
2013-14	4.31%

5 YEAR GENERAL FUND RESERVE TREND

2010-11	21.70%
2011-12	18.50%
2012-13	13.30%
2013-14	8.30%
2014-15	5.70%
2015-16	5.40%
2016-17	5.50%

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TEACHING AND LEARNING

The primary purpose of the district-wide Educational Technology Review is to identify methods to enhance the teaching and learning opportunities available to teachers and students and support scaffolding. How and what students learn and how and what teachers teach are the key artifacts helping design and implement the roadmap of the future. For the purpose of this Review, those teaching and learning artifacts were collected through 1) site visitations, 2) live interviews with school site staffs, principals and district administrators, and 3) a series of interviews through phone conversations with board members, principals, and district administrators, 3) teacher surveys, and 4) and equipment surveys by principals.

Current Conditions
Teachers reported a wide variety of current conditions related to how they integrate technology into their curriculum and how it affects their teaching and student learning.

In the survey, teachers were asked to share thoughts about their use and proficiency of educational technology in the classroom, and their students use of technology. The charts below indicate the tallied results of teachers who responded to the following survey topics.

My tech skills are best described as:
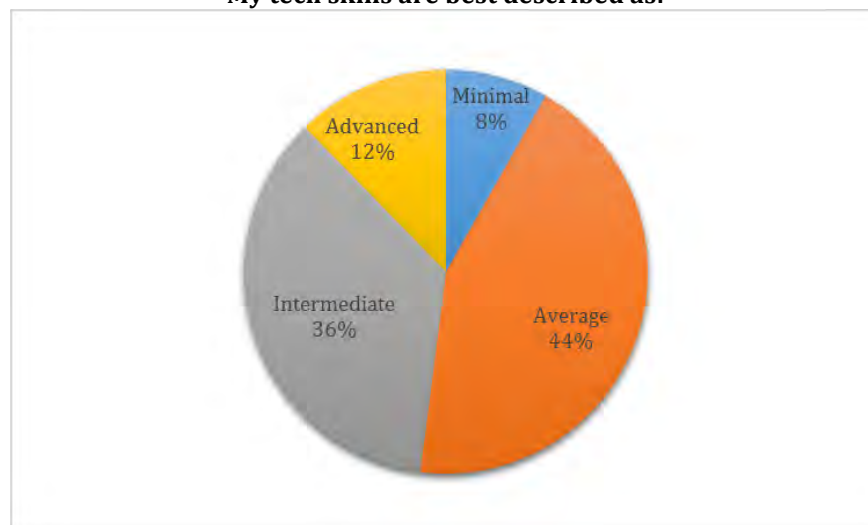
Only 12% of respondents indicated they are advanced technology users. The largest group at 44% rate themselves as average users.

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My level of proficiency in the following tech tools is noted:

	High	Medium	Low/More Training Desired
Audio/Video Production	17%	25%	57%
Content Management Systems/websites	16%	28%	56%
Content Specific Applications	18%	47%	35%
Creating Podcasts	6%	13%	81%
Database Software	2%	32%	67%
Drill and Practice Applications	18%	26%	56%
Email	54%	25%	21%
Internet Resources	50%	28%	22%
Library Catalogs	21%	37%	42%
Online Learning	33%	40%	27%
Photo Editing	19%	35%	45%
Presentation Software	23%	30%	47%
Simulations	10%	15%	75%
Spreadsheets	22%	30%	48%
Tutorials	10%	41%	49%
Using Podcasts	7%	23%	70%
Video Streaming (YouTube, etc.)	32%	40%	29%
Videoconferencing	7%	30%	64%
Web Portals	5%	26%	69%
Whiteboard Software	11%	13%	76%
Word Processing	56%	29%	16%

A high percentage of respondents indicated the desire for more training to enhance teaching and learning. While they indicate some proficiency at email, word processing, and Internet use, the majority would like more knowledge in the areas of audio/video production, content management systems, creating and using podcasts, simulations, videoconferencing, the use of web portals, and whiteboard software.

Student Use of Technology in the Classroom

	Never/NA	Rarely	Weekly	Daily
Assignments, Calendars, Class info.	34%	16%	21%	29%
Internet Research	26%	19%	40%	15%
Collaborate with students in class	39%	31%	21%	8%
Collaborate with others outside class	52%	31%	15%	2%
Participate in online projects	38%	30%	28%	3%
Complete classroom assignments	20%	27%	34%	19%
Create their own projects/products	26%	26%	32%	16%
Word Processing	27%	19%	37%	17%
Spreadsheets	70%	23%	5%	2%

Respondents indicate that 45% of students rarely or never use technology in the classroom for Internet Research, 70% rarely or never collaborate with other

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students in class, 68% rarely or never participate in online projects, and 93% rarely or never use Spreadsheets.

I use the following technology tools to communicate with parents and/or students

	Never/NA	Rarely	Weekly	Daily
Automated Messaging System	62%	22%	15%	2%
Class or Teacher Web Site	43%	16%	23%	18%
Course Management System	59%	10%	25%	7%
Email	5%	13%	39%	44%
Online Newsletters	56%	27%	15%	2%
Parent portals	62%	20%	13%	5%
Phone or Voice Mail	19%	20%	38%	23%
Social Network Sites	62%	25%	10%	3%
Text Messaging	47%	27%	15%	12%
Videoconferencing	84%	14%	2%	0%

59% of respondents indicate they rarely or never communicate with parents through class or teacher web sites, 69% rarely or never use course management systems, 83% rarely or never use online newsletters, 82% rarely or never use parent portals, and 87% rarely or never use social network sites.

How important are the following factors in influencing your choice to use technology in your classroom?

	Not at all	Not Too Important	Fairly Important	Very Important
Using an inquiry-based model of instruction where students develop questions and learn on their own.	5%	15%	29%	51%
Engaging and motivating students.	3%	0%	18%	78%
Using data driven research that points toward the use of specific technology tools.	8%	0%	41%	51%
Complying with national, state, and local standards.	3%	3%	35%	58%

Respondents indicate they have a strong desire to incorporate technology to develop student higher-level thinking skills.

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To what degree is online learning incorporated in your teaching?
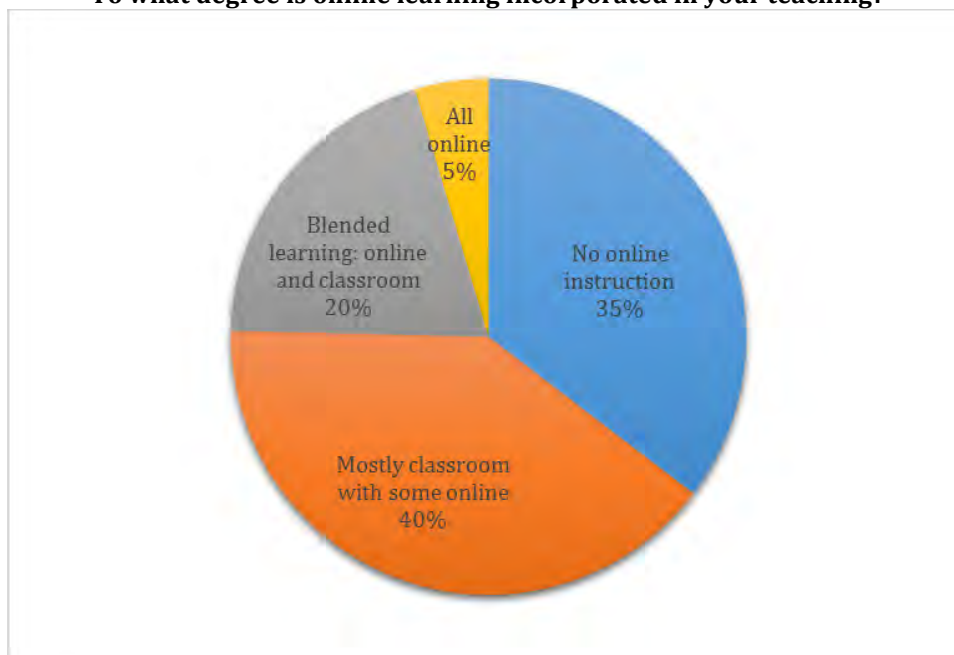
35% of respondents indicate no online instruction is incorporated into their teaching. Only 25% of respondents use online instruction in a blended fashion within their classrooms.

In addition to the survey data in the charts above, additional information was gathered from live interviews with staffs, principals, and other District personnel. The information provided below includes some direct, some paraphrased, and some synthesized results:

General Technology Integration
- When technology works, it greatly enhances student interest and motivation.
- Technology helps to engage students and involve them in their own learning.
- Many online sites are great resources for both students and teachers.
- Technology can provide mechanisms for addressing the needs of ALL students rather than a few.
- Students are used to having their hands on technology devices, at home and at school, and it is a preferred mode of learning for 21st Century learners.
- Technology provides teachers with visual capabilities to enhance student learning by addressing multiple learning modalities.
- Access to good information helps motivate students and increase whole group participation in directed instruction.
- Helps students get ready for the world they are growing up in.
- Smart boards have helped some teachers make instruction interactive, precise, and effective.
- Some teachers feel like technology has not affected their teaching, but they would like it to do so.

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- Rapid content delivery enhances student learning, as does improved classroom time management and learner motivation, all of which increase accuracy and turn-around time for scoring and reporting student work.
- Technology provides a more efficient learning environment with less paper waste.
- Technology can help to create a better alignment with the requirements of Common Core implementation and assessment.
- Technology reduces the need to use photocopy machines.
- Some teachers are excited about the changing role of teachers through the availability and use of technology tools. Instead of the traditional role of teacher as "purveyor of knowledge" teachers are now becoming "learning coaches," helping students learn how to design, problem solve, and ask the right questions.
- Some teachers say that everything they create now is digital.
- Some teachers suggest they don't know how they would teach anymore without technology.
- Many students are more engaged with media than they are with paper/pencil tasks. Students also learn vocational skills.
- Students generally have access to one hour per week on computers in site computer labs.
- A few classes have access to and/or use available iPad carts.
- A small percentage of teachers are able to use iPads in the classroom and think highly of their capabilities, including the creation of videos, writing of stories, engaging in research, and practicing math facts.
- Students working with ESL teachers, reading specialists, speech teachers, etc., have access to more regular use of iPads or laptops.
- A few teachers use online textbooks with their students.
- Some students/parents do not have access to computers at home, adding to an inequity in the ability of students to learn and complete assigned work, and the ability of parents to assist their children at home.

Online Resources, Interactive Games and Applications
- Online systems can help students, parents, and teacher s communicate with each other and provide ease of access to homework and other information.
- Online tutorials provide alternative approaches to learning. Students have an opportunity to experience differentiated math through math acceleration programs such as Wowzers, Epgy, or Sumdog math.
- Other online programs like Ted-Talks, YouTube-ed, and others provide valuable avenues of research otherwise unavailable or difficult for students to obtain.
- As history changes constantly, online access to the newest information brings learning and history alive for students, able to keep their fingers on the pulse.
- Online resources allow teachers to teach beyond the scope of the textbook.

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- Online programs such as Sumdog, Mobymax, Class Dojo, Khan Academy, and PearsonSuccessNet have allowed students to function successfully in a blended environment.
- Some teachers use the Internet with their students to acquire up-to-the-minute news and download stories relevant to study topics.
- Some teachers use turnitin.com for online grading of essays, available to students and teachers 24/7.
- Some teachers use online textbooks.
- Some teachers use web sites specific to ELD, such as grammar and vocabulary resources specific to grade level and ELD level.
- Scholastic Read 180 program is only available through Scholastics program, and it has been key in helping 4th and 5th grade readers succeed using the online program. It's an example of a program that increases students' use of computers and their success at English Language Arts, instruction, skill development, and assessments.
- Safari Montage has been a useful online application to enhance student learning.
- Many teachers use interactive apps such as learning games, read-alongs to provide students with more varied and in-depth learning opportunities.
- Some teachers use K-2 Super Kids Reading curriculum with lots of interactive lessons and online activities.
- Read Naturally is a program some teachers find valuable.
- The My Math program is used by some teachers
- Some teachers use video clips to support instructional goals and lesson delivery.
- Online video footage is used regularly to view science research and information related to food and nutrition

Communication/Collaboration/Presentation
- On occasion presentation is enhanced, but not enough given the age of machines and speed of the network.
- Daily use of the Elmo helps some teachers.
- Students respond well to receiving immediate feedback they can receive with online programs and research.
- Students can develop their own creations and projects and share them with a broader audience, throughout the school, district, and beyond.
- Giving students access to presentation software and tools enhances their communication skills.
- New technologies have the ability to enhance teachers' communication with parents, if used effectively.
- Some teachers have used Google Docs and Drive to change the way they teach and assign written projects. In Computer Lab sessions, teachers teach students how to use the various free applications and give students feedback on their use. Students "Share" their work with teachers and other students to get and give feedback. Teachers have the ability to keep in touch with

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students more easily and to provide ongoing feedback more regularly. The slideshow app makes presenting and communication an easy and natural task without having to jump through technical hoops.

- Technology allows some teachers to provide instant notes and homework information to students and parents via web sites.
- Immediate access to formative assessment results would enhance teacher ability to better plan instruction and address group and individual needs.
- Some teachers use Google Sites to provide student access to all lessons. Students create journal pages in Google to capture their research. Some teachers create student evaluations using Google Forms to automatically generate student data into a spreadsheet for easy access and review to assist in the creation of grading rubrics.
- Many online applications and resources which support or deliver newly adopted materials are unusable due to old equipment or network issues.
- Though some teachers have Smart boards, some have never had enough time to successfully integrate them in their teaching.
- Science classrooms need specific technology tools such as probeware to analyze matter, microscopes, spectrascopes, Van de Graaff generators, and computers to analyze data in spreadsheet software, along with other basic materials to complete a lab.

The above comments shared by teachers indicate a wide range of current teaching and learning activities engaged in by PGUSD teachers from grades K through 12. There is also a wide range of experience and ability of teachers to use available technologies to guide and enhance student learning.

Desired Conditions
Many of the current conditions suggest the need for more access to teaching and learning resources, working equipment, a seamless network with adequate speeds, and time and resources for professional learning opportunities.

Based on feedback provided by teachers about what would help their students to become more efficient and effective learners, the following desired conditions in the area of teaching and learning were suggested:

General Technology Integration
- Teachers need easy-to-use solutions for themselves and students, for word processing, use of spreadsheets, and any other applications that will motivate students and enhance learning.
- Teachers need a standardized district-wide curriculum and technology integration plan guiding instructional priorities.
- Coordination of partnerships with organizations who have educational technology expertise needs to be facilitated. (i.e., Aquarium, MBARI)

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- Teachers need time and resources to learn how other teachers are integrating technology into their classroom.
- Teachers need professional development on how to use what PGUSD has.
- Because of the restricted access to computers once a week in computer labs, teachers would like every student to have direct access to computers all day long to ensure successful integration of technology with teaching and learning.
- Teachers need more training on how to incorporate tablets or laptops and other technologies into teaching.
- Some teachers would like the ability to share assignments and software with parents so they can enhance student learning in the home, which requires that all students/parents have access to computers at home.

Online Resources and Applications
- Provide students and parents with access to online programs at home – such as Read Naturally – (need licenses that allow for home use).
- Need more time to be able to research and vet resources to enhance classroom teaching with technology such as Khan Academy, Guru, YouTube-Ed, and other online programs.
- Students need time for and access to good typing programs.
- Students need more access to multi-media equipment and programs to facilitate motivation and innovation in their learning through the creation of videos, podcasts, and other presentations.
- Teachers and students need access to online usable textbooks viewable on computers/tablets at school and at home. Many voiced the need for all textbooks to be provided electronically.

Communication/Collaboration/Presentation
- Teachers need access to online management systems to facilitate communication with students and parent regarding homework assignments, immediate feedback for student work, and grading mechanisms.
- Students need more access to communication and presentation tools.
- Teachers need to learn more about the use of productivity tools such as Doceri, Dropbox, and Notability.
- Teachers would like a quick and easy way to create web sites.
- Need to give students a mechanism for publishing to secure web sites.
- Teachers need to learn from other teachers through identification of technology evangelists and champions.
- Training in collaborative tools such as Google Apps

Gap Analysis and Recommendations
A comparison of the current and desired conditions in teaching and learning at PGUSD as shared by staff identifies a number of gaps to be addressed.

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Gap 1 - Technology and Curriculum Implementation Plan
One key gap to be addressed immediately is the need for a Technology and Curriculum Implementation Plan to ensure the best possible teaching and learning environment for students and teachers of PGUSD.

- Recommendation
  Within the next few months, the District Leadership Team, comprised of the technology director, curriculum director, superintendent, and assistant superintendent, along with site principals and teacher leaders, will develop a One-year Technology and Curriculum Implementation Plan to be ready for immediate action as funds become available. The plan will consider recommendations from this Review as well as additional input. A key feature of the plan will be a mechanism for a continuous improvement cycle to ensure all teachers and other staff members are empowered to share ideas and have input into the ongoing teaching and learning decisions.
- Recommendation
  An important section of the One-Year Technology and Curriculum Implementation Plan will be a description of the process the District will use to develop a long-term Three-Year Implementation Plan during the 2014-15 school year.

Gap 2 - General Technology Integration
A few key factors in the analysis of general technology integration at PGUSD are affordability, access, and ease of use. Ideally, technologies need to be replaced every three years to ensure seamless efficiency and speed and provide teachers and students with the best environment and tools to teach and learn. Because cost is often prohibitive in allowing districts to reach their ideals, it is critical to research, pilot, and select affordable and/or free resources. In addition, teachers will tend to resist using programs recommended or required by the District if they haven't been given the time or training to learn them.

- Recommendation
  Affordable and/or free high quality solutions for integrating technology with district and site teaching and learning visions are becoming more available. The District Leadership Team needs to research, review, and pilot identified effective and efficient for teachers and students to use within the available budget. Some teachers in the District are already using Google Apps for Education with their students, a few using the whole suite including Docs, Spreadsheets, Presentations, Forms, image management, and others use pieces as needed for specific projects. The District should consider providing stipends to selected teachers to pilot programs such as Google offers, asking them to share the results with colleagues. If the District decides Google's free programs also enhance teacher ability, the District should consider standardizing the use of Google Apps for Education products across the District.

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- Recommendation
  To ensure equity of access for all students and the ability of students to work on assignments and research at home, and to ensure parents' ability to assist their children with work at home, the District should consider the development of a device check-out system to help all students, especially those with special needs, to receive the same support as those with significant technology resources in the home.

- Recommendation
  To ensure the successful integration of technology with teaching and learning, the District needs to address the inadequacy of computer labs alone to provide students with the time on computers, by providing students with direct access to computers all day long within their regular classroom learning environments.

- Recommendation
  To enhance student learning experiences, the District, sites, and teachers, should actively pursue partnerships with community organizations and agencies who can provide teachers and students with subject matter expertise through in-class visits and interviews, off-site visits, and provide other resources to enhance the integration of technology into learning experiences.

Gap 3 - Online Resources and Applications
Some teachers have earmarked online resources and applications that make a large difference in students' ability to learn and their own abilities to enhance instruction and communicate with parents what they can do at home to complement that instruction. The majority of teachers don't have a good handle on what resources to use. The primary gaps between current and desired conditions in this area are due to a number of factors: knowledge of resources, time to vet resources, access to resources, and lack of a standardized curriculum plan to guide their instruction.

- Recommendation
  The District Leadership Team should provide stipends to identified teacher technology champions to survey vetted resource lists already used by teachers in the District, and also have those identified teachers research and review existing lists available online to share with teachers. The identified teacher champions will provide annotated lists of available online resources, interactive games, and applications which have been rated and vetted by experts or colleagues, by grade level and content area.

- Recommendation
  The District Leadership Team should facilitate classroom visitations between teachers within the District as well as provide subs for teachers to visit exemplary programs at other districts (e.g., Pajaro Valley Unified's Google Classroom, Monte Vista Christian School).

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- Recommendation
  School site staff meetings could include a weekly agenda item titled "Resource Sharing" where teachers are encouraged to bring examples of online resources, interactive instructional games, and applications they find useful and inspiring in their instructional practices.

Gap 4 - Communication/Collaboration/Presentation Mechanisms
While some teachers have developed systems and processes allowing them to communicate with students and parents and provide students with access to homework assignments, grades, and feedback on work, there is currently no district-wide mechanism to facilitate these processes. Most teachers are either not familiar with workable solutions or have not had the training needed to use available solutions.

- Recommendation
  The District Leadership Team should review the use of PowerSchool by teachers and make a decision about whether standardization of its use makes sense both pedagogically and economically. If the decision is to use PowerSchool to its maximum potential, then all teachers need to be provided with professional learning opportunities to become proficient in its use.
- Recommendation
  A number of cloud-based resources, such as those offered by Google Apps for Education, add much to the enrichment, collaboration, and depth of research as required by Common Core. Many new products are being piloted this school year in select California schools allowing classroom management (by the teacher) on many of these formerly difficult tasks. Teachers will be able to easily view which students have completed assignments, uploaded work or taken quizzes, and will be able to provide students with immediate feedback on work through online systems created and maintained by others. The District Leadership Team needs to research such new products, specifically Google Classroom along with Google Apps for Education, all which are free, and establish pilot use with selected teachers at all sites during the 2014-15 school year, and make a decision about whether standardization across the District makes sense.
- Recommendation
  The District Leadership Team should evaluate the current use of Illuminate in its relationship to online SBAC assessments and other District student performance indicators and determine if and how all teachers should be trained in its use.

NETWORK INFRASTRUCTURE

Establishing a robust district-wide and site infrastructure combined with up-to-date and efficient technology equipment is directly related to the success of teaching and

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learning initiatives. In order to better provide teachers and students with seamless access to online resources and share information with other teachers, students, staff, and parents in the district, staff provided feedback on their network infrastructure through surveys and interviews.

District Office - Current Conditions

Interviews with the IT Department and other District Office staff provided information about the current conditions of the network infrastructure at the PGUSD District Office:

Wide Area Network (WAN)
- The District Office is currently connected to the Internet through the Pacific Grove Middle School via a 1 GB fiber connection.

Local Area Network (LAN)
- The District Office has two Wi-Fi access points within the building.
- Copper wire Ethernet is used for internal networking to the desktop.
- Most desktop/portable equipment in the district office has been purchased within the last three years and is current, which guarantees robust access to the network.
- The current configuration of the Local Area Network seems adequate to support current District Office applications required for Inter-office Communications, Business Administration, and Human Resources management.

District Office - Desired Conditions

The Office staff and leadership seemed satisfied with District Office infrastructure from the WAN to the LAN and felt the priority should be a focus on school site infrastructure to ensure student learning.

District Office - Gap Analysis and Recommendations

Because the current conditions of the network infrastructure at the PGUSD District Office are in alignment with desired conditions, no actual gaps were identified. For the sake of consistency throughout the document, the word "Gap" remains in use in this section paired with a handful of suggested recommendations to the District network infrastructure which could lead to cost savings and increased productivity of staff and leadership.

Gap 1 - Utilization of Cloud-Based Tools

- Recommendation
  The District Office staff and leadership team should be trained on the use of cloud-based tools and resources to increase productivity, collaboration, planning, and communication such as Google Apps for Education.

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Gap 2 - Network Security Analysis for District Office

- Recommendation
  An analysis of the District Office network would ensure all business and personnel items fall behind appropriate firewalls. If servers are located remotely (i.e., Monterey County Office of Education - MCOE), all business and personnel equipment behind the MCOE firewall should be secured locally (physically) and protected via passwords and encryption as deemed necessary.

Gap 3 - Video Security Enhancement

- Recommendation
  The IT Department should evaluate options to increase security of the District Office and surrounding areas using a video surveillance network of cameras. The security network should be accessible by appropriate personnel locally and in remote locations.

Gap 4 - Video Conferencing

- Recommendation
  The IT Department should evaluate options for video conferencing that could save time and travel costs. This could be a desktop driven solution incorporating cloud-based options or a larger scale application to enable district meetings with multiple users in one room. Both uses would require some training on applications. Larger scale deployment may need an evaluation of the local network infrastructure, video conferencing equipment, and the location of the video conferencing meeting room.

Gap 5 - Voice Over IP

- Recommendation
  The IT Department should perform a cost analysis on the value of incorporating Voice Over IP for district offices and schools. By adding voice to a data network, costs can be improved, productivity increased, and collaboration enhanced.

Gap 6 – Outside Evaluation and/or Assistance

- Recommendation
  The District would benefit by having assistance from outside network infrastructure evaluators to analyze and map the current status of the network and make recommendations for the future. Education

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Superhighways is one such organization that collaborates with districts to provide such services.

School Sites - Current Conditions

Information about the current conditions of the network infrastructure at the school sites came from interviews with teachers and principals, interview with the IT Department, and data gathered from surveys responses to: Does your network provide you with the speed and quality you and your students need to excel as technology using learners?

Connectivity and Access
- Our Wi-Fi system still has issues. We need seamless logging on throughout campus.
- The Wi-Fi connectivity is spotty and inconsistent.
- There have been several upgrades in the infrastructure over the last few years, but needs continue to grow quickly.
- It is not as dependable as it needs to be in order to support 21st century teaching and learning.
- The network is fine most of the time.
- Wireless connectivity is evident on all campuses, with some reporting holes or dark sports.
- Connection and dependability is an issue.
- With current use, it appears to be adequate.
- The wireless network has made it possible for the students to all be on the iPads on the Internet at the same time.

Network Speed
- Our network speed is excellent.
- Always slow or not working correctly.
- Network is slow and drops a lot.
- The network constantly has problems with being slow and requiring that we re-log on.
- The network does not work well from my classroom location.
- The network is fine the majority of the time, but does slowdown from time to time.
- More speed is always optimal, especially when many students are online at once.
- It's okay. Sometimes there are issues with its speed.
- I'm happy with the network.
- We have very high-speed connections and very fast computers.
- We recently upgraded our network from copper to fiber, it does work better and faster.
- All sites had varying degree of technology implementation causing more demands for online materials.

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- Speed and connectivity varies between sites and classrooms.
- According to teacher's input, the speed and reliability seems to vary on some campuses.

Network Equipment
- The hard-wired computers in the labs are consistent and provide what we need.
- Not all campuses and classrooms have parity in connections and basic network equipment.

Assessment Capabilities
- There did seem to be enough bandwidth to complete the SBAC trial assessment this spring without an issue.
- Computer Labs used in the trial test were not available for regular classroom instruction for approximately six weeks during the testing window.

The range of comments shared by teachers about connectivity, access, and speed appears to be dependent on school site location, age and quality of equipment, and teacher understanding of how to use equipment. The elementary schools reported more difficulties with access and speed than the middle school and high school, though some teachers at all sites reported problems.

School Sites - Desired Conditions
Most all sites voiced support of the IT department and their recent upgrades to increase wireless access and speed. However, more and better wireless access is requested in most sites. Teachers and staff did express concerns that more cloud-based computers utilizing wireless may affect network performance. Teachers also requested secure sites within the district domain for students to collaborate, share and post work.

Connectivity and Access
- Teachers and other staff would like to have seamless access to Internet connectivity for student learning and their own productivity needs.

Network Speed
- Teachers and other staff would like to have network speed in their classroom allowing them and their students to effortlessly stream videos and other high-bandwidth resources without interruption.

Network Equipment
- Teachers would like to have current equipment working to its maximum capability with high-speed network infrastructures.

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Assessment Capabilities
- Teachers would like to provide students with seamless access to SBAC assessments on appropriate and familiar equipment.

Network Mapping
- The IT Department and site principals would like to have a comprehensive network map providing a detailed view of all network infrastructure throughout the District and sites up through classroom wireless access points.

School Sites - Gap Analysis and Recommendations

The gaps between the current and desired conditions around PGUSD network infrastructure suggest recommendations in a few key areas: infrastructure mapping, best location of upgrades, planning and reconfiguration over time, best ways to support district-wide cloud-based student interaction and access of resources, planning for an enterprise model of support for cloud based devices, and staffing needs to support infrastructure and devices.

Gap 1 – Connectivity and Access

- Recommendation
  The IT Department should research best models for an enterprise system to manage cloud-based computing for all schools (e.g., Apple's iPads, Google Chromebooks, IBM 365), as well as for classroom instruction.
- Recommendation
  If appropriate, the District should replicate the pilot model used at PG Middle School as a Google management system for other sites.
- Recommendation
  The external evaluation should ensure district servers and/or cloud-based servers are adequate to protect students as per The Children's Internet Protection Act (CIPA).

Gap 2 – Infrastructure Evaluation and Mapping

- Recommendation
  There should be an outside evaluation of district infrastructure including wireless access points with current speed at all student locations at all sites. The evaluation report should also include a network infrastructure map of each site in the district with listed priority upgrades for the next three years. The report should include hardwired cabling, wireless access points with speed and limitations, switches, routers, and servers.

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Gap 3 - Planning for future Network Infrastructure

- Recommendation
  When developing the Three-Year Technology and Curriculum
  Implementation Plan, research and develop a subsection on identifying the
  best cloud-based computing model and support resources for the District's
  long range planning. As part of the plan, a network map should detail the
  current infrastructure and future needs. The planning process should
  include visitations to local districts and IT departments who have a
  developed models that could support PGUSD's infrastructure vision.

Gap 4- Staffing to Support Network Infrastructure

- Recommendation
  The District should review the current staffing of the IT Department with the
  projected increased needs over the next few years to determine if staffing is
  adequate to support the network infrastructure needs.

TECHNOLOGY EQUIPMENT

Given the huge advances in educational technology solutions in the past decade,
school boards, administration, and teachers understand the value of its integration
into student learning environments. Whether those solutions are web-based or
application-based, they remain inaccessible to students as learning tools and
teachers as productivity tools if the equipment essential to their use is either
unavailable or inadequate.

Current Conditions
The current condition of PGUSD's technology equipment was gathered through
interviews with teachers and other staff, teacher surveys, and principal inventories
of site equipment.

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How many computers and other technology tools do you have for student use in your classroom?
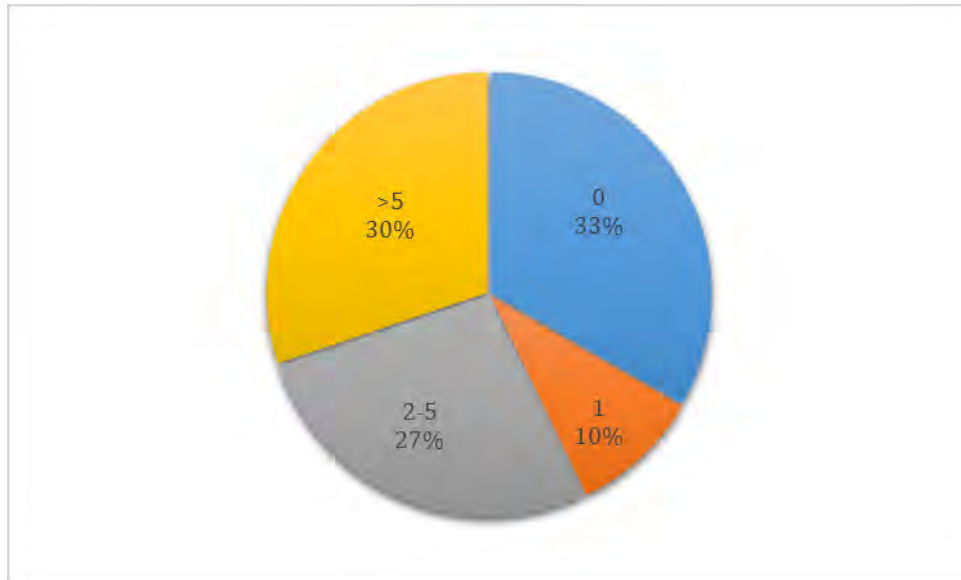
66% of respondents indicated they have less than five pieces of technology equipment in their classrooms. 33% of respondents reported having no technology equipment in their classroom.

Classroom Computers
- I use my own laptop to stream and present.
- Computers help keep my students up to date with modern technology and allowed access to supplemental online curriculum.
- I used more in the past, but it was an Apple/Mac computer system .
- I used iPads in the classroom and I love them!
- Students have access to computers only once a week in the computer lab, which is inadequate to effectively integrate technology in teaching and learning strategies.
- Pacific Grove Unified School District has approximately 760 computers ranging from new to some over 9 years old.
- 46% of the computers are three years of age or older.
- There is currently no district-wide consistency of the type of computers, operating systems, or software upgrades.
- Principals reported approximately 150 iPad tablets in use at their schools.
- The Adult Education program has approximately 60 computers and 10 iPads in their classrooms.

Other Technology Equipment
- I use my Elmo daily.
- Smart board has helped to make instruction interactive, precise, and effective....online tutorials provide alternative approaches to learning.

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- Most classrooms have LCD projectors or an interactive whiteboard.
- Some classrooms use interactive devices as projectors and screens for teaching.
- There is some presence of document cameras which are used daily in classes.
- Some sites have computer-charging stations.
- Some Adult Education classrooms have interactive whiteboards, LCD projectors, and document cameras.

Classroom Technologies - Desired Conditions
In the interviews held on each campus, the majority of teachers reported the desire to use more technologies in their day-to-day instruction. Many spoke about the desire/need to go move towards one computing device for each student, allowing for the daily use of the Internet and cloud-based resources in their lessons.

Classroom Computers
- More student devices are needed to access the Internet.
- Need classroom sets of Chromebooks, iPads, and/or laptops.
- Updated computers and wiring.
- 1:1 technologies for my students.
- Notebooks or personal computing devices for each student.
- An increase of cloud-based, low-cost computers that can be used in SBAC testing of the Common Core.
- Cloud-based devices in classroom for teacher use that can be projected to screens.
- Students need daily access to reliable computers/tablets, more than the one-hour per week they get through scheduled computer lab sessions.
- Make sure students are comfortable and familiar with computers/keyboards that they will use to take SBAC assessments.
- Need updated computers/iPads for Adult Education classrooms to ensure delivery or comprehensive curriculum for adult community members.

Other Technology Equipment
- Smart interactive tablets for collaborative student projects and work.
- Tools that would better prepare us for the new SBAC assessment
- More interactive whiteboards to increase student engagement and classroom collaboration
- We have interactive whiteboards, but I don't know how to use them, nor have I seen anyone use them.
- District servers for safe publication of student work.
- Need multi-media workstations for students to create, edit and publish music, photos and videos

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Classroom Technologies - Gap Analysis and Recommendations
The current and desired conditions in classroom technologies suggest gaps that need to be addressed in student use of technology, consistency of equipment used across sites and grade levels, and evaluation of whiteboards.

These following gaps should be addressed in order to move ahead with systemic growth to enhance student achievement.

Gap 1 - More Devices for Students' Use in the Classroom
There is a need for more technology equipment at all sites to allow students timely access to enhance academic achievement. The current average of one hour per week per student in computer labs is inadequate to successfully integrate technology into the curriculum. There is a strong voice from nearly all teachers to increase the amount of cloud-based devices (computers, Chromebooks, or tablets) for student work. Many voiced the desire to have classroom sets. There is also a desire to ensure students have frequent access to the devices used in Smarter Balance testing of the Common Core.

- Recommendation
  The District should research and purchase devices for student uses in the regular classroom. Devices should:
    o be able to quickly access wireless internet, have individual student logins for students' security and comply with Children's Internet Protection Act[1] (CIPA)
    o be compatible with all minimum requirements of the "Smarter Balance" state exam in grades 3-12. [2]Technical Specifications Manual for Online Testing
    o be able to read all textbooks adopted by the district (if online editions were purchased).
    o be able to be supported with minimum IT assistance.
    o allow easy access to all cloud-based resources hosted by the district, as well as tools made to support teaching and learning (i.e. Google Apps for Education)
    o allow students to work collaboratively, and safely share and publish work in a cloud environment
    o have long battery life and options for mass charging
    o some devices should be able to edit music, video and digital imagery. These devices should be strategically located in each school.

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[1] "Children's Internet Protection Act | FCC.gov." 2011. 27 Jun. 2014 <http://www.fcc.gov/guides/childrens-internet-protection-act>
[2] "Technical Specifications Manual for Online Testing." 2013. 27 Jun. 2014 <http://sbac.portal.airast.org/wp-content/uploads/2013/07/SmarterBalanced_TechnicalSpecificationsManual.pdf>

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- Recommendation
  The District should work closely with the principal of the Adult Education program to ensure that classrooms are outfitted with updated computers and wireless tablets to be able to maintain and expand their robust curriculum to serve the needs of adults in the Pacific Grove Community.

Gap 2 – Computers for Teachers
All PGUSD teachers need access to computers allowing them to seamlessly integrate online instruction in the curriculum and create materials and lessons enhancing learning.

- Recommendation
  Teachers need to have access to the same computing devices their students are using for instructional purposes. If a decision is made to use tablets with K-2 students, teachers need to have similar tablets to guide instruction. If 3-12 students are using cloud-based devices (i.e. Chromebooks, Netbooks) for instructional purposes, teachers need to have similar cloud-based devices to guide instruction.
- Recommendation
  All teachers should also have access to high-end computers allowing them to create whatever materials they need for quality instructional purposes such as podcasts, videos, and classroom web sites.

Gap 3- Consistency of Type(s) of Equipment and Parity Among Grade Levels and Schools
There is a need for consistency and parity of technology equipment among sites and grade levels. An agreed upon technology implementation plan should have a standard level of equipment in each classroom, which may vary by grade level. This will ensure there is not a "have and have not" situation at sites and in classrooms within the district.

- Recommendation
  The District should adopt minimum technology equipment standards for each classroom depending on grade levels. All technologies adopted should align with teaching and learning outcomes and be supported by trainings for new staff.
- Recommendation
  The District should move towards a consistency of equipment (within grade levels) to assist in support, growth, and professional development.
- Recommendation
  Students at all school sites should have access to multi-media stations in computer labs to develop projects such as videos, podcasts, and web sites. A few stations per site could be placed in computer labs.

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Gap 4 - Evaluation of the Use of Interactive Whiteboards
Many classrooms have interactive whiteboards and LCD projectors. Current conditions suggest not all features of interactive whiteboards and software are used in regular classroom instruction. By providing all teachers and students with direct access to tablets/computers in their classrooms, the need for interactive whiteboards can be reduced, and possibly eliminated. The District Technology Committee needs to determine if the use of interactive whiteboards is cost effective and instructionally significant given current teacher use and understanding.

- Recommendation
  The District Leadership Team should evaluate the use of interactive whiteboards in teaching and learning, including proprietary software. Determine if the interactive features of whiteboards are still important to teachers and students, especially if they have direct access to tablets/computers. Regardless of the decision, the Team should develop a standardized solution for all classrooms. Needs may differ by grade level as appropriate K-2, 3-5, 6-8, 9-12.

PROFESSIONAL LEARNING

A fully realized and comprehensive educational technology strategy requires long-term foresight and planning around how teachers and other staff members will acquire and maintain the knowledge of teaching and learning solutions and the use of technology equipment.

Current Conditions
The current conditions of professional learning opportunities in PGUSD were shared by teachers and other staff members through their responses on surveys and during live interviews. Teachers had the opportunity to share how many hours of Professional Learning they have received over the past year, three years, and ever.

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Technology Staff Development Hours
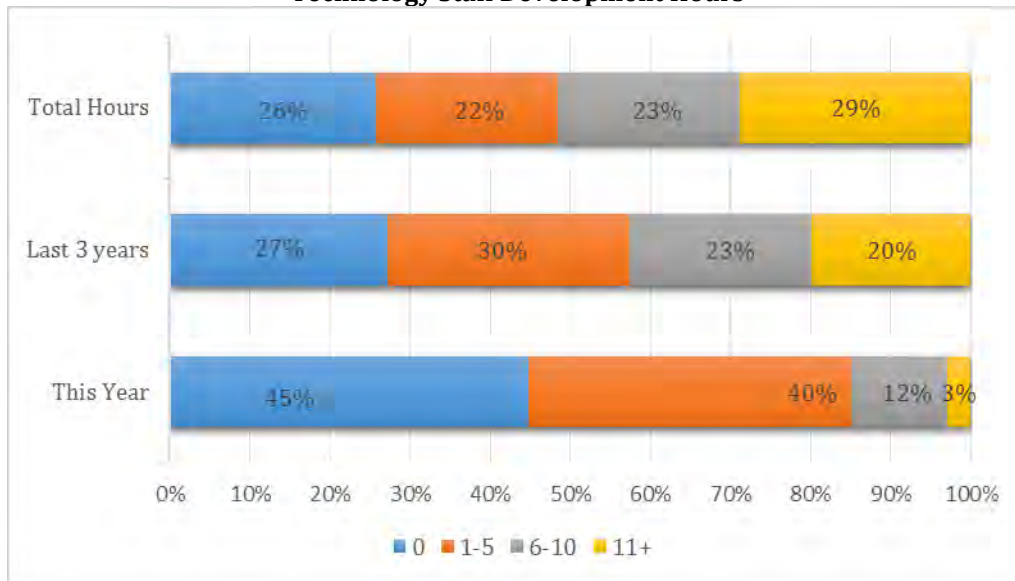
85% of respondents indicated they received less than five hours of technology professional learning opportunities during the last school year. 80% indicated they received less than 10 hours of technology professional development hours in the past three years.

Additional information provided by teachers and staff in open-ended responses on the survey and through direct feedback in live interviews follows:

Efficient Use of Equipment
- The "cart is often put before the horse." Sometimes equipment is acquired before teachers have any understanding on how to use it.
- Some felt the opposite, that they needed their hands on technology equipment before receiving training.
- Some teachers have smart boards and know how to use them efficiently, but most don't.
- A few teachers have access to and the ability to use video equipment.

Learning to Use Online Resources and Computer-Based Application
- Most don't have much understanding of or practice in using Google Apps in Education
- Some have experience with Google Apps.
- Many teachers don't have a good understanding of what is available to them in the way of online resources and applications that enhance student learning and teacher productivity.

Knowledge Transfer from Colleagues and Experts
- A few teachers have had the opportunity to visit other classrooms within their sites or the district.

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- A few teachers have had the opportunity to visit other model schools and districts.
- A few teachers have attended conferences in technology integration.
- While there are a number of technology champions in the District who have valuable knowledge to share with colleagues, there is no standardized system in place to encourage knowledge transfer.

Timing of Training
- Some teachers feel professional learning opportunities on early release days is not sufficient because it doesn't provide enough time for learning and understanding. They would prefer training to be half-day on scheduled training days.
- Training would be more effective in small groups based on subject matter or grade level with adequate time for practice.

Desired Conditions
Current conditions regarding professional learning shared by PGUSD teachers and other staff suggest training and time to learn is needed in the use of equipment, knowledge of existing resources, and how others use resources to enhance learning. In the survey and interviews, teachers indicated their preference for professional learning opportunities to enhance their teaching abilities:

Efficient Use of Equipment
- Teachers would like a standardized professional learning plan tied to a district-wide technology implementation plan including a continuous improvement cycle to ensure ongoing training as needed.
- There are a mix of desires related to the way in which teachers learn how to use newly acquired equipment. Some would like the training before the equipment, while others would like to touch and become familiar with the equipment before the training.
- Some teachers would like to receive training on effective use of interactive whiteboards in their classrooms.
- Some teachers would like to receive training on how to effectively use projection systems in their classrooms to share resources with students and help students share presentations with other students.
- Many teachers would like to receive training allowing them and their students to create videos, podcasts, and other multi-media projects.
- Some teachers would like to receive training on existing data analysis and management programs such as PowerSchool and Illuminate.
- Some teachers would like training on the use of iPads, both for personal productivity and for student use.

Learning to Use Online Resources and Computer-Based Applications

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- Many teachers would like training in the use of Google Apps for Education and other cloud-based applications and resources.
- Most teachers would like training in the availability of quality online resources and computer-based applications to enhance their classroom instruction abilities.
- Teachers desire training in how to collaborate with other teachers online and how to teach their students to collaborate online with each other.
- Teachers would like to receive training in how to help their students with effective presentation skills.

Knowledge Transfer from Colleagues and Experts
- Teachers want to learn from other teachers who are using technology and online resources to enhance their classroom instruction.
- Identify technology champions who would train other teachers.
- A standardized system for transferring knowledge from colleagues to other colleagues will begin to change the culture of learning for teachers and their students.

Timing of Training
- Teachers have different desires about the most effective timing for receiving professional learning opportunities.
- Some desire training on staff development days, some on restructured days, others after school and/or on weekends.

Gap Analysis and Recommendations
The gaps identified in PGUSD professional learning opportunities stem primarily from the desired needs of teachers to learn how to use their technology equipment and online resources and applications to enhance student learning.

Gap 1 - District-wide and Site Professional Learning Plans
There is a strong need for a coordinated technology professional learning plan to ensure that teachers receive the training needed to become proficient users of technology equipment and online resources and applications to enhance student learning environments.

- Recommendation - The District Leadership Team needs to develop a district-wide Professional Learning Plan outlining how all teachers can receive the training they need in educational technology. This should be a subsection of the One-Year Technology and Curriculum Implementation Plan. The Professional Learning subsection should include guidelines for school sites on how to best address the individual professional learning needs of teachers.
- Recommendation - Once the Professional Learning Plan has been shared with sites through the 1-Year Technology and Curriculum Plan and incorporated into a Three-Year Technology and Curriculum Plan, principals, site leaders,

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and staff in general will develop a schedule and strategies to meet teachers' professional learning needs.

Gap 2 - Professional Learning Opportunities for Technology Equipment Use
Teachers indicate a strong need to receive training on technology equipment to enhance student engagement in learning.

- <u>Recommendation</u> - Survey each teacher to determine their prioritized list of immediate professional learning needs on equipment to include as part of the District and Site Professional Learning Plans. Schedule district and site workshops as soon as possible.
- <u>Recommendation -</u> Arrange for classroom demonstrations or private sessions with teachers on use of technology equipment by colleagues, vendors, parent experts, and/or partners.

Gap 3 - Professional Learning Opportunities for Online and Other Resources
Teachers indicate a strong need to receive training on online and other resources to enhance student engagement in learning.

- <u>Recommendation</u> - Survey each teacher to determine their prioritized list of immediate professional learning needs on online resources and applications to include as part of the District and Site Professional Learning Plans. Schedule district and site workshops as soon as possible.
- <u>Recommendation -</u> Arrange for classroom demonstrations or private sessions with teachers on use of online resources and applications by colleagues, vendors, parent experts, and/or partners.
- <u>Recommendation</u>- Allow teacher participation in professional learning opportunities that will support technology integration in the core curriculum. These may be held regionally and statewide. Have teachers report back to staff on new learning and resources gained in participation. Such events may include Computer Using Educators (CUE) Conferences, Google Apps in Education Summits, and Monterey County Office sponsored trainings.

Gap 4 - Knowledge Transfer from Colleagues and Other Experts
Teachers would benefit from knowledge transfer on the use of technology equipment and online resources and applications from District technology champions.

- <u>Recommendation</u> - The District Technology Committee needs to identify teachers within the district who have exceptional skill with educational technology and the interest to act as peer coaches and trainers. They should create an inventory list of their strengths and the District should develop a stipend system including release time to allow them to work with colleagues.

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Gap 5 - Allocation of Time and Funding
To make sure teachers have access to adequate professional learning, the District Office and school sites need to identify funds to allocate to implementing a Professional Learning Plan.

- Recommendation - To support a District-wide Professional Learning Plan., the District Office needs to identify ongoing funding sources and allocate funds for district-wide trainings identified as priority needs by teachers and other staff.
- Recommendation - To support site level professional learning opportunities, school sites need to identify site funds and allocate them to teacher release time and stipends to support their prioritized professional learning needs.
- Recommendation – To support the transfer of knowledge from teacher champions to other teachers, the District Office and school sites need to identify funds for teacher champion stipends.

STAFFING, SUPPORT, AND LEADERSHIP

To successfully implement a comprehensive educational technology strategy in PGUSD which helps teachers to better use technology equipment and available resources, sufficient staffing, support, and leadership needs to be in place.

Current Conditions
Teachers and staff in live interviews and surveys shared the current conditions on staffing, support, and leadership.

Tech Support and Staffing
- 1 FTE District Technology Director at District office who is serving the infrastructure and network needs for 100+ teachers and nearly 2,000 students. He manages the network, web server, email server, technology purchases, data and assessment needs. His daily workload is stretched beyond capacity.
- 1 Lab Technician at each school site working 7 hours per day. The technicians spend most of their seven hours per day teaching students during one-hour weekly visits to labs and have little to no time to provide teachers with support on technical or resource issues.
- 1 FTE Curriculum Director at District Office who has multiple special projects under her purview including curriculum coordination with technology.
- A District Technology Committee comprised of members from each school site that meets to discuss site technology needs and priorities.

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Leadership
- Technology leadership currently occurs through a District Technology Committee comprised of site teachers who work with the Technology Director to guide site and District needs.
- Ad hoc technology leadership also occurs by teacher leaders who assist colleagues when there is time.

Desired Conditions

For technology to serve the educational needs of teachers and students well, adequate staffing and leadership to provide support, guidance, and knowledge transfer is key.

Tech Support and Staffing
- An additional FTE or part-time FTE at the District Office level to support the needs of the Technology Director.
- The need for more site tech support from lab technicians or other technology experts.

Leadership
- Development of a One-Year District-wide Technology and Curriculum Implementation Plan with a clear vision of technology implementation in the District.
- Utilized the knowledge and leadership of current educational technology champions in the district.

Gap Analysis and Recommendations

As PGUSD finds the necessary funding to make PGUSD a world-class provider of technology integration to its students, it will need to increase the number of staff who have expertise in guiding and supporting teachers and students to make best use of technologies and online resources.

Gap 1 - Tech Support and Staffing

- Recommendation - The District Technology Director and Curriculum Director should develop a job description for a Technology assistant at the District Office working under the guidance of the Technology Director on tasks such as data analysis, server development and maintenance, Wi-Fi solutions, and other tasks allowing the Technology Director to focus on prioritized needs as identified in the One-Year Technology and Curriculum Implementation Plan.
- Recommendation – Increase the workday of Site Lab Technicians from seven to eight hours to allow them to assist teachers with technology equipment needs and online resource and software understanding.

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- Recommendation - Consider contracting with outside technology experts to provide support at the district, site, and/or classroom levels as needed.

Gap 2 - Leadership and Vision

- Recommendation - Redesign or expand the role of the District Technology Committee by scheduling more regular meetings, establishing agendas reflecting the needs of the sites, and inviting educational technology champions to join the Committee and/or make presentations to the Committee.
- Recommendation - Create a new FTE position of Teacher on Special Assignment (TOSA) or Instructional Technology Specialist/Coach who works full-time rotating as a mentor/coach with teachers at all sites to help them enhance their teaching and learning integrated with technology solutions.

NEXT STEPS

This EdTech Review of the Pacific Grove Unified School District provides an ambitious set of recommendations to allow the District to enhance students' ability to excel in a 21st Century learning environment.

Achieving the suggested recommendations will require commitment of time and resources, immediate development of a One-Year Technology and Curriculum Implementation Plan, followed by the creation of a comprehensive Three-Year Technology and Curriculum Implementation Plan, and significant funding.

The funding necessary to fulfill a comprehensive, long-range educational strategy as recommended in this report requires a significant commitment on the part of the District and community to identify all possible funding solutions. They may include state and/or federal sources, private and public grant opportunities, corporate sponsorships, and community support of a local EdTech bond.

The educational community of Pacific Grove Unified School District is motivated to obtain world-class status in their teaching and learning initiatives.

The vision, dedication, and commitment to excellence of staff, parents, students and community members will help them achieve this goal.

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APPENDIX A: EDUCATIONAL TECHNOLOGY BEST PRACTICES AND RESOURCES

This appendix contains links to a number of online resources and best practice documents that may provide guidance to PGUSD in the development of their One-Year and Three-Year Technology and Curriculum Implementation Plans.

Teaching and Learning

- More teaching, less tech-ing
  Google introduces a new Google App for education called Google Classroom, where teachers can easily create and organize assignments, provide quick feedback to students on their work, and communicate efficiently with their students.
- Previewing a New Classroom by Google
  A YouTube video produced by Google show how Google Classroom enhances teaching and learning for teachers and students.
- Google Classroom Offers Assignment Center for Students and Teachers
  This brief Forbes review describes how Google Classroom works.
- (Note: Find and add info on TOSAs)

Network Infrastructure

- Education Superhighway - Upgrading America's Schools
  Education Superhighway offers a number of programs for schools and districts that help them upgrade their Internet infrastructure. A key service they offer is District Network Upgrade Coaching, where they partner with districts to help with upgrade processes.

Technology Equipment - Projection Devices

- Apple TV in the Classroom
  This site by Instructional Tech Talk explains what Apple TV does and its uses in the classroom.
- Why Apple TV and iPad Beats Interactive Whiteboards
  This site provides an opinion that using Apple TVs and and iPads is better than using interactive whiteboards.

Technology Equipment - Chromebooks - Grades 3-12

- Chromebooks for Edu - Best Practice for Pilot & Roll-out - YouTube
  This series of three YouTube videos shares best practices for Chrome Book use including deployment and management.
- Google Apps Domain Best Practices
  A guide to provide a quick and easy overview on the possible ways to setup a Google Apps for Education account.
- Chromebooks and Google Apps for Education - Time to Go All-in on the Web?
  This article provides one reviewers thoughts on the value of Chromebooks in education.
- Google Apps for Education

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This Google App web site gives a brief overview of all of Google's apps available to education.

- 5 Tips for rolling out Chromebooks in your elementary school
This article by a Google Certified Trainer who shares her methods for using Chromebooks to enhance teaching and learning.
- Isaac Provides Chromebooks for all Middle School students
This article briefly describes the one-to-one Chromebook initiative at Isaac Middle School where students practice typing, research projects, and get real-time feedback from instructors.
- 5 Reasons Why Chromebooks Make Sense for Schools
Dan Tynan provides tactical advice on the advantages of using Chromebooks in schools.
- Why Chromebooks? A Ravenscroft Decision…
This article explains why and how Ravenscroft School District implemented a 1:1 Chromebook initiative.

Technology Equipment - iPads - Grades K-2
- Making Best Use of iPads and Other Cutting-Edge Technology in Grades K-2
15 Free Must Have iPad Apps for Elementary Students
This list includes 15 free apps for elementary students including colorful games, stories, and other audiovisual materials. (Not all are appropriate for K-2 students.)
- Best Practices in iPad Programs
This report by Hanover Research examines available information on best practices in using iPads in elementary and secondary education.
- iPad Apps Available in Grades K-2
This site provides a list of iPad apps installed on iPads for K-2 in the State College Area School District.
- Resources for Using iPads in Grades K-2
This Edutopia curated guide provides advice for integrating iPads in K-2 classrooms.
- Best Math apps and Websites for Pre-K, Kindergarten, 1st, and 2nd Grade
Each big idea in PreK, Kindergarten, 1st, and 2nd grade math has it's own page listing out the apps that do the best job of developing those concepts.

Professional Learning
- ISTE's Custom Professional Learning
A web page that describes ISTE's services related to leadership and customized professional learning opportunities.

Staffing, Support, and Leadership
- Teacher on Special Assignment Job Description
A sample of an information technology Teacher on Special Assignment job description posted by San Francisco Unified School District on EdJoin.

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- EdTech Content Specialist Teacher on Special Assignment
  A sample of a content specialist Teacher on Special Assignment job
  description posted by San Francisco Unified School District on EdSurge.
- Digital Learning Teacher on Special Assignment
  A sample of a digital learning Teacher on Special Assignment job description
  posted by San Francisco Unified School District on EdSurge.
- Technology Leadership Network (TLN) - National School Boards Association
  (Add description.)

SUBJECT: Memorandum of Understanding with the Monterey Peninsula Unified School District for Special Education IEP Driven Student Placements

PERSON(S) RESPONSIBLE: Clare Davies, Director of Student Services
_____

RECOMMENDATION:

The Administration recommends the Board review and approve the Memorandum of Understanding between Pacific Grove Unified School District and Monterey Peninsula Unified School District.

BACKGROUND:

Some of PGUSD special education students are placed in classrooms that serve students with moderate to severe disabilities in the Monterey Peninsula Unified School District.

INFORMATION:

Presently, PGUSD has placed 14 students with MPUSD through the IEP process.

FISCAL IMPACT:

As per School Board Meeting conducted on June 5, 2014 PGUSD has a projected budget of $600,000 earmarked to fund these out of district placements.

Action/Discussion Item D
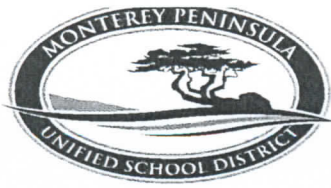
August 8, 2014

Dear Superintendent:

The Monterey Peninsula Unified School District is providing school districts with updated costs for the Memorandum of Understanding for inter-district agreements for 2014-2015 school year in the following specialized programs: Autism Special Day Class (SDC), Emotional Disturbance (SDC), Moderate/Severe SDC, and Extended School Year (ESY).

The cost per school year for SDC placements were re-calculated based on the actual costs of our specialized programs following the new guidelines put forth by the SELPA finance committee, approved August 2013, in its attempt to have all District programs be in alignment when projecting program costs. It is important to note that the Moderate/Severe Program is a Regional Program therefore the District will follow the SELPA finance committee's formula when calculating costs. The costs for the Regional Moderate/Severe program are as follows:

Program	2013-2014	2014-2015
Moderate/Severe *REGIONAL Program*	$37,990.82	$34,791.14
ESY (mod/Severe)	$3,624.96	$4,149.20
Behavioral Tech (1:1)	$54,507.67	$57,233.05
SPED II (1:1)	$49,996.43	$52,496.25

The Autism and Emotional Disturbance SDC programs remain District operated programs. Each program was recalculated based actual costs of programs. A $7,782.00 credit/student was given for ADA. **This credit is deducted from overall cost. Based on your student(s) attendance, the District will bill at the end of the fiscal year if student did not have 100% attendance.**
The District did not include the costs for related services providers. Related services will be added to the Individual Service Agreements based on the student's IEP. The costs for the District operated programs follows:

Program	2013-2014	2014-2015
Autism	$39,263.55 (elementary) $38,927.58 (secondary)	$36,423.13 (elementary) $36,017.80 (secondary)
Emotional Dist.	$42,377.09 (elementary) $46,167.26 (secondary)	$43,221.49 (elementary) $47,308.97 (secondary)
ESY (ASD)	$2,652.41 (elementary) $2,708.45 (secondary)	$3,991.91 (elementary) $4,076.25 (secondary)
ESY (ED)	$2,476.74 (elementary) $2,594.69 (secondary)	$4,839.03 (elementary) $5,069.46 (secondary)
SLP	$90.00/hr	$90.00/hr
OT	$90.00/hr	$90.00/hr
PT	$90.00/hr	$90.00/hr
DHH	$90.00/hr	$90.00/hr

Counseling	$90.00/hr	$90.00/hr
Nurse	$90.00/hr	$90.00/hr
BCBA	$125.00/hr	$125.00/hr
APE	$80.00/hr	$80.00/hr
AT assessment	$1,500.00	$1,500.00
AT	$100.00/hr	$100.00/hr
Behavioral Tech	$54,507.67	$57,233.05
SPED II	$49,996.43	$52,496.25

If you have any questions, please contact Student Support Services Director Katie Rivera at (831) 645-1207. We look forward to working with you in 2014/2015.
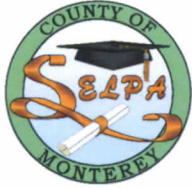
Sincerely,

Dan Albert
Assoc. Superintendent of Fiscal Services

Dr. Daniel "PK" Diffenbaugh
Superintendent

Cc: Special Education Program Director

Monterey County Special Education Local Plan Area

Regional Collaboration for Student Success

Agreement for Regional Operation of Special Education Programs

THIS AGREEMENT is entered into pursuant to the provisions of Part 30 of the Education Code of the State of California (commencing with Section 56000 et seq.) concerning the statewide operation of the Master Plan for Special Education, and in accordance with the provisions of the Individuals with Disabilities Education Act and Section 504 of Public Law 93-112, as amended, and state and federal regulations relating thereto. This Agreement is made by and between the Monterey Peninsula Unified School District, hereinafter referred to as LEA of operation, and the Pacific Grove Unified School District, hereinafter referred to as the LEA/s of residence, participants in the Monterey County Special Education Local Plan Area, hereinafter referred to as SELPA.

The governing board of each participating LEA has approved this Agreement, and has authorized the execution of this Agreement by an authorized agent.

WHEREAS, each participating LEA's governing board has approved the *Monterey County Special Education Local Plan* and WHEREAS, this Agreement is written in furtherance of, and in accordance with said plan.

NOW THEREFORE, the aforesaid parties do hereby agree as follows:

1. Period Of Agreement

   This Agreement is effective for the period beginning July 1, 2014 and ending June 30 2015. This Agreement may be renewed at the end of that period. This agreement may be amended by mutual consent of the parties.

2. Purpose Of Agreement

   This Agreement governs the maintenance of a system for delivery of specified services to individuals with exceptional needs whose primary disability is Autism, Intellectual Disability, Emotional Disturbance, Traumatic Brain Injury, Orthopedic Impairment, Visual Impairment, Hard of Hearing, Speech and Language Impairment, Specific Learning Disability, Deaf/Blin, Deafness, Multiple Disabilities and Other Health Impairment and who reside within the SELPA, and in accordance with the requirements of Education Code Section 56300 et seq.

   This Agreement establishes the vehicle for the education of individuals with the above exceptional needs who reside within the SELPA in programs and classes conducted by the LEA of operation without any additional attendance agreements.

   This Agreement defines the duties and responsibilities of each district for all program activities as specified in Education Code Section 56200 et seq.

Monterey County Special Education Local Plan Area

Regional Collaboration for Student Success

3. Definitions

   For the purposes of this Agreement the following definitions shall apply:

   a. LEA of operation – the LEA within the SELPA conducting special education programs and classes for individuals with exceptional needs on behalf of all LEAs within the SELPA or on behalf of several LEAs within a geographical region within the SELPA.

   b. LEA of residence – the LEA where the pupils attending classes conducted by the LEA of operation reside.

4. Compliance Assurances

   Each of the SELPA's participating LEAs, by signature to the SELPA local plan has already certified that the LEA will comply with the provisions of state and federal laws and regulations related to special education, participation in state program reviews, and participation in state-wide assessments. The provisions of any new laws that may become effective during the period of this Agreement which relate to special education program delivery shall be incorporated herein. In addition, the LEA of residence agrees to utilize the appropriate resources of regular education in accordance with California Education Code 56303 and California Code of Regulations, Title 5, Section 3021 et seq., prior to referral for special education services as specified herein.

5. Individual Services Agreement

   In addition to this agreement, the LEA of operation and the LEA of residence shall enter into an Individual Services Agreement (ISA) for each student served by the LEA of operation for the LEA of Residence. A separate ISA shall be required for the Extended School Year (ESY). The purpose of the ISA is to outline the specific services that shall be provided to the student and the projected cost for those services.

6. Responsibilities of the LEA of Operation

   The Monterey Peninsula Unified School District, as the LEA of operation, shall be responsible for the following:

   a. Implementation of the procedures for referrals, placements, IEP reviews, and reevaluations as specified in Part II, Chapter 8 of the *Monterey County SELPA Procedural Handbook*;

   b. Administrative support for the purposes of developing and implementing the regional program;

   c. Preparation of all required federal, state and local reports, and related accounting services;

d. Provision of classrooms and other facilities as required to appropriately house the programs and classes;

e. Identifying which students intend to participate in ESY no later than April 30 and notifying the LEA of residence prior to May 10 regarding student intent to participate in ESY;

f. Initiating an ISA for each student to be served for both the regular school year and the extended school year and presenting the proposed ISA(s) to the district of residence for approval;

g. Providing for the coordination of investigation and response to compliance and due process complaints; and

h. Provision of food services to pupils attending regional programs conducted hereunder consistent with food services provided to all students within the LEA of operation.

7. Responsibilities Of The LEA Of Residence

The LEA of residence is responsible for the following:

a. Implementation of the procedures for referrals, placements, IEP reviews, and reevaluations as specified in chapter 8 of the *Monterey County SELPA Procedural Handbook, Administrative Procedures*;

b. Arranging and providing for special transportation for those pupils with exceptional needs who are enrolled in classes conducted hereunder;

c. Signing and returning all ISAs for both the regular school year and ESY to the district of operation by the due date specified by the LEA of operation;

d. Cooperation and collaboration with the LEA of operation in investigating and responding to compliance and due process complaints; and

e. Retaining ultimate authority and responsibility for the provision of educational programs and services to its pupils regardless of who provides the programs and services.

8. Suspensions And Expulsions

When a student is being considered for disciplinary action that may result in a change of placement (suspension in excess of 10 days or expulsion), the LEA of operation shall notify the LEA of residence immediately. The LEA of operation will complete the manifestation determination, review or revise a behavior plan, if appropriate, and schedule an IEP team meeting to review the manifestation determination and behavior

Monterey County Special Education Local Plan Area

Regional Collaboration for Student Success

plan. Beginning on the 11th day of suspension, the LEA of residence will offer an alternative interim placement pending the outcome of any expulsion hearing. The LEA of residence will hold the expulsion hearing within 30 days. If the student is expelled, the LEA of residence must provide for the student's educational needs during the period of expulsion

In the case of an expulsion, the LEA of residence shall notify the LEA of operation when the student has served the terms of his or her expulsion. The two LEAs will collaboratively schedule a re-entry IEP team meeting prior to the student returning to school. A representative from the LEA of residence will be required to attend the re-entry IEP meeting.

9. Payment For Services

<u>Regional Programs Operated by Monterey County Office of Education</u>

Each participating LEA of residence shall be responsible for its portion of the excess cost of operating the regional program. Determination of excess cost and method of payment for students being placed in a Monterey County Office of Education special education program shall be determined as outlined in the *Memorandum of Agreement Regarding MCOE Provided Special Education Programs and Transportation.*

<u>Regional Programs Operated by a District</u>

Payment for placement of students enrolled in a regional program operated by a district within the SELPA shall be based upon the following:

Special Class

Excess cost shall be based upon the revenue specific to the class (including AB 602 allocation, Federal Local Assistance Entitlement allocation, ADA, other state or federal grants, and any one-time funds) minus the total expenses for operation of the class (including salaries; benefits; specialized materials and equipment; personnel development; travel and conference; mileage; and an indirect cost equal to that charged to LEAs by the Monterey County Office of Education for regional services, unless otherwise agreed to by both parties). A per pupil amount will then be determined by dividing the excess cost by the total average enrollment of special education students in the regional program for the year. Each district with students served in the regional program will be responsible for the per pupil rate multiplied by the number of its students placed in the class.

Related Services

The operating expense for each related service provider assigned to the regional class shall be calculated (including salaries, benefits, specialized materials and equipment,

personnel development, travel and conference, mileage).

An average hourly rate shall be established for each type of related service based upon the prior year's actual expenditures. Each district with students enrolled in the class and provided with a related service, will be responsible for the hourly rate for each related service multiplied by the number of hours of service provided.

Individual Services

Each LEA of residence will be responsible for the full cost of services to an individual student, as outlined in the IEP. The decision to add a one-to-one instructional assistant to a student's IEP will only be made following the SELPA-approved process for determining need and with participation of a special education administrator/designee from the student's LEA of residence.

Using the three methods identified above, the LEA of operation will invoice each LEA of residence on a ☐ monthly, ☒ quarterly, or ☐ semi-annual basis. The LEA of operations shall provide the LEA of residence with the projected excess cost billback in the Individual Service Agreement for each student. Two times per year, the amount per student will be adjusted to reflect student exits and entries, changes in services required by the IEP, and actual expenditures for special classes and individual services. Adjustments to the billback charge for any of these reasons shall be pro-rated based on a daily per student rate. Final adjustments required following the last regular invoice of the school year must be submitted prior to September 30 of the subsequent year. Backup for adjusted costs will include relevant IEP pages or entry and exit dates. The LEA of residence shall remit payment to the LEA of operation within 30 days.

10. Hold Harmless and Indemnification

In compliance with the provisions of Section 895.4 of the Government Code of the State of California, each party hereto agrees to indemnify and hold the other party harmless from any and all liability, claims, loss, damages, judgments, penalties, costs, or expenses (including, without limitations, attorney's fees and court costs which are imposed upon or incurred by, or asserted against the Operating District) to persons or property arising out of, or resulting from, negligence acts or omissions of the indemnifying party.

11. Insurance

The LEA of operation shall maintain a program of liability, property damage, worker's compensation and auto insurance in amounts adequate to protect the LEAs of residence as their interests may appear.

12. Dispute Resolution

Monterey County Special Education Local Plan Area

Regional Collaboration for Student Success

For disputes between the parties related to this Agreement, said dispute shall be resolved by using the following dispute resolution process, also provided in the *Monterey County SELPA Procedural Handbook*:

If an LEA disagrees with a decision or practice of another LEA or the SELPA Office, that LEA has a responsibility to discuss and attempt resolution of the disagreement with the party or parties directly involved. The parties involved will present the issues to their respective superintendents, or designees, who will attempt to resolve the matter. Either party may request the direct assistance of the SELPA Executive Director, or his/her designee. In the event the issue has not been resolved, either party may request review by the Superintendent's Executive Committee. If either party disagrees with the recommendation of the SELPA Executive Committee, either party may request that the issue be placed on the SELPA Governance Council agenda for a decision.

In the event the initiating or other affected agencies disagree with a decision of the Governing Council, the dispute will be resolved through the following alternative dispute resolution procedure.

1. The dissatisfied party shall issue a written request for formal dispute resolution as described herein. The written request shall include a description of the concerns to be addressed, with sufficient specificity as to permit the receiving party to clearly comprehend the disagreement and to formulate a response to the disagreement. The written request shall be submitted to the SELPA Executive Director.

2. Within 5 days of receipt of the request, the SELPA Executive Director will request that a mediator be appointed. Mediation shall be offered through a neutral individual or agency as determined appropriate by the Monterey County SELPA Executive Director and acceptable to all parties. The SELPA shall be considered a participating party. Costs for mediation shall be assessed equally between all participating parties.

3. If the parties are unable to resolve their disagreement through mediation, the parties will request binding arbitration. Request for appointment of an arbitrator shall be made within 15 days following conclusion of the mediation process.

Arbitration shall be provided through neutral staff from American Arbitration Association (AAA) or another neutral agency as determined appropriate by the SELPA Executive Director and acceptable to all parties. The SELPA shall be considered a participating party. The decision of the arbitrator shall be final and binding upon all parties. The arbitration costs shall be assessed equally between all participating parties.

13. Severability/Waiver

Monterey County Special Education Local Plan Area

Regional Collaboration for Student Success

a. If any provision of this Agreement is determined to be illegal, unenforceable, or invalid, such provision shall in no way affect the validity of any other provision in this Agreement.

b. No waiver of any provision of this Agreement shall be deemed, or shall constitute, a waiver of any other provision, whether or not similar, nor shall any such waiver constitute a continuing or subsequent waiver of the same provision. No waiver shall be binding unless executed in writing by the party making the waiver.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be duly executed by an agent authorized by each party's governing board as set forth below.

Executed this __1__ day of __July__, __2014__

__M.P.U.S.D.__	__Pacific Grove Unified School District__
LEA OF OPERATION	LEA OF RESIDENCE
By:	By:
__Dr. Daniel "PK" Diffenbaugh__	_____
Typed or Printed Name	Typed or Printed Name
Signature	Signature
__Superintendent__	_____
Title	Title
_____	_____
Date	Date

SUBJECT: Memorandum of Understanding with the Monterey County Office of Education
                      for Special Education IEP Driven Student Placements

PERSON(S) RESPONSIBLE: Clare Davies, Director of Student Services
_____

RECOMMENDATION:

The Administration recommends the Board review and approve the Memorandum of Understanding
between Monterey County Office of Education and Pacific Grove Unified School District.

BACKGROUND:

Some of PGUSD special education students are placed in classrooms that serve students with moderate to
severe disabilities in the Monterey County Office of Education.

INFORMATION:

Presently, PGUSD has placed 15 students with MCOE through the IEP process.

FISCAL IMPACT:

As per School Year 2014-15 budget projections PGUSD has a projected budget of $640,765.35
earmarked to fund these out of district placements.
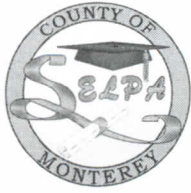
Monterey County Special Education Local Plan Area

Regional Collaboration for Student Success

Agreement for Regional Operation of Special Education Programs

THIS AGREEMENT is entered into pursuant to the provisions of Part 30 of the Education Code of the State of California (commencing with Section 56000 et seq.) concerning the statewide operation of the Master Plan for Special Education, and in accordance with the provisions of the Individuals with Disabilities Education Act and Section 504 of Public Law 93-112, as amended, and state and federal regulations relating thereto. This Agreement is made by and between the Monterey County Office of Education, hereinafter referred to as LEA of operation, and the Pacific Grove Unified School District, hereinafter referred to as the LEA/s of residence, participants in the Monterey County Special Education Local Plan Area, hereinafter referred to as SELPA.

The governing board of each participating LEA has approved this Agreement, and has authorized the execution of this Agreement by an authorized agent.

WHEREAS, each participating LEA's governing board has approved the *Monterey County Special Education Local Plan* and WHEREAS, this Agreement is written in furtherance of, and in accordance with said plan.

NOW THEREFORE, the aforesaid parties do hereby agree as follows:

1. Period Of Agreement

   This Agreement is effective for the period beginning July 1, 2014 and ending June 30 2015. This Agreement may be renewed at the end of that period. This agreement may be amended by mutual consent of the parties.
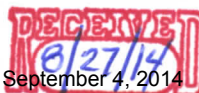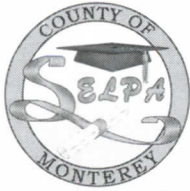
2. Purpose Of Agreement

   This Agreement governs the maintenance of a system for delivery of specified services to individuals with exceptional needs whose primary disability is any of the following Visually Impaired, Deaf/Hard of Hearing, Autism Spectrum Disorder, Orthepedically Impaired, Intellectually Disabled and who reside within the SELPA, and in accordance with the requirements of Education Code Section 56300 et seq.

   This Agreement establishes the vehicle for the education of individuals with the above exceptional needs who reside within the SELPA in programs and classes conducted by the LEA of operation without any additional attendance agreements.

   This Agreement defines the duties and responsibilities of each district for all program activities as specified in Education Code Section 56200 et seq.

3. Definitions

RECEIVED 8/27/14

Monterey County Special Education Local Plan Area

Regional Collaboration for Student Success

For the purposes of this Agreement the following definitions shall apply:

    a. LEA of operation – the LEA within the SELPA conducting special education programs and classes for individuals with exceptional needs on behalf of all LEAs within the SELPA or on behalf of several LEAs within a geographical region within the SELPA.

    b. LEA of residence – the LEA where the pupils attending classes conducted by the LEA of operation reside.

4. Compliance Assurances

Each of the SELPA's participating LEAs, by signature to the SELPA local plan has already certified that the LEA will comply with the provisions of state and federal laws and regulations related to special education, participation in state program reviews, and participation in state-wide assessments. The provisions of any new laws that may become effective during the period of this Agreement which relate to special education program delivery shall be incorporated herein. In addition, the LEA of residence agrees to utilize the appropriate resources of regular education in accordance with California Education Code 56303 and California Code of Regulations, Title 5, Section 3021 et seq., prior to referral for special education services as specified herein.
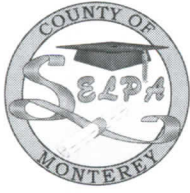
5. Individual Services Agreement

In addition to this agreement, the LEA of operation and the LEA of residence shall enter into an Individual Services Agreement (ISA) for each student served by the LEA of operation for the LEA of Residence. A separate ISA shall be required for the Extended School Year (ESY). The purpose of the ISA is to outline the specific services that shall be provided to the student and the projected cost for those services.

6. Responsibilities of the LEA of Operation

The MCOE, as the LEA of operation, shall be responsible for the following:

    a. Implementation of the procedures for referrals, placements, IEP reviews, and reevaluations as specified in Part II, Chapter 8 of the *Monterey County SELPA Procedural Handbook*;

    b. Administrative support for the purposes of developing and implementing the regional program;

    c. Preparation of all required federal, state and local reports, and related accounting services;

    d. Provision of classrooms and other facilities as required to appropriately house the programs and classes;

Monterey County Special Education Local Plan Area

Regional Collaboration for Student Success

    e.   Identifying which students intend to participate in ESY no later than April 30 and notifying the LEA of residence prior to May 10 regarding student intent to participate in ESY;

    f.   Initiating an ISA for each student to be served for both the regular school year and the extended school year and presenting the proposed ISA(s) to the district of residence for approval;

    g.   Providing for the coordination of investigation and response to compliance and due process complaints; and

    h.   Provision of food services to pupils attending regional programs conducted hereunder consistent with food services provided to all students within the LEA of operation.

7.   Responsibilities Of The LEA Of Residence

The LEA of residence is responsible for the following:

    a.   Implementation of the procedures for referrals, placements, IEP reviews, and reevaluations as specified in chapter 8 of the *Monterey County SELPA Procedural Handbook, Administrative Procedures*;

    b.   Arranging and providing for special transportation for those pupils with exceptional needs who are enrolled in classes conducted hereunder;

    c.   Signing and returning all ISAs for both the regular school year and ESY to the district of operation by the due date specified by the LEA of operation;

    d.   Cooperation and collaboration with the LEA of operation in investigating and responding to compliance and due process complaints; and

    e.   Retaining ultimate authority and responsibility for the provision of educational programs and services to its pupils regardless of who provides the programs and services.

8.   Suspensions And Expulsions

When a student is being considered for disciplinary action that may result in a change of placement (suspension in excess of 10 days or expulsion), the LEA of operation shall notify the LEA of residence immediately. The LEA of operation will complete the manifestation determination, review or revise a behavior plan, if appropriate, and schedule an IEP team meeting to review the manifestation determination and behavior plan. Beginning on the 11th day of suspension, the LEA of residence will offer an alternative interim placement pending the outcome of any expulsion hearing. The LEA of residence will hold the expulsion hearing within 30 days. If the student is expelled, the
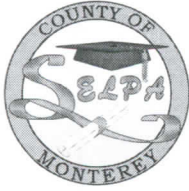
Monterey County Special Education Local Plan Area

Regional Collaboration for Student Success

LEA of residence must provide for the student's educational needs during the period of expulsion

In the case of an expulsion, the LEA of residence shall notify the LEA of operation when the student has served the terms of his or her expulsion. The two LEAs will collaboratively schedule a re-entry IEP team meeting prior to the student returning to school. A representative from the LEA of residence will be required to attend the re-entry IEP meeting.

9. Payment For Services

Regional Programs Operated by Monterey County Office of Education

Each participating LEA of residence shall be responsible for its portion of the excess cost of operating the regional program. Determination of excess cost and method of payment for students being placed in a Monterey County Office of Education special education program shall be determined as outlined in the *Memorandum of Agreement Regarding MCOE Provided Special Education Programs and Transportation.*

Regional Programs Operated by a District

Payment for placement of students enrolled in a regional program operated by a district within the SELPA shall be based upon the following:
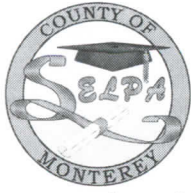
Special Class

Excess cost shall be based upon the revenue specific to the class (including AB 602 allocation, Federal Local Assistance Entitlement allocation, ADA, other state or federal grants, and any one-time funds) minus the total expenses for operation of the class (including salaries; benefits; specialized materials and equipment; personnel development; travel and conference; mileage; and an indirect cost equal to that charged to LEAs by the Monterey County Office of Education for regional services, unless otherwise agreed to by both parties). A per pupil amount will then be determined by dividing the excess cost by the total average enrollment of special education students in the regional program for the year. Each district with students served in the regional program will be responsible for the per pupil rate multiplied by the number of its students placed in the class.

Related Services

The operating expense for each related service provider assigned to the regional class shall be calculated (including salaries, benefits, specialized materials and equipment, personnel development, travel and conference, mileage).

An average hourly rate shall be established for each type of related service based upon

Monterey County Special Education Local Plan Area

Regional Collaboration for Student Success

the prior year's actual expenditures. Each district with students enrolled in the class and provided with a related service, will be responsible for the hourly rate for each related service multiplied by the number of hours of service provided.

Individual Services

Each LEA of residence will be responsible for the full cost of services to an individual student, as outlined in the IEP. The decision to add a one-to-one instructional assistant to a student's IEP will only be made following the SELPA-approved process for determining need and with participation of a special education administrator/designee from the student's LEA of residence.

Using the three methods identified above, the LEA of operation will invoice each LEA of residence on a ☒ monthly, ☐ quarterly, or ☐ semi-annual basis. The LEA of operations shall provide the LEA of residence with the projected excess cost billback in the Individual Service Agreement for each student. Two times per year, the amount per student will be adjusted to reflect student exits and entries, changes in services required by the IEP, and actual expenditures for special classes and individual services. Adjustments to the billback charge for any of these reasons shall be pro-rated based on a daily per student rate. Final adjustments required following the last regular invoice of the school year must be submitted prior to September 30 of the subsequent year. Backup for adjusted costs will include relevant IEP pages or entry and exit dates. The LEA of residence shall remit payment to the LEA of operation within 30 days.

10. Hold Harmless and Indemnification

   In compliance with the provisions of Section 895.4 of the Government Code of the State of California, each party hereto agrees to indemnify and hold the other party harmless from any and all liability, claims, loss, damages, judgments, penalties, costs, or expenses (including, without limitations, attorney's fees and court costs which are imposed upon or incurred by, or asserted against the Operating District) to persons or property arising out of, or resulting from, negligence acts or omissions of the indemnifying party.

11. Insurance

   The LEA of operation shall maintain a program of liability, property damage, worker's compensation and auto insurance in amounts adequate to protect the LEAs of residence as their interests may appear.

12. Dispute Resolution

   For disputes between the parties related to this Agreement, said dispute shall be resolved by using the following dispute resolution process, also provided in the *Monterey County SELPA Procedural Handbook*:
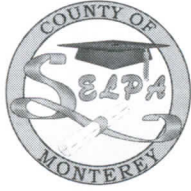
Monterey County Special Education Local Plan Area

Regional Collaboration for Student Success

If an LEA disagrees with a decision or practice of another LEA or the SELPA Office, that LEA has a responsibility to discuss and attempt resolution of the disagreement with the party or parties directly involved. The parties involved will present the issues to their respective superintendents, or designees, who will attempt to resolve the matter. Either party may request the direct assistance of the SELPA Executive Director, or his/her designee. In the event the issue has not been resolved, either party may request review by the Superintendent's Executive Committee. If either party disagrees with the recommendation of the SELPA Executive Committee, either party may request that the issue be placed on the SELPA Governance Council agenda for a decision.

In the event the initiating or other affected agencies disagree with a decision of the Governing Council, the dispute will be resolved through the following alternative dispute resolution procedure.

1. The dissatisfied party shall issue a written request for formal dispute resolution as described herein. The written request shall include a description of the concerns to be addressed, with sufficient specificity as to permit the receiving party to clearly comprehend the disagreement and to formulate a response to the disagreement. The written request shall be submitted to the SELPA Executive Director.

2. Within 5 days of receipt of the request, the SELPA Executive Director will request that a mediator be appointed. Mediation shall be offered through a neutral individual or agency as determined appropriate by the Monterey County SELPA Executive Director and acceptable to all parties. The SELPA shall be considered a participating party. Costs for mediation shall be assessed equally between all participating parties.

3. If the parties are unable to resolve their disagreement through mediation, the parties will request binding arbitration. Request for appointment of an arbitrator shall be made within 15 days following conclusion of the mediation process.

Arbitration shall be provided through neutral staff from American Arbitration Association (AAA) or another neutral agency as determined appropriate by the SELPA Executive Director and acceptable to all parties. The SELPA shall be considered a participating party. The decision of the arbitrator shall be final and binding upon all parties. The arbitration costs shall be assessed equally between all participating parties.

13. Severability/Waiver

   a. If any provision of this Agreement is determined to be illegal, unenforceable, or invalid, such provision shall in no way affect the validity of any other provision in this Agreement.

   b. No waiver of any provision of this Agreement shall be deemed, or shall constitute, a waiver of any other provision, whether or not similar, nor shall any
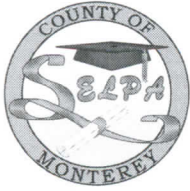
Monterey County Special Education Local Plan Area

Regional Collaboration for Student Success

such waiver constitute a continuing or subsequent waiver of the same provision. No waiver shall be binding unless executed in writing by the party making the waiver.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be duly executed by an agent authorized by each party's governing board as set forth below.

Executed this _____ day of _____, _____

__Monterey County Office of Education__	_____
LEA OF OPERATION	LEA OF RESIDENCE
By:	By:
__Garry Bossum_____	_____
Typed or Printed Name	Typed or Printed Name
_____	_____
Signature	Signature
__Associate Superintendent of Business Services	_____
Title	Title
_____	_____
Date	Date

SUBJECT: Board Calendar/Future Meetings, August – December 2014

PERSON(S) RESPONSIBLE: Ralph Gómez Porras, Superintendent

RECOMMENDATION:

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

BACKGROUND:

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

INFORMATION:

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

Board Meeting Calendar, 2014/15 School Year

Aug. 21	**Regular Board Meeting** ✓ Student Enrollment Update ✓ Back to School dates ✓ Property tax report ✓ 2014-2015 Consolidated Application	District Office
Sept. 4	**Regular Board Meeting** ✓ Superintendent's Goals ✓ Board Goals – review/revise	Forest Grove (School Site Visit)
Sept. 18	**Regular Board Meeting** ✓ Unaudited Actual Report ✓ Budget Revision #1	Robert Down (School Site Visit)
Oct. 2	**Regular Board Meeting** ✓ Strategic Plan/LCAP Review Begins ✓ Bus Ridership	Middle School (School Site Visit)
Oct. 30	**Regular Board Meeting** ✓	Adult School (School site Visit)
Nov. 13	**Regular Board Meeting** ✓ Intent form due (to serve as Board President or Vice President) ✓ Set date for Annual Organizational meeting ✓ Review of Facilities Depreciation Schedule	High School (School Site Visit)
Dec. 4	**Organizational Meeting** ✓ Election of 2014/15 Board President and Clerk ✓ First Interim Report ✓ Budget Revision #2	District Office

SUBJECT: Pacific Grove Unified School District Photo/Video Release Form

PERSON(S) RESPONSIBLE: Ralph Gómez Porras, Superintendent
_____

RECOMMENDATION:

The Administration recommends the Board review and give input on the new photo/video release form.

BACKGROUND:

Pacific Grove Unified School District does not have a photo/video release form specific to the needs of the District.

INFORMATION:

The form is based on the from used by Monterey County Office of Education. Redline edits were recommended by legal counsel.

FISCAL IMPACT:

None.

PACIFIC GROVE UNIFIED SCHOOL DISTRICT
Photo/Video Release Form
AUTHORIZATION TO USE PHOTOGRAPHS AND/OR AUDIO-VISUAL

I, _____, hereby authorize the Pacific Grove Unified School District to use, reproduce, and/or distribute and publish photographs and/or video that may pertain to either myself or my student_____, including image, likeness and/or voice without compensation.

I understand that this material may be used by PGUSD for PGUSD related purposes and in various mediums, including electronic and print, such as PGUSD publications, public affairs releases, recruitment materials, broadcast public service advertising (PSAs) or for other PGUSD promotional related endeavors. The photo/video may also appear on the Pacific Grove Unified School District website (www.pgusd.org), PGUSD's Facebook, Twitter, YouTube or future PGUSD social media pages. This authorization is continuous and may only be withdrawn by my specific rescission of this authorization.

PGUSD may also publish materials, use my or my student's name, photograph, and/or make reference to me or my student in any manner that PGUSD deems appropriate in order to promote/publicize its programs and services.

The Pacific Grove Unified School District seeks your consent and release to allow PGUSD to take your photos or to record/video you or your student, and your release forto allow PGUSD to use such photographs or recordings as described above. Execution by you of this consent and release does not obligate PGUSD to record and/or use your presentation as described. By executing this consent and release form you are affirming that you are the legal parent or guardian of the above named student.

_____
Signature

_____
Date

SUBJECT: Pacific Grove Unified School District Strategic Plan

PERSON(S) RESPONSIBLE: Ralph Gómez Porras, Superintendent
_____

RECOMMENDATION:

The Administration recommends that the Board discuss the District's Strategic Plan, as amended when the Local Control Accountability Plan (LCAP) was approved, and provide further direction to Staff.

BACKGROUND and INFORMATION:

At the beginning of each school year the Strategic Plan, and modifications as recommended by District staff, should be reviewed for approval by the Board. Minor revisions to these plans are recommended as certain goals are achieved or become outdated. This past year, changes to the Strategic Plan were also included as part of the approved Local Control Accountability Plan (June 2014).

The Strategic Plan, Superintendent Goals and School Site Plans will continue to be aligned to the approved Board Goals, with adjustments made according to any approved changes.

FISCAL IMPACT:

Program and budget decisions will be based on these plans and will appear as regular items on future Board agendas.

Pacific Grove Unified School District
2014/15 Strategic Plan

BOARD GOAL: Student Learning and Achievement - Overall Educational Program: Every student is performing at or above grade level, engaged in his or her learning, and contributing positively to the community

Strategy One: Develop and implement a comprehensive and standards-based educational program with respect to curriculum, instruction, course offerings, class size, support programs and facilities (*P1, P2, P7*)

- All students will receive access to core programs in all content areas and student learning will be guided by Common Core-based curriculum in all content areas, current California teaching standards, and local professional expertise. (*P2, P7)*

- Technology will be used to engage students and instruction will be used to engage students in 21st century learning. (*P2*)

- The Director of Curriculum will facilitate articulation across all grade levels curriculum via Instructional Leadership Teams (ILTs) – core, arts and electives. (*P2, P4, P5, P8)*

- Teachers will use consistent accountability measures that are aligned with the Common Core State Standards and other California Standards of the Teaching Profession. (P4)

- Teachers will utilize the core targets in the California Standards for Teaching Profession. (*P1, P2, P4, P5, P8*)

- Students and parents will have a clear educational plan established, including student outcomes, with supplemental support provided to students according to their instructional needs based on assessment data. (*P4*)

- Programs will be instituted to maximize appropriate college preparation, application and acceptance. (*P7*)

- Intervention programs will be used District-wide to provide early and ongoing assessments to identify students who are not proficient at grade level and require targeted instruction to meet their individual needs. (*P4*)

- The District will establish and maintain a K-12 visual and performing program open to all students, as possible.

1

Pacific Grove Unified School District
2014/15 Strategic Plan

BOARD GOAL: Credibility, Confidence and Communication Accountability and Integrity: Student, family and community partnerships, relationships and dialog contribute to the success of every student.

Strategy Two: Staff Recruitment, Retention and Professional Development (*P1*)

- Highly qualified staff, with respect to credentials, training and experience, will teach all courses and programs. (*P1*)

- The District will create and maintain a recruitment plan to address hiring needs. (*P1*)

- The District will implement a professional development that is data-driven, that matches the strategic plan and implemented through the Single Plan for Student Achievement at each site. (*P2)*

- Teacher assignments will match appropriate teacher credentials and authorizations. (*P1*)

- Staff evaluation will be tied to the strategic plan in the areas of credentialing requirements, professional development, standards-based instruction and assessment. (*P1*)

Strategy Three: Communications

- Parents and community members will be invited to participate in school site and District committees and programs. (*P3*)

- Ongoing communication will occur between the schools sites, the District Office, the School Board and the parent community. (*P3*)

- The District web-site, department and school web-sites, ConnectEd, newsletters and other media will be employed to deliver timely, relevant and accurate information to the PGUSD community. The information will be updated to ensure it is accurate across all media. (*P#3*)

- District/site/student accomplishments and awards will be publicized community-wide. (*P3*)

- Parents and students will be informed, via electronic and print media, regarding pupil attendance, chronic absenteeism, drop-out rates, graduations rates, and other data relating to pupil engagement. (*P5*)

2

Pacific Grove Unified School District
2014/15 Strategic Plan

BOARD GOAL: Credibility, Confidence, Communication
Fiscal Solvency, Program, Services and Budget Alignment

Strategy Four: Establish a safe, clean and secure school environment (*P6*)

- Each campus will (*P6*):
  - provide a welcoming environment where students and staff may come to school each day feeling safe, respected, proud and can comfortably focus on learning.
  - be free of all forms of violence.
  - provide classrooms that are equipped for successful student learning.
  - promote respectful conversations and encourage students to interact and mix freely.
  - maintain and update a School Safety Plan and Emergency Management Plan

- Teacher/student interactions will reflect mutual respect and facilitate dialog. (*P6*)

- Facility operation and maintenance schedules will reflect the priorities of the District. (*P1*)

- Surveys such as Healthy Kids Survey for Students and Parents shall be used to measure sense of school safety and school connectedness. (*P6*)

Strategy Five: The District budgetary process will reflect the Strategic Plan goals

- Funding priorities and significant budget revisions will be connected to the Strategic Plan and District Goals.

- All program budgets will be routinely reviewed for relevance to core program and strategic plan goals.

- District budget details will be made available to the public, with funding sources and their impact on the General Fund clearly identified in regular, public reports.

- The budget process will allow for innovative and creative ideas/projects.

Definition of Terms:

Local Control Accountability Plan (LCAP) State Priorities as per Education Code 52060 & 52066 fall into three categories:
Conditions of Learning, Pupil Outcomes & Engagement.

LCAP Priorities: (P1) Basic Services, (P2) Implementation of State Standards (Academic Content/Performance standards), (P3) Parental Involvement, (P4) Student Achievement, (P5) Student Engagement, (P6) School Climate, (P7) Access to Courses, (P8) Student Outcomes.

3

SUBJECT: Preliminary Scholastic Achievement Test (PSAT)/National Merit Scholarship Qualifying Test (NMSQT) Options For Pacific Grove High School Students

PERSON(S) RESPONSIBLE: Matt Bell, Pacific Grove High School Principal
_____

RECOMMENDATION:

The Administration recommends the Board discuss the Preliminary Scholastic Achievement Test (PSAT)/National Merit Scholarship Qualifying Test (NMSQT) and recommend direction regarding options for offering these tests to high school students, as requested by a Trustee.

BACKGROUND:

The Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) is a program cosponsored by the College Board and National Merit Scholarship Corporation. It is a standardized test that provides firsthand practice for the SAT. It also gives students a chance to enter NMSC scholarship programs and gain access to college and career planning tools.
This test is generally for junior students although a sophomores may take the test without having their scores count toward the National Merit Scholarship program. PGHS usually has around 90-100 students request to take the test for which we have charged $25. Actual cost of the test from the College Board is $14 per test coupled with the costs of proctors (usually 4-5) for the 3-hour test. Funds gathered in excess of the total costs have been used for counselor training and/or is swept up at the end of the year. The test has traditionally been offered during our fall break, but this year will be offered during school on October 29, 2014.

INFORMATION:

Currently, students are given information regarding the test dates and costs. They sign up and pay for the test. There is no reduced rate for this test. We generally have 25-30% of our sophomore class and 35-40% of our junior class take the test. We believe that number will increase with the change of testing date. If there were no costs to taking the test coupled with the change in test date to a school day, we anticipate an increase of students taking the test to 60% of the junior class and 50% of the sophomore class. The classes currently have 152 and 157 students respectively.
Tests must be ordered by Sept. 15, 2014 for this year's testing. If too many tests are ordered, there is an $11/test refund resulting in a $3/test cost.

FISCAL IMPACT:

Depending on the direction of the Board and changing size of the junior and sophomore classes, costs could vary from an upper limit of $3,900 to $0.

Option	Description	Dist. Cost
Option 1	Voluntary taking of test with student paying full costs	$0
Option 2	Voluntary taking of test with district picking up all costs	$3,000
Option 3	Mandate Jr. students to take test with District picking up all costs and charging sophomore students who want to take test	$3,000
Option 4	Mandate Jr. students to take test with sophomores voluntarily taking test with District picking up all costs for all students	$3,900

SUBJECT: Future Agenda Items

PERSON(S) RESPONSIBLE: Ralph Gómez Porras, Superintendent

RECOMMENDATION:

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

BACKGROUND:

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

INFORMATION:

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

The following is a list of future agenda items as of the September 4, 2014 Regular Board Meeting:

> Pebble Beach Housing discussion (pending county consideration)
> Unaudited Actuals (September 18)
> Budget Revision (September 18)
> Salary Schedule for Substitutes (October 2)
> Superintendent's Goals (October 2)
> Elementary School Reconfiguration (October 30)