

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

Trustees

*Tony Sollecito, President
John Thibreau, Clerk
Debbie Crandell
John Paff
Bill Phillips
Rachel Biggio, Student Rep*

DATE: Thursday, September 17, 2015

TIME: 7:00 p.m. Open Session

LOCATION: Robert Down Elementary School Cafeteria
485 Pine 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
- D. Pledge of Allegiance

II. SITE PRESENTATIONS

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

Robert Down's presentation: *Memories to Last a Life Time*
"What happens here is very important. What is even more important is what you take with you."

III. COMMUNICATIONS

- A. Written Communication
- B. Board Member Comments
- C. Superintendent Report
- D. PGUSD Staff Comments

IV. INDIVIDUALS DESIRING TO ADDRESS THE BOARD

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

V. CONSENT AGENDA

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

- | | Page |
|--|------|
| A. <u>Minutes of September 3, 2015 Regular Board Meeting</u> | 5 |
| Recommendation: (Ralph Gómez Porras, Superintendent) Approval of minutes as presented. | |
| B. <u>Certificated Assignment Order #3</u> | 11 |
| Recommendation: (Billie Mankey, Director II, Human Resources) The Administration recommends adoption of Certificated Assignment Order #3. | |
| C. <u>Classified Assignment Order #3</u> | 14 |
| Recommendation: (Billie Mankey, Director II, Human Resources) The Administration recommends adoption of Classified Assignment Order #3. | |
| D. <u>Acceptance of Donations</u> | 16 |
| Recommendation: (Rick Miller, Assistant Superintendent) The Administration recommends that the Board approve acceptance of the donations. | |
| E. <u>Revolving Cash Report #2</u> | 17 |
| Recommendation: (Rick Miller, Assistant Superintendent) As Assistant Superintendent for Business Services, I have reviewed the Revolving Cash payments for consistency with District budget policy and accounting practices and certify their consistency and recommend approval of the payments by the Board. | |

- F. Cash Receipts Report #2 19
Recommendation: (Rick Miller, Assistant Superintendent) As Assistant Superintendent for Business Services, I have reviewed the receipt and deposit of the identified Cash Receipts for consistency with District policies and procedures and certify that the actions have been appropriately conducted. I recommend Board approval of the Cash Receipts.
- G. Quarterly Report on Williams Uniform Complaints 22
Recommendation: (Ralph Gómez Porras, Superintendent) The District Administration recommends that the Board review and approve the information in this quarterly report, per Ed. Code. 35186(d).
- H. San Jose State University Student Teacher Program 24
Recommendation: (Billie Mankey, Director II, Human Resources) The administration recommends the approval of participating with San Jose State University Student/Master Teacher Program in the effort to support new teachers entering the teaching profession.
- Move: _____ Second: _____ Vote: _____

VI. ACTION/DISCUSSION

- A. First and/or Final Read: Board Policy and Regulation 1240 Volunteer Assistance 29
Recommendation: (Billie Mankey, Director II, Human Resources) The Administration recommends that the Board review and approve or give direction on the revised Board Policy and Regulation 1240 Volunteer Assistance.
- Move: _____ Second: _____ Vote: _____
- B. 2015/2016 Board Goals 42
Recommendation: (Ralph Gómez Porras, Superintendent) The Administration recommends that the Board discuss and approve the 2015/2016 Board Goals, including any new additions presented at the meeting.
- Move: _____ Second: _____ Vote: _____
- C. Review of Measure A- Ed Tech Bond 45
Recommendation: (Rick Miller, Assistant Superintendent; Bruce Cates, Director of Technology) The District Administration recommends that the Board review and approve Measure A Educational Technology Bond expenditures.
- Move: _____ Second: _____ Vote: _____
- D. Discussion of Transportation for Field Trips 50
Recommendation: (Rick Miller, Assistant Superintendent; Matt Kelly, Director of Facilities and Transportation) The District Administration recommends that the Board review current practices regarding the use of private vehicles for field trips, and provide direction if necessary.
- Move: _____ Second: _____ Vote: _____

- E. Board Calendar/Future Meetings 51
Recommendation: (Ralph Gómez Porras, Superintendent) The Administration recommends that the Board review and possibly modify meeting dates on the attached calendar and determine, given information from the Administration, whether additional Board dates or modifications need to be established.

Move: _____ Second: _____ Vote: _____

VII. INFORMATION/DISCUSSION

- A. California Assessment of Student Performance and Progress (CAASPP) 53
Recommendation: (Ani Silva, Director of Curriculum/Special Projects) Presentation of California Assessment of Student Performance and Progress (CAASPP) for information and discussion purposes.

Board Direction: _____

- B. Future Agenda Items 66
Recommendation: (Ralph Gómez Porras, Superintendent) The Administration recommends that the Board review the list of future agenda items and direct Administration to add items to the list and/or schedule items for a particular agenda.

Review/Evaluation of Community Human Services Counselor Contract- PG High School (Oct. 1)
Update on Use of Technology at Sites (Oct. 1)
Modified PG High School Bell Schedule Review 2016-17 (Oct. 29)
Review of Extracurricular Activities (Dec. 10)

Board Direction: _____

VIII. ADJOURNMENT

Next regular meeting: October 1, 2015 – Pacific Grove Middle School Music Room

PACIFIC GROVE UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION
Minutes of Regular Meeting of September 3, 2015 – Forest Grove Elementary School

I. OPENED BUSINESS

- A. Called to Order 6:05 p.m.
- B. Roll Call
- | | |
|-------------------------|---------------------------------|
| President: | Trustee Sollecito |
| Clerk: | Trustee Thibeu |
| Trustees Present: | Trustee Crandell |
| | Trustee Paff |
| | Trustee Phillips |
| Administration Present: | Superintendent Porras |
| | Assistant Superintendent Miller |
| Board Recorder: | Mandi Freitag |
| Student Board Member: | Rachel Biggio |

C. Adopted Agenda

Changes to the agenda include a walk-on additional Out of County or Overnight for the fall athletic trips for PG High School under Action/Discussion.

MOTION Crandell/Phillips to adopt agenda as amended.

Public comment: none

Motion CARRIED 5 – 0

II. CLOSED SESSION

A. Identified Closed Session Topics

1. Employee Discipline/Dismissal/Release/Complaint (1 case) [Government Code §54957]
2. Conference with Labor Negotiators – Assistant Superintendent employment contract for 2015/16; public school employer and its designated representatives: Ralph Gómez Porras, Superintendent [Gov. Code §54957.6]
3. Conference with Labor Negotiators – Superintendent employment contract for 2015/16; public school employer and its designated representatives: Tony Sollecito, Board President and John Thibeu, Board Clerk [Gov. Code §54957.6]

B. Public comment on Closed Session Topics

None.

C. Adjourned to Closed Session 6:07 p.m.

III. RECONVENED IN OPEN SESSION 7:02 p.m.

A. Reported action taken in Closed Session:

1. Employee Discipline/Dismissal/Release/Complaint (1 case) [Government Code §54957]
The Board discussed this matter and gave direction to Administration.
2. Conference with Labor Negotiators – Assistant Superintendent employment contract for 2015/16; public school employer and its designated representatives: Ralph Gómez Porras, Superintendent [Gov. Code §54957.6]
Board discussed this matter and gave direction to Administration.
3. Conference with Labor Negotiators – Superintendent employment contract for 2015/16; public school employer and its designated representatives: Tony Sollecito, Board President and John Thibeau, Board Clerk [Gov. Code §54957.6]
Board discussed this matter with labor negotiator.

B. Pledge of Allegiance

Led By: Buck Roggeman

IV. SITE PRESENTATIONS

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

Forest Grove's presentation: *The Sights and Sounds of Forest Grove*

Roggeman welcomed the Board to Forest Grove, introducing the six pillars upon which the Character Counts program is built, including trustworthiness, respect, responsibility, fairness, caring and citizenship.

SPED teacher Sarah Gordon spoke on behalf of teachers Lynn Clements, Aina Gessaman, Glynis Barrett, Diane McCluskey, and Danielle Hartnett on the SPED programs.

Kinder teacher Summer Wright spoke on behalf of teachers Kathy Hunter, Debbie Engles and Nicki Klevan presenting their display board, showing the writing growth in kinder.

First Grade teacher Lynn Moore spoke on behalf of teachers Nate Welch, Kristen Sweeny, Hatel Patel and Theresa McDaniel presenting their display board, showing the development of manners and following rules and direction.

Second Grade teacher Beth Cina spoke on behalf of teachers Barbara Hirst and Jeanie DeTomaso, presenting their display board, which included reading, writing and science.

Third Grade teacher Shannon McCarty spoke on behalf of teachers Mary Lee Newman and Nate Randall, presenting their display board which included literature poems, caring paragraphs, buddy books.

Fourth grade teacher Irene Valdez spoke on behalf of teachers Kari Serpa and Kayla Naylor, presenting their display board, which included integrated technology, grammar, math, science, organizational structures, homework expectations and fifth grade preparations.

Fifth grade teacher Maryn Sanchez spoke on behalf of teachers Melanie Cardinalli and Kathryn Yant, presenting their display board, which included I Notebook, creating full stories, google slides.

Physical Education teachers Mr. West and Mr. Gray were thanked by Roggeman.

Music teacher Jared Masar, along with the talented music students, sang a Forest Grove song for the Board.

Roggeman ended the presentation by thanking the Board for allowing him the opportunity to serve as Principal at Forest Grove, and said he was proud to be working with such outstanding teaching staff.

The Board concluded the presentation by thanking the students, teachers and Roggeman for the wonderful presentation.

V. PRESENTATION

Eagle Scouts Presentations

This is a presentation of the completion of one Eagle Scout project and the initiation of a second project.

Student Cameron Cuellar presented on his recent completion of the split-rail fencing that was installed at PG High School. The group consisted of Cuellar and five other individuals, totaling 130 hours, in addition woodchips and drought-tolerant plants were added to the area.

Student Hugh Hudson presented his proposal of enhancing the bike rack area at PG High School. The benefits include improved visual aesthetics, more space for bikes, and to promote more students to ride their bikes. The schedule to improve the area will begin mid-September.

The Board thanked both students for their incredible contributions to the District and PG High School.

VI. COMMUNICATIONS

A. Written Communication

Board and Administration received an email from a parent regarding a teacher.

B. Board Member Comments

Crandell appreciated the presentation and was very proud and privileged to be at Forest Grove.

Thibeau enjoyed all four Back-to-School nights, noting the enthusiasm at the sites and thanked the staff and Administration for their hard work.

Sollecito noted the Back-to-School nights were the best he's attended.

C. Superintendent Report

Porras congratulated all Administration and staff for the amazing start of the school year, it has been fantastic to watch. A big thank-you to the teachers.

D. PGUSD Staff Comments (Non Agenda Items)

Matt Bell noted the teacher taking the field trip to Carlsbad, Martia Waitt is being honored as the National Educator of the Year for Natural High. Waitt wrote the curriculum for the entire nation for Nature High. Bell also thanked Cuellar and Hudson, Troop 90 for their huge support in the community and District.

Billie Mankey updated the Board on the recent expressions of appreciation at the latest Management meeting:

Clare Davies appreciated Rick Miller and Matt Kelly for the recent purchase of a lift-van. Rick Miller appreciated his four staff members, for their work- Elyse Thomas, Denise Engles, Carole Anloff and Nancy Bernahl.

Sean Roach appreciated Brice Gamble, the original tech ninja.

Linda Williams appreciated Roberto Dixon for the team building activities with staff.

Williams said it has been a pleasure working along site Roggeman, working closely with the Forest Grove staff, grade levels are collaborating. Williams also thanked Zoe Roach and Sonda Frudden for their anti-bullying assembly.

Nicki Klevan asked that the Board please reopen the art room, suggesting a structure was needed at Forest Grove for art, that it was important to the kids, noting that art and music are both important.

Clare Davies said it takes a village to raise a barn, referring to the opening of her two new programs. The preschool and transition programs are both off the ground, Davies thanked Barbara Martinez and Jennifer Ross, Matt Kelly and Human Resources for all their efforts. Davies also acknowledged the recent purchase of a lift-van for students with disabilities and thanked Miller for his support.

VII. INDIVIDUALS DESIRING TO ADDRESS THE BOARD

None.

VIII. CONSENT AGENDA

- A. Minutes of August 20, 2015 Board Meeting
- B. Certificated Assignment Order #2
- C. Classified Assignment Order #2
- D. Acceptance of Donations
- E. Out of County or Overnight Activities
- F. Warrant Schedules No. 563
- G. 2015-16 Budget Revision #1

MOTION Thibeau/Crandell to approve consent agenda as presented.

Public comment: none

Motion CARRIED 5 – 0

IX. PUBLIC HEARING: Approval of Resolution #968 Regarding Sufficiency of Instructional Materials for Fiscal Year 2015-2016

Open Public Hearing 8:10 p.m. Close Public Hearing 8:13 p.m.

Silva presented information to the public for public hearing, noting that PGUSD has sufficient materials, including technology, for all students for all content.

IX. ACTION/DISCUSSION

- A. Approval of Resolution #968 Regarding Sufficiency of Instructional Materials for Fiscal Year 2015- 2016

MOTION Crandell/Thibeau to approve Resolution No. 968 Regarding Sufficiency of Instructional Materials for Fiscal Year 2015-16.

Public comment: none

Motion CARRIED by roll call vote 5 – 0

- B. Approval Resolution #969 for the Gann Limits for 2014-15 and 2015-16

MOTION Thibeau/Paff to approve Resolution No. 969 for the Gann Limits for 2014-15 and 2015-16.

Public comment: none

Motion CARRIED by roll call vote 5 – 0

- C. Acceptance of the 2014-15 Unaudited Financial Report

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

MOTION Thibeau/Crandell to accept the 2014-15 unaudited financial report.

Public comment: none

Motion CARRIED 5 – 0

- D. Livescan Fee Schedule

Mankey presented information to the Board. The Board discussed this item. It was noted the Board Policy and Regulation would be brought to the September 17, 2015 Board meeting for revision.

MOTION Crandell/Phillips to approve the Livescan fee schedule.

Public comment: none

Motion CARRIED 5 – 0

- E. Approval of Amendments to the Assistant Superintendent's 2015 Contract

MOTION Crandell/Phillips to approve the amendments to the Assistant Superintendent's 2015 contract.

Public comment: none

Motion CARRIED 5 – 0

- F. Approval of Amendments to the Superintendent's Contract Beginning July 2015

MOTION Thibeau/Crandell to approve the amendments to the Superintendent's contract beginning July 2015.

Public comment: none

Motion CARRIED 5 – 0

Walk-On: Out of County or Overnight Activities

MOTION Crandell/Paff to approve the walk-on Out of County or Overnight Activities.

Public comment: none

Motion CARRIED 5 – 0

G. Board Calendar/Future Meetings

MOTION Crandell/Thibeau to approve the Board meeting calendar.

Public comment: none

Motion CARRIED 5 – 0

X. INFORMATION/DISCUSSION

A. Future Agenda Items

Transportation Policy Review (Sept. 17)

Review/Evaluation of Community Human Services Counselor Contract- PGHS (Oct. 1)

Update on Use of Technology at Sites (Oct. 1)

Modified PG High School Bell Schedule Review 2016-17 (Oct. 29)

Review of Extracurricular Activities (Dec. 10)

XI. ADJOURNED

9:25 p.m.

Approved and submitted:

Dr. Ralph Gómez Porras
Secretary to the Board

SUBJECT: Certificated Assignment Order #3

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

RECOMMENDATION:

The administration recommends adoption of Certificated Assignment Order #3.

BACKGROUND:

Under Board Policies #4200 and #4211, the Human Resource 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. 3 September 17, 2015

ADDITIONAL ASSIGNMENT:

Susan Stegge, PGMS Social Science Teacher, part-time, 0.20 FTE, Column V, Step 8 + MA effective September 11, 2015 (new section)

Sally Richmond, PGHS, Math Teacher, increase from 0.80 FTE to 1.0 FTE, effective September 2, 2015 (new section)

TEMPORARY, ADDITIONAL ASSIGNMENT:

2015-16 PGHS Counseling Project Work – 4 Year Plans, paid at the hourly PGTA Instructional Rate, effective through May 2016 only and funded through the 10th Grade Counseling Budget:

Kristin Paris, Pat Rolander

2015-16 Pacific Grove High School Curriculum Stipends and Special Assignments

Employee	Assignment	Stipend % or # of Sections	Funding
Dave Hoffman	Band	1 fall stipend 1 spring stipend	General
Michelle Bouleware	Musical	1 spring stipend	General
Michelle Bouleware	Vocal Music Coach	Fall/Winter/Spring	General
Katie Selfridge	English Dept. Chair	26	General
Isaac Rubin	Math Dept. Chair	23	General
Shane Steinback	Social Science Dept. Chair	25	General
Marc Afifi	Science Dept. Chair	21	General
Kathy Buller	Foreign Language Dept. Chair	16	General
Nick Lackey	SPED Dept. Chair	15	General
Donna O'Donnell	PE Dept. Chair	10	General
Jenn Erickson	CTE Dept. Chair	16	General

2015-16 Pacific Grove Unified BTSA Induction Coach Stipends

Employee	Position	BTSA Student	BTSA Funding
Moirah Mahr	BTSA Program Advisor		\$3,500.00
Heather Roman	BTSA Induction Coach	Natasha Pignatelli (yr. 2)	\$2,700.00
Heather Roman	BTSA Induction Coach	Sally Richmond (yr. 2)	
Nick Lackey	BTSA Induction Coach	Kilene Brosseau (yr. 1)	\$1,800.00
Hetal Patel	BTSA Induction Coach	Nate Welch (yr. 1)	\$1,800.00
Irene Valdez	BTSA Induction Coach	Kayla Naylor (yr. 1)	\$1,800.00
Karen Levy	BTSA Induction Coach	Jared Masar (yr. 1)	\$1,800.00
Matt Binder	BTSA Induction Coach	Emily Gutierrez (yr. 1)	\$1,800.00

STIPENDS: 2015-16 Pacific Grove Middle School Sports

Sport	Employee	Coaching Assignment	Stipend %	Funding Source
Volleyball	Kristy Sebok	Girls' Volleyball (grade 6)	1.0	GF
	Kristy Sebok/Audrey Kitayama	Girls' Volleyball (grade 7)	0.50/0.50	GF
	Audrey Kitayama	Girls' Volleyball (grade 8)	1.0	GF
Soccer	John Kiely	Girls' Soccer	1.0	GF
	Michael Aguilera	Boys' Soccer	1.0	GF

PACIFIC GROVE UNIFIED SCHOOL DISTRICT
CERTIFICATED PERSONNEL ASSIGNMENT ORDER NO. 3
September 17, 2015

2015-16 Pacific Grove Middle School Curriculum Stipends and Special Assignments

Employee	Assignment	Stipend % or # of Sections	Funding
JoLynne Costales	English Dept. Chair	9	GF
MaryAnne Fort	English Dept. Chair	9	GF
John Casas	History Dept. Chair	18	GF
Ivy Kong	Math Dept. Chair	18	GF
Chip Dorey	PE/Elective/ Dept. Chair	32	GF
Mary Schumaker	SPED Dept. Chair	16	GF
Kelly Terry	Science Dept. Chair	18	GF
Barbara Priest	Instrumental Music Coach	1.0	GF
Desma Johnson	Vocal Music Coach	0.20	GF
Elaine DeMarco	Math Coach	1.0	Funded by Neill Math Fund
JoLynne Costales	Yearbook	1.0	GF
Chris Evans	Athletic Director	1.0	GF
Becky Ohsiek	Science School Coordinator	1.0	GF
Michelle Boulware	Musical Advisor	1.0	GF
Sean Boulware	Musical Advisor Assistant	1.0	ASB
Keith Wolhart	Musical Set Construction Advisor	1.0	ASB

SUBSTITUTES:

Daniel Lebowitz

SUBJECT: Classified Assignment Order #3

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

RECOMMENDATION:

The administration recommends adoption of Classified Assignment Order #3.

BACKGROUND:

Under Board Policies #4200 and #4211, the Human Resource 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. 3
September 17, 2015**

NEW HIRE:

Summer Coe, RDE, Food Service II, 3.25 hrs./day/180 day calendar, Range 30, Step A, effective September 2, 2015 (replaces Joanne Doherty)

SUBJECT: Acceptance of Donations

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

RECOMMENDATION:

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

INFORMATION:

During the past month the following donations were received:

Forest Grove Elementary School

PG Pride	\$ 160.26 (14-15 extension grant)
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Robert H. Down Elementary School

PG Pride	\$ 600 (August grant)
Unspecified	\$ 200 (Stejskal)
Unspecified	\$ 25 (Renteria)
Unspecified	\$ 10 (Johnson)
Library Birthday books	\$ 1,700 (library)
SaveMart	\$ 145.44 (undesignated)

Pacific Grove Middle School

PG Pride	\$ 3,500 (August grant)
Chapman Foundation	\$26,000 (AVID program)

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

Misc. donation	\$208.26 (undesignated)
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Ref: Donations

SUBJECT: Revolving Cash Report No. 2

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

RECOMMENDATION:

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

BACKGROUND:

The attached listing identifies payments made from the Revolving Cash Fund during the period from August 13, 2015 through September 9, 2015.

INFORMATION:

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

REVOLVING CASH
BOARD REPORT # 2

August 13, 2015 - September 9, 2015

Date	Num	Name	Account	Amount
Aug 13 - Sep 9, '15				
8/17/2015	4904	Amina Afzal	TRANSPORTATION	-80.00
8/18/2015	4905	Gina Satrio	ADULT EDUCATION	-110.00
8/18/2015	4906	Jenny Marciano	CAFETERIA	-32.50
8/25/2015	4907	Catherine Badin	ADULT EDUCATION	-85.00
8/28/2015	4908	Tim Jensen	TEXT BOOK FEES	-10.00
8/28/2015	4909	Jo Sheltroun	TRANSPORTATION	-100.00
8/28/2015	4910	Robb Karman	ADULT EDUCATION	-85.00
8/28/2015	4911	Brittany Brubaker	TRANSPORTATION	-100.00
9/3/2015	4912	Erin Keller	PAYROLL	-1,000.00
Aug 13 - Sep 9, '15				<u>-1,602.50</u>

SUBJECT: Cash Receipts Report No. 2

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

RECOMMENDATION:

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

BACKGROUND:

The attached listing identifies Cash Receipts received by the District during the period of August 13, 2015 through September 9, 2015.

INFORMATION:

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

CASH RECEIPTS BOARD REPORT # 2

August 13, 2015 - September 9, 2015

Date	Num	Name	Account	Amount
Aug 13 - Sep 9, '15				
8/18/2015	17433	BUS PASS	BUS PASS	10,280.00
8/18/2015	17434	BASRP-RD	BASRP	15,811.67
8/18/2015	17435	BASRP-FG	BASRP	10,589.00
8/18/2015	17436	BASRP-RD	BASRP	5,692.35
8/18/2015	17437	BASRP-FG	BASRP	2,562.00
8/18/2015	17438	ROP	Class Fees	1,840.00
8/18/2015	17439	ROP	Class Fees	2,110.00
8/18/2015	17440	ROP	Class Fees	900.00
8/18/2015	17441	ROP	Class Fees	440.00
8/18/2015	17442	ROP	Class Fees	440.00
8/18/2015	17443	ROP	Class Fees	900.00
8/18/2015	17444	ROP	Class Fees	600.00
8/18/2015	17445	ADULT EDUCATION	ADULT EDUCATION	4,336.09
8/18/2015	17446	ADULT EDUCATION	ADULT EDUCATION	2,229.50
8/18/2015	17447	ADULT EDUCATION	ADULT EDUCATION	3,087.49
8/18/2015	17448	ADULT EDUCATION	ADULT EDUCATION	4,184.50
8/18/2015	17449	ADULT EDUCATION	CREDIT CARD SALES	13,449.37
8/18/2015	17450	Shoreline Community Church	SPECIAL RESERVE	3,357.50
8/18/2015	17451	MBCS/Monterey Bay Charter ...	SPECIAL RESERVE	17,975.89
8/18/2015	17452	State Farm Insurance	INSURANCE	1,364.17
8/18/2015	17453	Calvary High School	SPECIAL RESERVE	500.00
8/18/2015	17455	PG PRIDE	GRANT	4,260.26
8/18/2015	17456	RETIREE INSURANCE	RETIREE INSURANCE	4,440.23
8/24/2015	17457	BUS PASS	BUS PASS	1,300.00
8/24/2015	17458	BASRP-RD	BASRP	1,151.50
8/24/2015	17459	BASRP-FG	BASRP	811.00
8/28/2015	17460	ADULT EDUCATION	ADULT EDUCATION	775.00
8/28/2015	17461	ADULT EDUCATION	ADULT EDUCATION	103.00
8/28/2015	17462	RETIREE INSURANCE	RETIREE INSURANCE	2,622.20
8/28/2015	17463	Pivot Learning	REFUND	1,200.00
8/28/2015	17464	PGHS LIBRARY	LIBRARY FINES/FEES	20.00
8/28/2015	17465	FPAC	custodial	157.50
8/28/2015	17466	TEXTBOOKS	TEXT BOOK FEES	482.00
8/28/2015	17467	MBARI	FACILITIES	225.00
8/28/2015	17468	BUS PASS	BUS PASS	1,600.00
8/28/2015	17469	MBCS/Monterey Bay Charter ...	SPECIAL RESERVE	17,559.53
8/28/2015	17470	Shoreline Community Church	SPECIAL RESERVE	3,465.00
8/28/2015	17471	ADULT EDUCATION	ADULT EDUCATION	1,047.70
8/28/2015	17472	ROP	Class Fees	670.00
8/28/2015	17473	ROP	Class Fees	450.00
8/28/2015	17474	ROP	Class Fees	300.00
8/28/2015	17475	ROP	Class Fees	290.00
8/28/2015	17476	ROP	Class Fees	400.00
8/28/2015	17477	ROP	Class Fees	520.00
8/28/2015	17478	ROP	Class Fees	400.00
8/28/2015	17479	ROP	Class Fees	300.00
8/28/2015	17480	ROP	Class Fees	915.00
8/28/2015	17481	BASRP-RD	BASRP	3,615.75
8/28/2015	17482	BASRP-FG	BASRP	5,261.50
9/3/2015	17483	PGMS	GRANT	26,000.00
9/3/2015	17484	RETIREE INSURANCE	RETIREE INSURANCE	1,799.08
9/3/2015	17485	DEBORAH MARCHESE	BUSINESS OFFICE	5.00
9/3/2015	17486	AT&T	REBATE	159.42
9/3/2015	17487	La Leche League of Monterey ...	FACILITIES	120.00
9/3/2015	17488	ADULT EDUCATION	ADULT EDUCATION	1,191.00
9/3/2015	17489	BUS PASS	BUS PASS	300.00
9/3/2015	17490	Robert Down Elementary	DONATION	2,080.44
9/9/2015	17491	RETIREE INSURANCE	RETIREE INSURANCE	1,767.32
9/9/2015	17492	PGMS	SCIENCE CAMP	7,705.00
9/9/2015	17493	ADULT EDUCATION	ADULT EDUCATION	1,819.00

Date	Num	Name	Account	Amount
9/9/2015	17494	BUS PASS	BUS PASS	400.00
9/9/2015	17495	Catalyst Soccer Club	FACILITIES	437.50
9/9/2015	17496	CYSA	FACILITIES	692.50
9/9/2015	17497	BASRP-RD	BASRP	11,530.38
9/9/2015	17498	BASRP-FG	BASRP	6,508.00
Aug 13 - Sep 9, '15				<u>219,506.34</u>

SUBJECT: Quarterly Report on Williams Uniform Complaints

PERSON(S) RESPONSIBLE: Ralph Gómez Porras, Superintendent

RECOMMENDATION:

The District Administration recommends that the Board review and approve the information in this quarterly report, per Ed. Code. 35186 (d).

BACKGROUND:

Each quarter the district is required, per Ed. Code 35186(d) to “prepare and submit a report of summarized data on the nature and resolution of all uniform complaints to the district board and county superintendent.”

INFORMATION:

For the first quarter of the 2015/16 academic year, there were no incidents or complaints filed against any of the criteria: Therefore, it is acknowledged that

1. There are sufficient textbooks and instructional materials for each student to use in class;
2. School facilities are clean, safe and maintained in good repair;
3. There are no teacher vacancies or misassignments;
4. All eligible students who did not pass the CAHSEE were notified of the availability of services and the right to file a complaint.
5. Parents, teachers and the public know how to obtain complaint forms.

FISCAL IMPACT:

None.

Quarterly Report on Williams Uniform Complaints

[Education Code § 35186]

District: Pacific Grove Unified School District

Person completing this form: Mandi Freitag Title: Executive Assistant

Quarterly Report Submission Date: ☒ October 2015
 (Please check one) ☐ January 2016
☐ April 2016
☐ July 2016

Date for information to be reported publicly at governing board meeting: September 17, 2015

Please check the box that applies:

- ☒ No complaints were filed with any school in the district during the quarter indicated above.
- ☐ Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

General Subject Area	Total # of Complaints	# Resolved	# Unresolved
Textbooks and Instructional Materials			
Teacher Vacancy or Misassignment			
Facilities Conditions			
TOTALS			

Ralph Gómez Porras
Print Name of District Superintendent


Signature of District Superintendent

September 17, 2015
Date

SUBJECT: San Jose State University Student Teacher Program

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

RECOMMENDATION:

The administration recommends the approval of participating with San Jose State University Student/Master Teacher Program in the effort to support new teachers entering the teaching profession.

INFORMATION/BACKGROUND:

The San Jose State University Student Teacher Program is a student/mentor teacher program between San Jose State University, the California Commission on Teacher Credentialing and participating school districts. This program allows SJSU student teachers to gain classroom teaching experience under the guide of an experienced classroom teacher. This agreement is for the **2015-2018** school years.

FISCAL IMPACT:

None

STUDENT TEACHING AGREEMENT

THIS AGREEMENT entered into by and between the State of California through the Trustees of The California State University on behalf of the State University, noted below, all of which are hereinafter called State or State University, and the School District, noted below, hereinafter called the District:

WITNESSETH

WHEREAS, The District is authorized to enter into agreements with the State, to provide teaching experience through practice teaching to students enrolled in teacher training curricula of the State University; and to provide speech and language pathology experience through practice speech and language pathology to students enrolled in speech and language pathology training curricula of the State University; and

WHEREAS, any such agreement may provide for the payment for the services rendered by the District of an amount not to exceed the actual costs to the District of the services rendered; and

WHEREAS, it has been determined between the parties hereto that the payments to be made to the District under this agreement do not exceed the actual cost to the district of the services rendered by the District, and

WHEREAS, the honorarium or payment provided herein is intended to be transmitted promptly by the District to the supervising teacher as compensation for and recognition to services performed for the student teacher in the supervisory teacher's charge;

NOW THEREFORE, it is mutually agreed between the State and the District as follows:

SPECIAL PROVISIONS

The State University and the District are as follows:

UNIVERSITY:
San Jose State University

DISTRICT:
Pacific Grove Unified School District

The TERM of the Agreement is **July 1, 2015 through June 30, 2018.**

The State shall pay District for such services at the RATE AND AMOUNT of \$16.67 per quarter unit, and \$25.00 per semester unit.

GENERAL TERMS

1. The District shall provide to State University students teaching experience through practice teaching in schools and classes of the District not to exceed the units of practice teaching set forth in the Special Provisions. Such practice teaching shall be provided in such school or classes of the District, and under the direct supervision and instruction of such employees of the District, as the District and the State through their duty-authorized representatives may agree upon.

The District may, for good cause, refuse to accept for practice teaching any student of the State University assigned to practice teaching in the District, and upon request of the District, made for good cause, the State shall terminate the assignment of any student of the State University to practice teaching in the District.

“Practice teaching” as used herein and elsewhere in this agreement means active participation in the duties and functions of classroom teaching under the direct supervision and instruction of employees of the District holding valid life diplomas or credentials issued by the State Board of Education, other than emergency or provisional credentials, authorizing them to serve as classroom teachers in the schools or classes in which the practice teaching is provided.

2. The State will pay the District for the performance by the District of all services required to be performed under this agreement at the rates set forth in the Special Provisions for each semester or quarter unit of practice teaching.

A semester unit of practice teaching for elementary and secondary schools is approximately twenty (20) minutes of practice teaching daily for five (5) days a week for eighteen (18) weeks. A quarter unit of practice teaching is two-thirds (2/3) of a semester unit. For community colleges and/or adult schools, a semester unit is approximately 20 minutes of practice teaching daily three (3) days a week for eighteen (18) weeks during the regular season.

3. An assignment of a student of the State University to practice teaching in schools or classes of the District shall be, at the discretion of the State, either for approximately nine (9) weeks or for approximately (18) weeks, but a student may be given more than one assignment by the State University to practice teaching in such schools or classes.

The assignment of a student of the State University to practice teaching in the District shall be deemed to be effective for purposes of this agreement as of the date the student presents to the proper authorities of the District the assignment card or other document given the student by the State University effecting such assignment, but not earlier than the date of such assignment as shown on such card or other document.

In the event the assignment of a student of the State University to practice teaching is terminated by the State University for any reason, the District shall receive payment on account of such student except that if such assignment is terminated before the end of the ninth week of the term of the assignment, the District shall receive payment for an assignment for nine (9) weeks only. If a student is assigned by the State University to another teacher of the District after an assignment has become effective, this shall be considered for payment purposes as an entirely new and separate assignment.

Absences of a student from assigned practice teaching shall not be counted as absences in computing the semester units of practice teaching provided the student by the District.

4. Within a reasonable time following the close of each semester or quarter of the State University, the District shall submit an invoice, in duplicate, to the State University for payment, at the rate provided herein, for all units of practice teaching provided by the District under and in accordance with this agreement during said semester or quarter. The District shall attach to the invoice a certificate, in duplicate, executed by a duly authorized representative of the District certifying that the District expended or became obligated to expend in providing such practice teaching in an amount not less than the amount of the invoice. The State will pay the amount of such invoice from moneys made available for such purpose by or pursuant to the laws of the State.

5. Notwithstanding any other provisions of this agreement, the State shall not be obligated by this agreement to pay the District any amount in excess of the total sum set forth in the Special Provisions.

HOLD HARMLESS CLAUSE

The District and the State University will save harmless and indemnify the State and District against all claims, demands, suits, judgments, expense and costs of any and every kind, insofar as it may legally do so and subject to the availability of funds, on account of the injury to or death of persons or loss of or damage to property arising in any manner out of District's or State's performance of the terms of this Agreement.

INSURANCE

State and District will procure and maintain in full force and effect adequate insurance or will self-insure their obligations under this Agreement.

Pursuant to the California State University (CSU) policy for contracting and procurement (Section 412.06), the University must ask for the following insurance information to be provided prior to issuance of an agreement, purchase order or student placement agreement/commitment which allows the work to be performed:

Contracts requiring insurance coverage shall contain the following provisions:

1. District shall furnish to the University a Certificate of Insurance stating that there is liability insurance presently in effect for the agreement with a single limit of not less than \$1,000,000 per occurrence, and \$2,000,000 aggregate; and that vehicle insurance (where applicable) is in effect with a minimum coverage of \$1,000,000 per occurrence.
2. The Certificate of Insurance shall provide:
 - a. That the insurer will not cancel the insured's coverage without thirty (30) days prior notice to the University;
 - b. The State of California, the Trustees of the California State University System, San Jose State University, and the employees, officers, and agents of each of them, must be added by endorsement as Additional Insured, but only insofar as the operations under the agreement are concerned.
 - c. That the State, the Trustees, and the University, and the employees, officers and agents of each of them will not be responsible for any premiums or assessments on the policy.
3. The District agrees that the bodily injury liability insurance herein provided shall be in effect at all times during the term of the agreement. In the event said insurance coverage expires at any time or times during the term of this contract/agreement, District agrees to provide at least thirty (30) days prior to said expiration date, a new Certificate of Insurance will be provided evidencing insurance coverage for not less than the remainder of the term of the contract, or for a period of not less than one (1) year. New Certificates of Insurance are subject to approval of the University, and District agrees that no services shall be performed prior to the giving of such approval.

In the event that the District fails to keep in effect at all time insurance

coverage as provided herein, the University may in addition to any other remedies it may have, terminate the contact/agreement upon occurrence of such event.

4. Workers Compensation and Employer's Liability insurance coverage as required by California State Law shall be maintained by the District and any subcontractor(s) through the completion of the service.

The limit of coverages set forth above is a minimum amount, and any situation where an unusually high risk of liability is present, the University may require the District to carry insurance with a higher limit.

STATE OF CALIFORNIA

SCHOOL DISTRICT

Trustees of the California State University

Pacific Grove Unified School District

BY: _____ Date: _____ BY: _____ Date: _____

TITLE: SJSU Contract Analyst TITLE: _____

THIS SECTION IS OPTIONAL:

CERTIFICATION

I, the duly appointed and acting Clerk or Secretary of the Governing Board of the School District listed below, do hereby certify that the following is a true and exact copy of a portion of the Minutes of the regular meeting of said Board held on _____.

"It was moved, seconded, and carried that the attached contract with the Trustees of The California State University, whereby the University may assign students to the schools in the School District for practice teaching, be approved; and the _____ is hereby authorized to execute the same."

BY _____
Clerk, Secretary (strike one) of the governing Board of The School District

SUBJECT: First and/or Final Read: Board Policy and Regulation 1240 Volunteer Assistance

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

RECOMMENDATION:

The Administration recommends that the Board review and approve or give direction on the revised Board Policy and Regulation 1240 Volunteer Assistance.

INFORMATION:

The Board Policy and Regulation 1240 are being updated to include fingerprinting requirements.

FISCAL IMPACT:

None.

Pacific Grove Unified School District

REDLINE

Community Relations

Policy #1240

VOLUNTEER ASSISTANCE

The Governing Board encourages parents/guardians and other members of the community to share their time, knowledge and abilities with our students. Community volunteers in our schools enrich the educational program and strengthen our schools' relationships with homes, businesses, public agencies and private institutions. The presence of volunteers in the classroom and on school grounds also enhances supervision of students and contributes to school safety.

The Superintendent or designee may authorize the use of volunteers and shall establish a plan for screening volunteers. The Superintendent or designee shall establish procedures to protect the safety of students and adults in accordance with laws related to tuberculosis testing, fingerprinting and criminal records checks.

Volunteers shall act in accordance with District policies, regulations and school rules. At his/her discretion, a ~~staff member~~ site administrator ~~who supervises volunteers~~ may ask any volunteer who violates school rules to leave the campus. Staff members who supervise volunteers also may confer with the principal or designee regarding any such volunteers. The Superintendent or designee shall be responsible for investigating and resolving complaints regarding volunteers.

Volunteer maintenance work shall be limited to those projects that do not replace the normal maintenance duties of classified staff. The Board nevertheless encourages volunteers to work on short-term projects to the extent that they enhance the classroom or school, meet a specific need, comply with established building and safety codes, do not significantly increase maintenance workloads and comply with employee ~~commitments~~ negotiated and contracts.

Volunteer aides shall not be used to assist certificated staff in performing teaching or administrative responsibilities in place of regularly authorized classified employees who have been laid off. (Education Code 35021)

The Board encourages principals to develop a means for recognizing the contributions of each school's volunteers.

Qualifications

The Superintendent or designee shall establish processes for deciding whether volunteers possess the qualifications required by law and administrative regulation for the duties they will perform.

Before assuming a volunteer position to work with students in a student activity program sponsored by the district, a volunteer must obtain both a Department of

Pacific Grove Unified School District

Community Relations

Policy #1240

VOLUNTEER ASSISTANCE

Justice and Federal Bureau of Investigation criminal background check through the district. (Education Code 49024)

Volunteers who possess a current Activity Supervisor Clearance Certificate from the Commission on Teacher Credentialing, issued prior to July 9, 2010, shall have met district requirements for the criminal background check. (Education Code 49024)

Legal Reference:

EDUCATION CODE

35021 Volunteer aides

35021.1 Automated records check

44010 Sex offense; definition

44227.5 Classroom participation by college methodology faculty

44814 Duty-free lunch periods

44815 Noncertificated supervision

45125 Fingerprinting requirements

45340-45349 Instructional aide act, especially:

45344.5 Instructional aide; proficiency in basic skills

45347 Instructional aides as classified employees

45349 Volunteers

45360-45367 Teacher aides

49406 Examination for tuberculosis

GOVERNMENT CODE

3100-3109 Oath or affirmation of allegiance

3543.5 Prohibited interference with employees' rights

96100-96114 Academic Volunteer and Mentor Service Act of 1992

HEALTH AND SAFETY CODE

1596.871 Fingerprints of individuals in contact with child day care facility clients

LABOR CODE

3364.5 Persons performing voluntary services for school Districts

PENAL CODE

290.4 Information re sex offenders

CODE OF REGULATIONS, TITLE 5

18168 Personnel duties with infants and toddlers

CODE OF REGULATIONS, TITLE 22

101170 Criminal record clearance

62 Ops. Cal. Atty. Gen. 325 (1979)

Whisman Elementary School District, 15 Public Employee Reporter for California, 22043

Pacific Grove Unified School District

FINAL

Community Relations

Policy #1240

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Pacific Grove Unified School District

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Pacific Grove Unified School District

REDLINE

Community Relations

Regulation #1240

VOLUNTEER ASSISTANCE

Definitions **Volunteer Duties**

Volunteer non-teaching aides may supervise students during lunch, ~~and/or~~ breakfast, ~~or other nutrition~~ periods or may serve as non-teaching aides under the immediate supervision and direction of certificated personnel to perform non-instructional work which assists certificated personnel in the performance of teaching and administrative responsibilities. (Education Code 35021, 44814, 44815)

Volunteer ~~s instructional aides~~ may assist certificated personnel in the performance of their duties, in the supervision of students, and in instructional tasks that, in the judgment of the certificated personnel to whom the ~~instructional aide~~ **volunteer** is assigned, may be performed by a person not licensed as a classroom teacher. These duties shall not include assignment of grades to students. ~~A~~ **volunteer** instructional aide need not perform his/her duties in the physical presence of the teacher, but the teacher retains responsibility for the instruction and supervision of students in his/her charge. (Education Code 45343, 45344, ~~45349~~)

Facilities project volunteers may work on short-term facilities projects pursuant to Governing Board policy and as outlined below under "Volunteer Facilities Projects".

Basic Skills Proficiency and Qualifications

All volunteer instructional aides providing supervision or instruction of students pursuant to Education Code section 45349 shall give evidence of basic skills proficiency. (Education Code 45344.5, 45349)

All volunteers must be fingerprinted and obtain criminal background record clearance. (Education Code 45125)

Volunteers working with students in a district-sponsored student activity program must obtain an Activity Supervisor Clearance Certificate or a Department of Justice and Federal Bureau of Investigation criminal background check in accordance with board policy. The Superintendent or designee shall decide which district volunteer positions are subject to this requirement.

"Student activity programs" include, although are not limited to, scholastic programs, interscholastic programs, and extracurricular activities sponsored by the district or a school booster club, such as a cheer team, drill team, dance team, and marching band. This Activity Supervisor Clearance Certificate requirement does not apply to volunteer supervisors for breakfast, lunch, or other nutritional periods or to non-

Pacific Grove Unified School District

Community Relations

Regulation #1240

VOLUNTEER ASSISTANCE

teaching volunteer aides, as defined in Education Code section 35021, under the immediate supervision and direction of certificated personnel of the district. For this section, a non-teaching volunteer aide includes a parent volunteering in a classroom or on a field trip or a community member providing non-instructional services. (Education Code 49024)

Sex Offender Checks~~Volunteer Prohibitions~~

Any person required to register as a sex offender under Penal Code section 290 or any person who has committed a violent or serious felony as defined in Penal Code section 667.5, subdivision (c), and 1192.7, subdivision (c), shall not be assigned as a volunteer who assists certificated personnel in the performance of their duties, supervises students during lunch, breakfast, or other nutritional periods, or serves as a nonteaching aide to perform non-instructional tasks. The Superintendent or designee may permit a person who has committed a violent or serious felony as defined by state law to volunteer if the volunteer satisfies the rehabilitation requirements pursuant to Education Code section 45122.1. An individual who is required to register as a sex offender because of a conviction for a crime where the victim was a minor under 16 years old shall not serve as a volunteer in a capacity in which the individual would be working directly and in an unaccompanied setting with minor children on more than an incidental and occasional basis or have supervision or disciplinary power over minor children. (Education Code 35021, 45122, 45349; Penal Code 290.95, 667.5, 1192.7)

All prospective volunteers may be required by the Superintendent or designee to disclose their status as a registered sex offender and/or provide the district with information to allow verification of this status on the Department of Justice's Megan's Law website. Before authorizing any person to serve as a ~~volunteer~~ non-teaching aide or a volunteer instructional aide, the Superintendent or designee shall ~~ask~~ request that a local law enforcement agency to conduct an automated records check of a prospective volunteer aid ~~or call the Department of Justice~~ to determine that the individual is not a registered sex offender. Volunteers shall be informed that the District is conducting this records search. Education Code 35021, 35021.1; Penal Code 290.95)

Tuberculosis Testing

Volunteers shall not be assigned to supervise or instruct students unless the volunteer has submitted evidence within the past 60 days to determine that he/she is free of active tuberculosis. Volunteers who test negative ~~All volunteer instructional~~

Pacific Grove Unified School District

Community Relations

Regulation #1240

VOLUNTEER ASSISTANCE

~~aides~~ shall thereafter submit evidence that they are free from active tuberculosis at least once every four years pursuant to Education Code 49406. (Education Code 45106, 45347, 45349, 49406)

~~All volunteers in child care and development programs shall be tested for tuberculosis within 60 days before or within seven days after the volunteer service begins. Staff shall also maintain annual follow-up reports indicating that the volunteer is free from tuberculosis. (Code of Regulations, Title 5, Section 18168)~~

~~Basic Skills Proficiency~~

~~All volunteer instructional aides shall give evidence of basic skills proficiency. (Education Code 45344.5, 45349)~~

Volunteers that serve less than a school year whose functions do not require frequent or prolonged contact with students may be exempt from the tuberculosis testing requirements as determined by the Superintendent or designee. (Education Code 49406)

Volunteer Facilities Projects

All volunteer facilities projects shall have approximate start and completion dates and must be approved by the principal in advance.

Projects approved by the principal shall also be approved in advance by the Superintendent or designee if they involve the following types of work:

1. Alterations, additions or repairs to buildings and grounds
2. Construction involving wall or roof penetration, drilling or nailing
3. Structural modifications
4. Electrical, electronic, plumbing, or heating and cooling work
5. Painting
6. Installation of carpet
7. Installation of playground equipment and benches
8. Installation of sprinkler systems
9. Paving
10. Installation of marquees and signs
11. Tree planting, pruning or removal

The Superintendent or designee shall ensure that the above projects comply with

Pacific Grove Unified School District

Community Relations

Regulation #1240

VOLUNTEER ASSISTANCE

health and safety codes, building codes, fire codes, environmental laws and agreements with employee bargaining units. The Superintendent or designee shall also ensure that volunteers have appropriate licenses and/or the expertise necessary for the project. The district will provide on-site assistance and supervision for such projects, depending upon their complexity and the expertise of the volunteers. Projects shall be inspected upon completion to ensure that the work was done satisfactorily. Electrical, electronic, heating, ventilation, air conditioning, plumbing, welding and structural work must be done by a licensed contractor or performed under the supervision of a skilled district maintenance employee with knowledge of the trade involved.

All volunteer facilities projects shall comply with Board Policy and Regulation 7230.

Workers' Compensation

Unsalaries volunteers shall be considered employees of the District for workers' compensation insurance purposes. If injured while serving as volunteers in the District, they should file workers' compensation insurance forms provided by the District office. (Labor Code 3364.5)

Pacific Grove Unified School District

FINAL

Community Relations**Regulation #1240**

VOLUNTEER ASSISTANCE**Volunteer Duties**

Volunteer non-teaching aides may supervise students during lunch, breakfast, or other nutrition periods or may serve as non-teaching aides under the immediate supervision and direction of certificated personnel to perform non-instructional work which assists certificated personnel in the performance of teaching and administrative responsibilities. (Education Code 35021, 44814, 44815)

Volunteers may assist certificated personnel in the performance of their duties, in the supervision of students, and in instructional tasks that, in the judgment of the certificated personnel to whom the volunteer is assigned, may be performed by a person not licensed as a classroom teacher. These duties shall not include assignment of grades to students. A volunteer instructional aide need not perform his/her duties in the physical presence of the teacher, but the teacher retains responsibility for the instruction and supervision of students in his/her charge. (Education Code 45343, 45344, 45349)

Facilities project volunteers may work on short-term facilities projects pursuant to Governing Board policy and as outlined below under "Volunteer Facilities Projects".

Basic Skills Proficiency and Qualifications

All volunteer instructional aides providing supervision or instruction of students pursuant to Education Code section 45349 shall give evidence of basic skills proficiency. (Education Code 45344.5, 45349)

All volunteers must be fingerprinted and obtain criminal background record clearance. (Education Code 45125)

Volunteers working with students in a district-sponsored student activity program must obtain an Activity Supervisor Clearance Certificate or a Department of Justice and Federal Bureau of Investigation criminal background check in accordance with board policy. The Superintendent or designee shall decide which district volunteer positions are subject to this requirement.

"Student activity programs" include, although are not limited to, scholastic programs, interscholastic programs, and extracurricular activities sponsored by the district or a school booster club, such as a cheer team, drill team, dance team, and marching band. This Activity Supervisor Clearance Certificate requirement does not apply to volunteer supervisors for breakfast, lunch, or other nutritional periods or to non-

Pacific Grove Unified School District

Community Relations

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VOLUNTEER ASSISTANCE

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Volunteer Prohibitions

Any person required to register as a sex offender under Penal Code section 290 or any person who has committed a violent or serious felony as defined in Penal Code section 667.5, subdivision (c), and 1192.7, subdivision (c), shall not be assigned as a volunteer who assists certificated personnel in the performance of their duties, supervises students during lunch, breakfast, or other nutritional periods, or serves as a nonteaching aide to perform non-instructional tasks. The Superintendent or designee may permit a person who has committed a violent or serious felony as defined by state law to volunteer if the volunteer satisfies the rehabilitation requirements pursuant to Education Code section 45122.1. An individual who is required to register as a sex offender because of a conviction for a crime where the victim was a minor under 16 years old shall not serve as a volunteer in a capacity in which the individual would be working directly and in an unaccompanied setting with minor children on more than an incidental and occasional basis or have supervision or disciplinary power over minor children. (Education Code 35021, 45122, 45349; Penal Code 290.95, 667.5, 1192.7)

All prospective volunteers may be required by the Superintendent or designee to disclose their status as a registered sex offender and/or provide the district with information to allow verification of this status on the Department of Justice's Megan's Law website. Before authorizing any person to serve as a non-teaching aide or a volunteer instructional aide, the Superintendent or designee shall request that a local law enforcement agency conduct an automated records check of a prospective volunteer aid to determine that the individual is not a registered sex offender. Volunteers shall be informed that the District is conducting this records search. (Education Code 35021, 35021.1; Penal Code 290.95)

Tuberculosis Testing

Volunteers shall not be assigned to supervise or instruct students unless the volunteer has submitted evidence within the past 60 days to determine that he/she is free of active tuberculosis. Volunteers who test negative shall thereafter submit

Pacific Grove Unified School District

Community Relations

Regulation #1240

VOLUNTEER ASSISTANCE

evidence that they are free from active tuberculosis at least once every four years pursuant to Education Code 49406. (Education Code 45106, 45347, 45349, 49406)

Volunteers that serve less than a school year whose functions do not require frequent or prolonged contact with students may be exempt from the tuberculosis testing requirements as determined by the Superintendent or designee. (Education Code 49406)

Volunteer Facilities Projects

All volunteer facilities projects shall have approximate start and completion dates and must be approved by the principal in advance.

Projects approved by the principal shall also be approved in advance by the Superintendent or designee if they involve the following types of work:

1. Alterations, additions or repairs to buildings and grounds
2. Construction involving wall or roof penetration, drilling or nailing
3. Structural modifications
4. Electrical, electronic, plumbing, or heating and cooling work
5. Painting
6. Installation of carpet
7. Installation of playground equipment and benches
8. Installation of sprinkler systems
9. Paving
10. Installation of marquees and signs
11. Tree planting, pruning or removal

The Superintendent or designee shall ensure that the above projects comply with health and safety codes, building codes, fire codes, environmental laws and agreements with employee bargaining units. The Superintendent or designee shall also ensure that volunteers have appropriate licenses and/or the expertise necessary for the project. The district will provide on-site assistance and supervision for such projects, depending upon their complexity and the expertise of the volunteers. Projects shall be inspected upon completion to ensure that the work was done satisfactorily. Electrical, electronic, heating, ventilation, air conditioning, plumbing, welding and structural work must be done by a licensed contractor or performed under the supervision of a skilled district maintenance employee with knowledge of the trade involved.

Pacific Grove Unified School District

Community Relations

Regulation #1240

VOLUNTEER ASSISTANCE

Workers' Compensation

Unsalaries volunteers shall be considered employees of the District for workers' compensation insurance purposes. If injured while serving as volunteers in the District, they should file workers' compensation insurance forms provided by the District office. (Labor Code 3364.5)

SUBJECT: 2015/2016 Board Goals

PERSON(S) RESPONSIBLE: Ralph Gómez Porras, Superintendent

RECOMMENDATION:

The Administration recommends that the Board discuss and approve the 2015/2016 Board Goals, including any new additions presented at the meeting.

BACKGROUND and INFORMATION:

The Board approves the Board Goals, Strategic Plan and the Local Control Accountability Plan (LCAP) on an annual basis. Following these approvals, the Superintendent presents his goals, which are designed to take initiative on these plans. All of 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.

At the June 2015 meeting the Board approved the most current version of the District LCAP, which was designed to align with the existing Strategic Plan.

The 2014/2015 approved Board Goals helped to guide staff in making the appropriate amendments to the above listed plans. At this time, all three plans are aligned, thus there are no major recommended changes to those Board Goals. The only changes are in outdated or replaced state assessments. Specifically:

- Inclusion of “Arts” in STEM
- Removal of the California High School Exit Exam
- Removal of STAR
- And, inclusion of Next Generation Science Standards

As this year progresses, and we are able to monitor the effectiveness of the plans, we will be prepared to recommend new amendments for the following year.

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
- 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.
- Next Generation Science Standards
- CELDT (California English Language Development Test)
- Alignment with US Dept. of Education STEAM (Science, Technology, Engineering, Arts & Math) standards
- Integrated Mathematics program development at secondary level
- California Standards Test (CST), California Alternate Performance Assessment (CAPA), and the California Modified Assessment (CMA), in grades five, eight, and ten for science
- California Alternate Assessment (CAA) for ELA and mathematics in grades three through eight, and eleven
- Other multiple measures of assessment



Pacific Grove Unified School District Goals

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)
- SMI (Scholastic Math 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**

- Focus on Student and Staff Safety
- Student Centered Initiatives
- High Degree of Communication With All Stakeholders
- Programs Responsive to 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 Budget Handbook Available to All Stakeholders
- Maintain Fiduciary Responsibilities
- Align Budget With Specific Program Priorities

4. **Program, Services and Budget Alignment Via LCAP**

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

SUBJECT: Review of Measure A – Ed Tech Bond

PERSON RESPONSIBLE: Rick Miller, Assistant Superintendent for Business Services and Bruce Cates, Director of Technology

RECOMMENDATION:

The District Administration recommends that the Board review and approve Measure A Educational Technology Bond expenditures.

BACKGROUND:

On November 4, 2014, the voters with the Pacific Grove Unified School District approved an \$18 million General Obligation Bond to be used for Education Technology. Each property may be charged a maximum of \$17.96 per \$100,000 of assessed valuation over 18 years. Measure A was approved by voters with 59.79% of the vote.

The bond measure will improve technology by:

- Increasing student access to computers.
- Upgrading educational software in every classroom.
- Implementing a multiyear, District-wide educational technology plan.
- Improving classroom and campus security systems.
- Installing student performance assessment software for statewide testing/learning requirements.

The bond funds will be released in six separate series, approximately \$3 million every three years, over 18 years. The first issuance, Series A, was released in the 2014-15 fiscal year for \$2,327,150. As the assessed valuations of the properties within the District increase, the maximum allowable funding for each series will also increase.

INFORMATION:

For many years, the District Technology Committee reviewed all educational technology purchases. The committee consists of Principals, Assistant Principals, Teachers, the Director of Technology, and Site Technology Coordinators.

Some of the initial purchases from the Ed Tech bond include Chromebooks and Chromebook cabinets, curriculum software, an Education Technology survey, Wifi Transmitters for improving internet access, replacement computers and the cost of the bond issuance.

Please see the attached spreadsheet which is a current list of Measure A expenditures that are awaiting Board approval. These costs are estimated and may vary slightly due to variations in tax and shipping costs.

FISCAL IMPACT:

\$172,086 of equipment and software to be purchased from Fund 21

Measure A - Requests 091715 Board Meeting

	Item	Request	Site(s)	Qty	Est. Cost Incl. Tax; S/H	Item Total
1	Projectors	Spring List	FG, RD, MS, CH, SPED	40	800	32,000
2	SmartBoards	Spring List	RD, SPED	5	1,500	7,500
3	Arduino Mini Computer Boards/Monitors	Replacement	HS	8	90	723
4	Daccord (foreign language class software 35 lic.)	Added	HS	1	4,201	4,201
5	Switch Fan Replacement	Spring List	FG	1	500	500
6	TV for Music Room (60")	Spring List	FG	1	656	656
7	Yamaha RX-V375 AV receiver	Spring List	FG	1	273	273
8	CD Player w/aux input (Music)	Spring List	FG	1	55	55
9	Projector Screens	Spring List	FG	3	110	330
10	Typing Program Replacement	Spring List	FG, RD	1	4,000	4,000
11	Color LaserJet with Copy	Spring List	FG	2	440	880
12	Safari Montage Renewal	Spring List	FG, RD	1	1,800	1,800
13	Replacement Redcat Tchr Microphone/Speaker	Spring List	FG	4	1,311	5,244
14	Replacement B&W printers	Spring List	FG	12	164	1,968
15	Replacement 1Gb Room Switches	Spring List	FG	10	28	280
16	AirPlay Speakers for Apple TVs	Spring List	FG	25	110	2,750
17	Laptop RAM	Spring List	FG	25	40	1,000
18	IPEVO Ziggi-HD High-Definition USB Document Camera (CDVU-04IP)	Spring List	FG	7	105	735
19	Video HDMI(m) to VGA(f) adapter	Spring List	FG	8	16	128
20	Replacement: Brother MFC-L2705DW Fax/All-in-one	Spring List	FG	1	220	220
21	Replacement: Campus Server	Spring List	FG	1	5,000	5,000
22	Replacement Document Cameras	Spring List	RD	8	660	5,280
23	Apple TVs	Spring List	RD	25	110	2,750
24	Wireless printers for classroom	Spring List	RD	12	250	3,000
25	Heart Math	Spring List	RD	1	1,650	1,650
26	Lego Education Kits	Spring List	RD	5	230	1,150
27	Wireless sound and 2 mics	Spring List	RD	1	550	550

Measure A - Requests 091715 Board Meeting

28	46" HD Flat Screen Monitors	Spring List	MS	3	490	1,470
29	usb microscopes set 30 Celestron 44302 Deluxe Handheld Digital Microscope 2MP	Spring List	MS	30	52	1,560
30	video microscope PupilCAM 1400 Series Digital	Spring List	MS	4	371	1,484
31	ASUS MeMO Pad 7 ME170CX-A1-BK 7-Inch 16	Spring List	MS	30	84	2,520
32	Doc cam (hovercam solo 5)	Spring List	MS	4	294	1,176
33	TI-Smartview Emulator Software	Spring List	MS	2	171	342
34	Wireless Printers for classroom	Spring List	MS	1	250	250
35	Wacom Bamboo Splash Pen Tablet (CTL471)	Spring List	MS	25	110	2,750
36	MacBook Pro (Music Dept)	Spring List	MS	1	3,200	3,200
37	Mac Desktop (Music Dept)	Spring List	MS	1	3,600	3,600
38	Laser color printer for staff only	Spring List	MS	1	550	550
39	Wireless display adapters	Spring List	MS	2	110	220
40	HDMI to VGA converters (Push 2 TV - Netgear)	Spring List	MS	2	45	90
41	TI Graphing Calculator App for iPad	Spring List	HS	4	35	140
42	3D projector/very bright	Spring List	HS	1	1,300	1,300
43	3 studio cameras for tv studio	Spring List	HS	3	1,965	5,896
44	Video lighting units for Media Studio	Spring List	HS	1	2,731	2,731
45	lens adapters	Spring List	HS	4	45	179
46	tripods, video studio	Spring List	HS	3	492	1,475
47	dolly for tripod	Spring List	HS	3	246	737
48	Motic Moticam 2 Digital Camera	Spring List	HS	1	546	546
49	Biodex Balance Concussion Management Machi	Spring List	HS	1	6,555	6,555
50	Learning Ally (Dist Lic) Audiobooks and software	Spring List	FG, RD, MS, CH, SPED	1	4,042	4,042
51	Sanyo Dual Deck DVD/VHS Player	Spring List	CH	1	127	127
52	Weather System and Sensors	Spring List	CH	1	1,994	1,994
53	MacBook Pro (Two Computers)	Spring List	CH	2	1,515	3,030
54	Projector Screens	Spring List	CH	2	110	220
55	Document Cameras	Spring List	CH	2	660	1,320
56	2 still cameras 2 video cameras	Spring List	CH	2	770	1,540

Measure A - Requests 091715 Board Meeting

57	MakerBot Replicator Desktop 3D Printer	Spring List	CH	1	3,000	3,000
58	Graphing Calculators	Spring List	AE	10	120	1,200
59	Headphones	Spring List	AE	10	20	200
60	Color Printer	Spring List	AE	1	800	800
61	Projector Screen 92" W X 69" H	Spring List	AE	2	400	800
62	Epson Projector Bright	Spring List	AE	1	1,300	1,300
63	Photoshop Elements 6	Spring List	AE	17	141	2,397
64	Elmo - Digital Visual Presenter	Spring List	AE	2	655	1,310
65	Google NIK - Google's photo editing plug-in	Spring List	AE	17	163	2,771
66	Added Meru WiFi Access Points	Spring List	AE	3	600	1,800
67	Burlington English Online Learning	Spring List	AE	1	2,000	2,000
68	Wireless Printers	Spring List	AE	4	220	880
69	MacBook Pro (admin & dept chairs)	Spring List	AE	6	1,500	9,000
70	Elmo document Camera	Spring List	AE	1	660	660
71	Fellowes Standard Monitor Riser (91712)	Spring List	AE	17	20	340
72	Sense 3d scanner	Spring List	AE	1	660	660
73	MakerBot Replicator Desktop 3D Printer	Spring List	AE	1	3,000	3,000
74	3-D printer filament	Spring List	CH, AE	2	200	400
75	Fitbit ZIP Tracker	Spring List	AE	60	65	3,900
					TOTAL-->	172,086

Measure A - Ed Tech Bond

Series A	2014-15	2015-16	2016-17	Total
Purchased:				
1 SRI & SMI Curriculum (Scholastic)	21,887			21,887
2 Projectors (Compview)	2,984			2,984
3 Tech supplies (Grainger)	559			559
4 Headsets for SBAC (Insight)	19,944			19,944
5 Projector (Compview)	1,054			1,054
6 Microsoft Licenses (SHI)	41,872			41,872
7 Network Ports (CXtec)	558			558
8 Fingerprint Scanner (Biometrics)	5,585			5,585
9 Replacement CPU (Dell)	1,516	4,384		5,901
10 Chromebooks (HP-SHI)	463,056	173,032		636,088
11 Chromebook Cabinets (Datum)	50,839	31,594		82,434
12 Wifi Transmitters (Carousel)	42,347			42,347
13 Chromebook security carts (Portola)	8,752			8,752
14 Computer replacements (Dell)	34,922	102,702		137,624
15 Student Union Equipment (Trinity)	5,283			5,283
16 License for Certify (Certica)	3,055			3,055
17 School Messenger (Reliance)	8,770			8,770
18 Ed Tech Survey (DS&C)	20,000			20,000
19 School Dude Software (School Dude)	9,424			9,424
20 Ed Tech Financial Advisor (DS&C)	146,514			146,514
21 Security Camera Project (Trinity)	15,120	1,680		16,800
22 Software (YoYo)		1,200		1,200
23 Servers (Firefly)		22,453		22,453
24 Read 180 (Scholastic)		28,941		28,941
25 Memory Upgrade (Lifetime)		494		494
26 Software (Teachers Curriculum, Pixologic)		33,271		33,271
27 Graphing Calculators (Bach)		28,481		28,481
28 Robotics (Lego)		7,401		7,401
29 MS Math (Think Through Learning)		23,490		23,490
30 Curriculum Licenses & Training (Curric Assoc)		30,554		30,554
31 Math 180 (Houghton-Mifflin)		121,796		121,796
32 Apple iMacs (Apple)		120,627		120,627
33				-
Total Expended	904,041	732,101	-	1,636,141
Reserve:				
34 Reserve for 2015-16		100,000		100,000
35 Reserve for 2016-17			100,000	100,000
Total Reserves	-	100,000	100,000	200,000
Summary:				Unspent
Measure A Funding	2,328,234			492,093

On November 4, 2014, the voters within the Pacific Grove Unified School District approved an \$18 million GO Bond, charging \$17.96 per \$100,000 of Assessed Valuation over 18 years. Measure A passed with 59.79% of the vote.

The bond measure will improve technology by:

- Increasing student access to computers
- Upgrading educational software in every classroom
- Implementing a multiyear, District-wide educational technology plan
- Improving classroom and campus security systems
- Installing student performance assessment software for statewide testing/learning requirements

SUBJECT: Discussion of Transportation for Field Trips

PERSON RESPONSIBLE: Rick Miller, Assistant Superintendent for Business Services and Matt Kelly, Director of Facilities and Transportation

RECOMMENDATION:

The District Administration recommends that the Board review current practices regarding the use of private vehicles for field trips, and provide direction if necessary.

BACKGROUND:

There are various ways that students are transported on Board approved field trips. The students can use District buses if they are available. But, because of limited staffing and number of buses, the organizers of the field trips sometimes use professional buses, or they use the vehicles of parents and volunteers.

INFORMATION:

At the Board meeting held on August 20, the Board asked administration to open a discussion regarding the use of private vehicles for field trips. Some options might include:

- 1) Increase transportation staff and purchase an additional bus, or buses, to be used for field trips. This option would not be sufficient to take care of all field trips. Additional staff would cost approximately \$30,000 and a new bus would cost approximately \$120,000.
- 2) Prohibit the use of private vehicles for long distance field trips. The District has relied on parents to transport students for many years because it is the least costly option. As long as the trip is Board approved, the District's liability insurance is in effect for volunteer drivers.
- 3) Increase site budgets to pay for the use of professional bus transportation. The transportation for each field trip can cost between \$2,000 to \$4,000, and would be an added financial burden at a time when deficit spending is budgeted.

FISCAL IMPACT:

There is no fiscal impact; this item is for discussion only.

SUBJECT: Board Calendar/Future Meetings

PERSON(S) RESPONSIBLE: Ralph Gómez Porras, Superintendent

RECOMMENDATION:

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

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, 2015/16 School Year

Aug. 20	Regular Board Meeting ✓ Student Enrollment Update ✓ Back to School dates ✓ Property tax report ✓ 2015-2016 Consolidated Application	District Office
Sept. 3	Regular Board Meeting ✓ Unaudited Actual Report ✓ Budget Revision #1	Forest Grove (School Site Visit)
Sept. 17	Regular Board Meeting ✓ Board Goals – review/revise	Robert Down
Oct. 1	Regular Board Meeting ✓ Superintendent's Goals ✓ Strategic Plan/LCAP Review Begins ✓ Bus Ridership	Middle School (School Site Visit)
Oct. 29	Regular Board Meeting ✓ Review of Special Education Contracts	Adult School (School Site Visit)
Nov. 12	Regular Board Meeting ✓ Intent form due (to serve as Board President or Vice President) ✓ Set date for Annual Organizational meeting	High School (School Site Visit)
Dec. 10	Organizational Meeting ✓ Election of 2015/16 Board President and Clerk ✓ First Interim Report ✓ Budget Revision #2 ✓ Review of Special Education Contracts	District Office

SUBJECT: California Assessment of Student Performance and Progress (CAASPP)

PERSON(S) RESPONSIBLE: Ana Silva, Director Curriculum/Special Projects

RECOMMENDATION:

Presentation of California Assessment of Student Performance and Progress (CAASPP) for information and discussion purposes.

BACKGROUND:

The new state wide assessments are tests based on California's new, more challenging learning standards that are needed for student's success in today's world. The new assessments are taken online and measure student knowledge in the content areas of mathematics and English – language arts for students in grades 3 through 8 and 11. These new assessments are part of the California Assessment of Student Performance and Progress (CAASPP); which also includes the paper and pencil science assessment. The first statewide administration of the new online assessments occurred in spring 2015.

INFORMATION:

The new state assessments are an improvement over previous state assessments. The information and skills students are expected to master for success in college and careers have changed to meet the demands of today's global, knowledge-based economy. Consequently, the state's assessments had to change to measure student performance against the newly structured state standards for student achievement. The tests include performance tasks that challenge students to demonstrate critical thinking and problem-solving, and to apply their knowledge and skills to real-world problems. The assessments are computer adaptive providing students with a wider range of questions tailored to more accurately identify the knowledge and skills students have mastered. The new assessment system is designed to measure student growth over time, which was not possible in California's previous system, and will provide teachers and schools important information to guide learning as students move from one grade level to the next.

The results of the new state assessments cannot be compared to prior test scores because they are substantially different in order for reliable comparisons to be made. Since these are new standards that are being taught and tested in a new way, we expect there to be a period of time for adjustment in teaching and learning. That is why this year's scores are better thought of as a starting point—baselines for the progress students are expected to make over time.

Students receive an overall score for each subject, ranging from 2,000 to 3,000. Overall scores are reported within one of four levels: standard exceeded, standard met, standard nearly met, and standard not met.

English Language Arts/Literacy

Grade	Minimum Scale Score	Maximum Scale Score	Achievement Level Scale Score Range for Standard Not Met	Achievement Level Scale Score Range for Standard Nearly Met	Achievement Level Scale Score Range for Standard Met	Achievement Level Scale Score Range for Standard Exceeded
3	2114	2623	2114–2366	2367–2431	2432–2489	2490–2623
4	2131	2663	2131–2415	2416–2472	2473–2532	2533–2663
5	2201	2701	2201–2441	2442–2501	2502–2581	2582–2701
6	2210	2724	2210–2456	2457–2530	2531–2617	2618–2724
7	2258	2745	2258–2478	2479–2551	2552–2648	2649–2745
8	2288	2769	2288–2486	2487–2566	2567–2667	2668–2769
11	2299	2795	2299–2492	2493–2582	2583–2681	2682–2795

Mathematics

Grade	Minimum Scale Score	Maximum Scale Score	Achievement Level Scale Score Range for Standard Not Met	Achievement Level Scale Score Range for Standard Nearly Met	Achievement Level Scale Score Range for Standard Met	Achievement Level Scale Score Range for Standard Exceeded
3	2189	2621	2189–2380	2381–2435	2436–2500	2501–2621
4	2204	2659	2204–2410	2411–2484	2485–2548	2549–2659
5	2219	2700	2219–2454	2455–2527	2528–2578	2579–2700
6	2235	2748	2235–2472	2473–2551	2552–2609	2610–2748
7	2250	2778	2250–2483	2484–2566	2567–2634	2635–2778
8	2265	2802	2265–2503	2504–2585	2586–2652	2653–2802
11	2280	2862	2280–2542	2543–2627	2628–2717	2718–2862

The new score reports also highlight students' strengths in key areas for both ELA and mathematics. ELA results include information about the students' performance in the areas of reading, writing, listening, and research. Reports of mathematics results include information about students' performance in problem solving, using concepts and procedures, and communicating mathematical reasoning. The student's performances in these key areas for each subject are reported using the following three indicators: below standard, at or near standard, and above standard.

English Language Arts/Literacy

Area (Claim) Descriptors	Above Standard	At or Near Standard	Below Standard
Reading Demonstrating understanding of literary and non-fictional texts	The student demonstrates a thorough ability to read closely and analytically to comprehend a range of literary and informational texts of high complexity.	The student demonstrates some ability to read closely and analytically to comprehend a range of literary and informational texts of moderate complexity.	The student does not demonstrate an ability to read closely and analytically to comprehend literary and informational texts of moderate complexity.
Writing Producing clear and purposeful writing	The student demonstrates a thorough ability to produce compelling, well-supported writing for a diverse range of purposes and audiences.	The student demonstrates some ability to produce effective and well-grounded writing for a range of purposes and audiences.	The student does not demonstrate an ability to produce effective and well-grounded writing for a range of purposes and audiences.
Listening Demonstrating effective communication skills	The student demonstrates thorough ability to critically interpret and use information delivered orally .	The student demonstrates some ability to accurately interpret and use information delivered orally .	The student does not demonstrate the ability to accurately interpret and use information delivered orally.
Research/Inquiry Investigating, analyzing, and presenting information	The student demonstrates a thorough ability to use research/inquiry methods as a way to engage with a topic and then analyze, integrate, and present information in a persuasive and sustained exploration of a topic .	The student demonstrates some ability to use research/inquiry methods to explore a topic and analyze, integrate, and present information.	The student does not demonstrate the ability to use research/inquiry methods to explore or produce an explanation of a topic . The student does not demonstrate the ability to analyze or integrate information through research or inquiry.

Mathematics

Area (Claim) Descriptors	Above Standard	At or Near Standard	Below Standard
Concepts and Procedures Applying mathematical concepts and procedures	The student demonstrates a thorough ability to consistently explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.	The student demonstrates some ability to explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.	The student does not demonstrate the ability to explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.
Problem Solving/Modeling and Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems	The student demonstrates the thorough ability to consistently solve a range of complex, well-posed problems in pure and applied mathematics, making productive use of knowledge and problem-solving strategies. The student demonstrates the ability to consistently analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.	The student demonstrates some ability to solve a range of complex, well-posed problems in pure and applied mathematics, making productive use of knowledge and problem-solving strategies. The student demonstrates some ability to analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.	The student does not demonstrate the ability to solve a range of complex, well-posed problems in pure and applied mathematics, making productive use of knowledge and problem-solving strategies. The student does not demonstrate the ability to analyze complex, real-world scenarios and construct and using mathematical models to interpret and solve problems.
Communicating Reasoning Demonstrating ability to support mathematical conclusions	The student demonstrates the thorough ability to clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.	The student demonstrates some ability to clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.	The student does not demonstrate the ability to clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.

Score reports for students in grade eleven will indicate their readiness for credit-bearing, college-level work. If further preparation is needed, areas to focus on during their senior year will be identified. For many students, that is the kind of information that can help make the dream of a college education become a reality.

For students in grades five and eight, Student Score Reports also will include student scores from the California Standards Tests for Science, a requirement of the federal government. California is

in the process of developing a new state science assessment aligned with recently adopted science standards. California may also develop new assessments in other subjects, including history–social science aligned with state-adopted content standards.

PGUSD will use the spring 2014-15 SBAC results and the Interim Assessment Benchmarks throughout the year as an opportunity to continue to improve learning throughout our district and build on our established successes. These initial results represent a baseline for measuring student growth over time. We will continue to focus on identified areas of growth and on those students who have not met or are nearly meeting the standards.

This is an exciting new era of achievement for our students and we accept the challenges that come with implementing the new, more rigorous standards. This as an opportunity to seek out more innovative tools and techniques for teaching and for creating more engaging and challenging learning experiences for students so they will be better prepared to enter an ever-changing world. We are ever so grateful to our community for their steadfast support and approval of the funding necessary to create the learning experiences students need to compete in the 21st century.

FISCAL IMPACT:

None.

English Language Arts/Literacy

Area (Claim) Descriptors	Above Standard	At or Near Standard	Below Standard
Reading Demonstrating understanding of literary and non-fictional texts	The student demonstrates a thorough ability to read closely and analytically to comprehend a range of literary and informational texts of high complexity.	The student demonstrates some ability to read closely and analytically to comprehend a range of literary and informational texts of moderate complexity.	The student does not demonstrate an ability to read closely and analytically to comprehend literary and informational texts of moderate complexity.
Writing Producing clear and purposeful writing	The student demonstrates a thorough ability to produce compelling, well-supported writing for a diverse range of purposes and audiences.	The student demonstrates some ability to produce effective and well-grounded writing for a range of purposes and audiences.	The student does not demonstrate an ability to produce effective and well-grounded writing for a range of purposes and audiences.
Speaking and Listening Demonstrating effective communication skills	The student demonstrates thorough ability to deliver information orally for a variety of purposes and audiences, and to critically interpret and use information delivered orally .	The student demonstrates some ability to deliver information orally for a variety of purposes and audiences, and to accurately interpret and use information delivered orally .	The student does not demonstrate the ability to deliver information orally for a variety of purposes or to accurately interpret and use information delivered orally.
Research/Inquiry Investigating, analyzing, and presenting information	The student demonstrates a thorough ability to use research/inquiry methods as a way to engage with a topic and then analyze, integrate, and present information in a persuasive and sustained exploration of a topic .	The student demonstrates some ability to use research/inquiry methods to explore a topic and analyze, integrate, and present information.	The student does not demonstrate the ability to use research/inquiry methods to explore or produce an explanation of a topic. The student does not demonstrate the ability to analyze or integrate information through research or inquiry.

Mathematics

Area (Claim) Descriptors	Above Standard	At or Near Standard	Below Standard
Concepts and Procedures Applying mathematical concepts and procedures	The student demonstrates a thorough ability to consistently explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.	The student demonstrates some ability to explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.	The student does not demonstrate the ability to explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.
Problem Solving/Modeling and Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems	The student demonstrates the thorough ability to consistently solve a range of complex, well-posed problems in pure and applied mathematics, making productive use of knowledge and problem-solving strategies. The student demonstrates the ability to consistently analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.	The student demonstrates some ability solve a range of complex, well-posed problems in pure and applied mathematics, making productive use of knowledge and problem-solving strategies. The student demonstrates some ability to analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.	The student does not demonstrate the ability to solve a range of complex, well-posed problems in pure and applied mathematics, making productive use of knowledge and problem-solving strategies. The student does not demonstrate the ability to analyze complex, real-world scenarios and construct and use mathematical models to interpret and solve problems.
Communicating Reasoning Demonstrating ability to support mathematical conclusions	The student demonstrates the thorough ability to clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.	The student demonstrates some ability to clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.	The student does not demonstrate the ability to clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.

Using Assessments to Help Students Learn

LOCAL ID #: 12357
STUDENT #: 4444444444
GRADE: 5
DATE OF BIRTH: 02/01/1986
TEST DATE: SPRING 2014

FOR THE PARENT/GUARDIAN OF:
Emily King
1234 W Zoom Road 5th Building
Alum Rock Union Elementary School District
Lancaster, CA 95112-9282

SCHOOL: Valley Academy of Arts and Sciences High School
LEA: Hamilton Unified

Dear Parent/Guardian of Emily King:

The 2015 California Assessment of Student Performance and Progress (CAASPP) included new tests for English language arts/literacy and mathematics. These new, online assessments have replaced former tests in these subject areas to provide better information and help students learn.

New assessments are part of California's comprehensive plan for supporting high-quality teaching and learning. That plan includes more challenging academic standards for English language arts/literacy and mathematics designed to foster college and career readiness. This report shows Emily's achievement on these new tests. The scores should not be compared to results from the Standardized Testing and Reporting (STAR) Program tests in these subject areas. Because this is the first year that all California students in grades 3–8 and 11 are taking these new tests, Emily's overall scores may be viewed as a basis from which to compare the performance in future years.

Additionally, children in grades 5, 8, or 10 took a science test. Emily's results on California's science assessment can be found on the back of this report.

For a complete picture of your child's progress, I encourage you to discuss these results with Emily's teacher(s).

Sincerely,

Tom Torlakson

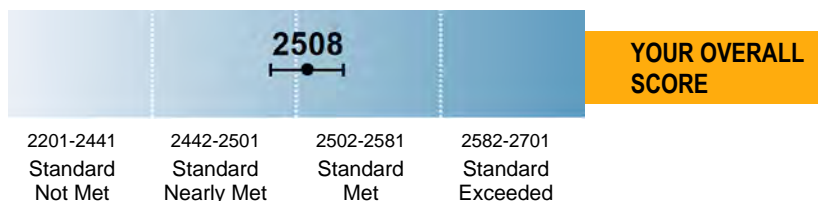
Tom Torlakson,
State Superintendent of Public Instruction



Emily's Results on California's Assessments

ENGLISH LANGUAGE ARTS/LITERACY

Emily's overall score is: **2508**

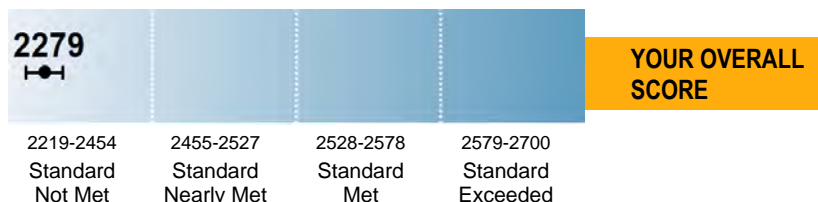


Emily met the achievement standard and demonstrated the knowledge and skills in English language arts/literacy needed for success in future coursework.

Emily's performance on the four areas that comprise this overall score can be seen on the back of this report.

MATHEMATICS

Emily's overall score is: **2279**



Emily did not meet the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in mathematics needed for success in future coursework.

Emily's performance on the three areas that comprise this overall score can be seen on the back of this report.

The bar around a score indicates the extent to which the score might have been different had the test been taken again.

More information about Emily's scores can be found on the back of this report.

To learn more about these tests, visit the CAASPP Summative Assessments Web page at <http://www.cde.ca.gov/ta/tg/sa/sbacsummative.asp>.

Find complete results for schools, local education agencies (LEAs), and statewide at <http://www.cde.ca.gov/ta/tg/ca/> and your School Accountability Report Card (SARC) on the CDE SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/> or ask for a copy of the SARC at your child's school.

Your Guide to Emily's California Assessment of Student Performance and Progress (CAASPP) Score Report

California Department of Education (CDE)

A New Kind of Test for Emily; a New Kind of Report for You

The CAASPP English language arts/literacy (ELA) and mathematics tests that Emily took in the spring more broadly reflect California's state-adopted content standards than California's old tests, with content that will be needed to prepare students for college and the 21st century job market. These new tests contain a wider variety of questions than traditional multiple-choice tests and include tasks and test items that require students to explain how they solve problems. The new tests allow students to demonstrate analytical writing, critical thinking, and problem solving skills along with their knowledge of facts in ELA and mathematics.

These new tests in ELA and mathematics also have a different scoring scale. Because they are based on different academic standards, these scores cannot be compared with scores from the Standardized Testing and Reporting (STAR) Program tests in ELA and mathematics.

These results are **one** measure of Emily's academic performance and provide limited information. Like any important measure of your child's performance, they should be viewed with other available information—such as classroom tests, assignments, and grades—and they may be used to help guide a conversation with Emily's teacher about how to progress in ELA and mathematics.

During this time of transition to new assessments, you will see additional changes in this report next year. California may also develop new assessments in other subjects, including, but not limited to science and history and social science aligned to state-adopted content standards.

Emily's Results on California's Assessments

The following chart provides a further breakdown of Emily's overall scores, represented on the front of this report. Each of the following areas may be represented as Above Standard, At or Near Standard, or Below Standard. To learn more about these tests, visit CAASPP Summative Assessments Web page at <http://www.cde.ca.gov/ta/tg/sa/sbacsummative.asp>.

ENGLISH LANGUAGE ARTS/LITERACY

Emily's overall score is: **2508**

AREA	PERFORMANCE
Reading <i>Demonstrating understanding of literary and non-fiction texts</i>	Above Standard
Writing <i>Producing clear and purposeful writing</i>	Above Standard
Listening <i>Demonstrating effective communication skills</i>	At or Near Standard
Research/Inquiry <i>Investigating, analyzing and presenting information</i>	Above Standard

MATHEMATICS

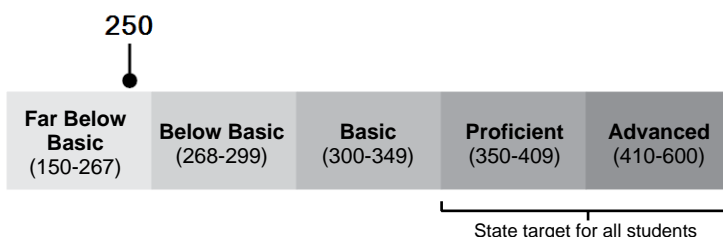
Emily's overall score is: **2279**

AREA	PERFORMANCE
Problem Solving & Modeling/Data Analysis <i>Using appropriate tools and strategies to solve real world and mathematical problems</i>	Below Standard
Concepts & Procedures <i>Applying mathematical concepts and procedures</i>	Below Standard
Communicating Reasoning <i>Demonstrating ability to support mathematical conclusions</i>	Below Standard

Emily's Results on the California Standards Test (CST)

SCIENCE

Emily's score is **250 - Far Below Basic**



Emily's score of 250 is in the Far Below Basic level on California Standards Test for science.

To meet federal test requirements, California administered the California Standards Test for science to all students in grades 5, 8, and 10. This test is not aligned with California's recently adopted Next Generation Science Standards (NGSS). Assessments based on these standards are being developed.

Using Assessments to Help Students Learn

LOCAL ID #: 12356

STUDENT #: 6666666666

GRADE: 4

DATE OF BIRTH: 02/01/1986

TEST DATE: SPRING 2014

Dear Parent/Guardian of Emily Thomas:

The 2015 California Assessment of Student Performance and Progress (CAASPP) included new tests for English language arts/literacy and mathematics. These new, online assessments have replaced former tests in these subject areas to provide better information and help students learn.

New assessments are part of California's comprehensive plan for supporting high-quality teaching and learning. That plan includes more challenging academic standards for English language arts/literacy and mathematics designed to foster college and career readiness. This report shows Emily's achievement on these new tests. The scores should not be compared to results from the Standardized Testing and Reporting (STAR) Program tests in these subject areas. Because this is the first year that all California students in grades 3–8 and 11 are taking these new tests, Emily's overall scores may be viewed as a basis from which to compare the performance in future years.

For a complete picture of your child's progress, I encourage you to discuss these results with Emily's teacher(s).

Sincerely,

Tom Torlakson

Tom Torlakson,
State Superintendent of Public Instruction



FOR THE PARENT/GUARDIAN OF:

Emily Thomas
1234 W Zoom Road 5th Building
Alum Rock Union Elementary School District
Lancaster, CA 95112-9282

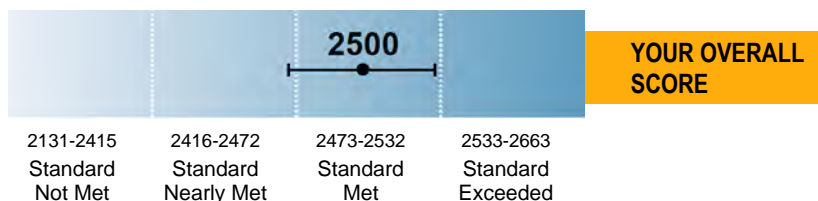
SCHOOL: Valley Academy of Arts and Sciences High School

LEA: Hamilton Unified

Emily's Results on California's Assessments

ENGLISH LANGUAGE ARTS/LITERACY

Emily's overall score is: **2500**

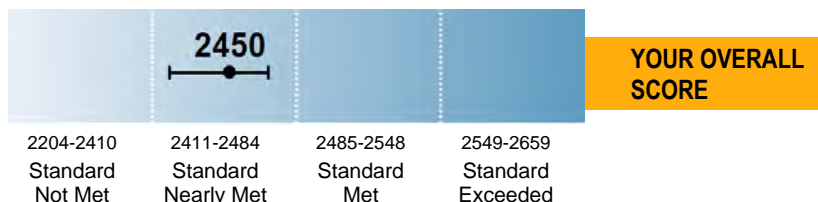


Emily met the achievement standard and demonstrated the knowledge and skills in English language arts/literacy needed for success in future coursework.

Emily's performance on the four areas that comprise this overall score can be seen on the back of this report.

MATHEMATICS

Emily's overall score is: **2450**



Emily nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in mathematics needed for success in future coursework.

Emily's performance on the three areas that comprise this overall score can be seen on the back of this report.

The bar around a score indicates the extent to which the score might have been different had the test been taken again.

More information about Emily's scores can be found on the back of this report.

To learn more about these tests, visit the CAASPP Summative Assessments Web page at <http://www.cde.ca.gov/ta/tg/sa/sbacsummative.asp>.

Find complete results for schools, local education agencies (LEAs), and statewide at <http://www.cde.ca.gov/ta/tg/ca/> and your School Accountability Report Card (SARC) on the CDE SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/> or ask for a copy of the SARC at your child's school.

Your Guide to Emily's California Assessment of Student Performance and Progress (CAASPP) Score Report

California Department of Education (CDE)

A New Kind of Test for Emily; a New Kind of Report for You

The CAASPP English language arts/literacy (ELA) and mathematics tests that Emily took in the spring more broadly reflect California's state-adopted content standards than California's old tests, with content that will be needed to prepare students for college and the 21st century job market. These new tests contain a wider variety of questions than traditional multiple-choice tests and include tasks and test items that require students to explain how they solve problems. The new tests allow students to demonstrate analytical writing, critical thinking, and problem solving skills along with their knowledge of facts in ELA and mathematics.

These new tests in ELA and mathematics also have a different scoring scale. Because they are based on different academic standards, these scores cannot be compared with scores from the Standardized Testing and Reporting (STAR) Program tests in ELA and mathematics.

These results are **one** measure of Emily's academic performance and provide limited information. Like any important measure of your child's performance, they should be viewed with other available information—such as classroom tests, assignments, and grades—and they may be used to help guide a conversation with Emily's teacher about how to progress in ELA and mathematics.

During this time of transition to new assessments, you will see additional changes in this report next year. California may also develop new assessments in other subjects, including, but not limited to science and history and social science aligned to state-adopted content standards.

Emily's Results on California's Assessments

The following chart provides a further breakdown of Emily's overall scores, represented on the front of this report. Each of the following areas may be represented as Above Standard, At or Near Standard, or Below Standard. To learn more about these tests, visit CAASPP Summative Assessments Web page at <http://www.cde.ca.gov/ta/tg/sa/sbacsummative.asp>.

ENGLISH LANGUAGE ARTS/LITERACY

Emily's overall score is: **2500**

AREA	PERFORMANCE
Reading <i>Demonstrating understanding of literary and non-fiction texts</i>	Above Standard
Writing <i>Producing clear and purposeful writing</i>	Above Standard
Listening <i>Demonstrating effective communication skills</i>	Below Standard
Research/Inquiry <i>Investigating, analyzing and presenting information</i>	Above Standard

MATHEMATICS

Emily's overall score is: **2450**

AREA	PERFORMANCE
Problem Solving & Modeling/Data Analysis <i>Using appropriate tools and strategies to solve real world and mathematical problems</i>	At or Near Standard
Concepts & Procedures <i>Applying mathematical concepts and procedures</i>	At or Near Standard
Communicating Reasoning <i>Demonstrating ability to support mathematical conclusions</i>	At or Near Standard

A Comprehensive Plan for Student Success

These new assessments are just one part of California's comprehensive plan for supporting high-quality teaching and learning. The plan also includes higher academic standards, more decision-making in the hands of schools and communities, and more resources dedicated to schools and students with the greatest needs.

Gradually, California is providing more support for teachers, more resources for students and more access to technology. As a result, exciting changes have begun to take place. Along with reading to follow a story, students are learning to read to cite evidence and draw logical conclusions. They are learning to use math to solve real-world problems rather than merely pick out the right multiple-choice answer.

Making these changes will take time and effort, but they are designed to help students succeed in the long run and achieve their dreams of college and a career. Find out more at your child's school, or online at <http://www.cde.ca.gov/>.

Using Assessments to Help Students Learn

LOCAL ID #: 12348

STUDENT #: 555555555

GRADE: 11

DATE OF BIRTH: 02/01/1986

TEST DATE: SPRING 2014

Dear Parent/Guardian of Emily Smith:

The 2015 California Assessment of Student Performance and Progress (CAASPP) included new tests for English language arts/literacy and mathematics. These new, online assessments have replaced former tests in these subject areas to provide better information and help students learn.

New assessments are part of California's comprehensive plan for supporting high-quality teaching and learning. That plan includes more challenging academic standards for English language arts/literacy and mathematics designed to foster college and career readiness. This report shows Emily's achievement on these new tests. The scores should not be compared to results from the Standardized Testing and Reporting (STAR) Program tests in these subject areas. Because this is the first year that all California students in grades 3–8 and 11 are taking these new tests, Emily's overall scores may be viewed as a basis from which to compare the performance in future years.

For a complete picture of your child's progress, I encourage you to discuss these results with Emily's teacher(s).

Sincerely,

Tom Torlakson

Tom Torlakson,
State Superintendent of Public Instruction



FOR THE PARENT/GUARDIAN OF:

Emily Smith

1234 W Zoom Road 5th Building
Alum Rock Union Elementary School District
Lancaster, CA 95112-9282

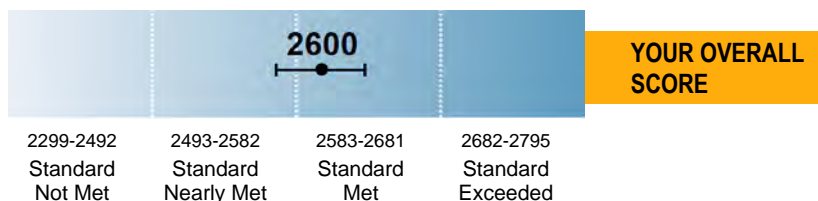
SCHOOL: Valley Academy of Arts and Sciences High School

LEA: Hamilton Unified

Emily's Results on California's Assessments

ENGLISH LANGUAGE ARTS/LITERACY

Emily's overall score is: **2600**

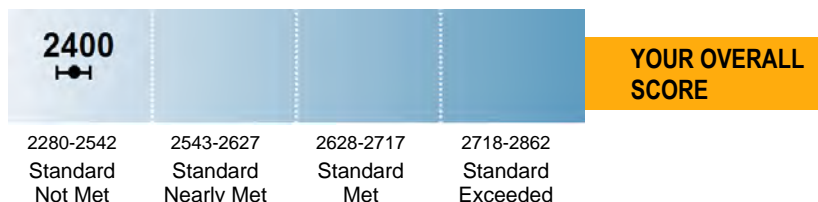


Emily met the achievement standard and demonstrated the knowledge and skills in English language arts/literacy needed for success in entry-level credit-bearing college coursework after high school.

Emily's performance on the four areas that comprise this overall score can be seen on the back of this report.

MATHEMATICS

Emily's overall score is: **2400**



Emily did not meet the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in mathematics needed for success in entry-level credit-bearing college coursework after high school.

Emily's performance on the three areas that comprise this overall score can be seen on the back of this report.

The bar around a score indicates the extent to which the score might have been different had the test been taken again.

More information about Emily's scores can be found on the back of this report.

To learn more about these tests, visit the CAASPP Summative Assessments Web page at <http://www.cde.ca.gov/ta/tg/sa/sbacsummative.asp>.

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Your Guide to Emily's California Assessment of Student Performance and Progress (CAASPP) Score Report

California Department of Education (CDE)

A New Kind of Test for Emily; a New Kind of Report for You

The CAASPP English language arts/literacy (ELA) and mathematics tests that Emily took in the spring more broadly reflect California's state-adopted content standards than California's old tests, with content that will be needed to prepare students for college and the 21st century job market. These new tests contain a wider variety of questions than traditional multiple-choice tests and include tasks and test items that require students to explain how they solve problems. The new tests allow students to demonstrate analytical writing, critical thinking, and problem solving skills along with their knowledge of facts in ELA and mathematics.

These new tests in ELA and mathematics also have a different scoring scale. Because they are based on different academic standards, these scores cannot be compared with scores from the Standardized Testing and Reporting (STAR) Program tests in ELA and mathematics.

These results are **one** measure of Emily's academic performance and provide limited information. Like any important measure of your child's performance, they should be viewed with other available information—such as classroom tests, assignments, and grades—and they may be used to help guide a conversation with Emily's teacher about how to progress in ELA and mathematics.

During this time of transition to new assessments, you will see additional changes in this report next year. California may also develop new assessments in other subjects, including, but not limited to science and history and social science aligned to state-adopted content standards.

Emily's Results on California's Assessments

The following chart provides a further breakdown of Emily's overall scores, represented on the front of this report. Each of the following areas may be represented as Above Standard, At or Near Standard, or Below Standard. To learn more about these tests, visit CAASPP Summative Assessments Web page at <http://www.cde.ca.gov/ta/tg/sa/sbacsummative.asp>.

ENGLISH LANGUAGE ARTS/LITERACY

Emily's overall score is: **2600**

AREA	PERFORMANCE
Reading <i>Demonstrating understanding of literary and non-fiction texts</i>	At or Near Standard
Writing <i>Producing clear and purposeful writing</i>	At or Near Standard
Listening <i>Demonstrating effective communication skills</i>	Above Standard
Research/Inquiry <i>Investigating, analyzing and presenting information</i>	Above Standard

MATHEMATICS

Emily's overall score is: **2400**

AREA	PERFORMANCE
Problem Solving & Modeling/Data Analysis <i>Using appropriate tools and strategies to solve real world and mathematical problems</i>	Below Standard
Concepts & Procedures <i>Applying mathematical concepts and procedures</i>	Below Standard
Communicating Reasoning <i>Demonstrating ability to support mathematical conclusions</i>	Below Standard

Grade 11 – Early Assessment Program Status

The California State University (CSU) and participating California Community Colleges (CCCs) will use the English language arts/literacy and mathematics assessments of the CAASPP System to determine Emily's 2015 EAP status, which will provide an indicator of Emily's predicted readiness to take college-level English and mathematics courses when Emily begins college.

The CAASPP overall score for English language arts/literacy and mathematics on the front of this report may be used to provide an early indicator of Emily's readiness for college-level coursework, as described below.

Standard Exceeded: Ready for English and/or mathematics college-level coursework.	Standard Met: Conditionally Ready for English and/or mathematics college-level coursework.
Standard Nearly Met: Not yet demonstrating readiness for English and/or mathematics college-level coursework.	Standard Not Met: Not demonstrating readiness for English and/or mathematics college-level coursework.

Review the information at <http://CSUSuccess.org/> to see how this information can help avoid the need for additional testing upon entering a CSU or CCC.

SUBJECT: Future Agenda Items

PERSON(S) RESPONSIBLE: Ralph Gómez Porras, Superintendent

RECOMMENDATION:

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

BACKGROUND:

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

INFORMATION:

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

The following is a list of future agenda items as of the September 17, 2015 Regular Board Meeting:

- Review/Evaluation of Community Human Services Counselor Contract- PG High School (Oct. 1)
- Update on Use of Technology at Sites (Oct. 1)
- Modified PG High School Bell Schedule Review 2016-17 (Oct. 29)
- Review of Extracurricular Activities (Dec. 10)