

MONTEREY PENINSULA UNIFIED SCHOOL DISTRICT

TO: Board of Education

DATE: December 4, 2006

ITEM: INFORMATION: Review Counseling Program Funding

INTRODUCTION:

Assembly Bill 1802 is new legislation to provide funds to add additional counselors in 7th through 12th grade. It is written as supplemental, meaning it is for the purpose of funding new, as opposed to existing PPS credentialed school counselors. The funds can also support additional hours or other forms of support provided by a PPS credentialed staff member. If the district agrees to take the funds, the district must promise to abide by described stipulations.

- Conduct individual student planning (Review records and student/parent meeting)
- Identify and monitor responsive services (Identify at-risk students, create an academic plan)
- Offer an Individual Conference and ensure an Individual Conference with at-risk students and their parent(s)
- Provide a copy of the student's academic plan to student and parent(s)
- Place a copy of student's academic plan in the cumulative record
- Monitor timelines to hold conferences for 7th graders before January, 10th graders in spring or fall of their 11th grade school year, 12th graders between November and March
- Submit an annual report to CDE (number of school counselors in conferences, students who attended conferences and passed CAHSEE, student's completion of academic plans for graduation)

District staff, with input from site principals and school counselors, will distribute the new funding for supporting the required actions for the 2006-2007 school year.

BACKGROUND:

AB 1802 is additional funding to target counseling services and support for students who are academically at-risk in grades 7th through 12th grades and are in danger of not passing the California High School Exit Exam. The additional funding is to provide for school counseling teams to meet with 7th graders, 11th graders and 12th graders during the school year who are identified as academically at-risk.

OBJECTIVE(S):

To inform the Board of Education of the new funding requirements for additional counseling support for all 7th through 12th graders. The Board of Education approved the new funding to support actions in the LEAP to support middle school counseling under Goal 1 and high school counseling under Goal 5.

COST/FUNDING SOURCE/FISCAL IMPACT:

AB1802 funds \$70.00 per student enrolled in 7th grade through 12th grade. An estimated amount for the Monterey Peninsula Unified School District is \$334,740.00 for the 2006-2007 school year. The funding is ongoing and is expected to be distributed to districts in December. It is currently unknown if carry-over is allowed.

OPTION(S):

N/A

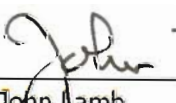
RECOMMENDATION (S):

That the Board review the Counseling Program Funding.

PREPARED BY:

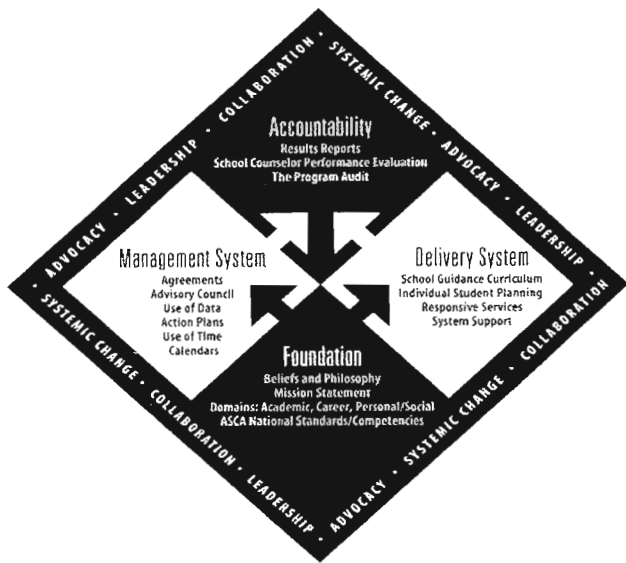

Karl Yeater
Assistant Superintendent for Curriculum & Instruction

**APPROVED FOR SUBMISSION
TO THE BOARD OF EDUCATION**


John Lamb
Superintendent

AB 1802 and the ASCA National Model®

The ASCA National Model: A Framework for School Counseling Programs (2003) was created by the American School Counselor Association to provide *One Vision ~ One Voice* for the profession of school counseling and to align school counseling programs with education reform movements of standards and accountability. The ASCA National Model®, co-authored by Dr. Judy Bowers and Dr. Trish Hatch, has sold over 30,000 copies and is in its second edition. It serves as a tool for designing, implementing and evaluating school counseling programs. The following is intended to assist educators in understanding how AB 1802 legislation would align with the various components of the ASCA National Model®. **Please note the full description of each component is located in the Executive Summary provided by ASCA in this packet.**



Foundation: “What do we believe about all students? What should every student know and be able to do?”

Beliefs, Philosophy: School counseling teams agree that the belief and philosophy of the program includes *every* student deserving the opportunity to learn about educational options available to them; and that students who are struggling deserve additional intervention.

Mission: School counseling teams ensure that their mission aligns with the schools mission by ensuring students receive the knowledge, attitudes and skills necessary (in academic, career and personal/social development) to graduate as productive members of society.

ASCA National Standards: School counseling teams show how the ASCA National Standards (Academic, Career and Personal/Social) align with the legislative requirements. For example, in the Academic Domain, *Academic Standard B: Plan to Achieve Goals; A: B2: develops and implements an annual plan of study to maximize academic ability.*

Delivery System: “How are the services delivered to all students?”

Guidance Curriculum: School counseling teams deliver guidance curriculum to students in grades 7-12. These lessons include ensuring every student receives the content of the legislation including, for example, educational options of college preparatory program and vocational programs; regional occupational centers and programs; alternatives available to pupils within the district, information on how to create their own academic plan, how to read academic and department (behavior) records, how to complete the coursework and academic progress needed for satisfactory completion of middle school; information on the necessity of passage of the high school exit examination; and the availability of career technical education.

Individual Students Planning: School counseling teams meet with all students and parents for an individual review of their academic and behavior records as prescribed in the legislation.

Responsive Services: School counseling teams design interventions in response to data-driven needs of students in the areas of attendance, behavior or achievement. AB 1802 legislation ensures students who are identified as “at-risk” receive an individual meeting with the school counselor to ensure they know and understand requirements of legislation and alternative options available to them.

System Support: School counseling teams attend appropriate professional development (on AB 1802 legislation), participate in leadership meetings regarding the planning the implementation process of AB 1802 legislation and evaluate the results as required in legislation.

Management System: “Who, what, when, where, how often and under who’s authority?”

Agreements: School counseling teams meet with administration to agree on how activities in the school counseling program will be implemented (including those in AB 1802).

Advisory Council: School counseling teams present a plan for implementation of the entire school counseling program (including AB 1802) at beginning of year, and share their results at end of the year.

Use of Data: School counseling teams use data to determine which students fall into each at-risk category and to measure the impact of their activities and interventions on students’ knowledge, attitudes and skills. They use data to measure student results (improvement).

Action Plans: School counseling teams create Classroom Guidance Curriculum and Closing the Gap (Intentional Guidance) Action Plans to indicate who will do what, when, where and how often (samples for grades 7-12 are available by e-mailing THatch@mail.sdsu.edu).

Use of Time: School counseling teams schedule time wisely to ensure that all delivery components are addressed for each student.

Calendar: School counseling teams create and share calendars ensuring stakeholders are well informed of all planned activities (including AB 1802).

Accountability: “How are students different as a result of the program?”

Results Reports: School counseling teams share the results of their activities (including AB 1802) with stakeholders.

School Counselors’ Performance Evaluation: School counseling teams advocate ensuring performance evaluations adequately reflect new requirements in AB 1802.

Program Audit: School counseling teams audit their program yearly to review progress and design next steps for improving their program.

MONTEREY PENINSULA UNIFIED SCHOOL DISTRICT

TO: Board of Education

DATE: December 4, 2006

ITEM: INFORMATION: Review African Arts (Music, Literature, and Culture)

Introduction:

Central Coast High School would like to offer African Arts to their students as an elective.

Background:

This course offers an introduction to West African music, literature and culture through selected readings, discussion and hands-on drum and dance instruction. Students will be exposed to West African legends as well as contemporary African writers.

Objectives:

To request Board review of the recommended course outline and textbook recommendation.

Cost/Funding Source/Fiscal Impact:

Instructional materials costs will be funded from IMF (Instructional Materials Funds) and Schiff-Bustamante funding.

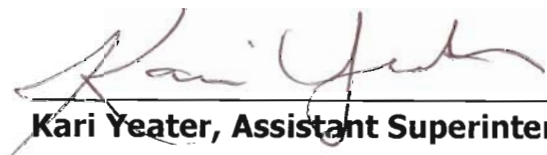
Options:

Board approval is required by Board policy to purchase instructional materials.

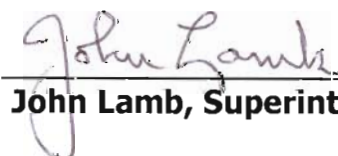
Recommendation:

That the Board review the recommended high school African Arts course outline and textbook recommendation.

Prepared by:


Kari Yeater, Assistant Superintendent

**Approved for Submission
to the Board of Education**


John Lamb, Superintendent

COURSE OUTLINE
MONTEREY PENINSULA UNIFIED SCHOOL DISTRICT

- I. COURSE TITLE:** African Arts (Music, Literature, & Culture)
- II. GRADE LEVEL:** 9-12
- III. COURSE CLASSIFICATION:** Elective
- IV. COURSE LENGTH:** One semester
- V. CREDITS:** 5
- VI. PREREQUISITES/GUIDANCE INFORMATION:**
None.

VII. COURSE DESCRIPTION:

This course offers an introduction to West African music, literature and culture through selected readings, discussion and hands-on drum and dance instruction. Students will be exposed to West African legends as well as contemporary African writers. They will learn basic traditional rhythms for the djembe (hand drum) and traditional celebration dances.

Times of Instruction:

- a. Literature study – 1 period per week
- b. Culture/geography study – 2 periods per week
- c. Drum instruction (with guest instructors) – 1 period per week
- d. Dance instruction – 1 period per week

VIII. COURSE CONTENT:

A. Instruction:

1. An educational program that promotes the learning of each student as an individual and as a member of a group, and uses a variety of instructional approaches and experiences.
2. A systematic instructional plan to include assessment of student need and capability, and periodic evaluation of progress.
3. A success-oriented educational program in which students are commended for their effort, progress and accomplishments.

B. Curriculum:

1. To gain confidence through the selection and mastery of appropriate personal goals in the areas of cultural forms.
2. To develop open-mindedness and awareness about different cultures and their traditional art forms.
3. To experience a variety of creative and artistic expressions, and to develop an awareness of the relationships of these to culture, past and present.
4. To develop effective interpersonal and social skills allowing for collaborative efforts towards learning and demonstrating knowledge.

IX. COURSE GOALS AND OBJECTIVES:

Standard-based goals:

1. To stimulate interest in, and develop an understanding of West African arts and culture.

2. To encourage active participation in traditional West African drumming and dancing, and to understand their connection to contemporary African-American culture.
3. To understand the connection between all traditional and contemporary art forms.

Standards-based objectives:

1. To participate in the performance of traditional dance and music.
2. To read and analyze oral histories, legends and contemporary African literature.
3. To learn simple rhythms on the djembe (hand drum).
4. To learn simple traditional dance steps and to understand their symbolic significance.
5. To work collaboratively to produce coordinated musical rhythms, and to dance in choreographed group patterns.
6. To demonstrate a basic knowledge of African geography, history and culture.

X. EVALUATION

The student will be evaluated on:

- A. Assessment of student's level of participation in, and attitude towards daily activities

XI. INSTRUCTIONAL RESOURCES

Textbooks:

Prentice Hall Literature Series Text, Timeless Voices, Timeless Themes, 2002
World Geography National Geographic, Glencoe/McGraw-Hill, 1997

Supplementary Materials:

Roots, Alex Haley, Doubleday New York, NY, 1976
Narrative of the Life of Frederick Douglas, an American Slave: Written by Himself, Frederick Douglas, Penguin Books, New York, NY, 1845/1968

Visual Aids/Equipment:

1. Video/CD player
2. 10 djembes (hand drums)
3. Selected handouts

XII. PROCEDURAL GUIDELINES

Course is taught by:

- A. Teacher and guest instructors – drum and dance
- B. Textbooks and selected readings – literature and culture
- C. Student participation in all activities

XIII. IDENTIFICATION DATA:

Board approval date:

Prepared by: Jenny Webster

New Course: X Revised Course: