

*****GOVERNOR'S EXECUTIVE ORDER N-25-20***
RE CORONAVIRUS COVID-19**

THIS MEETING WILL BE CONDUCTED PURSUANT TO THE PROVISIONS OF THE GOVERNOR'S EXECUTIVE ORDER WHICH SUSPENDS CERTAIN REQUIREMENTS OF THE RALPH M. BROWN ACT.

MEMBERS OF THE PUBLIC MAY PARTICIPATE REMOTELY AT THE MAY 20, 2021 MEETING VIA LIVESTREAM. THE LINK(S) WILL BE PROVIDE 24 HOURS PRIOR TO THE MEETING. PUBLIC COMMENT ON ITEMS NOT ON THE AGENDA WILL BE TAKEN VIA LIVESTREAM AT THE TIME INDICATED ON THE AGENDA. PUBLIC COMMENT ON SPECIFIC ITEMS ON THE AGENDA WILL BE TAKEN DURING THE TIME THAT ITEM IS DISCUSSED.

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

Trustees

John Paff, President

Brian Swanson, Clerk

Cristy Dawson

Carolyn Swanson

Gabriella Giraldo, Student Representative

DATE: Thursday, May 20, 2021

TIME: 5:30 p.m. Closed Session
6:30 p.m. Open Session

LOCATION: VIRTUAL MEETING

Join Zoom Meeting

<https://pgusd.zoom.us/j/88112103800?pwd=T01FMUxqU3p6M0swU1dtWGZER3pYZz09>

Meeting ID: 881 1210 3800

Passcode: 249757

One tap mobile

+16699006833,,88112103800#,,,,*249757# US (San Jose)

+19292056099,,88112103800#,,,,*249757# US (New York)

Dial by your location

+1 669 900 6833 US (San Jose)

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+1 312 626 6799 US (Chicago)

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Meeting ID: 881 1210 3800

Passcode: 249757

Find your local number: <https://pgusd.zoom.us/j/88112103800?pwd=T01FMUxqU3p6M0swU1dtWGZER3pYZz09>

Pacific Grove Unified School District Office

435 Hillcrest Avenue

Pacific Grove, CA 93950

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

Any writings or documents that are public records and are provided to a majority of the Governing Board regarding an open session item on this agenda will be made available for public inspection in the District Office located at 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

Move: _____ Second: _____ Roll Call Vote: _____

Trustees: Paff ___ B. Swanson ___ Dawson___ C. Swanson ___

II. CLOSED SESSION

A. Identify Closed Session Topics

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

1. Negotiations - Collective Bargaining Session planning and preparation with the PGTA for 2020-21 [Government Code § 3549.1 (d)] Executive session between the public school employer and its designated representatives, Buck Roggeman, Song Chin-Bendib and Ralph Gómez Porras, for the purpose of giving direction and updates.
2. Negotiations - Collective Bargaining Session planning and preparation with the CSEA for 2020-21 [Government Code § 3549.1 (d)] Executive session between the public school employer and its designated representatives, Billie Mankey, Song Chin-Bendib and Ralph Gómez Porras for the purpose of giving direction and updates.
3. Conference with Legal Counsel Regarding Existing Litigation pursuant to paragraph (1) of subdivision (d) of Government Code section 54956.9 (1 case)
Name of Case: Austin v. John Doe Monterey County Superior Court Case No. 20CV001686
4. Finalize Superintendent Goals and Evaluation
5. Superintendent and Assistant Superintendent Contracts 2021-24

III. RECONVENE IN OPEN SESSION

A. Report action taken in Closed Session:

1. Negotiations - Collective Bargaining Session planning and preparation with the PGTA for 2020-21 [Government Code § 3549.1 (d)]
2. Negotiations - Collective Bargaining Session planning and preparation with the CSEA for 2020-21 [Government Code § 3549.1 (d)]
3. Conference with Legal Counsel Regarding Existing Litigation pursuant to paragraph (1) of subdivision (d) of Government Code section 54956.9
Name of Case: Austin v. John Doe Monterey County Superior Court Case No. 20CV001686
4. Finalize Superintendent Goals and Evaluation
5. Superintendent and Assistant Superintendent Contracts 2021-24

B. Pledge of Allegiance

IV. COMMUNICATIONS

- A. Written Communication
- B. Board Member Comments
- C. Superintendent Report
- D. PGUSD Staff Comments (Non Agenda Items)

V. 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.

VI. CONSENT AGENDA

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

- A. Minutes of May 6, 2021 Board Meeting 9
Recommendation: (Ralph Gómez Porras, Superintendent) Approval of minutes as presented.
- B. Certificated Assignment Order #19 17
Recommendation: (Billie Mankey, Director II of Human Resources) The Administration recommends adoption of Certificated Assignment Order #19.

- C. Classified Assignment Order #19 19
 Recommendation: (Billie Mankey, Director II of Human Resources) The Administration recommends adoption of Classified Assignment Order #19.
- D. Acceptance of Donations 22
 Recommendation: (Song Chin-Bendib, Assistant Superintendent) The Administration Recommends that the Board approve acceptance of the donations referenced below.
- E. Warrant Schedule No. 629 23
 Recommendation: (Song Chin-Bendib, Assistant Superintendent) As Assistant Superintendent for Business Services, I certify that I have reviewed the attached warrants for consistency with the District’s budget, and purchasing and accounting practices and therefore, recommend Board approval.
- F. Contract for Services with Third Watch Security and Investigations 25
 Recommendation: (Lito Garcia, Pacific Grove High School Principal) The District Administration recommends the Board review and approve a contract for services with Third Watch Security and Investigation to provide security services surrounding the 2021 Pacific Grove High School graduation ceremony.
- G. Contract for Services with Eidetic Creative 30
 Recommendation: (Lito Garcia, Pacific Grove High School Principal) The District Administration recommends the Board review and approve a contract for services with Eidetic Creative, Tony Lymon, sound/video engineer, to create a virtual performance for the Pacific Grove High School Band and Orchestra.
- H. Contract for Services with Federico’s Embroidery 37
 Recommendation: (Lito Garcia, Pacific Grove High School Principal) The District Administration recommends the Board review and approve a contract for services with Federico’s Embroidery to provide embroidery services to place recognition insignia on Graduation stoles.
- I. Contract for Services with Josten’s Inc. 40
 Recommendation: (Lito Garcia, Pacific Grove High School Principal) The District Administration recommends the Board review and approve the contract for services with Josten’s Inc.
- J. Contract for Services with Agile Sports Technologies dba HUDL 43
 Recommendation: (Lito Garcia, Pacific Grove High School Principal) The District Administration recommends the Board review and approve the Contract for Services with Agile Sports Technologies dba HUDL.
- K. Contract for Services with Katie Whitman for Speech Therapy Services 58
 Recommendation: (Clare Davies, Director of Student Services) The District Administration recommends the Board review and approve the contract for services with Katie Whitman, Speech Language Therapist, to provide speech therapy services to students on Individual Education Plans (IEPs) during 2021 Extended School Year (ESY).
- L. Contract for Services with Shanna Bird, Occupational Therapist Registered/Licensed (OTR/L) 61
 Recommendation: (Clare Davies, Director of Student Services) The District Administration recommends the Board review and approve the contract for services with Shanna Bird to provide occupational therapy services to students on Individual Education Plans (IEPs) during 2020-2021 Extended School Year (ESY).

- M. Ratification of Motel Expenditure 64
Recommendation: (Clare Davies, Director of Student Services) The District Administration recommends the Board approve the ratification of a purchase order to cover the cost of a local motel.
- N. Expanded Learning Opportunities Grant 65
Recommendation: (Clare Davies, Director of Student Services) The District Administration recommends the Board review and approve the Expanded Learning Opportunities Grant proposal.
- O. Robert H. Down Elementary School Single Plan for School Achievement for 2021-22 73
Recommendation: (Sean Keller, Robert Down Elementary School Principal) The District Administration recommends that the Board review and approve the 2021-22 Robert H. Down Single Plan for School Achievement (SPSA) and related budget items. Appendix A in Board packet.
- P. Forest Grove Elementary School Single Plan for Student Achievement for 2021-22 74
Recommendation: (Buck Roggeman, Forest Grove Elementary School Principal) The Administration recommends that the Board review and approve the Forest Grove Elementary Single Plan for Student Achievement (SPSA) for the 2021-22 school year. Appendix B in Board packet.
- Q. Pacific Grove Middle School Single Plan for Student Achievement for 2021-22 75
Recommendation: (Sean Roach, Pacific Grove Middle School Principal) The Administration recommends that the Board review and approve the Pacific Grove Middle School Single Plan for Student Achievement (SPSA) for the 2021-22 school year. Appendix C in Board packet.
- R. Pacific Grove High School Single Plan for Student Achievement for 2021-22 76
Recommendation: (Lito Garcia, Pacific Grove High School Principal) The District Administration recommends that the Board review and approve the Single Plan for Student Achievement (SPSA) for the 2021-22 school year. Appendix D in Board packet.
- S. Pacific Grove Community High School Single Plan for Student Achievement for 2021-22 77
Recommendation: (Lito Garcia, Community High School Principal) The Administration recommends that the Board review and approve the Pacific Grove Community High School Single Plan for Student Achievement (SPSA) for the 2021-22 school year. Appendix E in Board packet.

Move: _____ Second: _____ Roll Call Vote: _____

Trustees: Paff ___ B. Swanson ___ Dawson___ C. Swanson ___

VII. ACTION/DISCUSSION

- A. District Update on Response to COVID-19 78
Recommendation: (Ralph Gómez Porras, Superintendent) The District Administration recommends the Board receive information regarding District response to COVID-19, and provide direction to Administration.

Move: _____ Second: _____ Roll Call Vote: _____

Trustees: Paff ___ B. Swanson ___ Dawson___ C. Swanson ___

- B. Adoption of Pacific Grove Middle School Science Curriculum, California Elevate Science 79
Recommendation: (Ani Silva, Director of Curriculum and Special Projects) The District Administration recommends the Board review and approve the Pacific Grove Middle School science curriculum, California Elevate Science published by Savvas Learning Company.

Move: _____ Second: _____ Roll Call Vote: _____

Trustees: Paff ___ B. Swanson ___ Dawson___ C. Swanson ___

- C. Covid-19 Vaccine Clinic for Pacific Grove High School Students Ages 16 and Older 82
Recommendation: (Song Chin-Bendib, Assistant Superintendent) The District Administration recommends that the Board ratify contract with ALL IN Monterey /CapRX to provide on-site clinic for students ages 16 and older, their families and community.

Move: _____ Second: _____ Roll Call Vote: _____

Trustees: Paff ___ B. Swanson ___ Dawson___ C. Swanson ___

- D. Approval of the Assistant Superintendent's 2021-2024 Contract: Terms of Service 98
Recommendation: (Ralph Gómez Porras, Superintendent) The District Administration recommends that the Board of Education approve the Assistant Superintendent's Contract- Terms of Service for the 2021 through 2024 school years.

Move: _____ Second: _____ Roll Call Vote: _____

Trustees: Paff ___ B. Swanson ___ Dawson___ C. Swanson ___

- E. Approval of the Superintendent's 2021-24 Contract: Terms of Service 108
Recommendation: (John Paff, Board President) It is recommended that the Board of Education approve the revised Superintendent's Contract -Terms of Service for the 2021 through 2024 school years.

Move: _____ Second: _____ Roll Call Vote: _____

Trustees: Paff ___ B. Swanson ___ Dawson___ C. Swanson ___

- F. Measure D – Approval of Purchase Orders for Materials 122
Recommendation: (Matt Kelly, Director of Facilities and Transportation) The District Administration recommends the Board review and approve the listed material purchase orders for various Measure D projects.

Move: _____ Second: _____ Roll Call Vote: _____

Trustees: Paff ___ B. Swanson ___ Dawson___ C. Swanson ___

G. Contract for Services to Steele Tape Construction for Pacific Grove High School Culinary Room Improvements 130

Recommendation: (Matt Kelly, Director of Facilities and Transportation) The District Administration recommends the Board review and approve contract of services for \$24,000.00 to Steele Tape Construction for demolition, plumbing, framing, and equipment installation work at the Pacific Grove High School Culinary room improvements.

Move: _____ Second: _____ Roll Call Vote: _____

Trustees: Paff ___ B. Swanson ___ Dawson___ C. Swanson ___

H. Contract for Services with Richard Petty Electric for Pacific Grove High School Culinary Room Improvements 148

Recommendation: (Matt Kelly, Director of Facilities and Transportation) The District Administration recommends the Board review and approve contract of services for \$24,350.00 with Richard Petty Electric for the electrical work at Pacific Grove High School Culinary room improvements.

Move: _____ Second: _____ Roll Call Vote: _____

Trustees: Paff ___ B. Swanson ___ Dawson___ C. Swanson ___

I. Contract for Services with Satellite Painting for Pacific Grove High School Culinary Room Improvements 157

Recommendation: (Matt Kelly, Director of Facilities and Transportation) The District Administration recommends the Board review and approve contract of services for \$13,200.00 with Satellite Painting for the painting work at Pacific Grove High School Culinary room improvements.

Move: _____ Second: _____ Roll Call Vote: _____

Trustees: Paff ___ B. Swanson ___ Dawson___ C. Swanson ___

J. Board Calendar/Future Meetings 168

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: _____ Roll Call Vote: _____

Trustees: Paff ___ B. Swanson ___ Dawson___ C. Swanson ___

VIII. INFORMATION/DISCUSSION

A. Future Agenda Items

172

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.

- Board requested a renewed discussion about District solar panels (Fall 2021)
- Added April 1, 2021: Board requested a review of the nondiscrimination policy (June 2021)
- Added February 4, 2021: Return of affordable housing at a later date when more information becomes available (Fall 2021)
- Added March 4, 2021: A Board member requested a study about making ethnic studies a graduation requirement
- Added March 18, 2021: Return of Foreign Language Program (Fall 2021)

Board Direction: _____

IX. ADJOURNMENT

The Board will hold a special Board meeting on May 28, 2021 for the Board vacancy candidate interviews-
VIRTUAL

Next Board regular Board meeting: June 3, 2021 – VIRTUAL

PACIFIC GROVE UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION
Minutes of Regular Meeting of May 6, 2021 – VIRTUAL

I. OPENED BUSINESS

- A. Called to Order 5:30 p.m.
- B. Roll Call
 - President: Trustee Paff
 - Clerk: Trustee Brian Swanson
 - Trustees Present: Trustee Dawson
Trustee Carolyn Swanson
 - Administration Present: Superintendent Porras
Asst. Superintendent Chin-Bendib
 - Board Recorder: Mandi Ackerman
 - Student Board Member Absent: Gabriella Giraldo
- C. Adopted Agenda

MOTION Brian Swanson/Dawson to adopt agenda as presented.
Public comment: none
Motion CARRIED by roll call vote 4 – 0

II. CLOSED SESSION

- A. Identified Closed Session Topics
 1. Negotiations - Collective Bargaining Session planning and preparation with the PGTA for 2020-21 [Government Code § 3549.1 (d)] Executive session between the public school employer and its designated representatives, Buck Roggeman, Song Chin-Bendib and Ralph Gómez Porras, for the purpose of giving direction and updates.
 2. Negotiations - Collective Bargaining Session planning and preparation with the CSEA for 2020-21 [Government Code § 3549.1 (d)] Executive session between the public school employer and its designated representatives, Billie Mankey, Song Chin-Bendib and Ralph Gómez Porras for the purpose of giving direction and updates.
 3. Conference with Legal Counsel Regarding Existing Litigation pursuant to paragraph (1) of subdivision (d) of Government Code section 54956.9 (1 case)
Name of Case: Austin v. John Doe Monterey County Superior Court Case No. 20CV001686
 4. Superintendent Goals and Evaluation
- B. Public comment on Closed Session Topics

None.
- C. Adjourned to Closed Session 5:34 p.m.

III. RECONVENED IN OPEN SESSION

6:34 p.m.

A. Reported action taken in Closed Session:

1. Negotiations - Collective Bargaining Session planning and preparation with the PGTA for 2020-21 [Government Code § 3549.1 (d)]

The Board discussed this item.

2. Negotiations - Collective Bargaining Session planning and preparation with the CSEA for 2020-21 [Government Code § 3549.1 (d)]

The Board discussed this item. The Board will return to closed session at the end of open session to continue the discussion.

3. Conference with Legal Counsel Regarding Existing Litigation pursuant to paragraph (1) of subdivision (d) of Government Code section 54956.9
Name of Case: Austin v. John Doe Monterey County Superior Court Case No. 20CV001686

The Board discussed this item.

4. Superintendent Goals and Evaluation

The Board discussed this item. The Board will return to closed session at the end of open session to continue the discussion.

B. Pledge of Allegiance

Led By: Pacific Grove Middle School Principal Sean Roach

IV. COMMUNICATIONS

A. Written Communication

The Board received written communications regarding the Board vacancy, 5th grade class sizes, asynchronous work, and AAPI resolution.

B. Board Member Comments

Trustee Brian Swanson said he’s missed the sounds of students on campus, and that the sound of band practice is great.

Trustee Carolyn Swanson participated in a California School Board Association webinar about how districts can develop effective recovery plans, reminded the public there is an open Board member position and noted she estimates she spends 10-12 hours per week on the position.

Trustee Dawson said she estimates she spends less time than 10-12 hours per week on the Board, also shared she enjoys the sight and sound of the students back in school.

Trustee Paff noted the Pacific Grove High School musical is practicing, as well as Peter Pan at the Pacific Grove Middle School, noted the plan for the fall will be for the District to reopen fully and said there are no plans for hybrid or Distance Learning, though the District is prepared with a plan B in the event it is needed.

C. Superintendent Report

Superintendent Porras acknowledged the retirees noted in the assignment orders, Diana Rookstool and Linda Goulet. Superintendent Porras acknowledged staff and thanked everyone for the work they do.

D. PGUSD Staff Comments (Non Agenda Items)

Director of Student Services Clare Davies congratulated retirees Rookstool and Goulet, noting their efforts in the inclusion classrooms for special students, and thanked them for the opportunity. Director Davies also provided an update on Special Education services.

Director II of Human Resources Billie Mankey recognized retirees Rookstool and Goulet and thanked them for their dedication to students, parents and the community.

Pacific Grove High School Principal Lito Garcia provided a WASC update, said the school was reaffirmed until June of 2024.

Robert Down Elementary School Principal Sean Keller thanked the PTA for providing lunch to staff, thanked the students, families and staff during the COVID exposure, thanked Director of Facilities and Transportation Matt Kelly and custodian Mr. Overstreet for dealing with the recent graffiti, and invited the Board to a PTA sponsored event.

Forest Grove Elementary School Buck Roggeman thanked the PTA for the staff appreciation message in a bottle.

V. **INDIVIDUALS DESIRING TO ADDRESS THE BOARD**

Wendy Giles thanked Trustee Carolyn Swanson regarding the crossing guards, noted it is a challenging experience and asked the community to drive safely while in school zones, and thanked all the crossing guard volunteers, including former crossing guard Michael Logan. Giles also spoke about COVID cases, the process for letting the community know about cases, privacy issues, and contact tracing.

VI. CONSENT AGENDA

- A. Minutes of April 22, 2021 Board Meeting
- B. Certificated Assignment Order #18
- C. Classified Assignment Order #18
- D. Acceptance of Donations
- E. Extend contract with Optum Serve/Logistics Health Inc. to Provide Covid-19 Surveillance Testing
- F. Acceptance of Quarterly Treasurer’s Report
- G. Change Order for Emberlight Productions Contract for Services
- H. Robert Down Elementary School Site Handbook
- I. Measure D – Approval of Microsoft Power BI

Trustee Carolyn Swanson noted a typo in the minutes.

MOTION Dawson/Trustee Carolyn to approve consent agenda as presented.

Public comment: none

Motion CARRIED by roll call vote 4 – 0

VII. PUBLIC HEARING I/ ACTION/DICUSSION ITEM A

- A. Public Hearing of Pacific Grove Middle School Science Curriculum, California Elevate Science

Director of Curriculum and Special Projects Ani Silva spoke about the item.

Open Public Hearing 7:03 p.m. Close Public Hearing 7:07 p.m.

VIII. ACTION/DISCUSSION

- A. District Update on Response to COVID-19

Superintendent Porras provided an update on current case rates, the tier system, positive COVID case response including contact tracing and privacy rights, masks will likely continue to be required in the fall, COVID testing update availability, and applicable senate bills.

Public comment: none

No action taken.

- B. Pacific Grove Unified School District Strategic Plan 2020-21

The Board discussed this item and asked questions.

MOTION Dawson/Brian Swanson to accept the Pacific Grove Unified School District Strategic Plan for 2020-21.

Public comment: none

Motion CARRIED by roll call vote 3 – 1

Trustee Carolyn Swanson voted against.

C. Pacific Grove Unified School District Governance Handbook

MOTION Dawson/Brian Swanson to approve the Pacific Grove Unified School District Governance Handbook.

Public comment: none

Motion CARRIED by roll call vote 4 – 0

D. Approval of Actuarial Study of Retiree Health Liabilities Under GASB 74/75

Assistant Superintendent Song Chin-Bendib presented information to the Board. The Board discussed moving this item to Consent in the future.

Public comment:

Beth Shammas asked the Board not to put this item under Consent in the future, noting it shows the public what the District is doing.

MOTION Brian Swanson/Dawson to approve the actuarial study of retiree health liabilities under GASB 74/75.

Motion CARRIED by roll call vote 4 – 0

E. Resolution No. 1071 “Teacher Appreciation Week” and “California Day of the Teacher”

Director II of Human Resources Billie Mankey presented this item to the Board.

Public comment:

Beth Shammas said this year has been amazing and she has been so impressed with the teachers, and hopes they get a special reward on their paychecks.

Jenny McAdams said she was grateful for the teachers, noting the many challenges during the pandemic.

Teacher Shannon McCarty said the teachers worked as hard as they could, acknowledged the classified staff and administrators.

MOTION Paff/Dawson to adopt Resolution No. 1071 “Teacher Appreciation Week” and “California Day of the Teacher”.

Motion CARRIED by roll call vote 4 – 0

F. Resolution No. 1072 Classified School Employee Week

Public comment:

Director of Facilities and Transportation Matt Kelly acknowledged the custodial and maintenance staff, who returned early in the pandemic, and thanked them for their hard work.

Director of Student Services Clare Davies noted the special classrooms that opened in November for the most fragile students, thanked the classified staff for the hard work.

MOTION Paff/Dawson to adopt Resolution No. 1072 Classified School Employee Week.

Motion CARRIED by roll call vote 4 – 0

G. Resolution No. 1073 Supporting People of Asian Ancestry and Condemning Harassment Toward People of Asian Descent

Public comment:

Teacher Jenna Hall thanked the Board for rewriting the item and for bringing it back.

MOTION Brian/Dawson to adopt Resolution No. 1073 supporting people of Asian ancestry and condemning harassment toward people of Asian descent.

Motion CARRIED by roll call vote 4 – 0

H. Contract for Services with Otto Construction for Pacific Grove High School K and L Wing Dry Rot Repairs

Director of Facilities and Transportation Matt Kelly presented information to the Board.

MOTION Carolyn Swanson/Dawson to approve the contract for services with Otto Construction for Pacific Grove High School K and L wings dry rot repairs.

Public comment: none

Motion CARRIED by roll call vote 4 – 0

I. Contract for Services with Satellite Painting for Pacific Grove High School K and L Wing Dry Rot Repairs

MOTION Dawson/Brian Swanson to approve the contract for services with Satellite Painting for Pacific Grove High School K and L wing dry rot repairs.

Public comment: none

Motion CARRIED by roll call vote 4 – 0

J. Approval of Expenditures with M3 Environmental for Lead and Asbestos Testing at Pacific Grove High School K and L Buildings

MOTION Dawson/Carolyn Swanson to approve the expenditures with M3 Environmental for lead and asbestos testing at Pacific Grove High School K and L buildings.

Public comment: none

Motion CARRIED by roll call vote 4 – 0

K. Approve to Deregulate Facilities Use Permits

Public comment:

Steve Thomas participated in the upkeep of the fields and said he was thrilled to be using the fields again.

MOTION Paff/Dawson to approve the deregulate facilities use permits.

Public comment: none

Motion CARRIED by roll call vote 4 – 0

L. Board Calendar/Future Meetings

MOTION Dawson/Brian Swanson to approve the Board meeting calendar.

Public comment: none

Motion CARRIED by roll call vote 4 – 0

IX. INFORMATION/DISCUSSION

A. Pacific Grove High School Master Schedule Draft for 2021-22

Pacific Grove High School Principal Lito Garcia presented information to the Board.

Public comment: none

B. Future Agenda Items

- Board requested a renewed discussion about District solar panels (May 20, 2021)
- Added April 1, 2021: Board requested a review of the nondiscrimination policy (June 2021)
- Added February 4, 2021: Return of affordable housing at a later date when more information becomes available (Fall 2021)
- Added March 4, 2021: A Board member requested a study about making ethnic studies a graduation requirement
- Added March 18, 2021: Return of Foreign Language Program (Fall 2021)

Public comment: none

X. CLOSED SESSION

A. Identified Closed Session Topics

1. Negotiations - Collective Bargaining Session planning and preparation with the PGTA for 2020-21 [Government Code § 3549.1 (d)] Executive session between the public school employer and its designated representatives, Buck Roggeman, Song Chin-Bendib and Ralph Gómez Porras, for the purpose of giving direction and updates.
2. Negotiations - Collective Bargaining Session planning and preparation with the CSEA for 2020-21 [Government Code § 3549.1 (d)] Executive session between the public school employer and its designated representatives, Billie Mankey, Song Chin-Bendib and Ralph Gómez Porras for the purpose of giving direction and updates.
3. Superintendent Goals and Evaluation

B. Public comment on Closed Session Topics

None.

C. Adjourned to Closed Session

8:45 p.m.

III. RECONVENED IN OPEN SESSION 10:00 p.m.

A. Reported action taken in Closed Session:

- 1. Negotiations - Collective Bargaining Session planning and preparation with the PGTA for 2020-21 [Government Code § 3549.1 (d)]

The Board discussed this item.

- 2. Negotiations - Collective Bargaining Session planning and preparation with the CSEA for 2020-21 [Government Code § 3549.1 (d)]

The Board discussed this item.

- 3. Superintendent Goals and Evaluation

The Board discussed this item.

X. ADJOURNED 10:00 p.m.

Approved and submitted:

Dr. Ralph Gómez Porras
Secretary to the Board

- | | |
|---|---|
| <input checked="" type="checkbox"/> Student Learning and Achievement | <input checked="" type="checkbox"/> Consent |
| <input checked="" type="checkbox"/> Health and Safety of Students and Schools | <input type="checkbox"/> Action/Discussion |
| <input type="checkbox"/> Credibility and Communication | <input type="checkbox"/> Information/Discussion |
| <input type="checkbox"/> Fiscal Solvency, Accountability and Integrity | <input type="checkbox"/> Public Hearing |

SUBJECT: Certificated Assignment Order #19

DATE: May 6, 2021

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

Page 1 of 2

RECOMMENDATION:

The District Administration recommends the Board review and approve the Certificated Assignment Order #19

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. 19
 May 20, 2021**

Page 2 of 2

RETIREMENT:

Kathy Hunter, FGE Kindergarten Teacher, retires effective June 1, 2021 after 15 years of successful employment with the Pacific Grove Unified School District

TEMPORARY INCREASE IN ASSIGNMENT:

Kyle Mountain, PGMS Math Teacher, voluntary increase from 1.0 FTE to 1.2 FTE to teach one section of AVID, effective August 2, 2021 through May 31, 2022 only

CHANGE OF ASSIGNMENT AND VOLUNTARY TRANSFER:

Steve Ibrahim, RDE, Elementary Teacher, change of assignment and voluntary transfer from 4th Grade to 3rd Grade, effective August 2, 2021

Tanya Fadem, FGE, Elementary Teacher, change of assignment and voluntary transfer from 1st grade to Kindergarten, effective August 2, 2021 (replaces retiree Kathy Hunter)

2021 SUMMER SCHOOL, ADDITIONAL ASSIGNMENT,

June 2, 2021-June 30, 2021, 4.5 hrs./day, paid per timesheet at the PGTA hourly instructional rate:

Preschool Teacher-Erin Homami

FGE SDC Primary Program Teacher, Rebecca Boston

FGE SDC Intermediate Program Teacher, Gretchen Neer

RDE SDC Moderate/Severe Program Teacher,

Andrea Webb 2 weeks June 2-June 16, 2021

Kyle Villavicencio 2 weeks June 17-June 30, 2021

PGMS SDC Mild/Moderate Program Teacher, Sabrina Andrade

PGMS/PGHS Moderate/Severe Program Teacher, Natalie Montgomery

Adult Transition Program Teacher, Ricky Cabalza

FGE- 1st Grade Reading Intervention Program Teacher, Mary Quindimil

PGHS/PGMS Credit Recovery Program Teacher, Maryn Sanchez

District Nurse-Katrina Powley, paid at the per diem rate, 5 hours per day, paid per time sheet and effective June 3, 2021 through June 30, 2021, Covid 19 related and funded through CARES ACT

- Student Learning and Achievement
- Health and Safety of Students and Schools
- Credibility and Communication
- Fiscal Solvency, Accountability and Integrity

- Consent
- Action/Discussion
- Information/Discussion
- Public Hearing

SUBJECT: Classified Assignment Order #19

DATE: May 20, 2021

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

Page 1 of 3

RECOMMENDATION:

The District Administration recommends the Board review and approve the Classified Assignment Order #19

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 ASSIGNMENT ORDER NO. 19 May 20, 2021
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Page 2 of 3

NEW HIRE:

Carey O'Sullivan, RDE, Clerk III, 6 hrs. per day/5 days per week/190-day work calendar, Range 35, Step A, effective May 24, 2021 (replacing Kelly Van Houtan)

Darryl Smith, RDE, Recreation Coordinator BASRP, 8 hrs. per day/5 days per week/10-month work calendar, Range 37, Step C, effective April 26, 2021 (replacing Jill Houston)

TEMPORARY INCREASE IN HOURS:

Jill Houston, PGHS Admin Assistant IV, completing up to 15 additional hours for cross training the new Recreation Coordinator for the Before and After-School Recreation Program, hours will be paid per time sheet effective April 26, 2021.

ADDITIONAL ASSIGNMENT:

Sherri Beck, PGHS, 2021 Musical Choreographer, \$700 stipend and funded through the site ASB Music Account.

Linda Lyon, PGHS, 2021 Musical Costume Design, \$500 stipend and funded through the site ASB Music Account.

2021 SUMMER SCHOOL, ADDITIONAL ASSIGNMENT, SHORT TERM

Preschool Paraprofessionals, 4.5 hours per day, paid per time sheet, effective June 2, 2021-June 30, 2021

Maria Sicairos, Range 37, Step F
 Konomi Gonzalez, Range 37, Step A
 Vanessa Stone, Range 37, Step A
 Kelly Swift, Range 37, Step A

FGE, SDC Primary Program, Paraprofessionals, 4.5 hours per day, paid per time sheet, effective June 2, 2021-June 30, 2021

Sara Heindel, Range 37, Step D
 Taylor Copeland, Range 37, Step B
 Megan Munson, Range 37, Step C

FGE, SDC Intermediate Program, Paraprofessionals, 4.5 hours per day, paid per time sheet, effective June 2, 2021-June 30, 2021

Mark Anderson, Range 37, Step F
 Naomi Guillory, Range 37, Step D

**PACIFIC GROVE UNIFIED SCHOOL DISTRICT
CLASSIFIED PERSONNEL ASSIGNMENT ORDER NO. 19
May 20, 2021**

Page 2 of 3

RDE, SDC Mod/Severe Program, Paraprofessionals, 4.5 hours per day, paid per time sheet, effective June 2, 2021-June 30, 2021

Kyle Villaciencio, Range 37, Step E
Christine Zantman, Range 37, Step B
Molly Binsfeld, Range 37, Step A
Lori Arnaldo, Range 37, Step C

PGMS, SDC Mild/Moderate Program, Paraprofessionals, 4.5 hours per day, paid per time sheet, effective June 2, 2021-June 30, 2021

Alyssa Hammell, Range 37, Step A

PGMS/PGHS Mod/Severe Program, Paraprofessionals, 4.5 hours per day, paid per time sheet, effective June 2, 2021-June 30, 2021

Michelle Garcia, Range 37, Step E
Corrie Cameron, Range 37, Step F
Brian Bloomer, Range 37, Step F
Kyle Neely, Range 37, Step F
Maytal Mier, Range 37, Step A

Adult Transition Program, Paraprofessionals, 4.5 hours per day, paid per time sheet, effective June 2, 2021-June 30, 2021

Vanessa Villaponda, Range 37, Step F
Fernando Hernandez, Range 37, Step F
Simon Stewart, Range 37, Step A

PGMS/PGHS, Credit Recovery Program, Paraprofessionals, 4.5 hours per day, paid per time sheet, effective June 2, 2021-June 30, 2021

Laurie Weddington, Range 37, Step D

Summer School Program Administrative Assistant II, 4.5 hours per day, paid per time sheet, effective June 2, 2021-June 30, 2021

Sara Birkett, Range 35, Step F

SUBSTITUTE:

Konomi Gonzalez

Lise Belton, Payroll Substitute, paid per time sheet \$50 per hour not to exceed 15 hours, effective May 10, 2021

- | | |
|---|---|
| <input type="checkbox"/> Student Learning and Achievement | <input checked="" type="checkbox"/> Consent |
| <input type="checkbox"/> Health and Safety of Students and Schools | <input type="checkbox"/> Action/Discussion |
| <input type="checkbox"/> Credibility and Communication | <input type="checkbox"/> Information/Discussion |
| <input checked="" type="checkbox"/> Fiscal Solvency, Accountability and Integrity | <input type="checkbox"/> Public Hearing |

SUBJECT: Acceptance of Donations

DATE: May 20, 2021

PERSON(S) RESPONSIBLE: Song Chin-Bendib, 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

None

Robert H. Down Elementary School

None

Pacific Grove Middle School

None

Pacific Grove High School

Amber Russell-Over the Moon Real Estate	\$13,000 (Scholarship)
Glen Reis – Megan Reis Imagine Scholarship Fund	\$30,000 (Scholarship)
Luke Meade	\$ 100 (culinary)
Jameson M. Paull	\$ 300 (football)

Pacific Grove Community High School

None

Pacific Grove Adult School /Lighthouse Preschool & Preschool Plus Co-op

Barbara Thomas	\$1,200 (undesignated)
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Pacific Grove Unified School District

None

- | | |
|---|---|
| <input type="checkbox"/> Student Learning and Achievement | <input checked="" type="checkbox"/> Consent |
| <input type="checkbox"/> Health and Safety of Students and Schools | <input type="checkbox"/> Action/Discussion |
| <input type="checkbox"/> Credibility and Communication | <input type="checkbox"/> Information/Discussion |
| <input checked="" type="checkbox"/> Fiscal Solvency, Accountability and Integrity | <input type="checkbox"/> Public Hearing |

SUBJECT: Warrant Schedule 631

DATE: May 20, 2021

PERSON(S) RESPONSIBLE: Song Chin-Bendib, Assistant Superintendent for Business Services

RECOMMENDATION:

As Assistant Superintendent for Business Services, I certify that I have reviewed the attached warrants for consistency with the District’s budget, and purchasing and accounting practices and therefore, recommend Board approval.

BACKGROUND:

The attached listing of warrants identifies payments made by the District during the noted time period from April 1, 2021 through April 30, 2021.

INFORMATION:

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

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

PACIFIC GROVE UNIFIED SCHOOL DISTRICT

WARRANT SCHEDULE NO. 631

APRIL 2021

WARRANTS - PAYROLL

Certificated	Regular	04/05/21	\$	-
	Regular	04/05/21	\$	8,622.88
	Regular	04/15/21	\$	-
	Regular	04/30/21	\$	1,732,581.69
	<u>Total Certificated</u>			<u>\$ 1,741,204.57</u>
Other	Regular	04/05/21	\$	-
	Regular	04/05/21	\$	-
	Regular	04/15/21	\$	-
	Regular	04/30/21	\$	1,522.60
	<u>Total Other</u>			<u>\$ 1,522.60</u>
Classified	Regular	04/05/21	\$	-
	Regular	04/05/21	\$	430.11
	Regular	04/15/21	\$	-
	Regular	04/30/21	\$	644,422.15
	<u>Total Classified</u>			<u>\$ 644,852.26</u>
	<u>TOTAL PAYROLL</u>			<u>\$ 2,387,579.43</u>

WARRANTS - ACCOUNTS PAYABLE

	Checks	V-Card Payment		
12608849-12608882	04600000024-04600000027	04/01/21	\$	52,198.56
12609650-12609692	04600000028-04600000034	04/08/21	\$	76,785.59
12610559-12610590	04600000035-04600000037	04/15/21	\$	36,353.93
12611541-12611488	04600000038	04/22/21	\$	155,715.84
12613169-12613190	04600000039	04/29/21	\$	199,977.16
	<u>TOTAL ACCOUNTS PAYABLE</u>			<u>\$ 521,031.08</u>

- | | |
|---|---|
| <input type="checkbox"/> Student Learning and Achievement | <input checked="" type="checkbox"/> Consent |
| <input checked="" type="checkbox"/> Health and Safety of Students and Schools | <input type="checkbox"/> Action/Discussion |
| <input type="checkbox"/> Credibility and Communication | <input type="checkbox"/> Information/Discussion |
| <input type="checkbox"/> Fiscal Solvency, Accountability and Integrity | <input type="checkbox"/> Public Hearing |

SUBJECT: Contract for Services with Third Watch Security and Investigations

DATE: May 20, 2021

PERSON(S) RESPONSIBLE: Lito M. García, Principal, PGHS

RECOMMENDATION:

The District Administration recommends the Board review and approve a contract for services with Third Watch Security and Investigation to provide security services surrounding the 2021 Pacific Grove High School Graduation Ceremony.

BACKGROUND:

These services have traditionally been provided overnight at the stadium to prevent vandalism.

INFORMATION:

PGHS needs security services June 1, 2021 at 6pm- June 2, 2021 6pm to prevent vandalism at the stadium where the graduation ceremony will take place. Additionally, PGHS needs ushering services June 2, 2021 5pm-9pm to support implementation of COVID graduation ceremony guidelines, e.g. physical distancing and face coverings.

FISCAL IMPACT:

Total cost: \$420 to be paid by site. \$1500.00 to be paid by CAREs Act Funds.

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

This contract is an agreement between the Pacific Grove Unified School District and Third Watch Security and Investigations for services rendered as specified below.

1. Scope of Service:

To provide: Security Services surrounding PGHS Graduation

2. Evaluation and/or expected outcome(s) (continue on attached page if needed):
Security services June 1, 2021 6pm through June 2, 2021 9pm

3. Length of the Contract:

Service is to be provided on the following date(s):

June 1-June 2, 2021

4. Financial Consideration:

Consultant to be paid at the rate of:

\$60 per hour for 24 hours for 1 person; \$60 per hour for 4 hours for 2 people

School Funding Source: PGHS Site Funds (\$420); CAREs Act Funds (\$1500)

Account Code: 01-0000-0-1110-2700-5800-00-006-7205-0720;
01-3215-0-1110-1000-5800-00-006-0000-1050

Consultant (Please print) Third Watch Security and Investigation

Address 2555 Garden Rd Ste C, Monterey, CA 93940 Phone: 831.856.5252

Signed _____ Date _____

Email: ssummers@3rdwatchsecurity.org

[] District Employee [X] Independent Consultant

Signed _____ Date _____

Site/Program Administrator (Check appropriate box below)

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

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

Signed _____ Date _____

Director of Human Resources

Signed _____ Date _____

Assistant Superintendent

ALL SIGNATURES MUST BE OBTAINED BEFORE SERVICES ARE PROVIDED.

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

BOARD APPROVAL DATE Click or tap to enter a date.

Contract for Services Criteria

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

- (1) There is a specifically documented cost savings relative to using district employment. (The documentation requirements are specified and must be attached).
- (2) The contract is for new school district functions and the Legislature has specifically mandated or authorized the performance of the work by independent contractors.
- (3) The services contracted are not available within the district, cannot be performed satisfactorily by school district employees, or are of such a highly specialized or technical nature that the necessary expert knowledge, experience, and ability are not available through the school district.
- (4) The services are incidental to a contract for the purchase or lease of real or personal property. Contracts under this criterion, known as "service agreements," shall include, but not be limited to, agreements to service or maintain office equipment or computers that are leased or rented.
- (5) The policy, administrative, or legal goals and purposes of the district cannot be accomplished through the utilization of persons selected pursuant to the regular or ordinary school district hiring process. Contracts are permissible under this criterion to protect against a conflict of interest or to ensure independent and unbiased findings in cases where there is a clear need for a different, outside perspective. These contracts shall include, but not be limited to, obtaining expert witnesses in litigation.
- (6) The nature of the work is such that the criteria for emergency appointments apply. "Emergency appointment" means an appointment made for a period not to exceed 60 working days either during an actual emergency to prevent the stoppage of public business or because of the limited duration of the work. The method of selection and the qualification standards for an emergency employee shall be determined by the district. The frequency of appointment, length of employment, and the circumstances appropriate for the appointment of firms or individuals under emergency appointments shall be restricted so as to prevent the use of emergency appointments to circumvent the regular or ordinary hiring process.
- (7) The contractor will provide equipment, materials, facilities, or support services that could not feasibly be provided by the school district in the location where the services are to be performed.
- (8) The services are of such an urgent, temporary, or occasional nature that the delay incumbent in their implementation under the district's regular or ordinary hiring process would frustrate their very purpose.

District/Site Administrator

Date



3rd Watch Security and Investigation

SECURITY SERVICES AGREEMENT

Contact Information	Name:	Pacific Grove High School
	Address:	615 Sunset Dr, Pacific Grove, CA 93950
	Phone:	(831) 646-6590
	Email:	jhouston@pgusd.org (Jill Houston)
Event Details	Type of Event:	Graduation
	Date(s) of Service:	June 1 and June 2, 2021
	Location:	Pacific Grove High School
	Scope of Service:	June 1 -Un-Armed, watch pool/auditorium June 2 – Un-Armed, watch entry point for graduation

Estimated Quote				
Service:	Quantity:	Rate:	Hours:	Total:
June 1, (6 p.m. for 24 hours)	1	\$60	24	\$1,440
June 2, (5p to 9p)	2	\$60	4	\$480
*4 hour min/shift			Estimated Total:	\$1,920

Purpose: The purpose of this Agreement is to set forth the terms and conditions by which Contractor shall provide security services (hereafter referenced as “Services”) for Client under the terms and conditions stated herein.

Compensation: Compensation is calculated at an hourly rate, per agent (person) for any work performed meeting the terms of this Agreement. Overtime is calculated at time-and-one-half for any work performed in excess of eight (8) hours per day and double-time (2 times the hourly rate) for work in excess of twelve (12) hours per day, if applicable. Holidays are billed at time-and-one-half (1.5 times the hourly rate). Contractor recognized holidays are: New Year’s Day, Easter Sunday, Memorial Day, Independence Day, Labor Day, Thanksgiving Day, Christmas Eve, Christmas Day and New Year’s Eve.

b. Other Charges (if applicable):

Cancellation: Either party may terminate this Agreement in its entirety with or without cause. Contractor and Client agree hereto a 3-day written notice of their intent to terminate services. If the Client cancels or terminates Services without providing 3-days’ notice, Client shall pay Contractor a cancellation fee equal to half the quoted amount.

Payment: Client shall pay Contractor upon receipt of invoice and in no event, later than 30 days of the invoice date. Past due accounts are subject to a 2.5% monthly late fee. Credit card payments are subject to a 3% convenience fee.

Confidentiality: The Parties agree to keep the terms and details of this Agreement confidential unless expressly authorized with the prior approval of both parties.

Agent Appearance for Legal Proceedings: Client shall pay Contractor for any court appearance(s) or depositions for its Agents (employees) as a result of meeting the terms of this Agreement, including mileage (if applicable).

2555 Garden Rd. Ste C, Monterey Ca 93940
 Office: 831.856.5252 Fax: 831.465.5832
 www.3rdwatchsecurity.org
 California PPO 120426/ California P.I. 188457



3rd Watch Security and Investigation

SECURITY SERVICES AGREEMENT

Sub-Contracting: Nothing contained herein shall prohibit the Contractor from sub-contracting for additional resources if so, required in meeting the terms of this Agreement. Sub-contracting does not relieve or absolve the Contractor from any obligation pursuant to this Agreement.

Insurance: The Contractor represents that it shall maintain valid liability, auto and workers' compensation insurance.

Warranties: Contractor and its agents shall provide their best efforts in providing security to Client consistent with the Contractor's commitment to professionalism and service. However, the Contractor cannot guarantee any particular outcome as a result of any unforeseen event or condition(s) beyond the scope of intended services.

Agreement Modifications: Hourly rates for professional security services vary predicated upon a multitude of factors. Client requested changes that substantially differ from the original Agreement (scope of services) may trigger a modification in the Agreement, including, but not limited to, the hourly rate.

Venue and Jurisdiction: In the event any dispute arises between the Parties, their agents, employees or assigns concerning the terms of this Agreement or performance pursuant to said terms, the Parties hereby designate the Superior Court of the State of California in and for the County of Monterey , or such inferior court within the County of Monterey as may be appropriate, as the proper venue for the dispute and without reservation as to any jurisdictional issues.

Attorney's Fees: The "prevailing party" as that term is construed in connection with California Code §1717 and the cases interpreting that and related sections shall be entitled to all costs incurred in connection with the dispute, including but not limited to pre-litigation costs and all attorney fees.

Integration Clause: This contract shall constitute the Agreement in its entirety between the Parties. There are no promises, terms, conditions, or obligations other than those contained herein, and this contract shall supersede all previous communications, representations, or agreements, written or verbal, between the Parties hereto.

By: Client

Name:
Title:
Date:
Signature:

2555 Garden Rd. Ste C, Monterey Ca 93940
Office: 831.856.5252 Fax: 831.465.5832
www.3rdwatchsecurity.org
California PPO 120426/ California P.I. 188457

- Student Learning and Achievement
- Health and Safety of Students and Schools
- Credibility and Communication
- Fiscal Solvency, Accountability and Integrity

- Consent
- Action/Discussion
- Information/Discussion
- Public Hearing

SUBJECT: Contract for Services with Eidetic Creative

DATE: May 20, 2021

PERSON(S) RESPONSIBLE: Lito M Garcia, Pacific Grove High School Principal

RECOMMENDATION:

The District Administration recommends the Board review and approve a contract for services with Eidetic Creative, Tony Lymon, sound/video engineer, to create a virtual performance for the Pacific Grove High School Band and Orchestra.

BACKGROUND:

This is a new service, required due to Distance Learning Guidelines.

INFORMATION:

Eidetic Creative will use online recordings of students to create a virtual performance, to be completed before June 1, 2021.

FISCAL IMPACT:

\$5268.90 to be funded through CAREs Act funds.

PACIFIC GROVE UNIFIED SCHOOL DISTRICT

435 Hillcrest Avenue
Pacific Grove, CA 93950

CONTRACT FOR SERVICES

This contract is an agreement between the Pacific Grove Unified School District and Eidetic Creative, LLC for services rendered as specified below.

1. Scope of Service:

To provide: Sound/Video Engineering to create a virtual Band/Orchestra Performance

2. Evaluation and/or expected outcome(s)(continue on attached page if needed):

Virtual Performance

3. Length of the Contract:

Service is to be provided on the following date(s):

May 21, 2021-June 1, 2021

4. Financial Consideration:

Consultant to be paid at the rate of:

\$5268.90 total

School Funding Source: CAREs Act Funds

Account Code: 01-3215-0-1110-1000-1000-5800-00-006-0000-1050

Consultant (Please print) Eidetic Creative

Address 78 Sunline Drive, Petal, MS 39465 Phone:x

Signed _____ Date :

Email x

[] District Employee [X] Independent Consultant

Signed _____ Date _____

Site/Program Administrator (Check appropriate box below)

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

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

Signed _____ Date _____

Director of Human Resources

Signed _____ Date _____

Assistant Superintendent

ALL SIGNATURES MUST BE OBTAINED BEFORE SERVICES ARE PROVIDED.

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

BOARD APPROVAL DATE Click or tap to enter a date.

Contract for Services Criteria

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

- (1) There is a specifically documented cost savings relative to using district employment. (The documentation requirements are specified and must be attached).
- (2) The contract is for new school district functions and the Legislature has specifically mandated or authorized the performance of the work by independent contractors.
- (3) The services contracted are not available within the district, cannot be performed satisfactorily by school district employees, or are of such a highly specialized or technical nature that the necessary expert knowledge, experience, and ability are not available through the school district.
- (4) The services are incidental to a contract for the purchase or lease of real or personal property. Contracts under this criterion, known as "service agreements," shall include, but not be limited to, agreements to service or maintain office equipment or computers that are leased or rented.
- (5) The policy, administrative, or legal goals and purposes of the district cannot be accomplished through the utilization of persons selected pursuant to the regular or ordinary school district hiring process. Contracts are permissible under this criterion to protect against a conflict of interest or to ensure independent and unbiased findings in cases where there is a clear need for a different, outside perspective. These contracts shall include, but not be limited to, obtaining expert witnesses in litigation.
- (6) The nature of the work is such that the criteria for emergency appointments apply. "Emergency appointment" means an appointment made for a period not to exceed 60 working days either during an actual emergency to prevent the stoppage of public business or because of the limited duration of the work. The method of selection and the qualification standards for an emergency employee shall be determined by the district. The frequency of appointment, length of employment, and the circumstances appropriate for the appointment of firms or individuals under emergency appointments shall be restricted so as to prevent the use of emergency appointments to circumvent the regular or ordinary hiring process.
- (7) The contractor will provide equipment, materials, facilities, or support services that could not feasibly be provided by the school district in the location where the services are to be performed.
- (8) The services are of such an urgent, temporary, or occasional nature that the delay incumbent in their implementation under the district's regular or ordinary hiring process would frustrate their very purpose.

District/Site Administrator

Date

Invoice

INV-000020

Balance Due
\$2,370.90



EIDETIC CREATIVE, LLC

Company ID : 1240524
 EIN 85-3423651
 78 Sunline Drive
 Petal Mississippi 39465
 U.S.A

Bill To

Pacific Grove High School
 615 Sunset Drive
 Pacific Grove
 93950 California
 U.S.A

Invoice Date : 03 May 2021
 Terms : Due on Receipt
 Due Date : 03 May 2021

#	Item & Description	Qty	Rate	Amount
1	Video 2 Music Ensembles	3.387	700.00	2,370.90
			Sub Total	2,370.90
			Total	\$2,370.90
			Balance Due	\$2,370.90

Notes

Thanks for your business! Please make checks payable to Eidetic Creative.

Payment Options  

From
Pacific Grove High School

Payment Stub

: INV-000020
Invoice Date : 03 May 2021
Balance Due : \$2,370.90

Amount Enclosed	
------------------------	--

EIDECTIC CREATIVE, LLC
COMPANY ID : 1240524
EIN 85-3423651
78 SUNLINE DRIVE
PETAL MISSISSIPPI 39465
U.S.A

Invoice

INV-000019

Balance Due
\$2,898.00



EIDETIC CREATIVE, LLC

Company ID : 1240524
EIN 85-3423651
78 Sunline Drive
Petal Mississippi 39465
U.S.A

Bill To

Pacific Grove High School
615 Sunset Drive
Pacific Grove
93950 California
U.S.A

Invoice Date : 03 May 2021
Terms : Due on Receipt
Due Date : 03 May 2021

#	Item & Description	Qty	Rate	Amount
1	Video Band/Orchestra	4.14	700.00	2,898.00
			Sub Total	2,898.00
			Total	\$2,898.00
			Balance Due	\$2,898.00

Notes

Thanks for your business! Please make checks payable to Eidetic Creative.

Payment Options 

From
Pacific Grove High School

Payment Stub

: INV-000019
Invoice Date : 03 May 2021
Balance Due : \$2,898.00

Amount Enclosed	
------------------------	--

EIDECTIC CREATIVE, LLC
COMPANY ID : 1240524
EIN 85-3423651
78 SUNLINE DRIVE
PETAL MISSISSIPPI 39465
U.S.A

- Student Learning and Achievement
- Health and Safety of Students and Schools
- Credibility and Communication
- Fiscal Solvency, Accountability and Integrity

- Consent
- Action/Discussion
- Information/Discussion
- Public Hearing

SUBJECT: Contract for Services with Federico’s Embroidery

DATE: May 20, 2021

PERSON(S) RESPONSIBLE: Lito M Garcia, Pacific Grove High School Principal

RECOMMENDATION:

The District Administration recommends the Board review and approve a contract for services with Federico’s Embroidery to provide embroidery services to place recognition insignia on Graduation stoles.

BACKGROUND:

Federico’s Embroidery provides this service annually. There are usually 20-25 stoles.

INFORMATION:

The service is usually funded through CTEIG monies, which are depleted this year due to Distance Learning costs. Therefore CAREs Act funds are being used to fund the project. (20 stoles)

FISCAL IMPACT:

\$1305 to be funded through CAREs Act funds.

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

This contract is an agreement between the Pacific Grove Unified School District and Federico's Embroidery for services rendered as specified below.

- 1. Scope of Service: To provide: Embroidery Services for Graduation stoles
2. Evaluation and/or expected outcome(s)(continue on attached page if needed): Graduation stole embroidery
3. Length of the Contract: Service is to be provided on the following date(s): May 21, 2021-June 2, 2021
4. Financial Consideration: Consultant to be paid at the rate of: \$1305.00 total
School Funding Source: CAREs Act Funds
Account Code: 01-3215-0-1110-1000-1000-5800-00-006-0000-1050

Consultant (Please print) Federico's Embroidery
Address 542 Abrego St, Monterey, CA 93940 Phone:831-646-0453

Signed _____ Date :
Email dave@federicosembroidery.org

[] District Employee [X] Independent Consultant

Signed _____ Date _____
Site/Program Administrator (Check appropriate box below)

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

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

Signed _____ Date _____
Director of Human Resources

Signed _____ Date _____
Assistant Superintendent

ALL SIGNATURES MUST BE OBTAINED BEFORE SERVICES ARE PROVIDED.

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

BOARD APPROVAL DATE Click or tap to enter a date.

Contract for Services Criteria

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

- (1) There is a specifically documented cost savings relative to using district employment. (The documentation requirements are specified and must be attached).
- (2) The contract is for new school district functions and the Legislature has specifically mandated or authorized the performance of the work by independent contractors.
- (3) The services contracted are not available within the district, cannot be performed satisfactorily by school district employees, or are of such a highly specialized or technical nature that the necessary expert knowledge, experience, and ability are not available through the school district.
- (4) The services are incidental to a contract for the purchase or lease of real or personal property. Contracts under this criterion, known as "service agreements," shall include, but not be limited to, agreements to service or maintain office equipment or computers that are leased or rented.
- (5) The policy, administrative, or legal goals and purposes of the district cannot be accomplished through the utilization of persons selected pursuant to the regular or ordinary school district hiring process. Contracts are permissible under this criterion to protect against a conflict of interest or to ensure independent and unbiased findings in cases where there is a clear need for a different, outside perspective. These contracts shall include, but not be limited to, obtaining expert witnesses in litigation.
- (6) The nature of the work is such that the criteria for emergency appointments apply. "Emergency appointment" means an appointment made for a period not to exceed 60 working days either during an actual emergency to prevent the stoppage of public business or because of the limited duration of the work. The method of selection and the qualification standards for an emergency employee shall be determined by the district. The frequency of appointment, length of employment, and the circumstances appropriate for the appointment of firms or individuals under emergency appointments shall be restricted so as to prevent the use of emergency appointments to circumvent the regular or ordinary hiring process.
- (7) The contractor will provide equipment, materials, facilities, or support services that could not feasibly be provided by the school district in the location where the services are to be performed.
- (8) The services are of such an urgent, temporary, or occasional nature that the delay incumbent in their implementation under the district's regular or ordinary hiring process would frustrate their very purpose.

District/Site Administrator

Date

- | | |
|--|---|
| <input checked="" type="checkbox"/> Student Learning and Achievement | <input checked="" type="checkbox"/> Consent |
| <input type="checkbox"/> Health and Safety of Students and Schools | <input type="checkbox"/> Action/Discussion |
| <input type="checkbox"/> Credibility and Communication | <input type="checkbox"/> Information/Discussion |
| <input type="checkbox"/> Fiscal Solvency, Accountability and Integrity | <input type="checkbox"/> Public Hearing |

SUBJECT: Contract for Services with Josten’s Inc.

DATE: May 20, 2021

PERSON(S) RESPONSIBLE: Lito M. Garcia, Principal

RECOMMENDATION:

The District Administration recommends the Board review and approve the contract for services with Josten’s Inc.

BACKGROUND:

For many years we have used Josten’s Inc. for creating the high school yearbook. This is an annual service. But the agreement paperwork that we receive from Josten’s Inc. can cover up to three years without a change. They have provided training to the yearbook student staff and the yearbook on campus advisor each year. Oftentimes this service is provided for free so that the yearbook staff can be successful in creating a wonderful book of memories. Payments for the yearbook are made in installments based on sales. Final payment is made after delivery and after any overruns are sold. This payment is made in June. We work closely to make sure all sales are tracked and a spreadsheet with Josten’s Inc. is created. Sales are also online as well as in the student store. Baby Ads (family dedications) are sold in order to cut down on the cost.

INFORMATION:

This contract for services is to cover the final year of the agreement with plans to create a new agreement starting with the 2022 school year. This contract for services will also cover the student planners that will be arriving in August 2021 for the 2021-22 school year. A credit on the invoice for the 2020-21 yearbook will be given so that the planners for the 2021-22 school year can be invoiced by Josten’s Inc. and paid for when the new school year starts (after planners are delivered). Josten’s Inc. creates agreements that cover 2-3 school years. A new agreement will be issued to start in August of 2022 a few months after the previous agreement ends in June 2022.

FISCAL IMPACT:

The contract for services is for August 2019 - June 2022. Yearbooks are paid for by students, staff and alumni. The account is under the ASB umbrella - Yearbook account #559. Yearbook costs can be between \$20,000.00 and \$40,000.00 to create 200-400 books. The cost of each book is \$85.00 for early purchase - \$100.00 after printing. This item is budgeted for each year with the help of the yearbook representative that works with the yearbook staff and advisor in order to keep costs down. There is no fiscal impact to the district.

PACIFIC GROVE UNIFIED SCHOOL DISTRICT

**435 Hillcrest Avenue
Pacific Grove, CA 93950**

CONTRACT FOR SERVICES

This contract is an agreement between the Pacific Grove Unified School District and Josten’s, Inc for services rendered as specified below.

1. Scope of Service:

To provide: PGHS has selected Josten’s Inc. to be their exclusive yearbook provider. PGHS and Josten’s will work together to establish all yearbook specifications for each year during the Term.

2. Evaluation and/or expected outcome(s)(continue on attached page if needed):

That the representative of Josten’s and our Yearbook Advisor will work closely to complete a yearbook on time and help with sales to create a successful yearbook for the students, staff and alumni to purchase. This will also include training as well as assistance with planning, content, layout etc.

3. Length of the Contract:

Service is to be provided on the following date(s):

August 2019 - 2022

4. Financial Consideration:

Consultant to be paid at the rate of:

The yearbook varies in cost but can range from \$20,000.00 - \$40,000.00 depending upon number of pages, color graphics, special embossing, flocking etc. This is paid per project. Each yearbook is considered one project. Student planners are also included with this price but paid for separately.

School Funding Source: ASB Yearbook account – student, staff and alumni sales throughout the year

Account Code: ASB Wells Fargo Account Yearbook #559

Consultant (Please print) Laura Parker

Address 21336 Networks Place Chicago, IL 60673-1213 Phone: 408-355-5878

Signed _____ Date Click or tap to enter a date.

Email laura.parker@jostens.com

District Employee Independent Consultant

Signed _____ Date _____

Site/Program Administrator (Check appropriate box below)

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

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

Signed _____ Date _____

Director of Human Resources

Signed _____ Date _____

Assistant Superintendent

ALL SIGNATURES MUST BE OBTAINED BEFORE SERVICES ARE PROVIDED.

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

Contract for Services Criteria

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

- (1) There is a specifically documented cost savings relative to using district employment. (The documentation requirements are specified and must be attached).
- (2) The contract is for new school district functions and the Legislature has specifically mandated or authorized the performance of the work by independent contractors.
- (3) The services contracted are not available within the district, cannot be performed satisfactorily by school district employees, or are of such a highly specialized or technical nature that the necessary expert knowledge, experience, and ability are not available through the school district.
- (4) The services are incidental to a contract for the purchase or lease of real or personal property. Contracts under this criterion, known as "service agreements," shall include, but not be limited to, agreements to service or maintain office equipment or computers that are leased or rented.
- (5) The policy, administrative, or legal goals and purposes of the district cannot be accomplished through the utilization of persons selected pursuant to the regular or ordinary school district hiring process. Contracts are permissible under this criterion to protect against a conflict of interest or to ensure independent and unbiased findings in cases where there is a clear need for a different, outside perspective. These contracts shall include, but not be limited to, obtaining expert witnesses in litigation.
- (6) The nature of the work is such that the criteria for emergency appointments apply. "Emergency appointment" means an appointment made for a period not to exceed 60 working days either during an actual emergency to prevent the stoppage of public business or because of the limited duration of the work. The method of selection and the qualification standards for an emergency employee shall be determined by the district. The frequency of appointment, length of employment, and the circumstances appropriate for the appointment of firms or individuals under emergency appointments shall be restricted so as to prevent the use of emergency appointments to circumvent the regular or ordinary hiring process.
- (7) The contractor will provide equipment, materials, facilities, or support services that could not feasibly be provided by the school district in the location where the services are to be performed.
- (8) The services are of such an urgent, temporary, or occasional nature that the delay incumbent in their implementation under the district's regular or ordinary hiring process would frustrate their very purpose.

District/Site Administrator

Date

- | | |
|--|---|
| <input checked="" type="checkbox"/> Student Learning and Achievement | <input checked="" type="checkbox"/> Consent |
| <input type="checkbox"/> Health and Safety of Students and Schools | <input type="checkbox"/> Action/Discussion |
| <input type="checkbox"/> Credibility and Communication | <input type="checkbox"/> Information/Discussion |
| <input type="checkbox"/> Fiscal Solvency, Accountability and Integrity | <input type="checkbox"/> Public Hearing |

SUBJECT: Contract for Services with Agile Sports Technologies dba HUDL

DATE: May 20, 2021

PERSON(S) RESPONSIBLE: Lito M. Garcia, Pacific Grove High School Principal

RECOMMENDATION:

The District Administration recommends the Board review and approve the Contract for Services with Agile Sports Technologies dba HUDL.

BACKGROUND:

For many years some of our sports teams have used this subscription to upload videos of games so that the players and coaches can analyze and watch recorded games for training purposes. Since 2014 the price we have paid is less than other companies that provide this same service. They do not require contracts with schools. Schools can choose if they want to use this platform year to year just by paying or not paying for the yearly subscription.

INFORMATION:

The following teams use the HUDL platform - Football, Basketball (both Girls and Boys), Soccer (again both Girls and Boys), Wrestling and Lacrosse. Whenever the team wants to they can upload their own videos into the website and it is archived for later analysis by the coaches. Coaches can also share the videos through the HUDL website with the players use of a free APP. Coaches can add diagrams etc. linked directly to their videos.

FISCAL IMPACT:

The contract timeframe is May 30, 2021 - May 29, 2022. The total cost will be \$1,999.00 but is to be shared with the teams that are using the HUDL platform paid out of their ASB Athletics accounts. There is no cost to the District.

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

CONTRACT FOR SERVICES ADDENDUM

The relationship between Pacific Grove Unified School District and Agile Sports Technologies, Inc. dba Hudl is governed by the Organization Terms of Service located at www.hudl.com/eula (the "Organization Terms"). This Contract for Services Addendum is an Addendum to the Organization Terms. Except as expressly set forth herein, all terms and conditions of the Organization Terms shall remain in full force and effect and are hereby ratified and confirmed by the parties.

1. Scope of Service:

To provide : Gives the users the ability to review, analyze and distribute videos using a web-based platform. Coaches can login to create detailed play diagrams that are linked to their videos.

2. Evaluation and/or expected outcome(s)(continue on attached page if needed):

The coaches expect to be able to use this service and share it with their players for training and practice purposes. Videos are uploaded to the site and easily accessible.

3. Length of the Contract:

Service is to be provided on the following date(s):

May 30, 2021 – May 29, 2022

4. Financial Consideration:

Consultant to be paid at the rate of:

Annual payment of \$1,999.00 (other)

For a full year

School Funding Source: Athletics Account with Wells Fargo Bank. To be paid from team accounts for teams that are participating in the use of the video analysis service.

Account Code: Various within the main Athletics Account #401 Football, #407 Girls Basketball, #408 Boys Basketball, #403 Lacrosse, #409 Wrestling, #416 Girls Soccer, #406 Boys Soccer

Consultant (Please print) Click or tap here to enter text.

Address Click or tap here to enter text. Phone:Click or tap here to enter text.

Signed _____ Date Click or tap to enter a date.

Email Click or tap here to enter text.

District Employee Independent Consultant

Signed _____ Date _____

Site/Program Administrator (Check appropriate box below)

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

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

Signed _____ Date _____
Director of Human Resources

Signed _____ Date _____
Assistant Superintendent

ALL SIGNATURES MUST BE OBTAINED BEFORE SERVICES ARE PROVIDED.

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

Contract for Services Criteria

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

- (1) There is a specifically documented cost savings relative to using district employment. (The documentation requirements are specified and must be attached).
- (2) The contract is for new school district functions and the Legislature has specifically mandated or authorized the performance of the work by independent contractors.
- (3) The services contracted are not available within the district, cannot be performed satisfactorily by school district employees, or are of such a highly specialized or technical nature that the necessary expert knowledge, experience, and ability are not available through the school district.
- (4) The services are incidental to a contract for the purchase or lease of real or personal property. Contracts under this criterion, known as "service agreements," shall include, but not be limited to, agreements to service or maintain office equipment or computers that are leased or rented.
- (5) The policy, administrative, or legal goals and purposes of the district cannot be accomplished through the utilization of persons selected pursuant to the regular or ordinary school district hiring process. Contracts are permissible under this criterion to protect against a conflict of interest or to ensure independent and unbiased findings in cases where there is a clear need for a different, outside perspective. These contracts shall include, but not be limited to, obtaining expert witnesses in litigation.
- (6) The nature of the work is such that the criteria for emergency appointments apply. "Emergency appointment" means an appointment made for a period not to exceed 60 working days either during an actual emergency to prevent the stoppage of public business or because of the limited duration of the work. The method of selection and the qualification standards for an emergency employee shall be determined by the district. The frequency of appointment, length of employment, and the circumstances appropriate for the appointment of firms or individuals under emergency appointments shall be restricted so as to prevent the use of emergency appointments to circumvent the regular or ordinary hiring process.
- (7) The contractor will provide equipment, materials, facilities, or support services that could not feasibly be provided by the school district in the location where the services are to be performed.
- (8) The services are of such an urgent, temporary, or occasional nature that the delay incumbent in their implementation under the district's regular or ordinary hiring process would frustrate their very purpose.

District/Site Administrator

Date



Organization Terms of Service

These Organization Terms of Service (“**Organization Terms**”) describe and govern the relationship between the Organization (defined below) and Hudl. If you are a Coach, Athlete, Team Admin, Organization Admin, or Visitor, the User Terms and Conditions describe and govern your use of and access to the Platform. These Organization Terms (or, if applicable, Organization’s written agreement with Hudl) and any invoices together form a binding agreement (the “**Agreement**”) between Organization and Hudl. If any terms in Section 14 apply to Organization, those terms are also incorporated here by reference and are part of the Agreement.

When Hudl updates the Platform or the way the Platform works, it may also update the Organization Terms and your Agreement. If that happens, Hudl will post an updated version of the Organization Terms and notify Organization via the Organization Admin’s e-mail address on file; the update will be effective as of the date that Hudl identifies in the email.

1. Key Definitions.

1.1 An “**Athlete**” is any individual who has been given access to a Team’s account with the ‘athlete’ feature set activated.

1.2 A “**Coach**” is any individual who has been given access to a Team’s account with the ‘coach’ feature set activated.

1.3 An “**Organization**” is the organization that you represent when establishing a Hudl account. If you set up an account (a) for an educational institution or (b) using a corporate email address, then the Organization is the applicable educational institution or corporate organization. If you sign up on behalf of an educational institution using a different corporate email address, then the Organization is the educational institution. Either way, the Organization can change your role on the account and otherwise modify the Organization’s accounts.

1.4 An Organization must designate at least one individual as the administrator for its account (an “**Organizational Admin**”). An Organization may designate

additional Organizational Admins, each of which shall have authority described in this paragraph. The Organizational Admin has authority to make changes to the Organization's account, to remove or add other users from the Organization's account (including other Organizational Admins) and to take any other actions and obtain any other information related to the Organization. The Organization is responsible for the actions of its Organizational Admins and to update the Organizational Admins associated with its account.

1.5 An "**Authorized User**" is any Organizational Admin, Team Admin, Coach, or Athlete that has been granted access to an account associated with your Organization.

1.6 A "**Subscription**" is an annual license that permits one or more Teams to access the Platform and any particular Services described in the Invoice.

1.7 A "**Team**" is a sports team associated with an Organization. For example, a high school's varsity football team is one Team, and its junior varsity football team would be another Team.

1.8 Each Team must have at least one individual identified as its team's administrator (a "**Team Admin**"). Team Admins have the all permissions and authorities of a Coach, plus the power to add or remove other Coaches and Team Admins from the Team.

2. Payment.

2.1 Invoices. When an Organization first signs into the Platform, Hudl posts an invoice for the Subscription in each Team Admin's account via the Platform. When an Organization adds new Teams to its account or new Services to its account, Hudl posts each Team's new invoice to the Team Admins' accounts via the Platform. Upon renewal, Hudl makes an invoice available for the renewal Subscription term in each Team Admin's account via the platform 45 days before the last day of the then-current Subscription. If the Organization purchases or renews an Organization-wide Subscription for multiple Teams, Hudl invoices the Organization Admin or other billing contact identified by Organization outside of the Platform. If the Organization purchases additional Services, Hudl may issue invoices outside of the Platform, as described in such Service's applicable Service Terms.

2.2 Payment. Organization must pay Hudl the amount identified as due on the invoice ("**Fees**") on or before the due date on the invoice, or Hudl may deactivate or limit the applicable Subscription. All Subscriptions are invoiced in advance and are not refundable or cancelable (unless stated otherwise on the invoice or the

written agreement, if applicable). Organization is responsible for all Fees related to the use of the Platform by its Coaches, Organization Admins, and Team Admins. Hudl may change the Fees at any time without notice to Organization, and such Fees shall be effective upon the next renewal.

2.3 Credit Card Payments. If Organization's Coaches, Organization Admins or Team Admins provide Hudl with a credit card, Organization hereby authorizes Hudl to charge the credit card for the Subscription for the Fees. Hudl will bill the credit card on file for the relevant Subscription renewal unless Organization cancels its Subscription or otherwise pays the Fees before the due date.

3. Data Requests.

When Organization requests any data uploaded by its Authorized Users, Hudl will follow the procedures described in its Privacy Policy.

4. Additional Services.

4.1 Hudl Assist. If Organization or its Teams use Hudl Assist, the Hudl Assist Terms also apply to such use.

4.2 Hudl Focus. If Organization or its Teams order or use Hudl Focus, the Hudl Hardware Terms also apply to the purchase and the Hudl Focus Terms apply to the use.

4.3 Hudl Replay. If Organization or its Teams use Hudl Replay, the Hudl Replay Terms also apply to such use.

4.4 Hudl Sideline. If Organization or its Teams order or use Hudl Sideline, the Hudl Hardware Terms also apply to such use.

4.5 VolleyMetrics. If Organization or its Teams order or use VolleyMetrics, the VolleyMetrics Terms also apply to such use.

5. Licenses.

5.1 Platform License Grant. Subject to these Organization Terms, Hudl grants to Organization the non-exclusive, non-transferable, revocable right during the Term (as defined below) to (i) download and install the Installed Software on Authorized User's personal computers, and (ii) access and use the Platform for internal use by Authorized Users. Organization may grant its Authorized Users the rights in (i) and (ii). As a condition of the grant in this section, Organization

may not modify, transfer, or otherwise sublicense or distribute the Platform to any third party, and Organization may not disassemble, decompile or reverse engineer any aspect of the Platform. Hudl may immediately terminate the foregoing license upon any breach (including any attempted and/or threatened breach) of this Section 5.1.

5.2 Grants to Hudl. Subject to these Organization Terms, Organization grants the following license rights to Hudl (and its licensees, sublicensees, distributors and subdistributors):

(i) *Video*: the non-exclusive, royalty-free right, to all Intellectual Property Rights of Organization in the Video, to use Organization's Video for the purpose of (a) enabling Authorized Users to use the Platform during the Term, (b) to permit recruiters confirmed by Hudl's affiliate, Haymarket, LLC, to access the Video for recruiting purposes only, (c) if Organization authorizes through the Platform, the release, (which includes the right to sublicense, license, distribute or subdistribute) of the Video, in whole or in part, to third parties, including but not limited to Hudl's distributors, independent contractors and agents, to (1) use such released Video to provide the Platform community features to users and to other third parties during the Term, and (2) to reproduce, transmit, display, exhibit, distribute, index, comment on, modify, create derivative works based upon (including inserting advertising therein), perform and otherwise use such released Video, in whole or in part, in perpetuity in all media formats and channels now known or hereafter devised (including on Hudl's websites, third party websites, cable networks and stations, broadband and wireless platforms, products and services) for any and all purposes, including entertainment, news, advertising, promotional, marketing, publicity, trade or commercial purposes, all without further notice to, or permission from Organization, with or without attribution and without any royalty or payment obligations, which rights in this subsection (c) shall survive any termination or expiration of these Organization Terms.

(ii) *Coaching Data*: the non-exclusive, royalty-free right, to all Intellectual Property Rights of Organization and its Authorized Users in the Coaching Data, to use Organization's Coaching Data for the purpose of enabling Authorized Users and other third parties to use the Platform during the Term.

(iii) *Vital Information*: the non-exclusive, royalty-free and perpetual right to all Intellectual Property Rights of Organization and its Authorized Users in the Vital Information to use the Vital Information in connection with the Platform and otherwise.

(iv) *Statistical Data*: the non-exclusive, royalty-free and perpetual right, to all Intellectual Property Rights of Organization to use the Statistical Data in any

(v) *Hosting*: Without limiting the above, Hudl may sublicense the rights in this Section 2 during the Term as necessary to enable any third party hosting of the Platform.

5.3 Ownership. Except for the licenses provided in this Section 5, as between Hudl and Organization, (i) Hudl owns all Intellectual Property Rights in the Platform, Hudl's marks and business model, Feedback (as defined below), and any other rights not expressly granted to Organization herein and (ii) Organization retains all Intellectual Property Rights in the Video, Coaching Data, and Statistical Data. No other licenses are granted.

5.4 Feedback. Hudl owns all Intellectual Property Rights in any Feedback and may use such Feedback for any purpose related to the Platform without further approval or acknowledgement, and Organization, on behalf of itself and its Authorized Users, hereby assigns to Hudl any and all rights in such Feedback throughout the universe in perpetuity. "Feedback" shall mean any comments, information, questions, survey data, data, ideas, enhancement requests, recommendations, descriptions of processes, or other information concerning the Platform, whether solicited by Hudl or provided by Organization or its Authorized Users without any such solicitation ("**Feedback**").

6. Promotion.

Hudl may publicize and market Organization as a customer. Subject to Hudl's confidentiality obligations hereunder, Hudl may display on Hudl's website and in any and all promotional materials (irrespective of the means of exploitation) a case study or other customer usage scenario referencing or featuring Organization. Hudl may prepare and utilize testimonials of a reasonable number of Authorized Users, subject to Organization's prior consent (to the extent Organization is entitled to grant such consent). Organization hereby grants to Hudl, and represents to Hudl that it may grant, a non-exclusive, non-transferable, royalty-free license for Hudl to make use of Organization's name or logo during the Term on Hudl's website and in any and all promotional materials (irrespective of the means of exploitation). All such use shall inure to the benefit of Organization, and Hudl shall have no implied right to any other intellectual property of Organization except as set forth in these Organization Terms. Hudl shall use its best efforts to comply with any use guidelines that Organization provides to Hudl in writing; provided, that an inadvertent failure to comply shall not be a breach of these Organization Terms.

7. Confidentiality.

Each party (a "**Receiving Party**") may be provided or have access to Confidential Information (as defined below) of the other party (a "**Disclosing Party**"). Confidential Information will not include anything that (a) is authorized by Organization for disclosure to third parties pursuant to the terms of these Organization Terms or use of the Platform, as provided herein; (b) is already in the possession of the Receiving Party without obligation of confidence; (c) is independently developed by the Receiving Party without use of Confidential Information; (d) is or becomes available to the general public without breach of these Organization Terms; or (e) is rightfully received by the Receiving Party from a third party without obligation of confidence. Receiving Party agrees that it will not, without the consent of the other party, disclose Confidential Information to third parties or use it in any way except as set forth herein, and take actions reasonably necessary to protect the confidentiality of the Confidential Information. "**Confidential Information**" means (i) any proprietary information, technical data, trade secrets or know-how of Hudl, including, but not limited to, research, product plans, and proprietary information concerning products and services, pricing, or other business or technical information of Hudl that is designated to be confidential or proprietary or which reasonably appears to be confidential or proprietary; and (ii) to the extent not otherwise released by Organization and except as provided in the Privacy Policy, the Video, Coaching Data, and Athlete profile data.

8. Term and Termination

These Organization Terms shall commence upon the activation of an Organization's Subscription and will continue for the initial period specified in Organization's invoice; if no such initial period is designated, for a period of one year (such applicable period, the "**Initial Term**"). Following the Initial Term, these Organization Terms will automatically renew for additional one-year renewal terms upon payment by Organization (each a "**Renewal Term**" and together with the "Initial Term", the "**Term**"), unless otherwise terminated as provided below. Organization may cancel its Subscriptions for one or more Teams at any time prior to the then-current Initial Term or Renewal Term, as applicable. Hudl may terminate these Organization Terms if Organization materially breaches these Organization Terms and fails to cure such breach within five (5) business days after written notice thereof. Upon termination, Organization shall have no further rights hereunder and shall promptly remove any Installed Software from all computers.

9. Representations and Warranties.

Organization represents to Hudl as follows: (i) it has the authority to enter into and perform its obligations under these Organization Terms; (ii) it has all secured and will maintain any and all rights, consents and/or releases, including all Intellectual Property Rights, necessary to grant the licenses herein, including from any Authorized Users, independent contractors, governing athletic bodies, conferences or organizations, and parents of Authorized Users that are minors; (iii) the Video and the Coaching Data, as incorporated into the Platform by Organization and Hudl (or Hudl's exploitation thereof) in accordance with the terms of these Organization Terms, do not violate, infringe upon, or misappropriate the Intellectual Property Rights, or any other right, of any third party; (iv) there are no existing or threatened claims or litigation which would materially adversely affect or materially adversely impair Organization's ability to perform under these Organization Terms; (v) it has no agreement with or obligations to any third party with respect to the rights herein granted which conflict or interfere with or adversely affect any of the provisions of these Organization Terms or the use or enjoyment by Hudl of any of the rights herein granted; and (vi) Organization has not sold, assigned, transferred or conveyed, and will not sell, assign, transfer, or convey, to any party any right, title, or interest in and to the rights herein granted or any part thereof, adverse to or in derogation of the rights herein granted to Hudl.

Hudl represents to Organization that it has the authority to enter into and perform its obligations under these Organization Terms.

EXCEPT FOR THE LIMITED WARRANTIES SET FORTH ABOVE, ORGANIZATION'S USE OF THE PLATFORM IS AT ORGANIZATION'S OWN RISK AND PROVIDED AS-IS, WITHOUT ANY WARRANTIES, AND EACH PARTY DISCLAIMS ALL OTHER WARRANTIES, EXPRESS OR IMPLIED, INCLUDING THE IMPLIED WARRANTIES OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, AND ANY ARISING OUT OF COURSE OF DEALING, USAGE OR TRADE.

10. Indemnification.

10.1 Hudl Indemnification.

Hudl shall defend or settle any action brought against Organization to the extent that it is based upon a third party claim that the Platform, as provided by Hudl to Organization under these Organization Terms and used within the scope of these Organization Terms, infringes any U.S. patent or any copyright or misappropriates any trade secret with regard to any third party (a "**Claim**"), and will pay any costs, damages and reasonable attorneys' fees attributable to such Claim that are awarded against Organization, provided that Organization

(i) promptly notifies Hudl in writing of the Claim; (ii) grants Hudl sole control of the defense and settlement of the claim; and (iii) provides Hudl, at Hudl's expense, with all assistance, information and authority reasonably required for the defense and settlement of the Claim. Notwithstanding the foregoing, any and all of Hudl's obligations under this Section 10 shall be limited to an amount equal to the subscription fees paid to Hudl under these Organization Terms.

If Organization's use of the Platform hereunder is, or in Hudl's opinion is likely to be, enjoined due to a Claim, Hudl may, at its sole option and expense, (i) use commercially reasonable efforts to procure for Organization the right to continue using the Platform under the terms of these Organization Terms; or (ii) use commercially reasonable efforts to replace or modify the Platform so that it is non-infringing and substantially equivalent in function to the enjoined aspects of the Platform; or (iii) terminate Organization's rights and Hudl's obligations hereunder with respect to the enjoined features of the Platform and refund to Organization a prorated portion of the Fees paid for such features for the then-current annual term.

Notwithstanding anything herein to the contrary, Hudl will have no liability for any infringement or misappropriation claim of any kind to the extent that related to: (i) modifications to the Platform made by a party other than Hudl; (ii) the combination, operation or use of the Platform or any other material licensed to Organization hereunder with equipment, devices, software or data not supplied by Hudl; or (iii) Organization's failure to use an enhancement, upgrade, or update provided by Hudl; (iv) Organization's breach of these Organization Terms; or (v) due to any action or inaction of Organization.

THE INDEMNIFICATION AND REFUND PROVISIONS OF SECTION 10.1, SUBJECT TO THE EXCLUSIONS THEREOF, SET FORTH HUDL'S SOLE AND EXCLUSIVE OBLIGATIONS, AND ORGANIZATION'S SOLE AND EXCLUSIVE REMEDIES, WITH RESPECT TO INFRINGEMENT OR MISAPPROPRIATION OF INTELLECTUAL PROPERTY RIGHTS OF ANY KIND.

10.2 Organization Indemnification.

Organization shall indemnify and hold Hudl, its affiliates, and their respective directors, officers, and employees, harmless from any loss, liability, claim, or demand, including reasonable attorneys' fees, made by any third party due to or arising out of Organization's breach of these Organization Terms, including any representations and warranties set forth above. This Section 10.2 shall survive any termination or expiration of these Organization Terms.

IN NO EVENT WILL HUDL BE LIABLE TO ORGANIZATION UNDER ANY THEORY OF TORT, CONTRACT, STRICT LIABILITY OR OTHER LEGAL OR EQUITABLE THEORY FOR ANY LOST PROFITS, LOST VIDEO CONTENT, COACHING DATA, OR STATISTICAL DATA, EXEMPLARY, PUNITIVE, SPECIAL, INCIDENTAL, INDIRECT OR OTHER CONSEQUENTIAL DAMAGES, EACH OF WHICH IS HEREBY EXCLUDED BY AGREEMENT, REGARDLESS OF WHETHER OR NOT EITHER PARTY HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES.

HUDL'S TOTAL CUMULATIVE LIABILITY TO ORGANIZATION FROM ALL CAUSES OF ACTION AND UNDER ALL THEORIES OF LIABILITY WILL NOT EXCEED THE FEES PAID TO HUDL BY ORGANIZATION PURSUANT TO THESE ORGANIZATION TERMS DURING THE TWELVE MONTHS PRECEDING THE DATE ON WHICH THE LIABILITY ARISES.

12. Miscellaneous.

12.1 If for any reason a court of competent jurisdiction finds any provision of these Organization Terms invalid or unenforceable, that provision of these Organization Terms will be enforced to the maximum extent permissible and the other provisions of these Organization Terms will remain in full force and effect. The parties' relationship is that of independent contractors. Hudl may assign these Organization Terms or any of its rights or obligations hereunder (in whole or in part) without Organization's consent. Organization may not assign these Organization Terms without the prior written consent of Hudl.

12.2 These Organization Terms is governed by the laws of the State of Nebraska, except for its conflict of laws provisions. Venue for all disputes arising under these Organization Terms shall lie exclusively in the District Courts of the State of Nebraska in Lancaster County or the Federal District Court of the District of Nebraska (as permitted by law) and each party agrees not to contest the personal jurisdiction of these courts; provided, however, that Hudl shall have the right to commence and prosecute any legal or equitable action or proceeding before any other U.S. court of competent jurisdiction to obtain injunctive or other relief.

12.3 Any notices must be given in writing to the other party at the contact information indicated on an order(s) or Hudl's website, and shall be deemed given immediately upon personal delivery, three (3) days after deposit in the United States mail by certified or registered mail, one (1) day after overnight express courier; or upon confirmed transmission by fax or confirmed email receipt.

12.4 The Agreement, including these Organization Terms and all referenced pages and invoices, if applicable, constitutes the entire agreement between the parties and supersedes all prior and contemporaneous agreements, proposals or representations, written or oral, concerning its subject matter. To the extent of any conflict or inconsistency between the provisions in these Organization Terms and any other documents or pages referenced in these Organization Terms, the following order of precedence will apply: (1) the terms of any written agreement, (2) the portions of the applicable Service Terms that apply to Organization (if any), (3) the Organization Terms and (4) finally any other documents or pages referenced in the Terms. Notwithstanding any language to the contrary therein, no terms or conditions stated in a purchase order, vendor onboarding process or web portal, or any other Organization order documentation (excluding documents authored by Hudl) will be incorporated into or form any part of the Agreement, and all such terms or conditions will be null and void.

13. Additional Definitions.

13.1 "Coaching Data" means Organization's coaching tools and data, such as voice, drawing and textual annotations of Video, playbooks, diagrams, coaching presentation and testing materials, and communications between Authorized Users, as contained in the Platform. Coaching Data does not include Coach contact information.

13.2 "Documentation" means the user-, operations-, and training manuals that Hudl makes available to its Authorized Users generally in connection with the Platform.

13.3 "Installed Software" means those elements of the Platform intended for installation on personal computers.

13.4 "Intellectual Property Rights" means any rights under any patent (including patent applications and disclosures), copyright, trademark, trade secret, or other intellectual property right recognized in any country or jurisdiction in the world.

13.5 "Platform" means Hudl's sports team communication, training, and management platform that is marketed as "Hudl", Documentation, and any improvements, updates, fixes, or version upgrades provided by Hudl to Organization from time to time. Platform shall include the Installed Software, all websites, all mobile applications, and any other technological means to access Hudl's platform.

13.6 “Services” means the additional services and products whose user terms are provided in Section 4.

13.7 “Statistical Data” means Team rosters and performance statistics for each Team and Authorized User, as inputted by an Authorized User into Platform.

13.8 “Video” means any and all Organization video clips and other game or practice film, uploaded by Organization or its Authorized Users to the Platform, including, the voices, performances, poses, acts, plays, appearances, pictures, images, likeness, photographs, silhouettes and other reproductions of the physical likeness and sound of the players, coaches, and all others appearing in the Video.

13.9 “Vital Information” means physical characteristics (e.g., height and weight) and contact information concerning any Authorized User, as input by Organization into the Platform or as otherwise publicly available.

14. Supplemental Terms

14.1 U.S. Government Organizations. The terms of this Section 14.1 apply only if *Organization is a U.S. public or government entity (or use of the Platform is for the U.S. Government)*:

A. Use By or For the U.S. Government. The Platform is a “commercial item,” as defined at 48 C.F.R. §2.101, and constitutes “commercial computer software” and “commercial computer software documentation,” as used in 48 C.F.R. §12.212 or 48 C.F.R. §227.7202 to §227.7204. This commercial computer software and related documentation is provided to end users for use, by and on behalf of the U.S. Government, with only those rights as are granted to all other end users pursuant to the terms and conditions herein.

B. Governing Law, Auto-Renewal, Venue, Publicity, Indemnification. The sections in the Agreement addressing (i) governing law, (ii) automatic renewal, (iii) venue, (iv) publicity, and (v) indemnification by Organization are hereby waived to the extent they are prohibited by federal law.

14.2 State or Local Government Organizations. If Organization is a state or local government entity, the sections in the Organization Terms addressing (a) governing law, (b) venue, and (c) Organization’s indemnification of Hudl will not apply to Organization only to the extent Organization’s jurisdiction’s laws prohibit Organization from accepting the requirements in those sections.

14.3 Education Organizations. If Organization is a school or educator in the United States, Organization is responsible for complying with the U.S. Family Educational Rights and Privacy Act (“**FERPA**”) and any applicable state student data privacy laws. Organization shall at least (a) notify Athletes’ parents/guardians of any personally identifiable information that it will collect and share with Hudl and (b) obtain parental/guardian consent before its Athletes sign up or use the Platform. When obtaining such consent, Organization should provide parents/guardians with a copy of Hudl’s Privacy Policy. Organization must keep all consents on file and provide them to Hudl upon request. If Organization is located outside of the United States, Organization shall obtain any required consents or approvals from the parent or guardian of any Athlete covered by similar laws and, as a condition to Organization’s and its Athletes’ use of the Platform, Organization shall comply with such laws. Hudl shall secure Organization’s data in accordance with industry standard for education data.

Rev. May 2019

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English (US) ▾

- Student Learning and Achievement
- Health and Safety of Students and Schools
- Credibility and Communication
- Fiscal Solvency, Accountability and Integrity

- Consent
- Action/Discussion
- Information/Discussion
- Public Hearing

SUBJECT: Contract for Services with Katie Whitman for Speech Therapy Services

DATE: May 20, 2021

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

RECOMMENDATION:

The District Administration recommends the Board review and approve the contract for services with Katie Whitman, Speech Language Therapist, to provide speech therapy services to students on Individual Education Plans (IEPs) during 2021 Extended School Year (ESY).

BACKGROUND:

The school district is required to provide speech therapy services for students who have it designated as a related service on their IEPs.

INFORMATION:

Katie Whitman is a fully licensed credentialed speech therapist who has worked for local school districts with an established reputation for the provision of quality services.

FISCAL IMPACT:

Previously budgeted in the Extended School Year budget \$8,505
Funding source- Contracted Services

435 Hillcrest Avenue
Pacific Grove, CA 93950

CONTRACT FOR SERVICES

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

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

Katie Whitman for services rendered as specified below.

1. Scope of Service:

To provide speech and language therapy services during the 2021 Extended School Year (ESY) for students on Individualized Education Plans (IEPs).

2. Expected outcome(s)

Students will receive integrated speech and language therapy services including individual, small group and push in services as per their individual needs.

3. Dates of Service:

June 2-June 30

4. Financial Arrangements:

Up to \$8,505. \$90/hr x 4.5 hrs x 21 days.

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

Consultant: Katie Whitman, SLP

Address: 471 Laurel Ave., Pacific Grove, CA 93950

Signed _____ Date _____

District Employee Independent Consultant *

Signed _____ Date _____

Site/Program Administrator – (Check appropriate box below)

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

Contracted work was not assigned using District’s normal employment recruitment process.

Attached Criteria Page (REQUIRED) identifies reason.

Signed _____ Date _____

Director of Human Resources

Signed _____ Date _____

Asst. Supt./Supt.

ALL SIGNATURES MUST BE OBTAINED BEFORE SERVICES ARE PROVIDED.

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

Contract for Services Criteria

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

- (1) There is a specifically documented cost savings relative to using district employment. (The documentation requirements are specified and must be attached).
- (2) The contract is for new school district functions and the Legislature has specifically mandated or authorized the performance of the work by independent contractors.
- (3) **X** The services contracted are not available within the district, cannot be performed satisfactorily by school district employees, or are of such a highly specialized or technical nature that the necessary expert knowledge, experience, and ability are not available through the school district.
- (4) The services are incidental to a contract for the purchase or lease of real or personal property. Contracts under this criterion, known as "service agreements," shall include, but not be limited to, agreements to service or maintain office equipment or computers that are leased or rented.
- (5) The policy, administrative, or legal goals and purposes of the district cannot be accomplished through the utilization of persons selected pursuant to the regular or ordinary school district hiring process. Contracts are permissible under this criterion to protect against a conflict of interest or to ensure independent and unbiased findings in cases where there is a clear need for a different, outside perspective. These contracts shall include, but not be limited to, obtaining expert witnesses in litigation.
- (6) The nature of the work is such that the criteria for emergency appointments apply. "Emergency appointment" means an appointment made for a period not to exceed 60 working days either during an actual emergency to prevent the stoppage of public business or because of the limited duration of the work. The method of selection and the qualification standards for an emergency employee shall be determined by the district. The frequency of appointment, length of employment, and the circumstances appropriate for the appointment of firms or individuals under emergency appointments shall be restricted so as to prevent the use of emergency appointments to circumvent the regular or ordinary hiring process.
- (7) The contractor will provide equipment, materials, facilities, or support services that could not feasibly be provided by the school district in the location where the services are to be performed.
- (8) The services are of such an urgent, temporary, or occasional nature that the delay incumbent in their implementation under the district's regular or ordinary hiring process would frustrate their very purpose.

District/Site Administrator

Date

- Student Learning and Achievement
- Health and Safety of Students and Schools
- Credibility and Communication
- Fiscal Solvency, Accountability and Integrity

- Consent
- Action/Discussion
- Information/Discussion
- Public Hearing

SUBJECT: Contract for Services with Shanna Bird, Occupational Therapist Registered/Licensed (OTR/L)

DATE: May 20, 2021

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

RECOMMENDATION:

The District Administration recommends the Board review and approve the contract for services with Shanna Bird to provide occupational therapy services to students on Individual Education Plans (IEPs) during 2020-2021 Extended School Year (ESY).

BACKGROUND:

The school district is required to provide occupational therapy services for students who have it designated as a related service on their IEPs.

INFORMATION:

Shanna Bird is a fully licensed registered occupational therapist who has worked for the district in the past and provided excellent services to our students and our classrooms.

FISCAL IMPACT:

Previously budgeted in the Extended School Year budget \$8,505
Funding source-contracted services

435 Hillcrest Avenue
Pacific Grove, CA 93950

CONTRACT FOR SERVICES

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

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

Shanna Bird, OTR/L for services rendered as specified below.

- 1. **Scope of Service:**
To provide occupational therapy during Extended School Year (ESY) for students on Individualized Education Plans (IEPs).
- 2. **Expected outcome(s)**
Students will receive integrated occupational therapy services including individual, small group and push in services as per their individual needs.
- 3. **Dates of Service:**
June 2-June 30
- 4. **Financial Arrangements:**
Up to \$8,505. \$90/hr x 4.5 hrs x 21 days.
School Funding Source: 01-6500-0-5770-1130-5800-00-000-2645-0740

Consultant: Shanna Bird, OTR/L

Address: 16 Elk Run Monterey CA 93940

Signed _____ Date _____

District Employee Independent Consultant *

Signed _____ Date _____

Site/Program Administrator – (Check appropriate box below)

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

Contracted work was not assigned using District’s normal employment recruitment process.

Attached Criteria Page (REQUIRED) identifies reason.

Signed _____ Date _____

Director of Human Resources

Signed _____ Date _____

Asst. Supt./Supt.

ALL SIGNATURES MUST BE OBTAINED BEFORE SERVICES ARE PROVIDED.

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

Contract for Services Criteria

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

- (1) There is a specifically documented cost savings relative to using district employment. (The documentation requirements are specified and must be attached).
- (2) The contract is for new school district functions and the Legislature has specifically mandated or authorized the performance of the work by independent contractors.
- (3) **X** The services contracted are not available within the district, cannot be performed satisfactorily by school district employees, or are of such a highly specialized or technical nature that the necessary expert knowledge, experience, and ability are not available through the school district.
- (4) The services are incidental to a contract for the purchase or lease of real or personal property. Contracts under this criterion, known as "service agreements," shall include, but not be limited to, agreements to service or maintain office equipment or computers that are leased or rented.
- (5) The policy, administrative, or legal goals and purposes of the district cannot be accomplished through the utilization of persons selected pursuant to the regular or ordinary school district hiring process. Contracts are permissible under this criterion to protect against a conflict of interest or to ensure independent and unbiased findings in cases where there is a clear need for a different, outside perspective. These contracts shall include, but not be limited to, obtaining expert witnesses in litigation.
- (6) The nature of the work is such that the criteria for emergency appointments apply. "Emergency appointment" means an appointment made for a period not to exceed 60 working days either during an actual emergency to prevent the stoppage of public business or because of the limited duration of the work. The method of selection and the qualification standards for an emergency employee shall be determined by the district. The frequency of appointment, length of employment, and the circumstances appropriate for the appointment of firms or individuals under emergency appointments shall be restricted so as to prevent the use of emergency appointments to circumvent the regular or ordinary hiring process.
- (7) The contractor will provide equipment, materials, facilities, or support services that could not feasibly be provided by the school district in the location where the services are to be performed.
- (8) The services are of such an urgent, temporary, or occasional nature that the delay incumbent in their implementation under the district's regular or ordinary hiring process would frustrate their very purpose.

District/Site Administrator

Date

- Student Learning and Achievement
- Health and Safety of Students and Schools
- Credibility and Communication
- Fiscal Solvency, Accountability and Integrity

- Consent
- Action/Discussion
- Information/Discussion
- Public Hearing

SUBJECT: Ratification of Motel Expenditure

DATE: May 20, 2021

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

RECOMMENDATION:

The District Administration recommends the Board approve the ratification of a purchase order to cover the cost of a local motel.

BACKGROUND:

Elementary and Secondary School Emergency Relief (ESSER) I, II and III funds allow, “activities to address the unique needs of low-income children or students, children with disabilities, English Learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population”.

INFORMATION:

A member of the Pacific Grove Unified School District community is experiencing homelessness and requires financial support to establish stability for continued access to public education. Expenditure utilizing ESSER funding for this purpose was pre-approved by the District’s financial auditors.

FISCAL IMPACT:

Up to \$4,500
Funding Source CARES Act

- Student Learning and Achievement
- Health and Safety of Students and Schools
- Credibility and Communication
- Fiscal Solvency, Accountability and Integrity

- Consent
- Action/Discussion
- Information/Discussion
- Public Hearing

SUBJECT: Expanded Learning Opportunities Grant

DATE: May 20, 2021

PERSON(S) RESPONSIBLE: Clare Davies, Director of Student Services and Ani Silva, Director of Curriculum and Instruction

RECOMMENDATION:

The District Administration recommends the Board review and approve the Expanded Learning Opportunities Grant proposal.

BACKGROUND:

The PGUSD is receiving \$1,302,510 ELO Grant funds for the purpose of planning and implementing a learning recovery program that provides supplemental instruction, support for social-emotional wellbeing, and nutrition. LEAs must adopt a projected expenditure plan prior to June 1 2021. The proposed plan is subject to change given a follow up report is required to inform on planned expenditures versus actual expenditures.

INFORMATION:

There are seven supplemental instruction and support strategies to be included in the plan.

1. Extended instructional learning time for identified students with learning loss
2. Accelerating progress to close learning gaps by providing learning supports such as tutoring, one to one/small group instruction educator training
3. Integrated student supports such as provision of counseling and nutrition
4. Learning hubs providing access to technology and Wi-Fi
5. Supports for credit deficient students
6. Additional academic services such as diagnostic, progress monitoring
7. Training for staff on strategies such as trauma-informed practices, to engage students and families in addressing students’ social-emotional health and academic needs.

FISCAL IMPACT:

No Fiscal impact on the 2021/2022 budget
 Grant amount- \$1,302,510

Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Pacific Grove Unified School District	Ana Silva Director of Curriculum & Special Projects	asilva@pgusd.org 831 646-6526

The following is the local educational agency’s (LEA’s) plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks. The plan will explain how the LEA will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For specific requirements please refer to the Expanded Learning Opportunities Grant Plan Instructions.

Plan Descriptions

A description of how parents, teachers, and school staff were involved in the development of the plan.

Meetings were held to inform administrators, campus staff and parents on the grant amount, and the allowable targeted services that could be funded by the grant. Valuable input was obtained by stakeholders supporting the development of the ELO District Plan.

A description of how students will be identified and the needs of students will be assessed.

Student Information System queried to identify students meeting the grant criteria for access to the learning recovery program. All students, 1st. through 12th. grades, will take the Measure of Academic Progress (MAPS) assessment May 2021, to identify students experiencing learning loss and in need of additional academic instruction and supports. All students, 1st through 12th grades, will be administered a social/emotional screening assessment Fall 2021 to identify students in need of counseling and mental health intervention.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

Parents and guardians will be informed by a personalized letter informing them of the supplemental services offered to their student. Counseling services will require written parent permission. Professional development for parents will be advertised on district and campus websites, weekly district and campus newsletters and campus text message system (CATAPOLT).

A description of the LEA’s plan to provide supplemental instruction and support.

CONSENT N

The district will provide a summer intervention program for 1st and 2nd graders, after school academic support programs, embedded academic support during the school day, additional staff to provide the supplemental academic program and conduct ongoing progress monitoring, social/emotional intervention and supports and the provision of nutrition (meals and snacks).

Expenditure Plan

The following table provides the LEA’s expenditure plan for how it will use ELO Grant funds to support the supplemental instruction and support strategies being implemented by the LEA.

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Extending instructional learning time	\$230,000	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$402,000	
Integrated student supports to address other barriers to learning	\$80,000	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$0	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students’ college eligibility	\$20,000	
Additional academic services for students	\$500,000	

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$70,000	
Total Funds to implement the Strategies	\$1,302,000	

A description of how ELO Grant funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA.

ELO grant funds are focused on different priorities than those of the CARES Act funds and the In-Person (AB 86) instructional Grants funding.

Expanded Learning Opportunities Grant Plan Instructions: Introduction

The Expanded Learning Opportunities Grant Plan must be completed by school districts, county offices of education, or charter schools, collectively referred to as Local Educational Agencies (LEAs), that receive Expanded Learning Opportunities (ELO) Grant funds under California *Education Code (EC)* Section 43521(b). The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before June 1, 2021, and must be submitted to the county office of education, the California Department of Education, or the chartering authority within five days of adoption, as applicable. The plan must be updated to include the actual expenditures by December 1, 2022.

For technical assistance related to the completion of the Expanded Learning Opportunities Grant Plan, please contact ELOGrants@cde.ca.gov or lcff@cde.ca.gov

Instructions: Plan Requirements

An LEA receiving ELO Grant funds under *EC* Section 43521(b) is required to implement a learning recovery program that, at a minimum, provides supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to, at a minimum, students who are included in one or more of the following groups:

- low-income,
- English learners,
- foster youth,
- homeless students,
- students with disabilities,
- students at risk of abuse, neglect, or exploitation,
- disengaged students, and
- students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For purposes of this requirement

- “Supplemental instruction” means the instructional programs provided in addition to and complementary to the LEAs regular instructional programs, including services provided in accordance with an individualized education program (IEP).
- “Support” means interventions provided as a supplement to those regularly provided by the LEA, including services provided in accordance with an IEP, that are designed to meet students’ needs for behavioral, social, emotional, and other integrated student supports, in order to enable students to engage in, and benefit from, the supplemental instruction being provided.
- “Students at risk of abuse, neglect, or exploitation” means students who are identified as being at risk of abuse, neglect, or exploitation in a written referral from a legal, medical, or social service agency, or emergency shelter.

EC Section 43522(b) identifies the seven supplemental instruction and support strategies listed below as the strategies that may be supported with ELO Grant funds and requires the LEA to use the funding only for any of these purposes. LEAs are not required to implement each supplemental instruction and support strategy; rather LEAs are to work collaboratively with their community partners to identify the

supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the design and implementation of the supplemental instruction and support strategies being provided (*EC* Section 43522[h]).

The seven supplemental instruction and support strategies are:

1. Extending instructional learning time in addition to what is required for the school year by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other action that increases the amount of instructional time or services provided to students based on their learning needs.
2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:
 - a. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
 - b. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.
 - c. Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students.
3. Integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.
4. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.
5. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility.
6. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.
7. Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students' social-emotional health needs and academic needs.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable IEP.

Fiscal Requirements

The following fiscal requirements are requirements of the ELO grant, but they are not addressed in this plan. Adherence to these requirements will be monitored through the annual audit process.

- The LEA must use at least 85 percent (85%) of its apportionment for expenditures related to providing in-person services in any of the seven purposes described above.
- The LEA must use at least 10 percent (10%) of the funding that is received based on LCFF entitlement to hire paraprofessionals to provide supplemental instruction and support through the duration of this program, with a priority for full-time paraprofessionals. The supplemental instruction and support provided by the paraprofessionals must be prioritized for English learners and students with disabilities. Funds expended to hire paraprofessionals count towards the LEAs requirement to spend at least 85% of its apportionment to provide in-person services.

- An LEA may use up to 15 percent (15%) of its apportionment to increase or improve services for students participating in distance learning or to support activities intended to prepare the LEA for in-person instruction, before in-person instructional services are offered.

Instructions: Plan Descriptions

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA’s local community.

A description of how parents, teachers, and school staff were involved in the development of the plan

Describe the process used by the LEA to involve, at a minimum, parents, teachers, and school staff in the development of the Expanded Learning Opportunities Grant Plan, including how the LEA and its community identified the seven supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage with community partners, expanded learning programs, and existing behavioral health partnerships in the design of the plan.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

Describe the LEA’s plan for informing the parents and guardians of students identified as needing supplemental instruction and support of the availability of these opportunities, including an explanation of how the LEA will provide this information in the parents’ and guardians’ primary languages, as applicable.

A description of how students will be identified and the needs of students will be assessed

Describe the LEA’s plan for identifying students in need of academic, social-emotional, and other integrated student supports, including the LEA’s plan for assessing the needs of those students on a regular basis. The LEA’s plan for assessing the academic needs of its students may include the use of diagnostic and formative assessments.

As noted above in the Plan Requirements, “other integrated student supports” are any supports intended to address barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.

A description of the LEA’s plan to provide supplemental instruction and support

Describe the LEA’s plan for how it will provide supplemental instruction and support to identified students in the seven strategy areas defined in the Plan Requirements section. As a reminder, the LEA is not required to implement each of the seven strategies; rather the LEA will to work collaboratively with its community to identify the strategies that will be implemented. The plan must include a description of how supplemental instruction and support will be provided in a tiered framework that bases universal, targeted, and intensive supports on students’ needs for academic, social-emotional, and other integrated student supports. The plan must also include a description of how the services will be provided through a program of engaging learning experiences in a positive school climate.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable individualized education program. Additionally, LEAs are encouraged to collaborate with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the implementation of, this plan (*EC* Section 43522[h]).

Instructions: Expenditure Plan

The 'Supplemental Instruction and Support Strategies' column of the Expenditure Plan data entry table lists the seven supplemental instruction and support strategies that may be supported with ELO Grant funds.

Complete the Expenditure Plan data entry table as follows:

In the 'Planned Expenditures' column of the data entry table, specify the amount of ELO Grant funds being budgeted to support each supplemental instruction and support strategies being implemented by the LEA and the total of all ELO Grant funds being budgeted.

The plan must be updated to include the actual expenditures by December 1, 2022. In the 'Actual Expenditures' column of the data entry table the LEA will report the amount of ELO Grant funds that the LEA actually expended in support of the strategies that it implemented, as well as the total ELO Grant funds expended.

A description of how these funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA

Describe how the LEA is coordinating its ELO Grant funds with funds received from the federal Elementary and Secondary School Emergency Relief (ESSER) Fund provided through the federal Coronavirus Response and Relief Supplemental Appropriations Act of 2021 (Public Law 116-260), also known as ESSER II, to maximize support for students and staff.

California Department of Education
March 2021

- Student Learning and Achievement
- Health and Safety of Students and Schools
- Credibility and Communication
- Fiscal Solvency, Accountability and Integrity

- Consent
- Action/Discussion
- Information/Discussion
- Public Hearing

SUBJECT: Robert H. Down Elementary 2021-22 Single Plan for Student Achievement (SPSA)

DATE: May 20, 2021

PERSON(S) RESPONSIBLE: Sean Keller, Robert H. Down Principal

RECOMMENDATION:

The District Administration recommends the Board review and approve the 2021-22 Robert H. Down Single Plan for Student Achievement.

BACKGROUND:

The PGUSD Board of Education is tasked annually with approving the Single Plan for Student Achievement (SPSA).

SPSAs are available on the PGUSD website and included in the Board packet.

INFORMATION:

Updates to the 2021-22 RHD Single Plan for Student Achievement:

- Pages 3-7: Annual updates to stakeholder survey feedback, analysis of instructional program, stakeholder involvement, and resource inequities.
- Page 8-28: Review of data extracted from CALPADS previously reviewed during PGUSD Board Reports: Student Population and Demographics, English Language Learner data/ELPAC scores, CAASPP/SBAC scores.
- Pages 29-44: SPSA Goals: 1) PGUSD LCAP Career Exploration, 2) PGUSD LCAP Social-Emotional Learning Supports, and 3) PGUSD LCAP English Language and Math intervention and assessments progress monitoring.
- No pages 45-46 since there is not a Goal 4.
- No pages 50-61 since these are the SPSA instructions provided by the CA Dept. of Education.
- Updates to data reviews once end of year DIBELS, SRI, and MAP assessments are performed will be presented to the RHD Site Council in 2021-22.

FISCAL IMPACT:

- Page 47 Details Site and Donations that will be provided to goals in 2021-2022 SPSA: \$18,850.00. Each activity provides amounts and purpose for spending from pages 29-44.

- Student Learning and Achievement
- Health and Safety of Students and Schools
- Credibility and Communication
- Fiscal Solvency, Accountability and Integrity

- Consent
- Action/Discussion
- Information/Discussion
- Public Hearing

SUBJECT: Forest Grove School Plan for Student Achievement 2021-22

DATE: May 20, 2021

PERSON(S) RESPONSIBLE: Buck Roggeman, Principal

RECOMMENDATION:

The District Administration recommends the Board review and approve the Forest Grove Elementary School Plan for Student Achievement for 2021-22

BACKGROUND:

At its March 9, 2021, meeting, the Forest Grove School Site Council reviewed and approved five school goals for our School Plan for Student Achievement 2021-22. Multiple data sources were used in developing the goals including our local diagnostic testing data, distance learning survey data, feedback from multiple Elementary Town Hall and Principal Check In for Families meetings, staff meetings, and site leadership meetings. We typically include data from the California Healthy Kids Survey for students, parents, and staff; however, this survey was administered late in the year, and we are awaiting our results. Once we have those results, they will impact the actions we will take under our social emotional learning goal and our safety goal.

INFORMATION:

Forest Grove has set five goals for the 2021-22 school year. The goals fall under similar categories as 2018-19 (there were no updated goals last year Spring due to our school closure). Because of the global pandemic and potential learning loss that our students may experience, the focus of our academic goals has shifted to addressing learning recovery in English Language Arts and Math. We also are emphasizing the social emotional needs that will be addressed as students return to full time in person instruction after spending a year in distance learning. Our visual and performing arts and safety goals remain similar to our 2018-19 goals.

Our five goals are:

1. Address student social emotional needs upon returning to school.
2. Assess and address learning recovery needed in English Language Arts.
3. Assess and address learning recovery needed in math.
4. Implement the visual and performing arts in support of English Language Arts, Math, Science, and Social Studies.
5. Improve school safety by running a robust “See Something, Say Something” campaign.

All of these goals will be pursued with an emphasis on serving the needs of our socioeconomically disadvantaged youth, and our Hispanic/Latino students.

FISCAL IMPACT:

The proposed plan and budget keep expenditures at Forest Grove Elementary School within the school’s site allocation.

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| <input checked="" type="checkbox"/> Student Learning and Achievement | <input checked="" type="checkbox"/> Consent |
| <input type="checkbox"/> Health and Safety of Students and Schools | <input type="checkbox"/> Action/Discussion |
| <input type="checkbox"/> Credibility and Communication | <input type="checkbox"/> Information/Discussion |
| <input type="checkbox"/> Fiscal Solvency, Accountability and Integrity | <input type="checkbox"/> Public Hearing |

SUBJECT: Pacific Grove Middle School Single Plan for Student Achievement for 2021-22

DATE: May 20, 2021

PERSON(S) RESPONSIBLE: Sean Roach, Principal-Pacific Grove Middle School

RECOMMENDATION:

The District Administration recommends that the Board review and approve the Pacific Grove Middle School Single Plan for Student Achievement (SPSA) for the 2021-22 school year.

BACKGROUND:

Pacific Grove Middle School’s Single School Plan for Student Achievement identifies four main focuses for 2021-22. The areas of emphasis are continuing to address and mitigate the achievement gap in English Language Arts among our students on an IEP, while maintaining positive growth for our Low Income student populations, and English Learners. Another academic focus is to reduce the achievement gap in Math for our English Learners and our students on an IEP. We will continue to implement and track the progress of students taking Math 180, our Transitional ELA/Math Support classes and our Learning Center 6-8 class while continuing to maintain a school culture emphasizing quality relationships and service to others.

Our data analysis has shown that our Students with Disabilities, Hispanic, White, Asian, Low Income students all made strong gains and reduced the achievement gap on the Smarter Balanced Summative Assessments in ELA and Math. Data analysis has shown that the widest achievement gap of any student group continues to be our students on an IEP, though solid gains have been made in both Math and ELA. Further data analysis shows the continued need to monitor and support our Intervention programs as we implement the Common Core State Standards at PGMS. We will continue directing funds to support our intervention program(s). Because many of our technology needs and innovations are being met through Measure A funds, PGMS is able to redirect more of its site allocation to classroom supplies. All our site allocation funds will be directed toward supporting the four goals identified in our plan.

INFORMATION:

The School Site Council has a budget of \$57,680 for 2021-22. Funds have been allocated to support our four areas of emphasis- closing the achievement gap for English Learners and students on an IEP, and maintaining positive growth for our Low Income students, white students, Asian students, and our Latino students in tracking the success of our Intervention classes (Math 180, Read 180, Learning Center 6-8, Transitional ELA and Math Support 6-8), maintaining a positive culture and reducing chronic absenteeism at PGMS.

FISCAL IMPACT:

The proposed plan and budget keep expenditures at Pacific Grove Middle School within the school’s site allocation.

- Student Learning and Achievement
- Health and Safety of Students and Schools
- Credibility and Communication
- Fiscal Solvency, Accountability and Integrity

- Consent
- Action/Discussion
- Information/Discussion
- Public Hearing

SUBJECT: Pacific Grove High School Single Plan for Student Achievement for 2021-2022

DATE: May 20, 2021

PERSON(S) RESPONSIBLE: Lito M. García, Principal Pacific Grove High School (PGHS)

RECOMMENDATION:

The District Administration recommends that the Board review and approve the Single Plan for Student Achievement for the 2021-2022 school year.

BACKGROUND:

The PGHS Site Council provided input for the Single Plan for Student Achievement (SPSA). Information used to develop goals and strategies/activities were the California Assessment of Student Performance and Progress (CAASPP), English Language Proficiency Assessment for California (ELPAC), California Healthy Kids Survey (CHKS), and information from the California Schools Dashboard. On May 6, 2021 the Site Council approved the SPSA.

INFORMATION:

Goals for the PGHS 2021-2022 SPSA were developed to support PGUSD Local Control Accountability Plan (LCAP). The goals for PGHS are:

Goal: Equitable Academic Outcomes

Sub Goal 1: Increase the following metrics for all students by 3%: Graduation rate (92.8% [-3.3]), College to Career Readiness (63.8% [-.8])

Sub Goal 2: Increase by 3% the number of students identified as English Learners, socioeconomically disadvantaged, special needs, and Latinx who meet or exceed on the CAASPP in ELA and Math.

Sub Goal 3: Provide opportunities for students to complete a Career Technical Education pathway to 30%.

Goal: Create and Sustain Safe and Affirming Learning Environment

Sub Goal 1: Reduce suspensions (2.6% [-1.1%]) by .5%

Sub Goal 2: Increase the sense of safety (9th/72%, 11th/72%) and connectedness for students (9th/67%, 11th/64%) at school by 3% as measured by student surveys, e.g. California Healthy Kids Survey (CHKS)

Sub Goal 3: Increase parental/guardian involvement and opportunities through educational workshops, increased communication, and varied meeting platforms

FISCAL IMPACT:

The proposed plan and budget keep expenditures at PGHS within the school’s site allocation.

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| <input type="checkbox"/> Health and Safety of Students and Schools | <input type="checkbox"/> Action/Discussion |
| <input type="checkbox"/> Credibility and Communication | <input type="checkbox"/> Information/Discussion |
| <input type="checkbox"/> Fiscal Solvency, Accountability and Integrity | <input type="checkbox"/> Public Hearing |

SUBJECT: Pacific Grove Community High School Single Plan for Student Achievement for 2021-2022

DATE: May 20, 2021

PERSON(S) RESPONSIBLE: Lito M. García, Principal Pacific Grove Community High School (PGCHS)

RECOMMENDATION:

The District Administration recommends that the Board review and approve the Single Plan for Student Achievement for the 2021-2022 school year.

BACKGROUND:

The PGCHS Site Council provided input for the Single Plan for Student Achievement (SPSA). Information used to develop goals and strategies/activities were the California Assessment of Student Performance and Progress (CAASPP), English Language Proficiency Assessment for California (ELPAC), California Healthy Kids Survey (CHKS), and information from the California Schools Dashboard. On May 11, 2021 the Site Council approved the SPSA.

INFORMATION:

Goals for the PGCHS 2021-2022 SPSA were developed to support PGUSD Local Control Accountability Plan (LCAP). The goals for PGCHS are:

Goal: Equitable Academic Outcomes for all students.

Sub Goal 1: 100% of eligible 12th-grade students graduate

Sub Goal 2: Provide increased opportunities for students to have access to College/Career indicators - CTE Pathway Completion, Smarter Balanced Summative Assessments, College Credit Course [Formally called Dual Enrollment], A-G Completion, Military Science/Leadership

Sub Goal 3: Increase by 3% the number of students identified as English Learners, socioeconomically disadvantaged, special needs, and Latinx who meet or exceed on the CAASPP in ELA and Math.

Goal: Create and Sustain Safe and Affirming Learning Environment

Sub Goal 1: Reduce suspensions by .5%

Sub Goal 2: Increase the sense of safety (9th/72%, 11th/72%) and connectedness for students (9th/67%, 11th/64%) at school by 3% as measured by student surveys, e.g. California Healthy Kids Survey (CHKS)

Sub Goal 3: Increase parental/guardian involvement and opportunities through educational workshops, increased communication, and varied meeting platforms

FISCAL IMPACT:

The proposed plan and budget keep expenditures at PGCHS within the school’s site allocation.

- Student Learning and Achievement
- Health and Safety of Students and Schools
- Credibility and Communication
- Fiscal Solvency, Accountability and Integrity

- Consent
- Action/Discussion
- Information/Discussion
- Public Hearing

SUBJECT: District Update on Response to COVID-19

DATE: May 20, 2021

PERSON(S) RESPONSIBLE: Ralph Gómez Porras, Superintendent

RECOMMENDATION:

The District Administration recommends the Board receive information regarding District response to COVID-19, and provide direction to Administration.

INFORMATION:

The District Administration will update the Board, staff and community on current District response and protocols to COVID-19.

- | | |
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| <input checked="" type="checkbox"/> Student Learning and Achievement | <input type="checkbox"/> Consent |
| <input type="checkbox"/> Health and Safety of Students and Schools | <input checked="" type="checkbox"/> Action/Discussion |
| <input type="checkbox"/> Credibility and Communication | <input type="checkbox"/> Information/Discussion |
| <input type="checkbox"/> Fiscal Solvency, Accountability and Integrity | <input type="checkbox"/> Public Hearing |

SUBJECT: Adoption of Pacific Grove Middle School Science Curriculum, California Elevate Science

DATE: May 20, 2021

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

RECOMMENDATION:

The District Administration recommends the Board review and approve the Pacific Grove Middle School science curriculum, California Elevate Science published by Savvas Learning Company.

BACKGROUND:

Since the adoption of the Next Generation Science Standards (NGSS) for California in 2013, Pacific Grove Middle School has not had a curriculum completely encompassing the new standards. Starting in 2015 we began to teach the new standards in our classrooms by cobbling together lessons from the older, outdated textbook. For 5+ years teachers at Pacific Grove Middle School have used a variety of other resources to create lessons and units to cover these new standards.

Adopting the Savvas publication, California Elevate Science, will allow us to fill in the “holes” of our lessons, and create an equitable learning environment for students across grade levels despite staffing changes, etc. by having access to the same lessons, activities and readings provided by this adoption.

INFORMATION:

What did we do to eventually land on Savvas?

- Visited publisher fair to see and acquire samples of at least 10 different publishers
- Compared materials until we limited it down to 2
- Piloted both Stemsopes in the fall of 2020 and Savvas in the fall of 2020 to do a side by side comparison of the same lessons.
- Determined by Winter Break 2020 that Savvas provided the most comprehensive lessons and activities for OUR middle school students.

Why did we choose Savvas over the others?

- Provides a print and digital platform
- Uses the 5E (Engagement, Exploration, Explanation, Elaboration and Evaluation) method of Science instruction
- Provides multiple activities in both print and digital form that cover the same standard
- The assessment component mirrors the format on the California Science Test (CAST)

- Includes a google translate feature in any language for digital texts, activities, etc. (unlike most publishers that only offer in English and Spanish)
- With the use of a chrome extension, the computer will read aloud text for students who may be English learners or not at grade level in reading
- Uses a California focus on the phenomena based hooks for each lesson
- Digital work can be done offline if internet access is spotty and work can be uploaded later when access is greater.
- Offers additional lessons called “quests” for advanced students
- Google classroom compatible

FISCAL IMPACT:

8-year adoption for print and digital \$68,940.31, Curriculum budget, new expenditure budgeted for 2021-22 through 2029.



www.pgusd.org

ACTION/DISCUSSION B

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

Ralph Gomez Porras
Superintendent
(831) 646-6520
Fax (831) 646-6500
rporras@pgusd.org

Song Chin-Bendib
Assistant Superintendent
Business Services
(831) 646-6509
schinbendib@pgusd.org

PUBLIC HEARING NOTICE

The Pacific Grove Unified School District Governing Board will hold a public hearing on Thursday, May 6, 2021, pursuant to Education Code Section 60119 and 60422:

PUBLIC DISCLOSURE OF PACIFIC GROVE MIDDLE SCHOOL SCIENCE CURRICULUM: CALIFORNIA ELEVATE SCIENCE PUBLISHED BY SAVVAS LEARNING COMPANY

The hearing will be held at the regular Board of Education meeting (VIRTUAL MEETING link available at www.pgusd.org), which begins at 6:30 p.m.

Copies of the Pacific Grove Middle School science curriculum California Elevate Science, published by Savvas Learning Company, will be available for public viewing beginning Thursday, April 22, 2021 through Thursday, May 20, 2020 at the District Office located at 435 Hillcrest Avenue, Pacific Grove.

For more information, please contact Ani Silva, Director of Curriculum and Special Projects at 831-646-6508.

Posted: April 22, 2021

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| <input checked="" type="checkbox"/> Student Learning and Achievement | <input type="checkbox"/> Consent |
| <input checked="" type="checkbox"/> Health and Safety of Students and Schools | <input checked="" type="checkbox"/> Action/Discussion |
| <input type="checkbox"/> Credibility and Communication | <input type="checkbox"/> Information/Discussion |
| <input type="checkbox"/> Fiscal Solvency, Accountability and Integrity | <input type="checkbox"/> Public Hearing |

SUBJECT: Covid-19 Vaccine Clinic for Pacific Grove High School Students Ages 16 and Older

DATE: May 20, 2021

PERSON(S) RESPONSIBLE: Song Chin-Bendib, Assistant Superintendent for Business Services

RECOMMENDATION:

The District Administration recommends that the Board ratify contract with ALL IN Monterey /CapRX to provide on-site clinic for students ages 16 and older, their families and community.

BACKGROUND:

Since April 6, 2021, the District has started phased-in person instruction and has provided on site covid-19 surveillance testing for students and staff. Thus far, adults who wanted a vaccine has received vaccination. Now, Pfizer vaccines are available for students ages 16 and older.

INFORMATION:

Since early May, staff has been working with ALL IN Monterey to provide covid-19 vaccine clinic for Pacific Grove High School students ages 16 and older. We received confirmation on May 7th to proceed with hosting a clinic on Monday, May 10th, from 3:00 pm to 6:00 pm in the Student Union at PG High School. Central Avenue Pharmacy (CapRX) in Pacific Grove, will be administering the Pfizer vaccines to our students ages 16 and older.

Johnson and Johnson vaccines will be available to students ages 18 and older. Family, friends of the students and community can receive the vaccine as well.

ALL IN Monterey is a non-profit organization (allinmonterey.com) that has arranged student vaccine clinics at a number of public and private schools in Monterey County thus far in addition to providing a number of other community services. CapRX has a contract with the federal government to do clinics for the community.

FISCAL IMPACT:

No direct fiscal impact because the service is paid by the federal government.

CDC COVID-19 Vaccination Program Provider Agreement for Pharmacies



Please complete Sections A and B of this form as follows:

The Centers for Disease Control and Prevention (CDC) greatly appreciates the participation of

Cap Rx Inc (Eligible Pharmacy)

in the COVID-19 vaccination effort. Eligible Pharmacy's participation is a vital service that will protect individuals against SARS-CoV-2, the virus that causes COVID-19. The United States government has acquired the COVID-19 vaccine (COVID-19 Vaccine) and is making these publicly funded vaccines available to certain immunization providers to administer. The United States will also provide publicly funded adjuvant, syringes, needles, or other constituent products and ancillary supplies as set forth in the COVID-19 Vaccination Program Interim Playbook for Jurisdiction Operations.¹

Pharmacy Networks are enrolling their Eligible Pharmacy members in order to provide widespread access to the CDC COVID-19 Vaccination Program. Eligible Pharmacy may enroll in the CDC COVID-19 Vaccination Program through a single Pharmacy Network, or alternatively the relevant state, local, or territorial jurisdiction.

This CDC COVID-19 Vaccination Program Provider Agreement for Pharmacies (Provider Agreement) specifies the conditions for receiving COVID-19 Vaccine from the United States government.

Eligible Pharmacy's chief medical officer (or equivalent) and chief executive officer (or chief fiduciary) —collectively, Responsible Officers—must complete and sign the *CDC COVID-19 Vaccination Program Provider Requirements and Legal Agreement* (Section A). A *CDC COVID-19 Vaccination Program Provider Location Profile Information* form (Section B) must be completed for each Eligible Pharmacy location that will serve LTCFs. Sections A and B must be submitted to AmerisourceBergen Drug Corporation, your Pharmacy Network/Administrator.²

Section A. CDC COVID-19 Vaccination Program Provider Requirements and Legal Agreement

N/A

¹ https://www.cdc.gov/vaccines/imz-managers/downloads/COVID-19-Vaccination-Program-Interim_Playbook.pdf, September 16, 2020 Version 1.0. The United States government will provide at least the constituent products and ancillary supplies set forth in the September 16, 2020 Version 1.0 of the COVID-19 Vaccination Program Interim Playbook for Jurisdiction Operations.

² The terms "Pharmacy Network Administrator," "Pharmacy Network," "Network," or "Administrator" as used in Provider Agreement may include, but are not limited to, a Pharmacy Services Administrative Organization (PSAO), Group Purchasing Organization (GPO), and pharmacy franchise.

CDC COVID-19 Vaccination Program Provider Agreement

ELIGIBLE PHARMACY IDENTIFICATION

Eligible Pharmacy's legal name:

CAP RX, Inc. dba Central Avenue Pharmacy

Number of affiliated Eligible Pharmacy locations covered by Provider Agreement:

1

Eligible Pharmacy telephone number:
8313731225Email (*must be a monitored email and serve as dedicated contact for the CDC COVID-19 vaccination program*):

compliance@caprx.com

Eligible Pharmacy address:
133 15th St Pacific Grove, CA 93950

RESPONSIBLE OFFICERS

For the purposes of Provider Agreement, in addition to Eligible Pharmacy, Responsible Officers named below will also be accountable for compliance with the conditions specified in Provider Agreement. The individuals listed below must provide their signature after reviewing Provider Agreement requirements.

Chief Medical Officer (or Equivalent)

Last name Gordon	First name Dana	Middle initial
Title Owner	Licensure (State and Number) CA	
Telephone number: 8313731225	Email: compliance@caprx.com	
Address: 133 15th St Pacific Grove, CA 93950		

Chief Executive Officer (or Chief Fiduciary)

Last name Gordon	First name Dana	Middle initial
Title Owner/CEO/Pharmacist		
Telephone number: 8313731225	Email: compliance@caprx.com	
Address: 133 15th St Pacific Grove, CA 93950		

Primary Eligible Pharmacy Contact for CDC COVID-19 Vaccination Program

Last name Chan	First name Jasmine	Middle initial
Title CCO		
Telephone number: 8082219460	Email: jasmine@caprx.com	
Address: 133 15 St Pacific Grove, CA 93950		

CDC COVID-19 Vaccination Program Provider Agreement

PROVIDER AGREEMENT REQUIREMENTS

I understand this is an agreement between Eligible Pharmacy and CDC. This program is a part of collaboration under the relevant state, local, or territorial immunization program's cooperative agreement with CDC. To receive one or more of the publicly funded COVID-19 Vaccines, constituent products, and ancillary supplies at no cost, Eligible Pharmacy agrees that it will adhere to the following requirements:

1.	Eligible Pharmacy must administer COVID-19 Vaccine consistent with all requirements, recommendations, and other guidance of CDC and CDC's Advisory Committee on Immunization Practices (ACIP). ³
2.	<p>Eligible Pharmacy must record in the vaccine recipient's record and report required information to the relevant state, local, or territorial public-health authority. Details of required information (collectively, Vaccine Administration Data) for recording and reporting can be found on CDC's website.⁴ Eligible Pharmacy must record Vaccine Administration Data in Eligible Pharmacy's system of records as soon as practicable and no later than 24 hours after administering a dose of COVID-19 Vaccine and adjuvant (if applicable). Eligible Pharmacy must use best efforts to report Vaccine Administration Data as soon as practicable and no later than 72 hours after administering a dose of COVID-19 Vaccine and adjuvant (if applicable), provided that the relevant public-health authority accepts Vaccine Administration Data via HL7 or batch upload. For any public-health authority that does not accept Vaccine Administration Data via HL7 or batch upload, Eligible Pharmacy must follow the applicable reporting requirement set forth by that authority as well as provide a HL7 or batch upload to CDC—via a channel designated by CDC—no later than 72 hours after administering a dose of COVID-19 Vaccine and adjuvant (if applicable).</p> <p>Eligible Pharmacy must submit Vaccine Administration Data through either (1) the Immunization Information System (IIS) of the state, local, or territorial jurisdiction or (2) another system designated by CDC according to CDC documentation and data requirements.⁵</p> <p>Eligible Pharmacy must preserve the vaccine recipient's record for at least 3 years following vaccination, or longer if required by state, local, or territorial law. Eligible Pharmacy must make such records available to any federal, state, local, or territorial public-health department to the extent authorized by law.</p>
3.	Eligible Pharmacy must not sell or seek reimbursement for COVID-19 Vaccine and any adjuvant, syringes, needles, or other constituent products and ancillary supplies that the federal government provides at no cost to Eligible Pharmacy.

³ <https://www.cdc.gov/vaccines/hcp/acip-recs/index.html>. Provider Agreement expressly incorporates all recommendations, requirements, and other guidance that Provider Agreement specifically identifies. Eligible Pharmacy must monitor such identified guidance for updates and comply with such updates. Eligible Pharmacy shall provide Administrator with a point-of-contact email address for update notifications. Some of the recommendations, requirements, and other guidance set forth optional measures. *Compare, e.g.,* <https://www.cdc.gov/vaccines/pandemic-guidance/index.html> ("Wear a medical facemask at all times") with <https://www.cdc.gov/vaccines/pandemic-guidance/index.html> ("Universal eye protection is considered *optional*, unless otherwise indicated as a part of Standard Precautions." (Emphasis added)). The United States government encourages Eligible Pharmacy to comply with optional measures when appropriate. But under Provider Agreement, compliance with optional measures is not mandatory.

⁴ <https://www.cdc.gov/vaccines/programs/iis/index.html>.

⁵ <https://www.cdc.gov/vaccines/programs/iis/index.html>.

CDC COVID-19 Vaccination Program Provider Agreement

4.	Eligible Pharmacy must administer COVID-19 Vaccine regardless of the vaccine recipient's ability to pay COVID-19 Vaccine administration fees or coverage status. Eligible Pharmacy may seek appropriate reimbursement from a program or plan that covers COVID-19 Vaccine administration fees for the vaccine recipient. ⁶ Eligible Pharmacy may not seek any reimbursement, including through balance billing, from the vaccine recipient. The United States government represents that, for Medicare beneficiaries and uninsured patients, it will arrange for coverage of administration fees for a COVID-19 Vaccine authorized under an Emergency Use Authorization. ⁷ Eligible Pharmacy's compliance with paragraph 4 is contingent on the representation in the prior sentence.
5.	Before administering COVID-19 Vaccine, Eligible Pharmacy must provide an approved EUA fact sheet or vaccine information statement (VIS), as applicable, to each vaccine recipient, the adult caregiver accompanying the recipient (if applicable), or other legal representative (if applicable). If the EUA factsheet or VIS is available electronically, Eligible Pharmacy may provide it electronically if each recipient, the adult caregiver accompanying the recipient (if applicable), or other legal representative (if applicable) agrees to accept it electronically in the file format offered by Eligible Pharmacy.
6.	Eligible Pharmacy's COVID-19 vaccination services must be conducted in compliance with CDC's Guidance for Immunization Services During the COVID-19 Pandemic for safe delivery of vaccines. ⁸
7.	<p>Eligible Pharmacy must comply with CDC requirements for vaccine management. Those requirements include the following:</p> <ul style="list-style-type: none"> a. Eligible Pharmacy must store and handle COVID-19 Vaccine under proper conditions, including maintaining cold-chain conditions and chain of custody at all times in accordance with the manufacturer's package insert and CDC guidance in CDC's Vaccine Storage and Handling Toolkit,⁹ which will be updated to include specific information related to COVID-19 Vaccine; b. Eligible Pharmacy must monitor vaccine-storage-unit temperatures at all times using equipment and practices that comply with guidance located in CDC's Vaccine Storage and Handling Toolkit;¹⁰ c. Eligible Pharmacy must comply with each relevant jurisdiction's immunization program guidance for dealing with temperature excursions; d. Eligible Pharmacy must monitor and comply with vaccine expiration dates; and e. Eligible Pharmacy must preserve all records related to COVID-19 vaccine management for a minimum of 3 years, or longer if required by federal, state, local, or territorial law.
8.	Eligible Pharmacy must report the number of doses of COVID-19 Vaccine and adjuvants that were unused, spoiled, expired, or wasted as required by the relevant jurisdiction. CDC, through Administrator, will provide further instruction on how to report.
9.	Eligible Pharmacy must comply with all federal instructions and timelines for disposing COVID-19

⁶ See, e.g., Coronavirus Aid, Relief, and Economic Securities Act (CARES Act) Sections 3203, 3713; Families First Coronavirus Response Act (FFCRA) Section 6008; <https://www.hrsa.gov/CovidUninsuredClaim>.

⁷ "Uninsured" will have the same meaning as the term is used in "COVID-19 Claims Reimbursement to Health Care Providers and Facilities for Testing and Treatment of Uninsured." See <https://www.hrsa.gov/CovidUninsuredClaim>.

⁸ <https://www.cdc.gov/vaccines/pandemic-guidance/index.html>.

⁹ <https://www.cdc.gov/vaccines/hcp/admin/storage-handling.html>.

¹⁰ *Id.*

CDC COVID-19 Vaccination Program Provider Agreement

	vaccine and adjuvant, including unused doses. ¹¹
10.	<p>Eligible Pharmacy must report the following adverse events (AEs) after vaccination, and other AEs if later revised by CDC, to the Vaccine Adverse Event Reporting System (VAERS):¹²</p> <ul style="list-style-type: none"> a. Vaccination administration errors, whether or not associated with an AE b. Severe COVID-19 illness (<i>e.g.</i>, resulting in hospitalization) c. Serious AEs regardless of causality. Serious AEs are defined as: <ul style="list-style-type: none"> i. Death ii. A life-threatening AE iii. Inpatient hospitalization or prolongation of existing hospitalization iv. Persistent or significant incapacity or substantial disruption of the ability to conduct normal life functions v. A congenital anomaly/birth defect vi. Important medical events that may not result in death, be life-threatening, or require hospitalization may be considered serious when, based upon appropriate medical judgment, they may jeopardize the patient and may require medical or surgical intervention to prevent one of the outcomes listed above. <p>Eligible Pharmacy is also encouraged to report to VAERS any AEs considered to be clinically significant.</p> <p>That reporting requirement applies to AEs that Eligible Pharmacy knew or should have known had occurred. Eligible Pharmacy must also comply with any other applicable reporting requirements under federal, state, local, and territorial law.</p>
11.	Eligible Pharmacy must provide a completed COVID-19 vaccination record card to every COVID-19 Vaccine recipient, the adult caregiver accompanying the recipient (if applicable), or other legal representative (if applicable). Each COVID-19 Vaccine shipment will include COVID-19 vaccination record cards.
12.	<ul style="list-style-type: none"> a. Eligible Pharmacy must comply with all applicable requirements as set forth by the U.S. Food and Drug Administration, including but not limited to requirements in any EUA that covers COVID-19 Vaccine. b. Eligible Pharmacy must administer COVID-19 Vaccine in compliance with all applicable federal, state, local, and territorial vaccination laws. c. Eligible Pharmacy must comply with applicable patient assent or consent laws for administration of COVID-19 vaccination.
13.	<p>Eligible Pharmacy must submit to CDC, on a daily basis through designated methods, the number of doses of COVID-19 Vaccine that Eligible Pharmacy:</p> <ul style="list-style-type: none"> a. has ordered on hand at each location in each state, locality, and territory; and b. has distributed to each Eligible Pharmacy location in each state, locality, and territory.

¹¹ The disposal process for remaining unused COVID-19 Vaccine and adjuvant may be different from the process for other vaccines; unused (but still usable—*e.g.*, unexpired and properly maintained) vaccines must remain under storage and handling conditions noted in Paragraph 7 until CDC, through Administrator, provides disposal instructions; CDC will make website URL available.

¹² <https://vaers.hhs.gov/reportevent.html>.

CDC COVID-19 Vaccination Program Provider Agreement

	Eligible Pharmacy must submit the information in Paragraph 13. a - b to state, local, and territorial public health authorities insofar as the information relates to COVID-19 Vaccine distribution and administration in the respective state, locality, or territory. Eligible Pharmacy must use reasonable efforts to report such information as soon as practicable and in compliance with any state, local, and territorial reporting requirements.
14.	Eligible Pharmacy must order COVID-19 Vaccine through the Administrator, which will submit orders for each Eligible Pharmacy through the CDC vaccine order and tracking system (VtrckS). COVID-19 Vaccine orders will be fulfilled within the allocation available to Administrator for all Eligible Pharmacies taking into account vaccination prioritization during the vaccination program.
15.	<p>To facilitate planning, Eligible Pharmacy must submit in writing to Administrator its minimum capacity for vaccine administration, including</p> <ol style="list-style-type: none"> a. the number of Eligible Pharmacy facilities that will administer COVID-19 Vaccine; b. the location of each of those facilities, estimated cold-chain capacity within the facility for refrigerated (2°C to 8°C) and frozen (-15° to -25°C), and ultra-frozen storage condition (-60° to -80°C); and enrollment verification in the Medicare or Medicaid programs; c. the Eligible Pharmacy facilities that currently report to state, local, or territorial Immunization Information Systems (IIS); d. the number of COVID-19 Vaccine doses that each facility will be able to administer, within the defined period; and e. point of contact that jurisdictions can contact for questions related to allocation of vaccine in Eligible Pharmacy facilities in their jurisdiction area. <p>Eligible Pharmacy will not receive COVID-19 Vaccine unless CDC, through Administrator, accepts the proposal. Once accepted, Eligible Pharmacy must notify Administrator within 24 hours, in writing, of any proposed changes. If any of those changes are unacceptable to CDC or Administrator, CDC may decline to provide further COVID-19 Vaccine.</p> <p>Eligible Pharmacy must include the information provided under Paragraph 15 in Section B for each location upon CDC approval of Eligible Pharmacy's COVID-19 vaccination program proposal.</p>
16.	Any Eligible Pharmacy location receiving COVID-19 Vaccine must report supply levels at least daily using the online web platform VaccineFinder. Supply quantities will not be made publicly available through this platform. Making information reported into VaccineFinder public will be at the discretion of the Eligible Pharmacy.
17.	<p>Eligible Pharmacy must have processes to ensure timely and proper acceptance of COVID-19 Vaccine. Those processes must include but are not limited to procedures for accepting COVID-19 Vaccine delivery through a delivery service or services as designated by CDC. Administrator will notify Eligible Pharmacy of a CDC-designated delivery service or services no later than two weeks before delivery commences or no later than two weeks before a delivery service or services change.</p> <p>To facilitate planning, Eligible Pharmacy must propose, in writing by the date provided by Administrator, its hours for accepting COVID-19 Vaccine deliveries at each receiving Eligible Pharmacy location. If Eligible Pharmacy's current wholesale supplier for such receiving location is servicing that receiving location using the same delivery process that that wholesale distributor uses to deliver other pharmaceutical products to that location, Eligible Pharmacy need not propose that receiving location's hours for accepting COVID-19 Vaccine deliveries. Eligible Pharmacy will not receive COVID-19 Vaccine unless CDC, through Administrator, accepts the proposal. Once accepted, Eligible Pharmacy must</p>

CDC COVID-19 Vaccination Program Provider Agreement

	<p>notify Administrator within 24 hours, in writing, of any proposed changes. If any of those changes are unacceptable to CDC or Administrator, CDC may decline to provide further COVID-19 Vaccine.</p> <p>Eligible Pharmacy must report any COVID-19 Vaccine that is damaged upon delivery pursuant to the process provided by the delivery service and to Administrator within 24 hours. Administrator will provide procedures for reporting.</p>
18.	<p>Eligible Pharmacy must comply with all applicable COVID-19 testing requirements as set forth in the Centers for Medicare & Medicaid Services (CMS) Interim Final Rule CMS-3401-IFC,¹³ "Additional Policy and Regulatory Revisions in Response to the COVID-19 Public Health Emergency," related to Requirements for Long-Term Care (LTC) Facilities to Test Facility Residents and Staff for COVID-19. Under Provider Agreement, Eligible Pharmacy must ensure that any Eligible Pharmacy personnel entering an LTCF to organize or provide COVID-19 vaccination services are tested pursuant to the requirements for "staff" or "facility staff."¹⁴ Eligible Pharmacy shall bear the cost of such COVID-19 testing.</p>
19.	<p>Eligible Pharmacy must maintain, and provide to Administrator, records for all vaccinating providers, including title and license number of each provider for each vaccination site listed in Section B.</p>
20.	<p>Eligible Pharmacy may use contractors to perform some or all of Eligible Pharmacy's duties under Provider Agreement. Eligible Pharmacy must ensure that any contractor performs its duties in full compliance with Provider Agreement and Eligible Pharmacy is responsible under Provider Agreement for any non-compliance with Provider Agreement by any of its contractors. Furthermore, any knowledge concerning or resulting from performance of Provider Agreement by any of Eligible Pharmacy's contractors is imputed to Eligible Pharmacy.</p>
21.	<p>Administrator oversees Eligible Pharmacy's participation in the CDC COVID-19 vaccination program. Eligible Pharmacy agrees to fully cooperate with Administrator by participating in Administrator-provided training; timely providing to Administrator all documentation as set forth in Provider Agreement, as required by CDC, and as required by applicable law—except Eligible Pharmacy must report as directed in Paragraphs 10, 13, and 16 of Provider Agreement; and informing Administrator within 24 hours of any non-compliance with any provision of Provider Agreement and corrective actions. CDC reserves the right to not provide COVID-19 Vaccine to an Eligible Pharmacy.</p>
<p>By signing this form, I certify that all relevant officers, directors, employees, and agents of Eligible Pharmacy involved in handling COVID-19 Vaccine understand and will comply with Provider Agreement requirements listed above and that the information provided in sections A and B is true.</p> <p>Paragraphs 1-21 of Provider Agreement set forth material conditions of payment for COVID-19 Vaccine administration claims submitted by Eligible Pharmacy to any federal healthcare program, including but not limited to Medicare and Medicaid, or any HHS-sponsored COVID-19 relief program, including the Health Resources & Services Administration COVID-19 Uninsured Program. Paragraphs 1-21 do not, however, list all material conditions of payment for these programs. Eligible Pharmacy must review the applicable statutes and regulations governing each federal healthcare program and any HHS-sponsored COVID-19 relief program for program-specific conditions. Reimbursement for administering COVID-19 Vaccine is not available under</p>	

¹³ 85 Fed. Reg. 54,820 (Sept. 2, 2020), and as may be amended.

¹⁴ See, e.g., 42 CFR. § 483.80(h) ("The LTC facility must test residents and facility staff, including individuals providing services under arrangement and volunteers, for COVID-19."); 42 CFR § 483.80(h)(5) ("Have procedures for addressing residents and staff, including individuals providing services under arrangement and volunteers, who refuse testing or are unable to be tested.").

CDC COVID-19 Vaccination Program Provider Agreement

any federal healthcare program or any HHS-sponsored COVID-19 relief program if Eligible Pharmacy fails to comply with Paragraphs 1-21 or any other material condition of payment with respect to the administered COVID-19 Vaccine dose. Each time Eligible Pharmacy submits a reimbursement claim for COVID-19 Vaccine administration to any federal healthcare program or any HHS-sponsored COVID-19 relief program, Eligible Pharmacy expressly certifies that it has complied with all conditions of payment, including but not limited to Paragraphs 1-21, with respect to that administered dose.

Non-compliance with the terms of Provider Agreement may result in suspension or termination from the CDC COVID-19 Vaccination Program and criminal and civil penalties under federal law, including but not limited to the False Claims Act, 31 U.S.C. § 3729 *et seq.*, and other federal laws, including but not limited to 18 U.S.C. §§ 1001, 1035, 1347, 1349.

Either party may terminate Provider Agreement, effective upon written notice to the other party (“Defaulting Party”), (i) if Defaulting Party materially breaches Provider Agreement, and such breach is incapable of cure and/or poses an imminent risk to the public’s health; or (ii) with respect to a material breach capable of cure, if Defaulting Party does not cure such breach within thirty (30) days after receipt of written notice of such breach. Should CDC desire to modify Provider Agreement, CDC will provide the Administrator with at least two weeks’ written notice of the modified terms. If the Eligible Pharmacy does not agree with the changes, Eligible Pharmacy may withdraw from Provider Agreement with two weeks’ notice. Either party may terminate Provider Agreement with two week’s written notice.

By entering Provider Agreement, Eligible Pharmacy does not become a government contractor under the Federal Acquisition Regulation.

Coverage under the Public Readiness and Emergency Preparedness (PREP) Act extends to Eligible Pharmacy if it complies with the PREP Act and the PREP Act Declaration of the Secretary of Health and Human Services.¹⁵

Chief Medical Officer (or Equivalent)

Last name Gordon	First name Dana	Middle initial
Signature: <u><i>Dana Gordon</i></u> <small>Dana Gordon (Nov 20, 2020 12:43 PST)</small>		Date: 11/20/20

Chief Executive Officer (or Chief Fiduciary)

Last name Gordon	First name Dana	Middle initial
Signature: <u><i>Dana Gordon</i></u> <small>Dana Gordon (Nov 20, 2020 12:43 PST)</small>		Date: 11/20/20

For official use only:

IIS ID, if applicable: _____

Unique Eligible Pharmacy ID*: _____

¹⁵ See Pub. L. No. 109-148, Public Health Service Act § 319F-3 and § 319F-4, 42 U.S.C. § 247d-6d and 42 U.S.C. § 247d-6e; 85 Fed. Reg. 15,198, 15,202 (March 17, 2020).

CDC COVID-19 Vaccination Program Provider Agreement

** CDC will issue unique identifiers for the Eligible Pharmacy and locations covered under Provider Agreement. This ID is needed for CDC to delineate Eligible Pharmacies (Section A) and to match them with one or more Locations (Section B).*

Section B. CDC COVID-19 Vaccination Program Provider Location Profile Information

PLEASE PROVIDE A LINE LIST OF ALL ELIGIBLE PHARMACY LOCATIONS TO ADMINISTRATOR THAT WILL RECEIVE COVID-19 VACCINE SHIPMENTS, INCLUDING THE FOLLOWING INFORMATION FOR EACH:

- Store's Eligible Pharmacy-assigned ID number
- Location address, telephone and fax number
- Contact information for location's COVID-19 vaccine coordinator (name, telephone, email)
- Contact information for location's backup COVID-19 vaccine coordinator (name, telephone, email)
- Days and Times vaccine coordinators are available for receipt of COVID-19 Vaccine shipments
- Ability to make appointment for vaccination services (Y/N)
- If the store currently reports vaccine administration data to state, local, or territorial Immunization Information System (IIS) (Y/N)
- If the store is currently enrolled in VaccineFinder (Y/N)
- Does store accept
 - Medicaid? (Y/N) If yes, list Medicaid ID: Y
 - Medicare? (Y/N) If yes, list Medicare ID: Y
 - Other insurance? (Y/N)
- Storage capacity
 - Refrigerated (2°C to 8°C) (Y/N)
 - Please list capacity: Approximately Pacific Grove 10-dose MDVs
 - Frozen (-15° to -25°C): (Y/N)
 - Please list capacity: Approximately Pacific Grove 10-dose MDVs
 - Ultra-frozen (-60° to -80°C) (Y/N)
 - Please list capacity: Approximately Pacific Grove 10-dose MDVs
- Estimated daily number of COVID-19 Vaccine doses that location will be able to administer 300

Eligible Pharmacies should be prepared to use a portion or all of the stores—this will vary based on amount of supply, demand, and populations prioritized to receive vaccine.

For official use only:

Vaccines for Children (VFC) PIN, if applicable: _____

IIS ID, if applicable**: _____ Unique COVID-19 Eligible Pharmacy ID (from Section A): _____

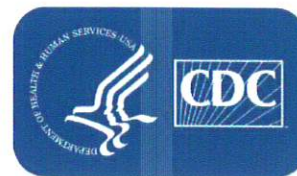
Unique Location ID*** _____

** Does this location currently report vaccine administration data to a state, local, or territorial Immunization Information System (IIS)?

YES: _____ NO: _____

*** CDC will create a unique Location ID for each location listed in Section B that will be linked to the Eligible Pharmacy's separate unique ID.

CDC COVID-19 Vaccination Program Provider Agreement for Pharmacies (Including Those Serving Long-Term Care Facilities)



March 9, 2021

Attestation for CDC COVID-19 Vaccination Program Provider Agreement for Pharmacies (including those serving long-term care facilities)

The CDC COVID-19 Vaccination Program Agreement: Pharmacy Network Administrator specifies the conditions for participation by a Pharmacy Network Administrator in the CDC COVID-19 Vaccination Program. CDC also developed a Pharmacy Network Administrator Agreement for those serving long-term care facilities.

Under Section 1.d. of both Agreements, Administrators may choose between two options: 1) Accept responsibility for any non-compliance with Provider Agreement by any Eligible Pharmacy that has executed Provider Agreement; or 2) Use best efforts to assist Eligible Pharmacies in complying with Provider Agreement.

For Administrators choosing the second option, they may either conduct quarterly audits and onsite visits (or virtual visits if onsite is not feasible) of Eligible Pharmacies, or they may collect and maintain quarterly attestations from such Eligible Pharmacies. Through these quarterly attestations, Eligible Pharmacies assure they are in compliance with the CDC COVID-19 Vaccination Program Provider Agreement for Pharmacies (Provider Agreement) or the CDC COVID-19 Vaccination Program Provider Agreement for Pharmacies Serving Long-Term Care Facilities (also referred to as Provider Agreement), as applicable. The Provider Agreement specifies the conditions for receiving COVID-19 Vaccine from the United States government. Eligible Pharmacies must complete and sign the attestation provided by CDC and submit to Administrators on a quarterly basis.

The Chief Executive Officer (or Chief Fiduciary) for Eligible Pharmacy, who must be authorized to attest on behalf of the Eligible Pharmacy must sign the following attestation:

In accordance with 18 U.S.C. § 1001, I do hereby certify that the following conditions are true as of the date of the last day of the relevant quarter:

CAP RX, Inc dba Central Avenue Pharmacy (Eligible Pharmacy) followed all additional requirements, as well as all updated requirements on the CDC [COVID-19 Vaccination Program Provider Requirements and Support](#) webpage, including as they modify any of the requirements below.

- Administered COVID-19 Vaccine consistent with all requirements, recommendations, and other guidance of CDC and CDC's Advisory Committee on Immunization Practices (ACIP).
- Followed all data recording and reporting requirements in Section A.2 of Provider Agreement.
- Did not sell or seek reimbursement for COVID-19 Vaccine and any adjuvant, syringes, needles, or other constituent products and ancillary supplies that the federal government provided at no cost to Eligible Pharmacy.
- Administered COVID-19 Vaccine regardless of the vaccine recipient's ability to pay COVID-19 Vaccine administration fees or coverage status and did not seek any reimbursement, including through balance billing, from the vaccine recipient.
- Provided an approved EUA fact sheet or vaccine information statement (VIS), as applicable, prior to vaccine administration, to each vaccine recipient, the adult caregiver accompanying the recipient (if applicable), or other legal representative (if applicable).
- Conducted COVID-19 vaccination services in compliance with CDC's Guidance for Immunization Services During the COVID-19 Pandemic for safe delivery of vaccines.
- Complied with CDC requirements for vaccine management described in Section A.7 of Provider Agreement.
- Reported the number of doses of COVID-19 Vaccine and adjuvants that were unused, spoiled, expired, or wasted as required by the relevant jurisdiction, per CDC instruction.
- Complied with all federal instructions and timelines for disposing COVID-19 vaccine and adjuvant, including unused doses.
- Reported adverse events (AEs) after vaccination, and other AEs if later revised by CDC, to the Vaccine Adverse Event Reporting System (VAERS), as required in Section A.9 of Provider Agreement, and complied with any other applicable reporting requirements under federal, state, local, and territorial law.
- Provided a completed COVID-19 vaccination record card to every COVID-19 Vaccine recipient, the adult caregiver accompanying the recipient (if applicable), or other legal representative (if applicable).

- Complied with all applicable requirements as set forth by the U.S. Food and Drug Administration, including but not limited to requirements in any EUA that covers COVID-19 Vaccine; administered COVID-19 Vaccine in compliance with all applicable federal, state, local, and territorial vaccination laws; and complied with applicable patient assent or consent laws for administration of COVID-19 vaccination.
- Reported the information described in Section A.13 of Provider Agreement regarding number of doses of COVID-19 Vaccine daily to CDC and as soon as practicable to appropriate public health authorities in compliance with applicable laws.
- Ordered COVID-19 Vaccine through the Administrator.
- Submitted in writing to Administrator its minimum capacity for vaccine administration with all required information; notified Administrator within 24 hours, in writing, of any proposed changes; upon CDC approval of the proposal, provided to Administrator the required information for each location; and updated Section B of Provider Agreement with any changes as required in Provider Agreement.
- Reported supply levels at least daily using the online web platform VaccineFinder.
- Maintained processes to ensure timely and proper acceptance of COVID-19 Vaccine (including accepting COVID-19 Vaccine delivery through a delivery service or services as designated by CDC); proposed, in writing by the date provided by Administrator, its hours for accepting COVID-19 Vaccine deliveries at each receiving location; notified Administrator within 24 hours of any changes to the accepted proposal; and reported any COVID-19 Vaccine that was damaged upon delivery pursuant to the process provided by the delivery service and to Administrator within 24 hours.
- Complied with all applicable COVID-19 testing requirements.
- Maintained and provided to Administrator records for all vaccinating providers.
- Ensured that any contractor performing duties is in full compliance with Provider Agreement.
- Participated in Administrator-provided training.
- Informed Administrator within 24 hours of any non-compliance with any provision of Provider Agreement and corrective actions taken.
- Complied with all other provisions of Provider Agreement not specifically referenced in this attestation.

For Eligible Pharmacies serving LTCFs:

_____ followed all requirements in Section A.15 of Provider Agreement.

I acknowledge that any false or misleading statements or omissions may endanger health and safety, including but not limited to the loss of lives and other irreparable harm. Therefore, false or misleading statements or omissions may result in criminal and civil actions for fines, penalties, damages, and imprisonment.

Dana Gordon

Chief Executive Officer (or Chief Fiduciary)

Dana Gordon

Dana Gordon (May 17, 2021 09:44:03)

Signature

05/01/2021

Date

CDC COVID-19 Vaccination Program Provider Agreement for Pharmacies- Vaccine Provider List

Please provide a complete list of all vaccinating providers that administered vaccines to patients on behalf of your pharmacy in the last quarter.

Pharmacy Name: CAP RX, INC dba Central Avenue Pharmacy

NCPDP: 0526410

First Name	Last Name	Title	License Number
Jasmine	Chan	COO/Pharmacist	63022
Valerie	Griffin	Pharmacist	62606
Rachel	Powell	CCO/Pharmacist	62784
Whitney	Snow	Pharmacist	44388

- Student Learning and Achievement
- Health and Safety of Students and Schools
- Credibility and Communication
- Fiscal Solvency, Accountability and Integrity

- Consent
- Action/Discussion
- Information/Discussion
- Public Hearing

SUBJECT: Approval of the Assistant Superintendent's 2021-2024 Contract: Terms of Service

DATE: May 20, 2021

PERSON(S) RESPONSIBLE: Ralph Gómez Porras, Superintendent

RECOMMENDATION:

The District Administration recommends that the Board of Education approve the Assistant Superintendent's Contract- Terms of Service for the 2021 through 2024 school years.

BACKGROUND:

The District Assistant Superintendent works as a contracted employee to the Governing Board. This contract governs her term of employment and compensation.

INFORMATION:

The Board regularly reviews the Assistant Superintendent's contract. Proposed modifications are noted in the "Amendment to Contract of Employment."

Revision:

- This revision includes a renewal of the terms of employment to three school years, 2021 through 2024.

FISCAL IMPACT:

This contract adjustment does not include a salary adjustment at this time.

AMENDMENTS TO CONTRACT OF EMPLOYMENT
ASSISTANT SUPERINTENDENT

The Governing Board of Pacific Grove Unified School District ("Governing Board") and Song Chin-Bendib ("Assistant Superintendent") agree that the Assistant Superintendent's Contract shall be amended to include the following:

1. The employment contract shall be effective July 1, 2021 through June 30, 2024.

**PACIFIC GROVE UNIFIED SCHOOL DISTRICT
ASSISTANT SUPERINTENDENT CONTRACT**

This Employment Agreement (“Agreement”) is made on this ~~16th~~^{10th} day of ~~July~~^{May} ~~2020~~²⁰²¹, by and between the Governing Board of Pacific Grove Unified School District (“District”) and Song Chin-Bendib (“Assistant Superintendent”).

1. **Term** – The District hereby employs Song Chin-Bendib as Assistant Superintendent for Business Services at Pacific Grove Unified School District, July 1, 2021 through June 30, 2024.
2. **Salary – Salary** – Board agrees to pay Assistant Superintendent an annual compensation of \$204,420.00 payable in twelve (12) equal monthly installments retroactive to July 1, 2019 through June 30, 2020. Beginning July 1, 2020, the Board agrees to pay Assistant Superintendent an annual compensation of \$204,420.00. The July 1, 2020 salary shall remain the same through the remaining term of this contract unless otherwise adjusted by the Board.

The Superintendent, after determining satisfactory evaluation of the Assistant Superintendent, may recommend to the Board of Education that the Assistant Superintendent receive an increase in compensation which may serve in lieu of the generally applied increase listed in the following paragraph. This determination can be made at any time at the direction of the Superintendent. A change in salary shall not constitute the creation of a new Agreement, nor extend the termination date of this agreement.

Unless the Board and Assistant Superintendent mutually agree to a different amount for an annual increase to the Assistant Superintendent’s compensation, the Assistant Superintendent’s compensation may be increased each year by the same percentage increase and/or one-time payment, if any, received by the District’s classified employee bargaining unit.

3. **Fringe Benefits** –The Assistant Superintendent shall also be entitled to receive a Health Care Allowance of \$3,000 per year directed toward health coverage under the District’s MCSIG or other provider’s medical, dental and vision insurance. This Health Care Allowance shall continue after retirement as a post–retirement benefit up to age 65. This fringe benefits package shall stay in force during the term of this Agreement.
4. **Work Days** – The Assistant Superintendent shall work 225 days of service per school year July 1, 2020 through June 30, 2022. Under this contract, the work calendar shall be approved by the Superintendent by the 1st day of July.
5. **Sick Leave** – The Assistant Superintendent is entitled to one sick day per month of employment by the District. Sick leave may be accrued and applied to PERS Retirement.
6. **Cell Phone and Vehicle Expense** – The Assistant Superintendent is required to have a cell phone and to have a vehicle. The Assistant Superintendent shall receive \$65 per month for the use of this cell phone. The Assistant Superintendent shall receive a monthly work related mileage stipend of \$40 per month, or \$480 per year, for travel purposes accrued on a monthly basis outside of the District boundaries, but within Pacific Grove. Travel to and from work does not qualify for reimbursement.
7. **Expenses** – The Assistant Superintendent shall be reimbursed for all documented actual necessary job related expenses, which have been authorized by Board policy and have received prior approval

from the Superintendent. Included in this shall be the cost of membership in professional organizations for school business officials, including ACSA and CASBO.

8. **Assistant Superintendent General Duties** – The Assistant Superintendent is directly responsible to the Superintendent as a technical expert whose primary duty is the financial operation of the District, and the development and implementation of the annual budget. The Assistant Superintendent shall be responsible for all duties detailed in the Board approved job description. In addition, the Assistant Superintendent:
- Oversees the accounting, payroll, budgeting, purchasing, attendance, internal control, maintenance, buildings, grounds and food services, transportation, disaster preparedness, facility usage, insurance programs and loss control.
 - Evaluates employees under his jurisdiction using timelines and procedures noted in collective bargaining contracts.
 - Advises the Superintendent in a timely manner about financial and budgetary issues and threats to the financial well-being of the District, including sources of funds that might be available to implement present and contemplated District programs.
 - Presentations of required reports to the Superintendent prior to public release. Examples:
 - First and second interim reports
 - Draft budget for new year
 - February - School Expenditure Summary
 - August - Property Tax Report
 - November/March - District budget review
 - Negotiation proposals
 - Others upon request
 - Presents options and solutions that will enact the goals of the District and directions of the Superintendent.
 - Maintains and improves professional competence by attending professional development meetings and conferences.
 - Establishes and maintains positive staff relationships and actively seeks solutions that will enable schools to offer a successful educational program.
 - Keeps the Superintendent informed in a timely manner of all administrative and related issues associated with the operation of the school District, and discusses these issues with the Superintendent prior to public or staff review.
 - Serves on all committees and completes all assigned duties as directed by the Superintendent.
 - Supervises and coordinates District general construction efforts.
 - Changes in the duties may occur at the direction of the Superintendent.
9. **Evaluation** – The Assistant Superintendent’s evaluation will include both performance of duties and professional growth, and shall review the following areas:
- Administrative skills, business services, communication and interpersonal skills.
 - Supervision of all departments assigned (i.e. business, custodians, grounds, maintenance, transportation and food services).
 - Positive, affirmative support for the attainment of District’s yearly educational goals.
 - Completion of goals assigned by the Superintendent.
 - All duties noted in the Assistant Superintendent for Business Services job description.
 - The Assistant Superintendent, in cooperation with the Superintendent, may choose to develop an evaluation document.

In addition, any contract extension or salary increase shall be approved by the Board in open session at a regular meeting of the Board and reflected in the minutes of such meeting.

10. **Termination of Contract– Mutual Consent:** Upon the recommendation of the Superintendent, this Agreement may be terminated at any time by mutual consent of the Board of Education and the Assistant Superintendent. Any party seeking to terminate the agreement shall give 60-day written notice to the other party.
11. **Termination Without Cause** – If the District chooses to terminate this Agreement prior to its expiration, due to reasons other than job abandonment or conviction of criminal activities, then, in accordance with Government Code 53260, the District shall pay to the Assistant Superintendent an amount equal to the current monthly salary of the Assistant Superintendent at the time of termination multiplied by the number of months remaining on the unexpired contract up to a maximum of 12 months. In addition, the District shall continue to contribute to the employee’s medical insurance, at the same level as prior to termination, for the remaining time of the unexpired contract term up to nine months or until the employee finds other employment, whichever occurs first.
12. **Non-Renewal of Agreement** – The Board of Education, at the recommendation of the Superintendent, may elect not to renew this agreement at the end of its term, for any reason, by providing a 45-day written notice to the Assistant Superintendent, in accordance to the Education Code Section 35031.
13. **Termination for Cause** – The Assistant Superintendent’s status and all rights under this agreement may be terminated by the Board of Education at any time for, but not limited to, breach of contract, any grounds enumerated in the Education Code, or the Assistant Superintendent’s failure to perform responsibilities as set forth in this Agreement, or as defined by law. Within 30 days of receipt of a written statement identifying the grounds for termination, the Assistant Superintendent shall be entitled to a conference with the Superintendent and Board of Education. This conference will be the Assistant Superintendent’s exclusive right to any hearing.
14. **Abuse of Office Provisions** - In accordance with Government Code section 53243 et seq., and as a separate contractual obligation, if the Assistant Superintendent receives a paid leave of absence or cash settlement and this Agreement is terminated for any reason, such paid leave or cash settlement shall be fully reimbursed to the District by the Assistant Superintendent if the Assistant Superintendent is convicted of a crime involving an abuse of office or the position of Assistant Superintendent. In addition, if the District funds the criminal defense of the Assistant Superintendent against charges involving abuse of office or position and the Assistant Superintendent is then convicted of such charges, the Assistant Superintendent shall fully reimburse the District all funds expended for the Assistant Superintendent’s criminal defense. For purposes of this provision, “abuse of office or position” means either of the following: (a) an abuse of public authority, including, but not limited to, waste, fraud, and violation of the law under color of authority and (b) a crime against public justice, including but not limited to, a crime described in Title 7 (commencing with Section 92) of Part 1 of the Penal Code.
15. **General Provisions**
 - a. **Governing Law and Venue** – This agreement and the rights, obligations of the parties shall be governed by and construed in accordance with the laws of the State of California.
 - b. **Entire Agreement** – This agreement contains the entire agreement and understanding between the parties. There are no oral understandings, terms or conditions and neither party has relied

upon any representation expressed or implied not contained in this agreement, including Board policies that may be deemed to infer an employment benefit.

- c. No Assignment – The Assistant Superintendent may not assign or transfer any rights granted or obligations assumed under this agreement.
- d. Modification – This agreement cannot be changed or supplemented orally. It may be modified or superseded only by a written instrument executed by both parties. Any party requesting a modification shall give 30 days written notice to the other party.
- e. Severability – If any provision of this agreement is ruled to be invalid or unenforceable by a court of competent jurisdiction, the remaining provisions of the agreement shall continue in full force and effect.
- f. Professional Liability – The District agrees that it shall defend, hold harmless and indemnify the Assistant Superintendent from any and all demands, claims, suits, actions and legal proceedings brought against the Assistant Superintendent in her official capacity as agent and employee of the District, provided the incident arose while the Assistant Superintendent was acting in the scope of her employment and excluding criminal litigation. The District shall provide public liability insurance for the Assistant Superintendent to cover legal expenses in the defense of claims and related judgments resulting from her functions as Assistant Superintendent. Coverage shall not apply for any loss, claim or suit arising out of the intentional violation of a penal statute or ordinance committed by or with the knowledge or consent of the Assistant Superintendent. The District shall provide Legal Expenses for any action brought against the Assistant Superintendent seeking resulting damages from her functions as Assistant Superintendent and will reimburse her for any portion of such expense and judgment not covered by insurance. However, in no event will individual Board members be considered personally liable for indemnifying the Assistant Superintendent against such demands, claims, suits, actions and/or legal proceedings.

President, Board of Trustees,
Pacific Grove Unified School District

Date

Superintendent

Date

Assistant Superintendent

Date

**PACIFIC GROVE UNIFIED SCHOOL DISTRICT
ASSISTANT SUPERINTENDENT CONTRACT**

This Employment Agreement (“Agreement”) is made on this 20th day of May 2021, by and between the Governing Board of Pacific Grove Unified School District (“District”) and Song Chin-Bendib (“Assistant Superintendent”).

1. **Term** – The District hereby employs Song Chin-Bendib as Assistant Superintendent for Business Services at Pacific Grove Unified School District, July 1, 2021 through June 30, 2024.
2. **Salary – Salary** – Board agrees to pay Assistant Superintendent an annual compensation of \$204,420.00 payable in twelve (12) equal monthly installments retroactive to July 1, 2019 through June 30, 2020. Beginning July 1, 2020, the Board agrees to pay Assistant Superintendent an annual compensation of \$204,420.00. The July 1, 2020 salary shall remain the same through the remaining term of this contract unless otherwise adjusted by the Board.

The Superintendent, after determining satisfactory evaluation of the Assistant Superintendent, may recommend to the Board of Education that the Assistant Superintendent receive an increase in compensation which may serve in lieu of the generally applied increase listed in the following paragraph. This determination can be made at any time at the direction of the Superintendent. A change in salary shall not constitute the creation of a new Agreement, nor extend the termination date of this agreement.

Unless the Board and Assistant Superintendent mutually agree to a different amount for an annual increase to the Assistant Superintendent’s compensation, the Assistant Superintendent’s compensation may be increased each year by the same percentage increase and/or one-time payment, if any, received by the District’s classified employee bargaining unit.

3. **Fringe Benefits** –The Assistant Superintendent shall also be entitled to receive a Health Care Allowance of \$3,000 per year directed toward health coverage under the District’s MCSIG or other provider’s medical, dental and vision insurance. This Health Care Allowance shall continue after retirement as a post–retirement benefit up to age 65. This fringe benefits package shall stay in force during the term of this Agreement.
4. **Work Days** – The Assistant Superintendent shall work 225 days of service per school year July 1, 2020 through June 30, 2022. Under this contract, the work calendar shall be approved by the Superintendent by the 1st day of July.
5. **Sick Leave** – The Assistant Superintendent is entitled to one sick day per month of employment by the District. Sick leave may be accrued and applied to PERS Retirement.
6. **Cell Phone and Vehicle Expense** – The Assistant Superintendent is required to have a cell phone and to have a vehicle. The Assistant Superintendent shall receive \$65 per month for the use of this cell phone. The Assistant Superintendent shall receive a monthly work related mileage stipend of \$40 per month, or \$480 per year, for travel purposes accrued on a monthly basis outside of the District boundaries, but within Pacific Grove. Travel to and from work does not qualify for reimbursement.
7. **Expenses** – The Assistant Superintendent shall be reimbursed for all documented actual necessary job related expenses, which have been authorized by Board policy and have received prior approval

from the Superintendent. Included in this shall be the cost of membership in professional organizations for school business officials, including ACSA and CASBO.

8. **Assistant Superintendent General Duties** – The Assistant Superintendent is directly responsible to the Superintendent as a technical expert whose primary duty is the financial operation of the District, and the development and implementation of the annual budget. The Assistant Superintendent shall be responsible for all duties detailed in the Board approved job description. In addition, the Assistant Superintendent:
- Oversees the accounting, payroll, budgeting, purchasing, attendance, internal control, maintenance, buildings, grounds and food services, transportation, disaster preparedness, facility usage, insurance programs and loss control.
 - Evaluates employees under his jurisdiction using timelines and procedures noted in collective bargaining contracts.
 - Advises the Superintendent in a timely manner about financial and budgetary issues and threats to the financial well-being of the District, including sources of funds that might be available to implement present and contemplated District programs.
 - Presentations of required reports to the Superintendent prior to public release. Examples:
 - First and second interim reports
 - Draft budget for new year
 - February - School Expenditure Summary
 - August - Property Tax Report
 - November/March - District budget review
 - Negotiation proposals
 - Others upon request
 - Presents options and solutions that will enact the goals of the District and directions of the Superintendent.
 - Maintains and improves professional competence by attending professional development meetings and conferences.
 - Establishes and maintains positive staff relationships and actively seeks solutions that will enable schools to offer a successful educational program.
 - Keeps the Superintendent informed in a timely manner of all administrative and related issues associated with the operation of the school District, and discusses these issues with the Superintendent prior to public or staff review.
 - Serves on all committees and completes all assigned duties as directed by the Superintendent.
 - Supervises and coordinates District general construction efforts.
 - Changes in the duties may occur at the direction of the Superintendent.
9. **Evaluation** – The Assistant Superintendent’s evaluation will include both performance of duties and professional growth, and shall review the following areas:
- Administrative skills, business services, communication and interpersonal skills.
 - Supervision of all departments assigned (i.e. business, custodians, grounds, maintenance, transportation and food services).
 - Positive, affirmative support for the attainment of District’s yearly educational goals.
 - Completion of goals assigned by the Superintendent.
 - All duties noted in the Assistant Superintendent for Business Services job description.
 - The Assistant Superintendent, in cooperation with the Superintendent, may choose to develop an evaluation document.

In addition, any contract extension or salary increase shall be approved by the Board in open session at a regular meeting of the Board and reflected in the minutes of such meeting.

10. **Termination of Contract– Mutual Consent:** Upon the recommendation of the Superintendent, this Agreement may be terminated at any time by mutual consent of the Board of Education and the Assistant Superintendent. Any party seeking to terminate the agreement shall give 60-day written notice to the other party.
11. **Termination Without Cause** – If the District chooses to terminate this Agreement prior to its expiration, due to reasons other than job abandonment or conviction of criminal activities, then, in accordance with Government Code 53260, the District shall pay to the Assistant Superintendent an amount equal to the current monthly salary of the Assistant Superintendent at the time of termination multiplied by the number of months remaining on the unexpired contract up to a maximum of 12 months. In addition, the District shall continue to contribute to the employee’s medical insurance, at the same level as prior to termination, for the remaining time of the unexpired contract term up to nine months or until the employee finds other employment, whichever occurs first.
12. **Non-Renewal of Agreement** – The Board of Education, at the recommendation of the Superintendent, may elect not to renew this agreement at the end of its term, for any reason, by providing a 45-day written notice to the Assistant Superintendent, in accordance to the Education Code Section 35031.
13. **Termination for Cause** – The Assistant Superintendent’s status and all rights under this agreement may be terminated by the Board of Education at any time for, but not limited to, breach of contract, any grounds enumerated in the Education Code, or the Assistant Superintendent’s failure to perform responsibilities as set forth in this Agreement, or as defined by law. Within 30 days of receipt of a written statement identifying the grounds for termination, the Assistant Superintendent shall be entitled to a conference with the Superintendent and Board of Education. This conference will be the Assistant Superintendent’s exclusive right to any hearing.
14. **Abuse of Office Provisions** - In accordance with Government Code section 53243 et seq., and as a separate contractual obligation, if the Assistant Superintendent receives a paid leave of absence or cash settlement and this Agreement is terminated for any reason, such paid leave or cash settlement shall be fully reimbursed to the District by the Assistant Superintendent if the Assistant Superintendent is convicted of a crime involving an abuse of office or the position of Assistant Superintendent. In addition, if the District funds the criminal defense of the Assistant Superintendent against charges involving abuse of office or position and the Assistant Superintendent is then convicted of such charges, the Assistant Superintendent shall fully reimburse the District all funds expended for the Assistant Superintendent’s criminal defense. For purposes of this provision, “abuse of office or position” means either of the following: (a) an abuse of public authority, including, but not limited to, waste, fraud, and violation of the law under color of authority and (b) a crime against public justice, including but not limited to, a crime described in Title 7 (commencing with Section 92) of Part 1 of the Penal Code.
15. **General Provisions**
 - a. **Governing Law and Venue** – This agreement and the rights, obligations of the parties shall be governed by and construed in accordance with the laws of the State of California.
 - b. **Entire Agreement** – This agreement contains the entire agreement and understanding between the parties. There are no oral understandings, terms or conditions and neither party has relied

upon any representation expressed or implied not contained in this agreement, including Board policies that may be deemed to infer an employment benefit.

- c. No Assignment – The Assistant Superintendent may not assign or transfer any rights granted or obligations assumed under this agreement.
- d. Modification – This agreement cannot be changed or supplemented orally. It may be modified or superseded only by a written instrument executed by both parties. Any party requesting a modification shall give 30 days written notice to the other party.
- e. Severability – If any provision of this agreement is ruled to be invalid or unenforceable by a court of competent jurisdiction, the remaining provisions of the agreement shall continue in full force and effect.
- f. Professional Liability – The District agrees that it shall defend, hold harmless and indemnify the Assistant Superintendent from any and all demands, claims, suits, actions and legal proceedings brought against the Assistant Superintendent in her official capacity as agent and employee of the District, provided the incident arose while the Assistant Superintendent was acting in the scope of her employment and excluding criminal litigation. The District shall provide public liability insurance for the Assistant Superintendent to cover legal expenses in the defense of claims and related judgments resulting from her functions as Assistant Superintendent. Coverage shall not apply for any loss, claim or suit arising out of the intentional violation of a penal statute or ordinance committed by or with the knowledge or consent of the Assistant Superintendent. The District shall provide Legal Expenses for any action brought against the Assistant Superintendent seeking resulting damages from her functions as Assistant Superintendent and will reimburse her for any portion of such expense and judgment not covered by insurance. However, in no event will individual Board members be considered personally liable for indemnifying the Assistant Superintendent against such demands, claims, suits, actions and/or legal proceedings.

President, Board of Trustees,
Pacific Grove Unified School District

Date

Superintendent

Date

Assistant Superintendent

Date

Student Learning and Achievement
 Health and Safety of Students and Schools
 Credibility and Communication
 Fiscal Solvency, Accountability and Integrity

Consent
 Action/Discussion
 Information/Discussion
 Public Hearing

SUBJECT: Approval of the Superintendent's 2021-2024 Contract: Terms of Service

DATE: May 20, 2021

PERSON(S) RESPONSIBLE: John Paff, Board President

RECOMMENDATION:

It is recommended that the Board of Education approve the revised Superintendent's Contract -Terms of Service for the 2021 through 2024 school years.

BACKGROUND:

The District Superintendent works as a contracted employee to the Governing Board. This contract governs his term of employment and compensation.

INFORMATION:

The Board regularly reviews the Superintendent's contract. Proposed modifications are noted in the "Amendment to Contract of Employment."

Revision:

- This revision includes a renewal of the terms of employment to three school years, 2021 through 2024.

FISCAL IMPACT:

This contract adjustment does not include a salary adjustment at this time.

AMENDMENTS TO CONTRACT OF EMPLOYMENT
SUPERINTENDENT

The Governing Board of Pacific Grove Unified School District ("Governing Board") and Ralph Gómez Porras ("Superintendent") agree that the Superintendent's Contract shall be amended to include the following:

1. The employment contract shall be effective July 1, 2021 through June 30, 2024.

**PACIFIC GROVE UNIFIED SCHOOL DISTRICT
SUPERINTENDENT CONTRACT**

This Agreement is made on this ~~16th~~-20th day of ~~July~~-~~May~~ ~~2021~~~~2020~~, by and between the Governing Board ("Board") of Pacific Grove Unified School District and Dr. Ralph Gómez Porras.

1. **Term** – This Employment Agreement ("Agreement") is made and entered into for the term commencing ~~July 1, 2021~~~~10~~ through ~~June 30, 2024~~~~2~~ by and between the Pacific Grove Unified School District, a public agency of the State of California ("District"), and Ralph Gómez Porras, an individual (referred to herein as "Superintendent").
2. **Salary** – Board agrees to pay Superintendent an annual compensation of \$241,213.18 payable in twelve (12) equal monthly installments retroactive to July 1, 2019 through June 30, 2020. Beginning July 1, 2020, the Board agrees to pay the Superintendent an annual compensation of \$241,213.18. The July 1, 2020 salary shall remain the same through the remaining term of this contract unless otherwise adjusted by the Board.

The Superintendent shall receive longevity increments in base salary beginning the first day of the fifth (5th), seventh (7th) and eleventh (11th) contractual work years, effective July 1, 2011. The increments shall be 2.5 % of base salary, as is available to all management personnel.

Board reserves the right to increase salary and/or benefits for any period of this Agreement. Board may deduct or withhold from Superintendent's salary any and all sums required for federal income taxes and all applicable federal, state, or local taxes and withholdings, including, if applicable, contributions to STRS, which are now applicable or become applicable in the future.

Superintendent shall receive, on an annual basis, a doctoral stipend of \$1,800.

Unless Superintendent and District mutually agree to a different amount for an annual increase to the Superintendent's salary, the Superintendent's salary may, at the discretion of the Governing Board, be increased each year by the same percentage increase or one time payment, if any, received by District's certificated bargaining unit.

3. **Workdays** – Superintendent shall work 225 days during each year (July 1st – June 30th). Days in excess of 225 should only be worked with prior agreement of Board or Board President. If excess workdays are performed, they shall be paid at per diem rate.
4. **Chief Administrative Official** – Board hereby employs Superintendent as the Superintendent of District, and Superintendent accepts employment as the Superintendent of District. In said capacity, Superintendent shall perform all services, acts, or things, necessary or advisable, to manage and conduct the business of District. Without limiting the foregoing, the Superintendent (or Superintendent's designee) shall perform the following duties:

Superintendent shall serve as the Chief Administrative Official of District, including administration of District's instructional program, business affairs, personnel services, and property management functions with the assistance of staff personnel. Superintendent shall have primary responsibility for the selection, assignment, transfer, dismissal, promotion and demotion of personnel subject to the approval of Board.

Superintendent shall review all policies under consideration by Board and make appropriate recommendations to Board.

Superintendent shall endeavor to maintain and improve Superintendent's professional competence by a variety of means, including, without implied limitation, subscription to and reading of appropriate periodicals, and joining and participating in appropriate professional associations and their activities.

Superintendent and members of Board shall keep each other apprised of criticisms and/or complaints regarding District operations or personnel, with the understanding that individual members will discuss these issues with Superintendent prior to public review.

Superintendent shall be provided with such facilities, equipment, supplies, and clerical assistance as appropriate to Superintendent's position and necessary for the adequate performance of Superintendent's duties.

5. **Evaluation** – Board shall discuss its working relationship with Superintendent and his job performance on an as-needed basis at regular or special meetings. At least once a year, a portion of the meeting shall be devoted to (a) formal criteria to be used to evaluate Superintendent, (b) oral and written evaluation of Superintendent's performance, (c) review of Superintendent's salary and benefits, and (d) discussion of goals and objectives for the succeeding year.

After reviewing the performance of Superintendent, based upon the agreed upon goals and objectives established for the school year, Board shall notify Superintendent in writing whether Superintendent has performed, in Board's judgment, satisfactorily or unsatisfactorily.

If Board concludes that Superintendent's performance is unsatisfactory, Board shall identify in writing specific areas where improvement is required, provide written recommendations for improvement, and notify Superintendent that another evaluation will be conducted within six months. Such written recommendations and specifications for improvement shall be provided within thirty (30) days of the date of the evaluation.

Failure of Board to conduct an evaluation under this section shall not prevent Board from acting to terminate the employment of Superintendent if Board determines, in its discretion, that such action is warranted.

6. **Devotion of Professional Services** – Superintendent shall give his exclusive professional services to District during the period of time such services are to be rendered except as otherwise provided in this Contract. However, Superintendent may undertake consultative professional work, engage in speaking for hire, write, lecture or engage in other professional undertakings, provided such activities do not, in the exclusive judgment of Board, tend to impair the effectiveness of Superintendent. Superintendent may retain any income, which may be derived therefrom.
7. **Health and Welfare Benefits; Holidays; and Sick Leave** – Superintendent shall be entitled to those benefits and paid holidays accorded to management personnel of District.

In addition, Superintendent shall be entitled to twelve (12) sick leave days per fiscal year or pro rata amount thereof based upon the accrual of one sick leave day for each full calendar month of service. Superintendent shall also be entitled to accumulate unused sick leave from year to year without limitation. Upon termination of this Agreement, Superintendent shall not be entitled to compensation for any unused sick leave.

Should Superintendent retire from District after fifteen (15) years of service, District agrees that it shall pay all premium costs for all such health, vision and dental insurance plans for Superintendent and his spouse until age sixty-five (65) or Medicare eligibility, whichever comes first. Upon reaching age 65 or enrollment in Medicare, whichever comes first, the District shall pay the premium costs for Medicare supplement insurance under the plans offered by a District recommended insurance broker and which match type of coverage offered under the existing plan at the time of leaving the District, as those plans may change from time to time.

Should Superintendent continue to be eligible for District provided health insurance benefits after Superintendent is no longer employed by District, and if Superintendent has moved from the geographical area where District's then current health insurance providers offer coverage, Superintendent may obtain alternative coverage and the District shall pay all premium costs up to the amount of the District's contribution toward health and welfare benefits for members of the certificated bargaining unit for the employee plus one dependent, as that amount may change from time to time.

8. **Transportation and Expenses** – Superintendent shall receive \$300 per month to use for the purpose of maintaining an automobile to be used by Superintendent in connection with the services required of Superintendent under this Agreement.

Superintendent shall be reimbursed for all travel and for all necessary non-travel expenses as provided in applicable District policies, rules and regulations. Such reimbursement shall include dues and other expenses associated with membership in a service club to be selected by Superintendent. District shall also pay on behalf of Superintendent expenses incurred in attendance for regional, state or national conferences, seminars, hearings or meetings which are devoted to matters that in Superintendent's judgment relate to the benefit and welfare of the District. District shall also pay Superintendent's expenses and dues for membership in professional organizations including the Association of California School Administrators (ACSA), the Association for Supervision and Curriculum Development (ASCD), and such other professional associations in which Superintendent may participate.

Superintendent is required to have a cell phone and shall be compensated at the rate of \$150 per month.

- 9 **Termination** – This Agreement may be terminated prior to its expiration date on any of the following basis:
- A. Superintendent may terminate Superintendent's obligations under this Agreement by giving the District at least thirty (30) days written notice in advance.
 - B. Board may elect not to renew this Agreement upon its expiration by providing written notice to Superintendent in accordance with Education Code section 35031 (currently 45 days prior notice) or other applicable provisions of law.
 - C. By mutual agreement of both parties at any time.
 - D. For cause, if Board determines that Superintendent has materially breached a term of this Agreement or has neglected to perform his/her duties under it. Prior to exercising this option, Board shall give Superintendent written notice of its intention with a statement of the specific acts and/or omissions that give rise to the proposed action.

No action shall be taken on a proposed termination for cause until Superintendent has had an opportunity to meet with Board to be heard by way of explanation and/or defense. Superintendent may be represented, at his/her expense, by counsel at the meeting.

Any decision to terminate for cause shall be effective upon the date determined by Board.

- E. At the sole discretion of Board upon a determination that it is in the best interest of the District to obtain a new Chief Administrative Officer, the Board shall have the option to unilaterally terminate this Agreement upon the provision of written notice to the Superintendent. Prior to exercising this option, Board shall give Superintendent an opportunity to meet with Board to discuss its intentions. However, no cause need be alleged or demonstrated other than Board's determination that such action is in the best interest of the District.

In the event Board exercises this option, Superintendent agrees to relinquish/waive any and all claims and/or legal actions against the District, including but not limited to any claims/actions under this Agreement, in exchange for an amount calculated by multiplying the number of months remaining on this Agreement by Superintendent's monthly salary (see Section 2), at the time of Board's decision. However, in no event shall the amount paid to Superintendent exceed an amount equivalent to twelve (12) months' salary.

10. **Indemnity** – In accordance with the provisions of Government Code §825 and §995, District shall defend Superintendent from any and all demands, claims, suits, actions, and legal proceedings brought against Superintendent in Superintendent's individual capacity, or official capacity as an agent and employee of District, provided that the incident giving rise to any such demand, claim, suit, action, or legal proceeding arose while Superintendent was acting within the scope of employment. Unless there is a finding of criminal action, actual fraud, corruption or actual malice, District shall hold harmless and indemnify Superintendent from any and all demands, claims, suits, actions, and legal proceedings brought against Superintendent in Superintendent's individual capacity or Superintendent's official capacity as an agent and employee of District, provided that the incident giving rise to any such demand, claim, suit, action, or legal proceeding arose while Superintendent was acting within a scope of Superintendent's employment. Such indemnification and hold harmless shall be for any and all claims arising out of or related to this Agreement and its provisions, duties and responsibilities of the Superintendent's job performance, including any extensions of this Agreement.
11. **Governing Laws/Severance** – This Agreement shall be construed in accordance with and governed by the laws of the State of California. Should any provision of this Agreement be found invalid by a court of competent jurisdiction, the remaining provisions of this Agreement shall nevertheless remain in full force and effect.
12. **Limitation on Cash Settlement Upon Termination** – Pursuant to the provisions of Government Code section 53260:
- A. In the event of termination of this Agreement for any reason, no cash settlement may be made in an amount which exceeds the salary remaining under the Agreement, or salary for 12 months, whichever is less.
- B. Notwithstanding the foregoing provisions of subsection A above, if Board, including an administrator appointed by the Superintendent of Public Instruction, terminates this Agreement, Board may not provide any cash or noncash settlement with Superintendent if

Board believes, and subsequently confirms, pursuant to an independent audit, that Superintendent has engaged in fraud, misappropriation of funds, or other illegal fiscal practices.

The foregoing provisions are a statutory limitation on the legal rights and authority of the parties and are not intended as a settlement commitment or guarantee by either party.

13. **Non-cash Benefits Upon Termination** – Pursuant to provisions of Government Code section 53261, in the event of termination of this Agreement for any reason, no non-cash benefit may be conferred in settlement except for employer-paid health benefits which may be provided for a period not to exceed the monthly period by which any cash settlement is measured. In any event, employer-paid health benefits shall be discontinued if and when Superintendent obtains other employment before the measuring period has expired.

The foregoing provisions are a statutory limitation on the legal rights and authority of the parties and are not intended as a settlement commitment or guarantee by either party.

14. **Abuse of Office Provisions.** In accordance with Government Code section 53243 et seq., and as a separate contractual obligation, if Superintendent receives a paid leave of absence or cash settlement and this Agreement is terminated for any reason, such paid leave or cash settlement shall be fully reimbursed to the District by Superintendent if Superintendent is convicted of a crime involving an abuse of office or the position of Superintendent. In addition, if District funds the criminal defense of Superintendent against charges involving abuse of office or position and Superintendent is then convicted of such charges, Superintendent shall fully reimburse the District all funds expended for Superintendent’s criminal defense. For purposes of this provision, “abuse of office or position” means either of the following: (a) an abuse of public authority, including, but not limited to, waste, fraud, and violation of the law under color of authority and (b) a crime against public justice, including but not limited to, a crime described in Title 7 (commencing with Section 92) of Part 1 of the Penal Code.
15. **Notification of Renewal** – Not later than 90 days prior to the termination date of this Agreement (including any amendments), Superintendent shall notify in writing each member of Board of the provisions of Education Code section 35031 and the fact that this Agreement is automatically renewed for a term of the same length as the one completed, under the same terms and conditions and with the same compensation, unless Board gives written notice of nonrenewal to Superintendent at least 45 days prior to its expiration.
16. **Modification** – This Agreement cannot be changed or supplemented orally, and may be modified or superseded only by a written instrument executed by both parties.
17. **Entire Agreement** – This Agreement constitutes the entire Agreement and understanding between the parties. There are no other oral understandings, terms, or conditions, and neither party has relied upon any representation, express or implied, not contained in this Agreement. All prior understandings, terms, conditions are deemed merged into this Agreement.
18. **Construction of Language** – The language in all parts of this Agreement shall be construed simply, according to its fair meaning and not strictly for or against either party.

- 19. **Successors and Assigns** – Both parties hereby agree and represent that this Agreement shall bind and benefit their heirs, successors, assigns, and each of them, and that each party has full power and authority to execute this Agreement.

This Agreement is executed at Pacific Grove, California.

 Ralph Gómez Porras, Ed.D.
 Superintendent

 Debbie Crandell, President
 PGUSD Board of Education

 Date

 Date

**PACIFIC GROVE UNIFIED SCHOOL DISTRICT
SUPERINTENDENT CONTRACT**

This Agreement is made on this 20th day of May 2021, by and between the Governing Board ("Board") of Pacific Grove Unified School District and Dr. Ralph Gómez Porras.

1. **Term** – This Employment Agreement ("Agreement") is made and entered into for the term commencing July 1, 2021 through June 30, 2024 by and between the Pacific Grove Unified School District, a public agency of the State of California ("District"), and Ralph Gómez Porras, an individual (referred to herein as "Superintendent").
2. **Salary** – Board agrees to pay Superintendent an annual compensation of \$241,213.18 payable in twelve (12) equal monthly installments retroactive to July 1, 2019 through June 30, 2020. Beginning July 1, 2020, the Board agrees to pay the Superintendent an annual compensation of \$241,213.18. The July 1, 2020 salary shall remain the same through the remaining term of this contract unless otherwise adjusted by the Board.

The Superintendent shall receive longevity increments in base salary beginning the first day of the fifth (5th), seventh (7th) and eleventh (11th) contractual work years, effective July 1, 2011. The increments shall be 2.5 % of base salary, as is available to all management personnel.

Board reserves the right to increase salary and/or benefits for any period of this Agreement. Board may deduct or withhold from Superintendent's salary any and all sums required for federal income taxes and all applicable federal, state, or local taxes and withholdings, including, if applicable, contributions to STRS, which are now applicable or become applicable in the future.

Superintendent shall receive, on an annual basis, a doctoral stipend of \$1,800.

Unless Superintendent and District mutually agree to a different amount for an annual increase to the Superintendent's salary, the Superintendent's salary may, at the discretion of the Governing Board, be increased each year by the same percentage increase or one time payment, if any, received by District's certificated bargaining unit.

3. **Workdays** – Superintendent shall work 225 days during each year (July 1st – June 30th). Days in excess of 225 should only be worked with prior agreement of Board or Board President. If excess workdays are performed, they shall be paid at per diem rate.
4. **Chief Administrative Official** – Board hereby employs Superintendent as the Superintendent of District, and Superintendent accepts employment as the Superintendent of District. In said capacity, Superintendent shall perform all services, acts, or things, necessary or advisable, to manage and conduct the business of District. Without limiting the foregoing, the Superintendent (or Superintendent's designee) shall perform the following duties:

Superintendent shall serve as the Chief Administrative Official of District, including administration of District's instructional program, business affairs, personnel services, and property management functions with the assistance of staff personnel. Superintendent shall have primary responsibility for the selection, assignment, transfer, dismissal, promotion and demotion of personnel subject to the approval of Board.

Superintendent shall review all policies under consideration by Board and make appropriate recommendations to Board.

Superintendent shall endeavor to maintain and improve Superintendent's professional competence by a variety of means, including, without implied limitation, subscription to and reading of appropriate periodicals, and joining and participating in appropriate professional associations and their activities.

Superintendent and members of Board shall keep each other apprised of criticisms and/or complaints regarding District operations or personnel, with the understanding that individual members will discuss these issues with Superintendent prior to public review.

Superintendent shall be provided with such facilities, equipment, supplies, and clerical assistance as appropriate to Superintendent's position and necessary for the adequate performance of Superintendent's duties.

5. **Evaluation** – Board shall discuss its working relationship with Superintendent and his job performance on an as-needed basis at regular or special meetings. At least once a year, a portion of the meeting shall be devoted to (a) formal criteria to be used to evaluate Superintendent, (b) oral and written evaluation of Superintendent's performance, (c) review of Superintendent's salary and benefits, and (d) discussion of goals and objectives for the succeeding year.

After reviewing the performance of Superintendent, based upon the agreed upon goals and objectives established for the school year, Board shall notify Superintendent in writing whether Superintendent has performed, in Board's judgment, satisfactorily or unsatisfactorily.

If Board concludes that Superintendent's performance is unsatisfactory, Board shall identify in writing specific areas where improvement is required, provide written recommendations for improvement, and notify Superintendent that another evaluation will be conducted within six months. Such written recommendations and specifications for improvement shall be provided within thirty (30) days of the date of the evaluation.

Failure of Board to conduct an evaluation under this section shall not prevent Board from acting to terminate the employment of Superintendent if Board determines, in its discretion, that such action is warranted.

6. **Devotion of Professional Services** – Superintendent shall give his exclusive professional services to District during the period of time such services are to be rendered except as otherwise provided in this Contract. However, Superintendent may undertake consultative professional work, engage in speaking for hire, write, lecture or engage in other professional undertakings, provided such activities do not, in the exclusive judgment of Board, tend to impair the effectiveness of Superintendent. Superintendent may retain any income, which may be derived therefrom.
7. **Health and Welfare Benefits; Holidays; and Sick Leave** – Superintendent shall be entitled to those benefits and paid holidays accorded to management personnel of District.

In addition, Superintendent shall be entitled to twelve (12) sick leave days per fiscal year or pro rata amount thereof based upon the accrual of one sick leave day for each full calendar month of service. Superintendent shall also be entitled to accumulate unused sick leave from year to year without limitation. Upon termination of this Agreement, Superintendent shall not be entitled to compensation for any unused sick leave.

Should Superintendent retire from District after fifteen (15) years of service, District agrees that it shall pay all premium costs for all such health, vision and dental insurance plans for Superintendent and his spouse until age sixty-five (65) or Medicare eligibility, whichever comes first. Upon reaching age 65 or enrollment in Medicare, whichever comes first, the District shall pay the premium costs for Medicare supplement insurance under the plans offered by a District recommended insurance broker and which match type of coverage offered under the existing plan at the time of leaving the District, as those plans may change from time to time.

Should Superintendent continue to be eligible for District provided health insurance benefits after Superintendent is no longer employed by District, and if Superintendent has moved from the geographical area where District's then current health insurance providers offer coverage, Superintendent may obtain alternative coverage and the District shall pay all premium costs up to the amount of the District's contribution toward health and welfare benefits for members of the certificated bargaining unit for the employee plus one dependent, as that amount may change from time to time.

8. **Transportation and Expenses** – Superintendent shall receive \$300 per month to use for the purpose of maintaining an automobile to be used by Superintendent in connection with the services required of Superintendent under this Agreement.

Superintendent shall be reimbursed for all travel and for all necessary non-travel expenses as provided in applicable District policies, rules and regulations. Such reimbursement shall include dues and other expenses associated with membership in a service club to be selected by Superintendent. District shall also pay on behalf of Superintendent expenses incurred in attendance for regional, state or national conferences, seminars, hearings or meetings which are devoted to matters that in Superintendent's judgment relate to the benefit and welfare of the District. District shall also pay Superintendent's expenses and dues for membership in professional organizations including the Association of California School Administrators (ACSA), the Association for Supervision and Curriculum Development (ASCD), and such other professional associations in which Superintendent may participate.

Superintendent is required to have a cell phone and shall be compensated at the rate of \$150 per month.

- 9 **Termination** – This Agreement may be terminated prior to its expiration date on any of the following basis:
- A. Superintendent may terminate Superintendent's obligations under this Agreement by giving the District at least thirty (30) days written notice in advance.
 - B. Board may elect not to renew this Agreement upon its expiration by providing written notice to Superintendent in accordance with Education Code section 35031 (currently 45 days prior notice) or other applicable provisions of law.
 - C. By mutual agreement of both parties at any time.
 - D. For cause, if Board determines that Superintendent has materially breached a term of this Agreement or has neglected to perform his/her duties under it. Prior to exercising this option, Board shall give Superintendent written notice of its intention with a statement of the specific acts and/or omissions that give rise to the proposed action.

No action shall be taken on a proposed termination for cause until Superintendent has had an opportunity to meet with Board to be heard by way of explanation and/or defense. Superintendent may be represented, at his/her expense, by counsel at the meeting.

Any decision to terminate for cause shall be effective upon the date determined by Board.

- E. At the sole discretion of Board upon a determination that it is in the best interest of the District to obtain a new Chief Administrative Officer, the Board shall have the option to unilaterally terminate this Agreement upon the provision of written notice to the Superintendent. Prior to exercising this option, Board shall give Superintendent an opportunity to meet with Board to discuss its intentions. However, no cause need be alleged or demonstrated other than Board's determination that such action is in the best interest of the District.

In the event Board exercises this option, Superintendent agrees to relinquish/waive any and all claims and/or legal actions against the District, including but not limited to any claims/actions under this Agreement, in exchange for an amount calculated by multiplying the number of months remaining on this Agreement by Superintendent's monthly salary (see Section 2), at the time of Board's decision. However, in no event shall the amount paid to Superintendent exceed an amount equivalent to twelve (12) months' salary.

10. **Indemnity** – In accordance with the provisions of Government Code §825 and §995, District shall defend Superintendent from any and all demands, claims, suits, actions, and legal proceedings brought against Superintendent in Superintendent's individual capacity, or official capacity as an agent and employee of District, provided that the incident giving rise to any such demand, claim, suit, action, or legal proceeding arose while Superintendent was acting within the scope of employment. Unless there is a finding of criminal action, actual fraud, corruption or actual malice, District shall hold harmless and indemnify Superintendent from any and all demands, claims, suits, actions, and legal proceedings brought against Superintendent in Superintendent's individual capacity or Superintendent's official capacity as an agent and employee of District, provided that the incident giving rise to any such demand, claim, suit, action, or legal proceeding arose while Superintendent was acting within a scope of Superintendent's employment. Such indemnification and hold harmless shall be for any and all claims arising out of or related to this Agreement and its provisions, duties and responsibilities of the Superintendent's job performance, including any extensions of this Agreement.
11. **Governing Laws/Severance** – This Agreement shall be construed in accordance with and governed by the laws of the State of California. Should any provision of this Agreement be found invalid by a court of competent jurisdiction, the remaining provisions of this Agreement shall nevertheless remain in full force and effect.
12. **Limitation on Cash Settlement Upon Termination** – Pursuant to the provisions of Government Code section 53260:
- A. In the event of termination of this Agreement for any reason, no cash settlement may be made in an amount which exceeds the salary remaining under the Agreement, or salary for 12 months, whichever is less.
- B. Notwithstanding the foregoing provisions of subsection A above, if Board, including an administrator appointed by the Superintendent of Public Instruction, terminates this Agreement, Board may not provide any cash or noncash settlement with Superintendent if

Board believes, and subsequently confirms, pursuant to an independent audit, that Superintendent has engaged in fraud, misappropriation of funds, or other illegal fiscal practices.

The foregoing provisions are a statutory limitation on the legal rights and authority of the parties and are not intended as a settlement commitment or guarantee by either party.

13. **Non-cash Benefits Upon Termination** – Pursuant to provisions of Government Code section 53261, in the event of termination of this Agreement for any reason, no non-cash benefit may be conferred in settlement except for employer-paid health benefits which may be provided for a period not to exceed the monthly period by which any cash settlement is measured. In any event, employer-paid health benefits shall be discontinued if and when Superintendent obtains other employment before the measuring period has expired.

The foregoing provisions are a statutory limitation on the legal rights and authority of the parties and are not intended as a settlement commitment or guarantee by either party.

14. **Abuse of Office Provisions.** In accordance with Government Code section 53243 et seq., and as a separate contractual obligation, if Superintendent receives a paid leave of absence or cash settlement and this Agreement is terminated for any reason, such paid leave or cash settlement shall be fully reimbursed to the District by Superintendent if Superintendent is convicted of a crime involving an abuse of office or the position of Superintendent. In addition, if District funds the criminal defense of Superintendent against charges involving abuse of office or position and Superintendent is then convicted of such charges, Superintendent shall fully reimburse the District all funds expended for Superintendent's criminal defense. For purposes of this provision, "abuse of office or position" means either of the following: (a) an abuse of public authority, including, but not limited to, waste, fraud, and violation of the law under color of authority and (b) a crime against public justice, including but not limited to, a crime described in Title 7 (commencing with Section 92) of Part 1 of the Penal Code.
15. **Notification of Renewal** – Not later than 90 days prior to the termination date of this Agreement (including any amendments), Superintendent shall notify in writing each member of Board of the provisions of Education Code section 35031 and the fact that this Agreement is automatically renewed for a term of the same length as the one completed, under the same terms and conditions and with the same compensation, unless Board gives written notice of nonrenewal to Superintendent at least 45 days prior to its expiration.
16. **Modification** – This Agreement cannot be changed or supplemented orally, and may be modified or superseded only by a written instrument executed by both parties.
17. **Entire Agreement** – This Agreement constitutes the entire Agreement and understanding between the parties. There are no other oral understandings, terms, or conditions, and neither party has relied upon any representation, express or implied, not contained in this Agreement. All prior understandings, terms, conditions are deemed merged into this Agreement.
18. **Construction of Language** – The language in all parts of this Agreement shall be construed simply, according to its fair meaning and not strictly for or against either party.

- 19. **Successors and Assigns** – Both parties hereby agree and represent that this Agreement shall bind and benefit their heirs, successors, assigns, and each of them, and that each party has full power and authority to execute this Agreement.

This Agreement is executed at Pacific Grove, California.

 Ralph Gómez Porras, Ed.D.
 Superintendent

 Board President
 PGUSD Board of Education

 Date

 Date

- | | |
|--|---|
| <input checked="" type="checkbox"/> Student Learning and Achievement | <input type="checkbox"/> Consent |
| <input type="checkbox"/> Health and Safety of Students and Schools | <input checked="" type="checkbox"/> Action/Discussion |
| <input type="checkbox"/> Credibility and Communication | <input type="checkbox"/> Information/Discussion |
| <input type="checkbox"/> Fiscal Solvency, Accountability and Integrity | <input type="checkbox"/> Public Hearing |

SUBJECT: Measure D – Approval of Purchase Orders for Materials

DATE: May 20, 2021

PERSON(S) RESPONSIBLE: Matt Kelly, Director of Facilities and Transportation

RECOMMENDATION:

The District Administration recommends the Board review and approve the listed material purchase orders for various Measure D projects.

BACKGROUND:

Material purchase orders are needed so the District can purchase “Owner Supplied, Contractor Installed” materials and in-house projects performed by the District’s Maintenance and Operations employees. Both of these methods of project delivery save the District money by avoiding contractor’s mark-ups on materials.

INFORMATION:

Staff is asking the Board to approve the following Purchase orders as a “Not to Exceed” price. The actual purchases will be brought back to the Board for ratification at the completion of each project. This purchase model allows for flexibility when constructing the project and allows staff to make changes to layout and materials without change orders. This is very similar to a design build model that allows staff to order the right materials as the project is opened up.

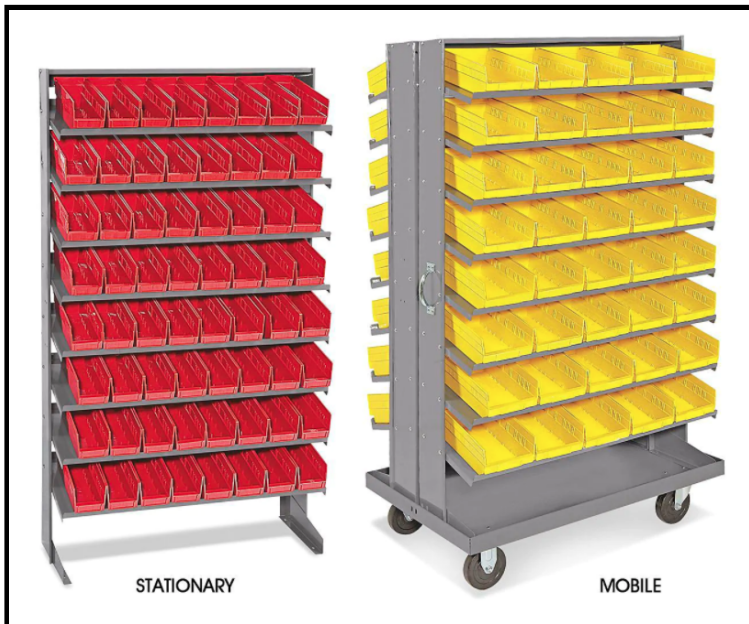
Moving forward with Measure D purchases staff is requesting that this be the approval model for material purchases. This model allows us to move forward on projects without stopping and requesting board approval prior to purchasing. It avoids delays to projects and allows us to complete in the short time frame we are usually allotted. In some cases the Board may see the same items being purchased from two different vendors. This is to allow for vendor flexibility of materials that may not be available, have long delivery times, or a better price. A general scope of purchases will be provided for pre-approval with the actual purchases being brought back at the end of the project.

FISCAL IMPACT:

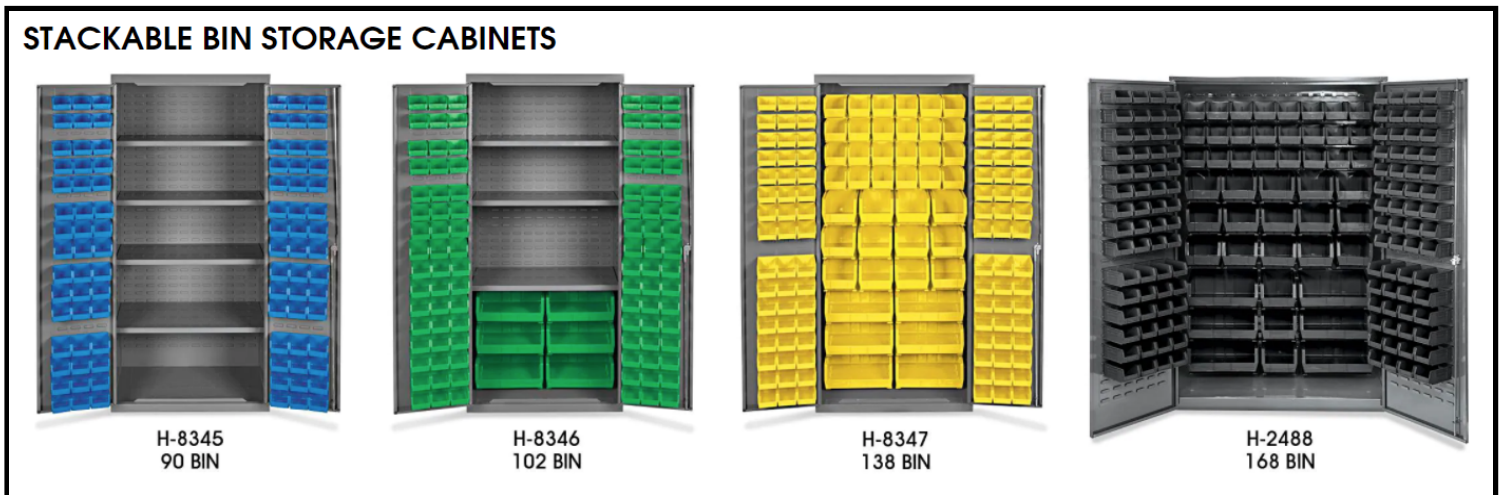
Amount of service, contract timeframe (2020-21 school year), name of funding source, was this item previously budgeted or a new cost

1. PO not to exceed \$7,500.00 to Home Depot for Purchasing Owner Furnished Contractor Installed materials for PGHS Culinary Improvements.
 - a. Purchase of a grease trap, utility sink, hot water circulation pump, and hot water heater.

2. PO not to exceed \$7,500.00 to Amazon for Purchasing Owner Furnished Contractor Installed materials for PGHS Culinary Improvements.
 - a. Purchase of a grease trap, utility sink, hot water circulation pump, and hot water heater.
3. PO in the amount of \$17,986.73 to Central Restaurant Products for Purchasing Owner Furnished Contractor Installed culinary equipment for PGHS Culinary Improvements.
4. PO not to exceed \$7,500.00 to Home Depot for Purchasing construction materials for Maintenance Shop Improvements
 - a. Purchase of general construction materials that includes lumber, hardware, electrical, plumbing, lighting, concrete, equipment, etc.
5. PO not to exceed \$2,500.00 to Ace Hardware for Purchasing construction materials for Maintenance Shop Improvements
 - a. Purchase of general construction materials that includes lumber, hardware, electrical, plumbing, lighting, concrete, etc.
6. PO not to exceed \$5,000.00 to Hayward Lumber for Purchasing construction materials for Maintenance Shop Improvements
 - a. Purchase of general construction materials that includes lumber, hardware, etc.
7. PO not to exceed \$5,000.00 to Amazon for Purchasing construction materials for Maintenance Shop Improvements
 - a. Purchase of general construction materials that includes lumber, hardware, electrical, plumbing, lighting, etc.
8. PO not to exceed \$5,000.00 to Waste Management for 20yd roll off dumpsters for Maintenance Shop Improvements
 - a. Dumpster will be used for demolition materials to be hauled off.
9. PO not to exceed \$25,000.00 to Uline for Maintenance Shop Improvements
 - a. Purchase of racking, bin organizers, and work tables.



STATIONARY GRAVITY SHELF BIN ORGANIZERS						
MODEL NO.	DESCRIPTION	SIZE W x H	WT. (LBS.)	PRICE EACH		ADD TO CART
				1	2+	
H-3892	Stationary Gravity	36 x 61"	51	\$221	\$211	<input type="text" value="1"/> ADD
<small>SHIPS UNASSEMBLED VIA MOTOR FREIGHT Limit 3.</small>						
STATIONARY GRAVITY SHELF BIN ORGANIZERS W/ SHELF BINS						
MODEL NO.	BIN SIZE W x L x H	BINS/ RACK	WT. (LBS.)	PRICE EACH		ADD TO CART
				1	2+	
H-3893	4 x 12 x 4"	64	75	\$302	\$292	Specify Color
H-3894	7 x 12 x 4"	40	69	292	281	Specify Color
<small>SHIPS UNASSEMBLED VIA MOTOR FREIGHT Limit 3.</small>						
MOBILE GRAVITY SHELF BIN ORGANIZERS						
MODEL NO.	DESCRIPTION	SIZE W x H	WT. (LBS.)	PRICE EACH		ADD TO CART
				1	2+	
H-3895	Mobile Gravity	39 x 68"	150	\$554	\$544	<input type="text" value="1"/> ADD
<small>SHIPS UNASSEMBLED VIA MOTOR FREIGHT Limit 3.</small>						
MOBILE GRAVITY SHELF BIN ORGANIZERS W/ SHELF BINS						
MODEL NO.	BIN SIZE W x L x H	BINS/ RACK	WT. (LBS.)	PRICE EACH		ADD TO CART
				1	2+	
H-3896	4 x 12 x 4"	128	193	\$685	\$665	Specify Color
H-3897	7 x 12 x 4"	80	186	655	634	Specify Color
<small>SHIPS UNASSEMBLED VIA MOTOR FREIGHT Limit 3.</small>						



STACKABLE BIN STORAGE CABINETS							BIN COLORS: Blue, Red, Green, White, Yellow, Clear or Black	
MODEL NO.	DESCRIPTION	NO. OF SHELVES	CABINET SIZE W x D x H	WT. (LBS.)	PRICE EACH		ADD TO CART	
					1	2+		
H-8344	Empty Cabinet	0	36 x 24 x 78"	273	\$968	\$880	<input type="text" value="1"/> ADD	
H-8345	90 Bin Cabinet	4		342	1,176	1,088	Specify Color	
H-8346	102 Bin Cabinet	3		345	1,198	1,110	Specify Color	
H-8347	138 Bin Cabinet	0		333	1,231	1,143	Specify Color	
H-2487	Empty Cabinet	0	48 x 24 x 78"	369	1,190	1,110	<input type="text" value="1"/> ADD	
H-4449	126 Bin Cabinet	3		464	1,505	1,425	Specify Color	
H-2488	168 Bin Cabinet	0		452	1,545	1,465	Specify Color	
<small>SHIPS ASSEMBLED VIA MOTOR FREIGHT</small>								

24" DEEP PALLET RACKS



96" HEIGHT				2-SHELF STARTER UNITS				ADD-ON UNITS				
MODEL NO.	DIMENSIONS W x D x H	BEAM HEIGHT	BEAM CAP. (LBS./PAIR)	PRICE EACH			ADD TO CART	MODEL NO.	PRICE EACH			ADD TO CART
				1	3	6+			1	3	6+	
H-8610	48 x 24 x 96"	2 3/4"	5,000	\$249	\$239	\$229	<input type="checkbox"/> ADD	H-8610-ADD	\$159	\$149	\$139	<input type="checkbox"/> ADD
H-8611	96 x 24 x 96"	4"		339	329	319	<input type="checkbox"/> ADD	H-8611-ADD	249	239	229	<input type="checkbox"/> ADD
H-8612	108 x 24 x 96"	4 1/2"		369	359	349	<input type="checkbox"/> ADD	H-8612-ADD	279	269	259	<input type="checkbox"/> ADD
H-8613	120 x 24 x 96"	5"	5,000	399	389	379	<input type="checkbox"/> ADD	H-8613-ADD	309	299	289	<input type="checkbox"/> ADD
H-8614	144 x 24 x 96"	6"		459	449	439	<input type="checkbox"/> ADD	H-8614-ADD	369	359	349	<input type="checkbox"/> ADD

SHIPS UNASSEMBLED VIA MOTOR FREIGHT

120" HEIGHT				2-SHELF STARTER UNITS				ADD-ON UNITS				
MODEL NO.	DIMENSIONS W x D x H	BEAM HEIGHT	BEAM CAP. (LBS./PAIR)	PRICE EACH			ADD TO CART	MODEL NO.	PRICE EACH			ADD TO CART
				1	3	6+			1	3	6+	
H-9249	48 x 24 x 120"	2 3/4"	5,000	\$289	\$279	\$269	<input type="checkbox"/> ADD	H-9249-ADD	\$179	\$169	\$159	<input type="checkbox"/> ADD
H-9250	96 x 24 x 120"	4"		379	369	359	<input type="checkbox"/> ADD	H-9250-ADD	269	259	249	<input type="checkbox"/> ADD
H-9251	108 x 24 x 120"	4 1/2"		409	399	389	<input type="checkbox"/> ADD	H-9251-ADD	299	289	279	<input type="checkbox"/> ADD
H-9252	120 x 24 x 120"	5"	5,000	439	429	419	<input type="checkbox"/> ADD	H-9252-ADD	329	319	309	<input type="checkbox"/> ADD
H-9253	144 x 24 x 120"	6"		499	489	479	<input type="checkbox"/> ADD	H-9253-ADD	389	379	369	<input type="checkbox"/> ADD

SHIPS UNASSEMBLED VIA MOTOR FREIGHT

144" HEIGHT				2-SHELF STARTER UNITS				ADD-ON UNITS				
MODEL NO.	DIMENSIONS W x D x H	BEAM HEIGHT	BEAM CAP. (LBS./PAIR)	PRICE EACH			ADD TO CART	MODEL NO.	PRICE EACH			ADD TO CART
				1	3	6+			1	3	6+	
H-9254	48 x 24 x 144"	2 3/4"	5,000	\$319	\$309	\$299	<input type="checkbox"/> ADD	H-9254-ADD	\$199	\$189	\$179	<input type="checkbox"/> ADD
H-9255	96 x 24 x 144"	4"		409	399	389	<input type="checkbox"/> ADD	H-9255-ADD	289	279	269	<input type="checkbox"/> ADD
H-9256	108 x 24 x 144"	4 1/2"		439	429	419	<input type="checkbox"/> ADD	H-9256-ADD	319	309	299	<input type="checkbox"/> ADD
H-9257	120 x 24 x 144"	5"	5,000	469	459	449	<input type="checkbox"/> ADD	H-9257-ADD	349	339	329	<input type="checkbox"/> ADD
H-9258	144 x 24 x 144"	6"		529	519	509	<input type="checkbox"/> ADD	H-9258-ADD	409	399	389	<input type="checkbox"/> ADD

SHIPS UNASSEMBLED VIA MOTOR FREIGHT



WELDED STEEL WORKBENCHES							
MODEL NO.	DIMENSIONS L x W	GAUGE	CAPACITY (LBS.)	WT. (LBS.)	PRICE EACH		ADD TO CART
					1	2+	
H-6223	48 x 30"	12	3,000	129	\$375	\$360	<input type="checkbox"/> ADD
H-3077	60 x 30"			150	390	375	<input type="checkbox"/> ADD
H-3078	72 x 30"			176	435	420	<input type="checkbox"/> ADD
H-3079	72 x 36"			195	465	445	<input type="checkbox"/> ADD
H-3626	96 x 36"			270	995	960	<input type="checkbox"/> ADD

SHIPS ASSEMBLED VIA MOTOR FREIGHT



STEEL TOP WORKSTATION WITH SQUARE EDGE					
MODEL NO.	DESCRIPTION	DIMENSIONS L x W	PRICE EACH		ADD TO CART
			1	2+	
H-6341	Starter Table	60 x 30"	\$495	\$480	<input type="checkbox"/> ADD
H-6342		72 x 30"	570	550	<input type="checkbox"/> ADD
H-5770		72 x 36"	620	600	<input type="checkbox"/> ADD
H-5771		96 x 36"	805	780	<input type="checkbox"/> ADD

SHIPS UNASSEMBLED VIA MOTOR FREIGHT



7750 Georgetown Rd • Indianapolis, IN 46268
Phone 800-222-5107 • Fax 800-882-0086

Quotation

ACTION/DISCUSSION F

Quotation# 11858216
Date 05/06/21
Customer# 200667
Page 1 of 3

PACIFIC GROVE USD
435 HILLCREST AVE
ATTN: ACCOUNTS PAYABLE
PACIFIC GROVE, CA 93950-4398

Ship To:
PACIFIC GROVE SCHOOL
615 SUNSET DR
ATTN: JENN ERICKSON
PACIFIC GROVE, CA 93950

Remit Payment To: PO Box 78070 Indianapolis, IN 46278-0070

Quote Date	Quote Expires	Payment Terms	Customer PO	Contact	
10/22/20	06/30/21	GOVT Net 15 Days		JEFF ERICKSON	
Product Consultant		Ship Via		Freight Terms	
Nathan Greider ext 8453		FEDEX GRD 3RD PTY #690993511		FOB ORIGIN/PREPAID AND ADD	
Item	Product/Description	Quantity	Price	U/M	Extension
1	821-038 PRE-RINSE W/12" ADD ON 8" CENTERS, BACKSPLASH	2	215.00	EA	430.00
2	671-740-L 60"WX30"D PREP TBLE SINK ON LFT, 16 GA S/S, S/S UNDRSHELF SINK LOCATION LEFT	2	1059.00	EA	2118.00
3	671-740-R 60"WX30"D PREP TBLE SINK ON RGHT, 16 GA S/S, S/S UNDRSHLF SINK LOCATION RIGHT	2	1059.00	EA	2118.00
4	671-321 72"WX30"D 5"RISER STALLION WORKTABLE, 16 GAUGE S/S TOP	4	799.00	EA	3196.00
5	671-37E JOHN BOOS 3B184-2D18 SINK, (3) 18"W X 18" FRONT-TO-	2	1528.86	EA	3057.72
6	671-Q82 ><JOHN BOOS ST6R5-2448SBK	2	565.76	EA	1131.52
Merchandise	Handling	Misc. Charge	Tax	Freight	Quote Total
					(Continued)

Accepted By (Printed): _____ Signature _____ Date: _____

By signing above you are agreeing all product and totals are accurate. If purchase is to be made via credit card, signature by cardholder is required indicating authorization to charge card and process order. All prices above are in US dollars. All payments to Central are required to be made in US dollars. **** Upon Receipt of your Merchandise **** Please inspect your delivery carefully. In the unfortunate event that something is damaged or has to be returned, please call your product consultant. Please save all shipping cartons and packaging. Claims must be reported within 5 days of receiving your delivery. All returns are subject to inspection before a credit is issued and may be assessed a restocking charge. Please return defective items promptly to avoid being charged for the replacement item. Custom manufactured, special orders and used items are not returnable.



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10/22/20	06/30/21	GOVT Net 15 Days		JEFF ERICKSON	
Product Consultant		Ship Via		Freight Terms	
Nathan Greider ext 8453		FEDEX GRD 3RD PTY #690993511		FOB ORIGIN/PREPAID AND ADD	
Item	Product/Description	Quantity	Price	U/M	Extension
	WORK TABLE, 48"W X 24"D, 16/30				
7	671-289 72"WX24"D STALLION WRKTABLE 16 GAUGE S/S TOP	4	555.14	EA	2220.56
8	821-055 12" LL SWING NOZZLE DECKMOUNT 8" CENTERS, LEVER HANDLES	4	129.86	EA	519.44
9	671-279 DOUBLE OVERSHELF, 72"WX12"D ECONOMY, 18 GAUGE S/S	4	223.05	EA	892.20
10	671-278 DOUBLE OVERSHELF, 60"WX12"D ECONOMY, 18 GAUGE S/S	4	214.02	EA	856.08
11	#_WWW.CENTRALRESTAURANT.COM_ SHOP ONLINE 24HRS PER DAY WE'RE ALWAYS OPEN! THIS ORDER SHIPS FREE FREIGHT. FREE FREIGHT DOES NOT INCLUDE LIFT GATE OR	1	0.00	EA	0.00
Merchandise	Handling	Misc. Charge	Tax	Freight	Quote Total
					(Continued)

Accepted By (Printed): _____ Signature _____ Date: _____

By signing above you are agreeing all product and totals are accurate. If purchase is to be made via credit card, signature by cardholder is required indicating authorization to charge card and process order. All prices above are in US dollars. All payments to Central are required to be made in US dollars. **** Upon Receipt of your Merchandise **** Please inspect your delivery carefully. In the unfortunate event that something is damaged or has to be returned, please call your product consultant. Please save all shipping cartons and packaging. Claims must be reported within 5 days of receiving your delivery. All returns are subject to inspection before a credit is issued and may be assessed a restocking charge. Please return defective items promptly to avoid being charged for the replacement item. Custom manufactured, special orders and used items are not returnable.



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Nathan Greider ext 8453		FEDEX GRD 3RD PTY #690993511		FOB ORIGIN/PREPAID AND ADD	
Item	Product/Description	Quantity	Price	U/M	Extension
	INSIDE DELIVERY. CUSTOMER RESPONSIBLE FOR RECEIVING, UNLOADING, INSPECTING, AND INSTALLING EQUIPMENT. ** Building Relationships...One Order at a Time! **				
Merchandise	Handling	Misc. Charge	Tax	Freight	Quote Total
16,539.52	0.00	0.00	1,447.21	0.00	17,986.73

Accepted By (Printed): _____ **Signature** _____ **Date:** _____

By signing above you are agreeing all product and totals are accurate. If purchase is to be made via credit card, signature by cardholder is required indicating authorization to charge card and process order. All prices above are in US dollars. All payments to Central are required to be made in US dollars. **** Upon Receipt of your Merchandise **** Please inspect your delivery carefully. In the unfortunate event that something is damaged or has to be returned, please call your product consultant. Please save all shipping cartons and packaging. Claims must be reported within 5 days of receiving your delivery. All returns are subject to inspection before a credit is issued and may be assessed a restocking charge. Please return defective items promptly to avoid being charged for the replacement item. Custom manufactured, special orders and used items are not returnable.

PGUSD

*** Central is OPEN until 8:00 pm (Eastern Time) ***

- | | |
|--|---|
| <input checked="" type="checkbox"/> Student Learning and Achievement | <input type="checkbox"/> Consent |
| <input type="checkbox"/> Health and Safety of Students and Schools | <input checked="" type="checkbox"/> Action/Discussion |
| <input type="checkbox"/> Credibility and Communication | <input type="checkbox"/> Information/Discussion |
| <input type="checkbox"/> Fiscal Solvency, Accountability and Integrity | <input type="checkbox"/> Public Hearing |

SUBJECT: Contract for Services to Steele Tape Construction for Pacific Grove High School Culinary Room Improvements

DATE: May 20, 2021

PERSON(S) RESPONSIBLE: Matt Kelly, Director of Facilities and Transportation

RECOMMENDATION:

The District Administration recommends the Board review and approve contract of services for \$24,000.00 to Steele Tape Construction for demolition, plumbing, framing, and equipment installation work at the Pacific Grove High School Culinary room improvements.

BACKGROUND:

Last year, PGHS Culinary purchased replacement ranges, hoods, and exhaust fans using CTEIG funding totaling \$34,121.57. The existing ranges were installed in 2001 and were in need of major repair for the class to function. In addition, the existing ranges and hoods were located in the center of the room blocking line of site on students and creating classroom management issue.

For this project, the ranges and roods will be moved to the exterior walls of the classroom and opening up the center of the room. The new equipment transforms the class into a Culinary Arts room from a Home Economics room.

INFORMATION:

Steele Tape Construction's scope includes demolition and removal of existing equipment and cabinetry, plumbing, gas, extending a wall opening, installation of owner furnished culinary equipment.

FISCAL IMPACT:

\$24,000.00 from Measure D. Work will begin on or around June 1, 2021 and is anticipated to complete in 3-5 weeks at different times throughout the summer.

Bid Results

	Steele Tape Construction		
Base Bid	\$24,000.00		

Note: No Other Bidders Responded

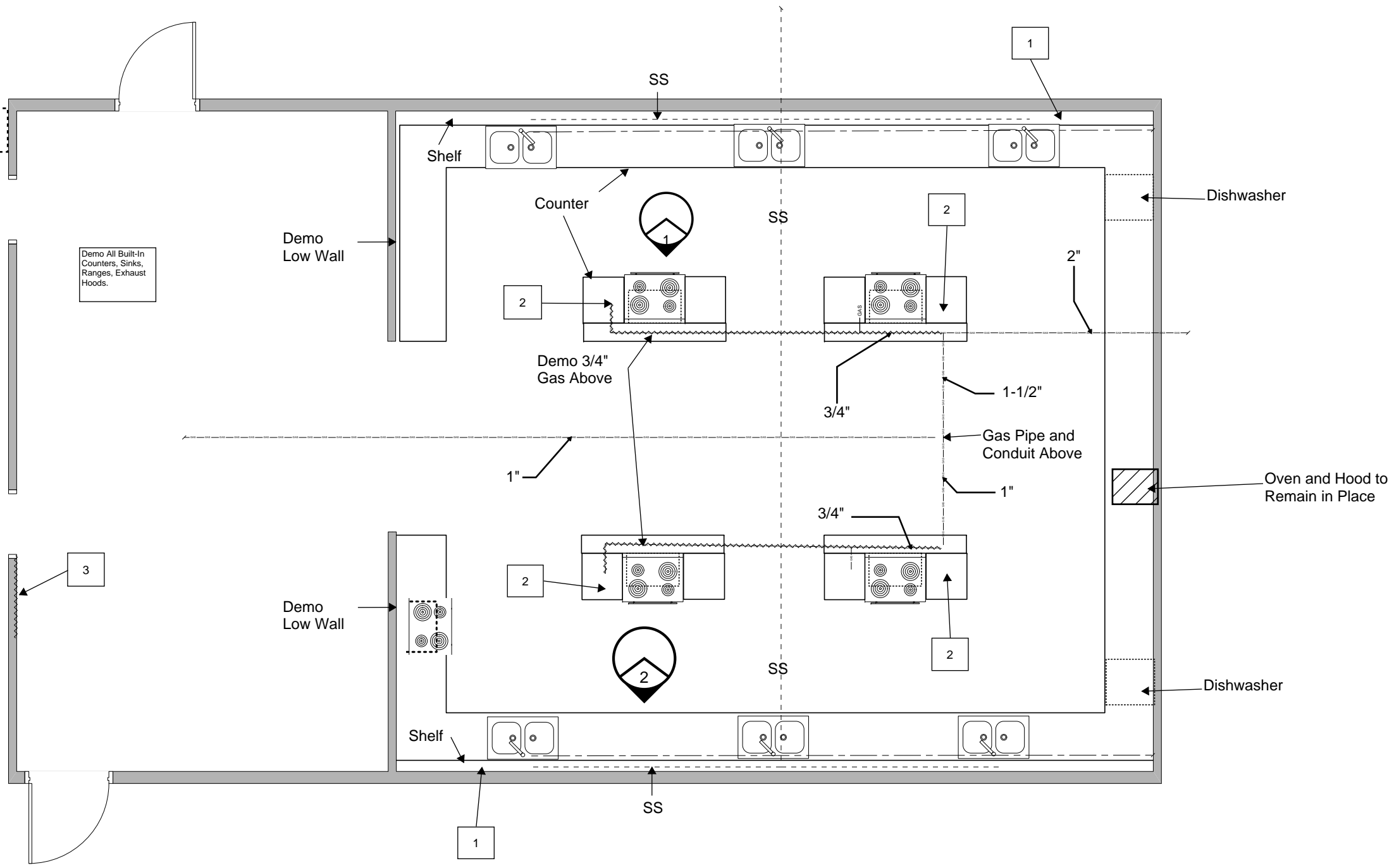
Overall Budget

PGHS Culinary Room Improvements \$100,000.00

Richard Petty Electric	\$24,350.00
Steele Tape Construction	\$24,000.00
Satellite Painting	\$13,200.00
Flooring (Re-Bid)**	
Home Depot (Budget)	\$7,500.00
Central Restaurant Supply	\$17,986.73
Total	\$87,036.73
Remainder in Budget	\$12,963.27

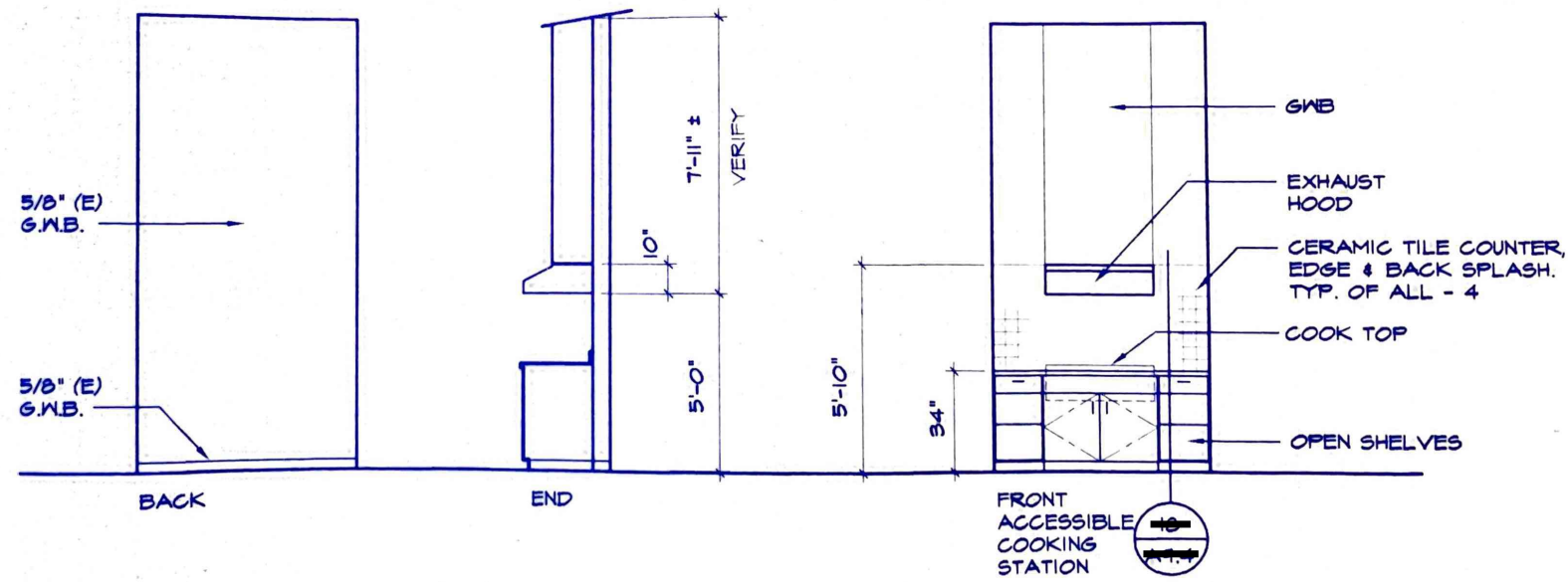
**Flooring bid came in high. This portion will be re-bid and brought to the Board for approval on June 3, 2021.

Remove Existing sink, cabinet, and galvanized plumbing in Storage Room.

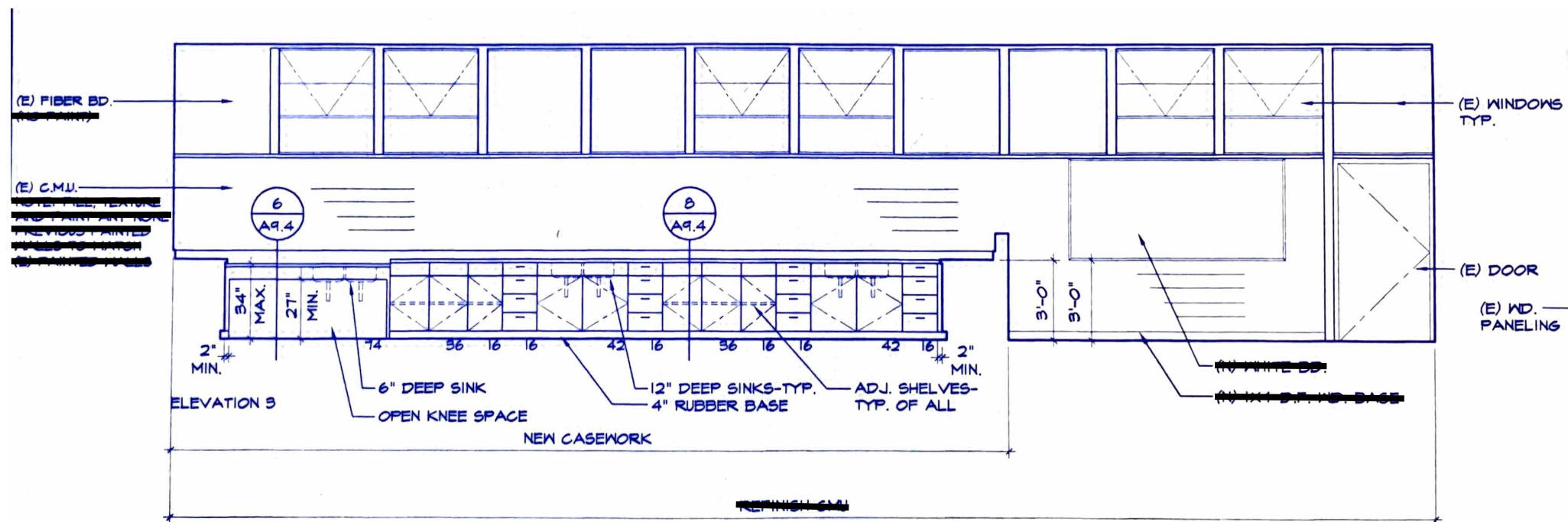


Demo All Built-In Counters, Sinks, Ranges, Exhaust Hoods.

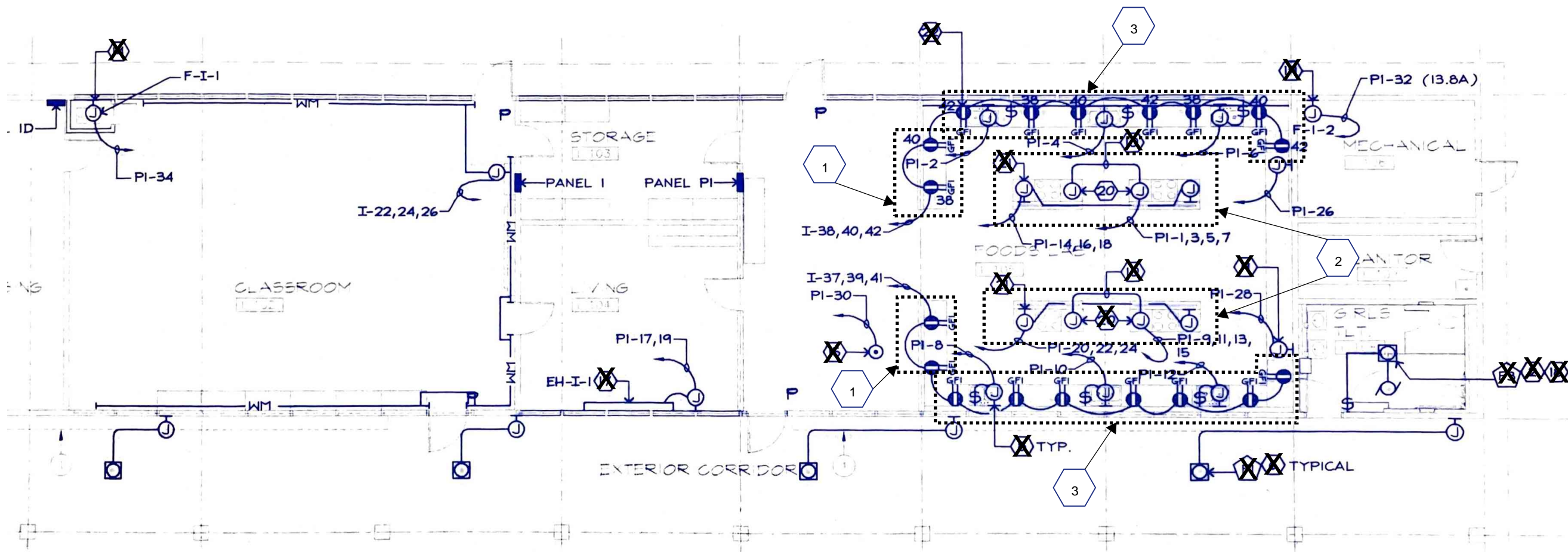
- 1 Plumbing and Electrical Conduit Located in Chase. Demo and install new copper chilled and hotwater lines and PVC venting line. Secure on wall. If needed place electrical in new 3/4" Rigid Conduit.
- 2 Patch and repair roof and ceiling.
- 3 Remove 3'-0" of wall to 6'-0" high from door frame



Existing Range and Vent Structure to be Removed

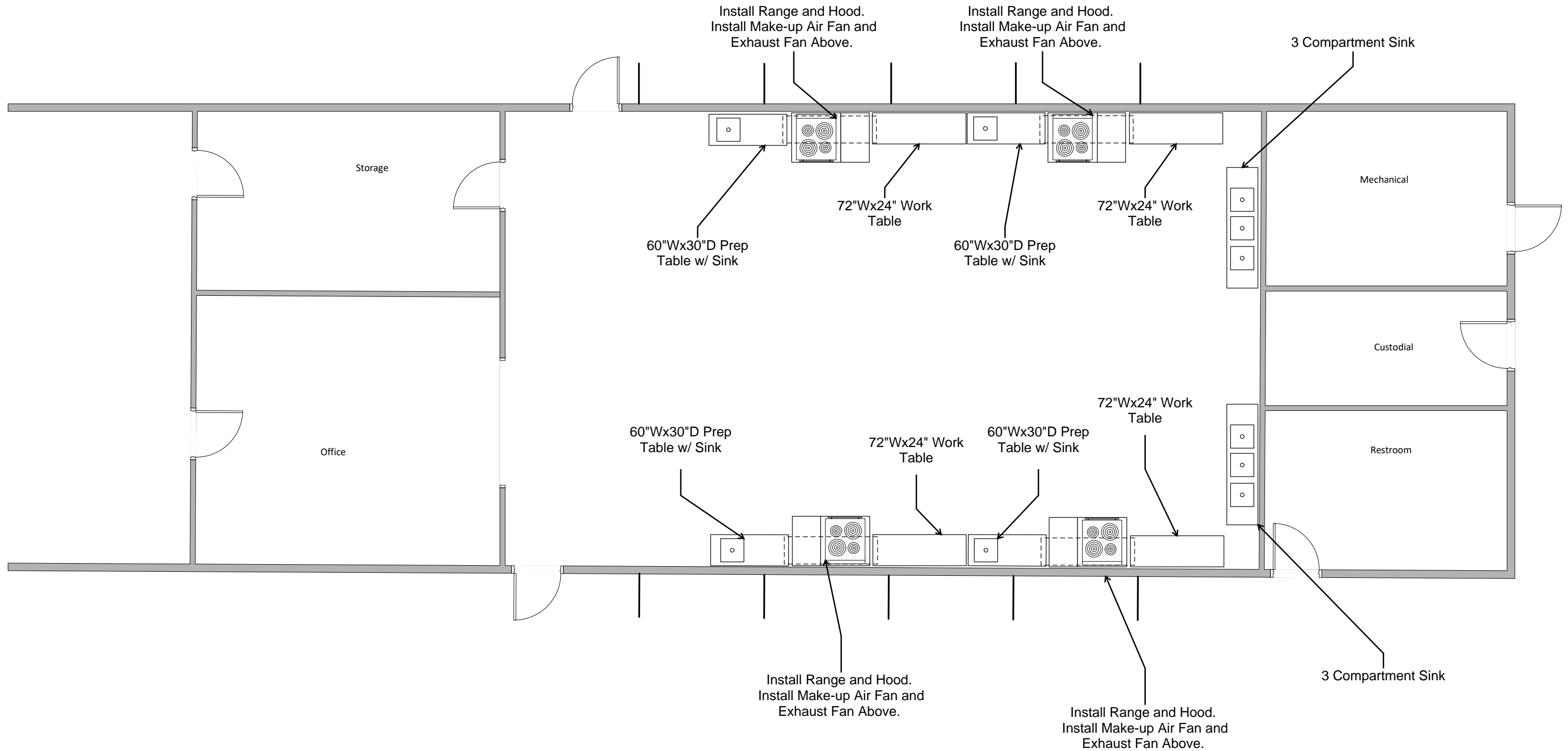


Existing Cabinetry and sinks to be removed. Typical at all counters.








- 1 Remove Existing Electrical
- 2 Remove Existing Electrical at Range and Vent Structure. Install new wire and conduit to new range, hood, exhaust fan, and make-up fan.
- 3 Remove Ex GFI's and Replace with new on wall at counter height.(Typical). Install new 3/4" Rigid Conduit to GFI's

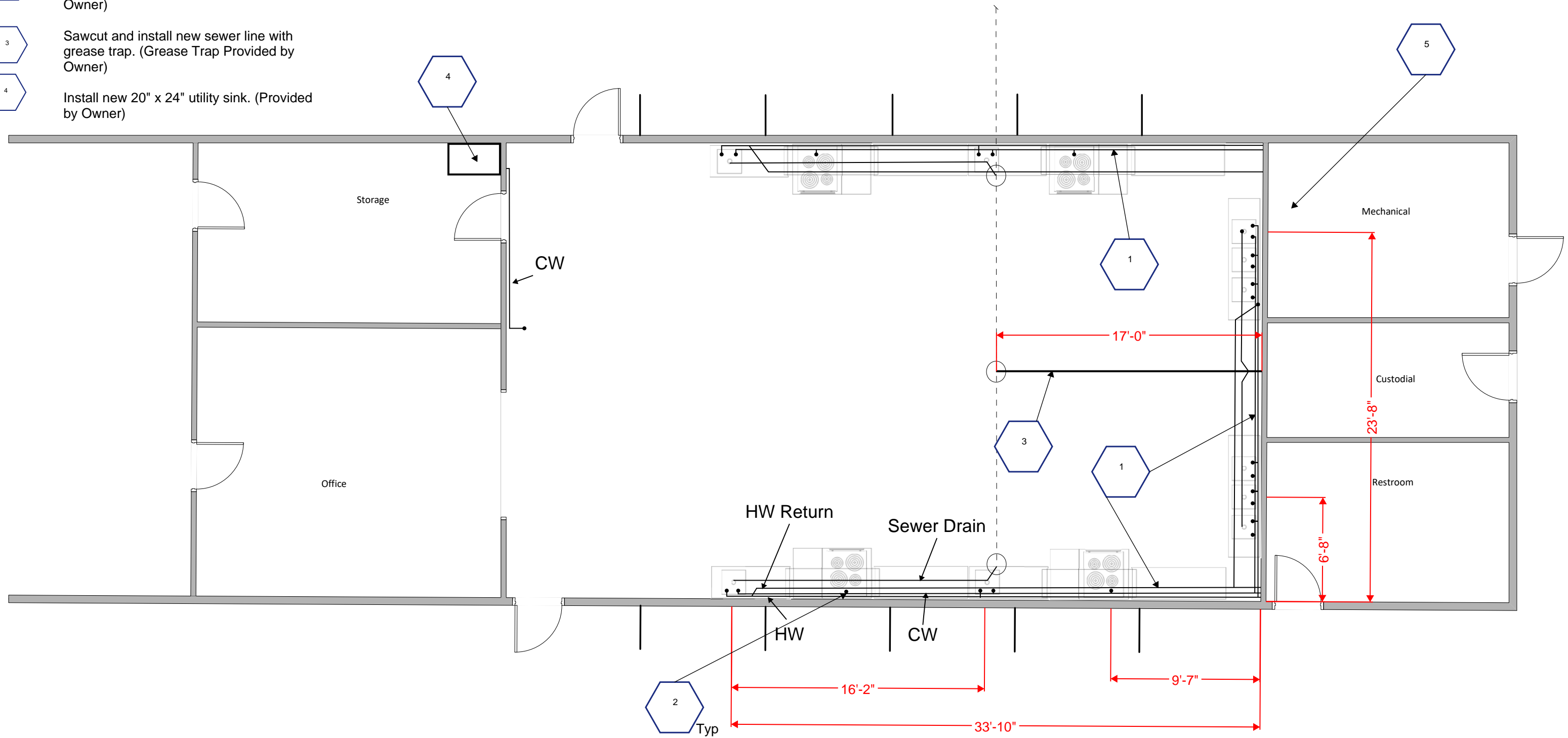
Electrical Plans



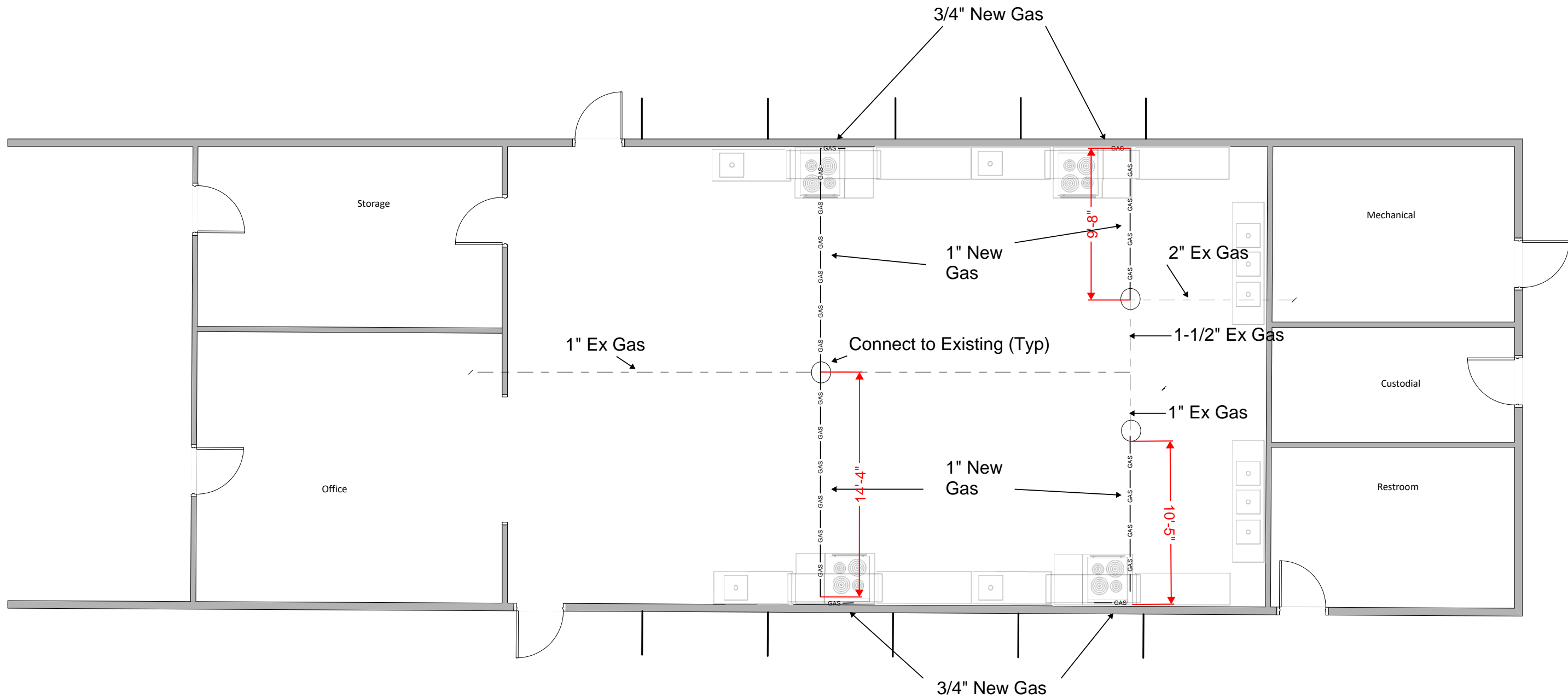
Proposed Layout

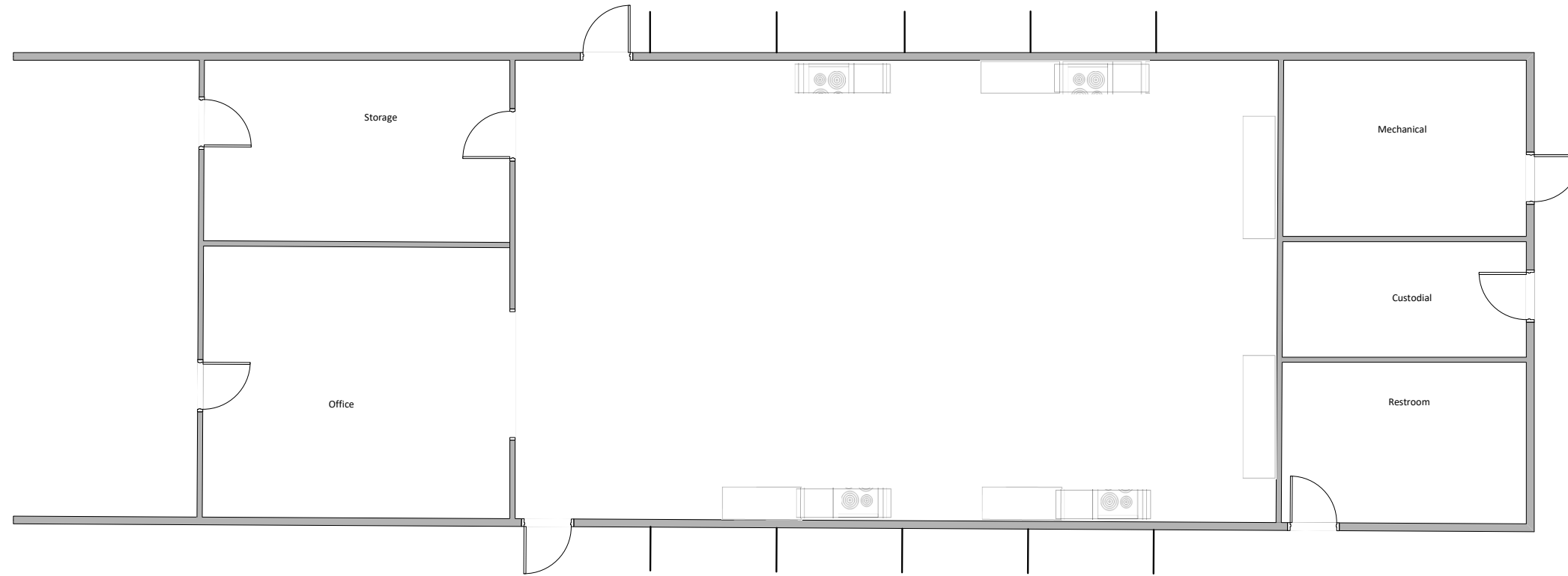
-  Install new copper water, venting, and drain. Tie sewer and water to exiting,
-  Install Stainless Steel pot filler from CW @ 18" above range top. (Provided By Owner)
-  Sawcut and install new sewer line with grease trap. (Grease Trap Provided by Owner)
-  Install new 20" x 24" utility sink. (Provided by Owner)

-  Install Circulation Pump (Provided by Owner)



Plumbing Plan





AGREEMENT BETWEEN OWNER AND CONTRACTOR

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

Steele Tape Construction	CA License # 643289		
CONTRACTOR	SOCIAL SECURITY NUMBER BUSINESS ID # LICENSE #		
195 Grandview Street	Seaside	Ca	93955
MAILING ADDRESS	CITY	STATE	ZIP

hereinafter referred to as CONTRACTOR.

WITNESSETH: That the Contractor and the Owner for the consideration hereinafter named agree as follows:

Article I. **SCOPE OF WORK.** The Contractor agrees to furnish all labor, equipment and materials, including tools, implements, and appliances required, and to perform all the Work in a good and workmanlike manner, free from any and all liens and claims from mechanics, material suppliers, subcontractors, artisans, machinists, teamsters, freight carriers, and laborers required for:

Pacific Grove High School Culinary Improvements
615 Sunset Blvd
Pacific Grove, CA 93950

Article II. **CONTRACT DOCUMENTS.** The Contractor and the Owner agree that all of the documents provided by Owner form the Contract Documents which form the Contract.

Article III. **TIME TO COMPLETE.** Services shall begin on or about June 03, 2021 and shall be completed on or before October 30, 2021.

Article IV. **PAYMENT AND RETENTION.** The Owner agrees to pay the Contractor in current funds twenty four thousand 0/100 dollars (\$24,000.00) for work satisfactorily performed after receipt of properly documented and submitted Applications for Payment and to make payments on account thereof.

Unless otherwise stated in the Contract Documents, within thirty (30) days after receipt of an undisputed and properly submitted Application for Payment, Contractor shall be paid a sum equal to ninety-five percent (95%) of the undisputed value of the Work performed up to the last day of the previous month, less the aggregate of previous payments; and Owner shall retain the other five percent (5%) of the undisputed value of the Work. The value of the Work completed

shall be an estimate only, no inaccuracy or error in said estimate shall operate to release the Contractor, or any bondsman, from damages arising from such Work or from enforcing each and every provision of this Contract, and the Owner shall have the right subsequently to correct any error made in any estimate for payment. Contractor shall base an Application for Payment only on the original Contract Sum plus any fully executed and Board-approved Change Orders. Contractor shall not include Notices of Potential Claims, CORs, Claims or disputed amounts.

The Contractor shall not be entitled to have any payment requests processed, or be entitled to have any payment made for work performed, so long as any lawful or proper direction given by the Owner concerning the Work, or any portion thereof, remains uncomplished with. Payment shall not be a waiver of any such direction.

Source of Funds: Measure D

Article V. **CHANGES.** Changes in this Agreement or in the Work to be done under this Agreement shall be made as provided below.

A change order (CO) is a written instrument signed by the Owner and the Contractor, and approved by the Owner's Governing Board, stating the agreement of Owner and Contractor upon all of the following:

- A. A change in the Work;
- B. The amount of the adjustment in the Contract Sum, if any; and
- C. The extent of the adjustment in the Contract Time, if any.

Unless expressly stated otherwise in the CO, any CO executed by Owner and Contractor constitutes and includes full and complete money and time (including but not limited to, adjustments to money and time) for all costs and effects caused by any of the changes described within it. Unless expressly stated otherwise in the CO, in consideration for the money received for the changes described in the CO, Contractor waives all Claims for all costs and effects caused by any of the changes, including but not limited to labor, equipment, materials, delay, extra work, overhead (home and field), profit, direct costs, indirect costs, acceleration, disruption, impaired productivity, time extensions, and any the costs and effects on Subcontractors and suppliers of any tier.

A Construction Change Directive (CCD) is a written unilateral order signed by the Owner directing a change in the Work and stating an adjustment, if any, in the Contract Sum or Contract Time, or both. The Owner may by CCD, without invalidating the Contract, order changes in the Work within the general scope of the Contract consisting of additions, deletions, or other revisions.

A CCD shall be used in the absence of agreement on the terms of a CO. If Contractor disagrees with the terms of a CCD, it shall nevertheless perform the work directed by the CCD, but it may pursue the Notice of Potential Change if Contractor believes it is entitled to changes in the Contract Sum or Contract Time.

Article VI. **TERMINATION.** Contractor may only terminate for cause if the Work is stopped by others for a period of one hundred eighty (180) consecutive days through no act or fault of the Contractor, a Subcontractor of any tier, their agents or employees, or any other persons performing portions of the Work for whom the Contractor is contractually responsible, **and** the Work was stopped by others for one of the following reasons: (A) Issuance of an order of a court or other public authority having jurisdiction which requires Owner to stop all Work; or (B) an act of government, such as a declaration of national emergency, making material unavailable which requires Owner to stop all Work. If such grounds exist, the Contractor may serve written notice of such grounds on Owner and demand a meet-and-confer conference to negotiate a resolution in good faith within twenty (20) days of Owner's receipt of such notice. If such conference does not lead to resolution and the grounds for termination still exist, Contractor may terminate the Contract and recover from the Owner payment for Work executed and for reasonable verified costs with respect to materials, equipment, tools, construction equipment, and machinery, including reasonable overhead, profit, and damages for the Work executed, but excluding overhead (field and home office) and profit for (i) Work not performed and (ii) the period of time that the Work was stopped.

The Owner may terminate the Contract if the Contractor:

- A. Refuses or fails to supply enough properly skilled workers or proper materials, or refuses or fails to take steps to adequately prosecute the Work toward Completion within the Contract Time;
- B. Fails to make payment to Subcontractors for materials or labor in accordance with Public Contract Code section 10262 or Business and Professions Code section 7108.5, as applicable;

- C. Violates Labor Code section 1771.1(a), subject to the provisions of Labor Code section 1771.1(f);
- D. Disregards laws, ordinances, rules, regulations, or orders of a public authority having jurisdiction; or
- E. Otherwise is in breach of the Contract Documents.

Article VII. **WORKING HOURS.** In accordance with the provisions of Sections 1810 to 1815, inclusive, of the Labor Code of the State of California, which are hereby incorporated and made a part hereof, the time of service of any worker employed by the Contractor or a Subcontractor doing or contracting to do any part of the Work contemplated by this Agreement is limited and restricted to eight hours during any one calendar day and forty hours during any one calendar week, provided, that work may be performed by such employee in excess of said eight hours per day or forty hours per week provided that compensation for all hours worked in excess of eight hours per day, and forty hours per week, is paid at a rate not less than one and one-half (1½) times the basic rate of pay. The Contractor and every Subcontractor shall keep an accurate record showing the name of and the actual hours worked each calendar day and each calendar week by each worker employed by them in connection with the Work. The records shall be kept open at all reasonable hours to inspection by representatives of the Owner and the Division of Labor Law Enforcement. The Contractor shall as a penalty to the Owner forfeit Twenty-five Dollars (\$25.00) for each worker employed in the execution of this Agreement by the Contractor or by any subcontractor for each calendar day during which such worker is required or permitted to work more than eight hours in any one calendar day, and forty hours in any one calendar week, except as herein provided.

Article VIII. **INDEMNIFICATION AND INSURANCE.** The Contractor will defend, indemnify and hold harmless the Owner, its governing board, officers, agents, trustees, employees and others as provided in the General Conditions.

By this statement the Contractor represents that it has secured the payment of Workers' Compensation in compliance with the provisions of the Labor Code of the State of California and during the performance of the work contemplated herein will continue so to comply with said provisions of said Code. The Contractor shall supply the Owner with certificates of insurance evidencing that Workers' Compensation Insurance is in effect and providing that the Owner will receive thirty (30) days' notice of cancellation.

Contractor shall provide the insurance set forth in the General Conditions. The amount of general liability insurance shall be \$1,000,000.00 per occurrence for bodily injury, personal injury and property damage and the amount of automobile liability insurance shall be \$1,000,000.00 per accident for bodily injury and property damage combined single limit.

Article IX. **ENTIRE AGREEMENT.** The Contract constitutes the entire agreement between the parties relating to the Work, and supersedes any prior or contemporaneous agreement between the parties, oral or written, including the Owner's award of the Contract to Contractor, unless such agreement is expressly incorporated herein. The Owner makes no representations or warranties, express or implied, not specified in the Contract. The Contract

is intended as the complete and exclusive statement of the parties' agreement pursuant to Code of Civil Procedure section 1856.

Article X. **EXECUTION OF OTHER DOCUMENTS.** The parties to this Agreement shall cooperate fully in the execution of any and all other documents and in the completion of any additional actions that may be necessary or appropriate to give full force and effect to the terms and intent of the Contract.

Article XI. **EXECUTION IN COUNTERPARTS.** This Agreement may be executed in counterparts such that the signatures may appear on separate signature pages. A copy, or an original, with all signatures appended together, shall be deemed a fully executed Agreement.

Article XII. **BINDING EFFECT.** Contractor, by execution of this Agreement, acknowledges that Contractor has read this Agreement and the other Contract Documents, understands them, and agrees to be bound by their terms and conditions. The Contract shall inure to the benefit of and shall be binding upon the Contractor and the Owner and their respective successors and assigns.

Article XIII. **SEVERABILITY; GOVERNING LAW; CHOICE OF FORUM.** If any provision of the Contract shall be held invalid or unenforceable by a court of competent jurisdiction, such holding shall not invalidate or render unenforceable any other provision hereof. The Contract shall be governed by the laws of the State of California. Any action or proceeding seeking any relief under or with respect to this Agreement shall be brought solely in the Superior Court of the State of California for the County of Monterey, subject to transfer of venue under applicable State law, provided that nothing in this Agreement shall constitute a waiver of immunity to suit by Owner.

Article XIV. **AMENDMENTS.** The terms of the Contract shall not be waived, altered, modified, supplemented or amended in any manner whatsoever except by written agreement, including change orders, signed by the parties and approved or ratified by the Governing Board.

Article XV. **ASSIGNMENT OF CONTRACT.** The Contractor shall not assign or transfer by operation of law or otherwise any or all of its rights, burdens, duties or obligations without the prior written consent of the surety on the payment bond, the surety on the performance bond and the Owner.

Article XVI. **WRITTEN NOTICE.** Written notice shall be deemed to have been duly served if delivered in person to the individual or member of the firm or to an officer of the corporation

for whom it was intended, or if delivered at or sent by registered or certified or overnight mail to the last business address known to the person who gives the notice.

(CONTRACTOR)

(OWNER)

Board Approved May 20, 2021

SIGNED BY (Contractor) Date

Assistant Superintendent Date

CALIFORNIA CONTRACTOR'S
LICENSE NO.

Director of Human Resources Date

LICENSE EXPIRATION DATE

Site/Program Administrator Date

NOTE: Contractor must give the full business address of the Contractor and sign with Contractor's usual signature. Partnerships must furnish the full name of all partners and the Agreement must be signed in the partnership name by a general partner with authority to bind the partnership in such matters, followed by the signature and designation of the person signing. The name of the person signing shall also be typed or printed below the signature. Corporations must sign with the legal name of the corporation, followed by the name of the state of incorporation and by the signature and designation of the chairman of the board, president or any vice president, and then followed by a second signature by the secretary, assistant secretary, the chief financial officer or assistant treasurer. All persons signing must be authorized to bind the corporation in the matter. The name of each person signing shall also be typed or printed below the signature. Satisfactory evidence of the authority of the officer signing on behalf of a corporation shall be furnished.

Steele Tape construction

1945 GRANDVIEW ST
 SEASIDE CA 93955
 Lic # 643289

Phone # 831-682-0470
 Fax # 831-899-2625
 E-mail capsteele@sbcglobal.net

Proposal

Date	Estimate #
5/12/2021	475

Property Address

<p>Name / Address</p> <p>MATT KELLY PACIFIC GROVE HIGH SCHOOL CULINARY IMPROVEMENTS</p>

Description	Total
<p>KITCHEN REMODEL DEMO AND REMODEL JOB- SCOPE OF WORK= DEMO 4 EXISTING STOVE /OVEN COMBOS COMPLETE DEMO INCLUDING HOODS/TILE /PATCH ROOF,CEILING AS NEEDED. DEMO ALL BUILT IN EXISTING SINKS AND COUNTERTOPS DOWN TO FLOOR. REMOVE EXISTING SINK,CABINET AND GALVANIZED PLUMBING IN STORAGE ROOM DEMO 3 FT OF WALL TO 6 FT HI IN OFFICE AREA. DEMO EXISTING PLUMBING AND ELECTRICAL IN CHASE AS NEEDED DEMO 2 EXISTING LOW WALLS. REMOVE ALL DEBRIS FROM JOB SITE</p> <p>SCOPE OF WORK=INSTALL NEW COPPER .WATER,VENTING, DRAINS TIE SEWER AND WATER TO EXISTING SAWCUT AND INSTALL NEW SEWER LINE WITH GREASE TRAP[SCHOOL DISTRICT TO PROVIDE] INSTALL 4 NEW OVEN/BROILER/BURNERS WITH HOODS TRIM OUT OPENING IN DOORWAY WITH TRIM INSTALL NEW GAS LINES AS NEEDED FOR STOVES INSTALL NEW 20 BY 24 INCH UTILITY SINK INSTALL 18 IN SS "POT FILLER" ABOVE RANGE TOP 18" HI INSTALL NEW SINK IN STORAGE ROOM INSTALL HOODS AND ROOF EXAUSTS</p> <p>THIS BID IS FOR LABOR AND INCIDENTAL MATERIALS NEED TO COMPLETE MY SCOPE OF</p>	<p>24,000.00</p>

Please sign, date and return.
 I hereby authorize the above information and am an authorized agent. Signed _____
 Date _____ FAX: 831-899-2625

	Total
--	--------------

Steele Tape construction

1945 GRANDVIEW ST
 SEASIDE CA 93955
 Lic # 643289

Phone # 831-682-0470
 Fax # 831-899-2625
 E-mail capsteele@sbcglobal.net

Proposal

Date	Estimate #
5/12/2021	475

Property Address

<p>Name / Address</p> <p>MATT KELLY PACIFIC GROVE HIGH SCHOOL CULINARY IMPROVEMENTS</p>

Description	Total
WORK DISTRICT TO PROVIDE ALL SINKS,STOVES ETC... TOTAL BID IS 24,000	

Please sign, date and return.
 I hereby authorize the above information and am an authorized agent. Signed _____
 Date _____ FAX: 831-899-2625

	Total
--	--------------

Steele Tape construction

1945 GRANDVIEW ST
 SEASIDE CA 93955
 Lic # 643289

Phone # 831-682-0470
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5/12/2021	475

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<p>Name / Address</p> <p>MATT KELLY PACIFIC GROVE HIGH SCHOOL CULINARY IMPROVEMENTS</p>

Description	Total

Please sign, date and return.
 I hereby authorize the above information and am an authorized agent. Signed _____
 Date _____ FAX: 831-899-2625

	<p>Total \$24,000.00</p>
--	---------------------------------

- | | |
|--|---|
| <input checked="" type="checkbox"/> Student Learning and Achievement | <input type="checkbox"/> Consent |
| <input type="checkbox"/> Health and Safety of Students and Schools | <input checked="" type="checkbox"/> Action/Discussion |
| <input type="checkbox"/> Credibility and Communication | <input type="checkbox"/> Information/Discussion |
| <input type="checkbox"/> Fiscal Solvency, Accountability and Integrity | <input type="checkbox"/> Public Hearing |

SUBJECT: Contract for Services with Richard Petty Electric for Pacific Grove High School Culinary Room Improvements

DATE: May 20, 2021

PERSON(S) RESPONSIBLE: Matt Kelly, Director of Facilities and Transportation

RECOMMENDATION:

The District Administration recommends the Board review and approve contract of services for \$24,350.00 with Richard Petty Electric for the electrical work at Pacific Grove High School Culinary room improvements.

BACKGROUND:

Last year, PGHS Culinary purchased replacement ranges, hoods, and exhaust fans using CTEIG funding totaling \$34,121.57. The existing ranges were installed in 2001 and were in need of major repair for the class to function. In addition, the existing ranges and hoods were located in the center of the room blocking line of site on students and creating classroom management issue.

For this project, the ranges and roods will be moved to the exterior walls of the classroom and opening up the center of the room. The new equipment transforms the class into a Culinary Arts room from a Home Economics room.

INFORMATION:

The electrical work needed for this project is pretty significant. Scope includes extending the existing to the outer part of the room for the range and hood, running new electrical for the exhaust fan and make-up air fan, demolition of existing GFI outlets and installation of new, and running conduit that is now hidden in a chase.

FISCAL IMPACT:

\$24,350.00 from Measure D. Work will begin on or around June 1, 2021 and is anticipated to complete in 3-5 weeks at different times throughout the summer.

Bid Results

	Petty Electric		
Base Bid	\$24,350.00		

Note: No Other Bidders Responded

Overall Budget

<u>PGHS Culinary Room Improvements</u>	<u>\$100,000.00</u>
Richard Petty Electric	\$24,350.00
Steele Tape Construction	\$24,000.00
Satellite Painting	\$13,200.00
Flooring (Re-Bid)**	
Home Depot (Budget)	\$7,500.00
<u>Central Restaurant Supply</u>	<u>\$17,986.73</u>
Total	\$87,036.73
Remainder in Budget	\$12,963.27

**Flooring bid came in high. This portion will be re-bid and brought to the Board for approval on June 3, 2021.

AGREEMENT BETWEEN OWNER AND CONTRACTOR

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

Richard Petty Electric	CA License # 600818		
CONTRACTOR	SOCIAL SECURITY NUMBER BUSINESS ID # LICENSE #		
PO Box 673	Pebble Beach	CA	93953
MAILING ADDRESS	CITY	STATE	ZIP

hereinafter referred to as CONTRACTOR.

WITNESSETH: That the Contractor and the Owner for the consideration hereinafter named agree as follows:

Article I. **SCOPE OF WORK.** The Contractor agrees to furnish all labor, equipment and materials, including tools, implements, and appliances required, and to perform all the Work in a good and workmanlike manner, free from any and all liens and claims from mechanics, material suppliers, subcontractors, artisans, machinists, teamsters, freight carriers, and laborers required for:

Pacific Grove High School Culinary Improvements
615 Sunset Blvd
Pacific Grove, CA 93950

Article II. **CONTRACT DOCUMENTS.** The Contractor and the Owner agree that all of the documents provided by Owner form the Contract Documents which form the Contract.

Article III. **TIME TO COMPLETE.** Services shall begin on or about June 03, 2021 and shall be completed on or before October 30, 2021.

Article IV. **PAYMENT AND RETENTION.** The Owner agrees to pay the Contractor in current funds twenty four thousand three hundred and fifty 0/100 dollars (\$24,350.00) for work satisfactorily performed after receipt of properly documented and submitted Applications for Payment and to make payments on account thereof. A retainer of **\$10,000.00** will be paid to Contractor for materials prior to the start of project.

Unless otherwise stated in the Contract Documents, within thirty (30) days after receipt of an undisputed and properly submitted Application for Payment, Contractor shall be paid a sum equal to ninety-five percent (95%) of the undisputed value of the Work performed up to the last day of the previous month, less the aggregate of previous payments; and Owner shall retain the

other five percent (5%) of the undisputed value of the Work. The value of the Work completed shall be an estimate only, no inaccuracy or error in said estimate shall operate to release the Contractor, or any bondsman, from damages arising from such Work or from enforcing each and every provision of this Contract, and the Owner shall have the right subsequently to correct any error made in any estimate for payment. Contractor shall base an Application for Payment only on the original Contract Sum plus any fully executed and Board-approved Change Orders. Contractor shall not include Notices of Potential Claims, CORs, Claims or disputed amounts.

The Contractor shall not be entitled to have any payment requests processed, or be entitled to have any payment made for work performed, so long as any lawful or proper direction given by the Owner concerning the Work, or any portion thereof, remains uncomplied with. Payment shall not be a waiver of any such direction.

Source of Funds: Measure D

Article V. **CHANGES.** Changes in this Agreement or in the Work to be done under this Agreement shall be made as provided below.

A change order (CO) is a written instrument signed by the Owner and the Contractor, and approved by the Owner's Governing Board, stating the agreement of Owner and Contractor upon all of the following:

- A. A change in the Work;
- B. The amount of the adjustment in the Contract Sum, if any; and
- C. The extent of the adjustment in the Contract Time, if any.

Unless expressly stated otherwise in the CO, any CO executed by Owner and Contractor constitutes and includes full and complete money and time (including but not limited to, adjustments to money and time) for all costs and effects caused by any of the changes described within it. Unless expressly stated otherwise in the CO, in consideration for the money received for the changes described in the CO, Contractor waives all Claims for all costs and effects caused by any of the changes, including but not limited to labor, equipment, materials, delay, extra work, overhead (home and field), profit, direct costs, indirect costs, acceleration, disruption, impaired productivity, time extensions, and any the costs and effects on Subcontractors and suppliers of any tier.

A Construction Change Directive (CCD) is a written unilateral order signed by the Owner directing a change in the Work and stating an adjustment, if any, in the Contract Sum or Contract Time, or both. The Owner may by CCD, without invalidating the Contract, order changes in the Work within the general scope of the Contract consisting of additions, deletions, or other revisions.

A CCD shall be used in the absence of agreement on the terms of a CO. If Contractor disagrees with the terms of a CCD, it shall nevertheless perform the work directed by the CCD, but it may pursue the Notice of Potential Change if Contractor believes it is entitled to changes in the Contract Sum or Contract Time.

Article VI. **TERMINATION.** Contractor may only terminate for cause if the Work is stopped by others for a period of one hundred eighty (180) consecutive days through no act or fault of the Contractor, a Subcontractor of any tier, their agents or employees, or any other persons performing portions of the Work for whom the Contractor is contractually responsible, **and** the Work was stopped by others for one of the following reasons: (A) Issuance of an order of a court or other public authority having jurisdiction which requires Owner to stop all Work; or (B) an act of government, such as a declaration of national emergency, making material unavailable which requires Owner to stop all Work. If such grounds exist, the Contractor may serve written notice of such grounds on Owner and demand a meet-and-confer conference to negotiate a resolution in good faith within twenty (20) days of Owner's receipt of such notice. If such conference does not lead to resolution and the grounds for termination still exist, Contractor may terminate the Contract and recover from the Owner payment for Work executed and for reasonable verified costs with respect to materials, equipment, tools, construction equipment, and machinery, including reasonable overhead, profit, and damages for the Work executed, but excluding overhead (field and home office) and profit for (i) Work not performed and (ii) the period of time that the Work was stopped.

The Owner may terminate the Contract if the Contractor:

- A. Refuses or fails to supply enough properly skilled workers or proper materials, or refuses or fails to take steps to adequately prosecute the Work toward Completion within the Contract Time;
- B. Fails to make payment to Subcontractors for materials or labor in accordance with Public Contract Code section 10262 or Business and Professions Code section 7108.5, as applicable;

- C. Violates Labor Code section 1771.1(a), subject to the provisions of Labor Code section 1771.1(f);
- D. Disregards laws, ordinances, rules, regulations, or orders of a public authority having jurisdiction; or
- E. Otherwise is in breach of the Contract Documents.

Article VII. **WORKING HOURS.** In accordance with the provisions of Sections 1810 to 1815, inclusive, of the Labor Code of the State of California, which are hereby incorporated and made a part hereof, the time of service of any worker employed by the Contractor or a Subcontractor doing or contracting to do any part of the Work contemplated by this Agreement is limited and restricted to eight hours during any one calendar day and forty hours during any one calendar week, provided, that work may be performed by such employee in excess of said eight hours per day or forty hours per week provided that compensation for all hours worked in excess of eight hours per day, and forty hours per week, is paid at a rate not less than one and one-half (1½) times the basic rate of pay. The Contractor and every Subcontractor shall keep an accurate record showing the name of and the actual hours worked each calendar day and each calendar week by each worker employed by them in connection with the Work. The records shall be kept open at all reasonable hours to inspection by representatives of the Owner and the Division of Labor Law Enforcement. The Contractor shall as a penalty to the Owner forfeit Twenty-five Dollars (\$25.00) for each worker employed in the execution of this Agreement by the Contractor or by any subcontractor for each calendar day during which such worker is required or permitted to work more than eight hours in any one calendar day, and forty hours in any one calendar week, except as herein provided.

Article VIII. **INDEMNIFICATION AND INSURANCE.** The Contractor will defend, indemnify and hold harmless the Owner, its governing board, officers, agents, trustees, employees and others as provided in the General Conditions.

By this statement the Contractor represents that it has secured the payment of Workers' Compensation in compliance with the provisions of the Labor Code of the State of California and during the performance of the work contemplated herein will continue so to comply with said provisions of said Code. The Contractor shall supply the Owner with certificates of insurance evidencing that Workers' Compensation Insurance is in effect and providing that the Owner will receive thirty (30) days' notice of cancellation.

Contractor shall provide the insurance set forth in the General Conditions. The amount of general liability insurance shall be \$1,000,000.00 per occurrence for bodily injury, personal injury and property damage and the amount of automobile liability insurance shall be \$1,000,000.00 per accident for bodily injury and property damage combined single limit.

Article IX. **ENTIRE AGREEMENT.** The Contract constitutes the entire agreement between the parties relating to the Work, and supersedes any prior or contemporaneous agreement between the parties, oral or written, including the Owner's award of the Contract to Contractor, unless such agreement is expressly incorporated herein. The Owner makes no representations or warranties, express or implied, not specified in the Contract. The Contract

is intended as the complete and exclusive statement of the parties' agreement pursuant to Code of Civil Procedure section 1856.

Article X. **EXECUTION OF OTHER DOCUMENTS.** The parties to this Agreement shall cooperate fully in the execution of any and all other documents and in the completion of any additional actions that may be necessary or appropriate to give full force and effect to the terms and intent of the Contract.

Article XI. **EXECUTION IN COUNTERPARTS.** This Agreement may be executed in counterparts such that the signatures may appear on separate signature pages. A copy, or an original, with all signatures appended together, shall be deemed a fully executed Agreement.

Article XII. **BINDING EFFECT.** Contractor, by execution of this Agreement, acknowledges that Contractor has read this Agreement and the other Contract Documents, understands them, and agrees to be bound by their terms and conditions. The Contract shall inure to the benefit of and shall be binding upon the Contractor and the Owner and their respective successors and assigns.

Article XIII. **SEVERABILITY; GOVERNING LAW; CHOICE OF FORUM.** If any provision of the Contract shall be held invalid or unenforceable by a court of competent jurisdiction, such holding shall not invalidate or render unenforceable any other provision hereof. The Contract shall be governed by the laws of the State of California. Any action or proceeding seeking any relief under or with respect to this Agreement shall be brought solely in the Superior Court of the State of California for the County of Monterey, subject to transfer of venue under applicable State law, provided that nothing in this Agreement shall constitute a waiver of immunity to suit by Owner.

Article XIV. **AMENDMENTS.** The terms of the Contract shall not be waived, altered, modified, supplemented or amended in any manner whatsoever except by written agreement, including change orders, signed by the parties and approved or ratified by the Governing Board.

Article XV. **ASSIGNMENT OF CONTRACT.** The Contractor shall not assign or transfer by operation of law or otherwise any or all of its rights, burdens, duties or obligations without the prior written consent of the surety on the payment bond, the surety on the performance bond and the Owner.

Article XVI. **WRITTEN NOTICE.** Written notice shall be deemed to have been duly served if delivered in person to the individual or member of the firm or to an officer of the corporation

for whom it was intended, or if delivered at or sent by registered or certified or overnight mail to the last business address known to the person who gives the notice.

(CONTRACTOR)

(OWNER)

Board Approved May 20, 2021

SIGNED BY (Contractor) Date

Assistant Superintendent Date

CALIFORNIA CONTRACTOR'S
LICENSE NO.

Director of Human Resources Date

LICENSE EXPIRATION DATE

Site/Program Administrator Date

NOTE: Contractor must give the full business address of the Contractor and sign with Contractor's usual signature. Partnerships must furnish the full name of all partners and the Agreement must be signed in the partnership name by a general partner with authority to bind the partnership in such matters, followed by the signature and designation of the person signing. The name of the person signing shall also be typed or printed below the signature. Corporations must sign with the legal name of the corporation, followed by the name of the state of incorporation and by the signature and designation of the chairman of the board, president or any vice president, and then followed by a second signature by the secretary, assistant secretary, the chief financial officer or assistant treasurer. All persons signing must be authorized to bind the corporation in the matter. The name of each person signing shall also be typed or printed below the signature. Satisfactory evidence of the authority of the officer signing on behalf of a corporation shall be furnished.



**PO Box 673
Pebble Beach, CA 93953**

(831) 647-9657 Office

Lic# 600818

pettyelect@gmail.com

May 12, 2021

PGUSD
High School I Wing Food Class
Remodel
Sunset Dr,
Pacific Grove, CA 93950

Matt,

Please review the following...

The Proposal of \$24,350.00 represents the following:

- Demo of All Electrical of the above classroom (keeping all lines safe and still offer temp power for the other subs)
- Securing the necessary Circuits for the new appliances and other electrical needs
- Relocations of necessary outlets/switches etc. for the upgrade
- Layout with subs and installation of required power to these areas
- Install/Trim of relocated devices
- Trim to finish

I do propose a retainer of \$10,000.00 prior to beginning of project

Best

Richard Petty Electric

Please feel free to contact me at any time

- | | |
|--|---|
| <input checked="" type="checkbox"/> Student Learning and Achievement | <input type="checkbox"/> Consent |
| <input type="checkbox"/> Health and Safety of Students and Schools | <input checked="" type="checkbox"/> Action/Discussion |
| <input type="checkbox"/> Credibility and Communication | <input type="checkbox"/> Information/Discussion |
| <input type="checkbox"/> Fiscal Solvency, Accountability and Integrity | <input type="checkbox"/> Public Hearing |

SUBJECT: Contract for Services with Satellite Painting for Pacific Grove High School Culinary Room Improvements

DATE: May 20, 2021

PERSON(S) RESPONSIBLE: Matt Kelly, Director of Facilities and Transportation

RECOMMENDATION:

The District Administration recommends the Board review and approve contract of services for \$13,200.00 with Satellite Painting for the painting work at Pacific Grove High School Culinary room improvements.

BACKGROUND:

Last year, PGHS Culinary purchased replacement ranges, hoods, and exhaust fans using CTEIG funding totaling \$34,121.57. The existing ranges were installed in 2001 and were in need of major repair for the class to function. In addition, the existing ranges and hoods were located in the center of the room blocking line of site on students and creating classroom management issue.

For this project, the ranges and roods will be moved to the exterior walls of the classroom and opening up the center of the room. The new equipment transforms the class into a Culinary Arts room from a Home Economics room.

INFORMATION:

Satellite Painting will be providing one prime coat and two paint coats to all interior walls in the culinary room, pantry, and laundry room.

FISCAL IMPACT:

\$13,200.00 from Measure D. Work will begin on or around June 30, 2021 and is anticipated to complete in 1-2 weeks.

Bid Results

	Satellite Painting		
Base Bid	\$13,200.00		

Note: No Other Bidders Responded

Overall Budget

PGHS Culinary Room Improvements \$100,000.00

Richard Petty Electric	\$24,350.00
Steele Tape Construction	\$24,000.00
Satellite Painting	\$13,200.00
Flooring (Re-Bid)**	
Home Depot (Budget)	\$7,500.00
Central Restaurant Supply	\$17,986.73
Total	\$87,036.73
Remainder in Budget	\$12,963.27

**Flooring bid came in high. This portion will be re-bid and brought to the Board for approval on June 3, 2021.

AGREEMENT BETWEEN OWNER AND CONTRACTOR

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

Satellite Painting Inc		CA License # 563898	
CONTRACTOR	SOCIAL SECURITY NUMBER BUSINESS ID # LICENSE #		
15105 Concord Circle, Suite 210E	Morgan Hill	CA	95037
MAILING ADDRESS	CITY	STATE	ZIP

hereinafter referred to as CONTRACTOR.

WITNESSETH: That the Contractor and the Owner for the consideration hereinafter named agree as follows:

Article I. **SCOPE OF WORK.** The Contractor agrees to furnish all labor, equipment and materials, including tools, implements, and appliances required, and to perform all the Work in a good and workmanlike manner, free from any and all liens and claims from mechanics, material suppliers, subcontractors, artisans, machinists, teamsters, freight carriers, and laborers required for:

Pacific Grove High School Culinary Improvements
615 Sunset Blvd
Pacific Grove, CA 93950

Article II. **CONTRACT DOCUMENTS.** The Contractor and the Owner agree that all of the documents provided by Owner form the Contract Documents which form the Contract.

Article III. **TIME TO COMPLETE.** Services shall begin on or about June 03, 2021 and shall be completed on or before October 30, 2021.

Article IV. **PAYMENT AND RETENTION.** The Owner agrees to pay the Contractor in current funds Thirteen thousand two hundred 00/100 dollars (**\$13,200.00**) for work satisfactorily performed after receipt of properly documented and submitted Applications for Payment and to make payments on account thereof.

Unless otherwise stated in the Contract Documents, within thirty (30) days after receipt of an undisputed and properly submitted Application for Payment, Contractor shall be paid a sum equal to ninety-five percent (95%) of the undisputed value of the Work performed up to the last day of the previous month, less the aggregate of previous payments; and Owner shall retain the other five percent (5%) of the undisputed value of the Work. The value of the Work completed shall be an estimate only, no inaccuracy or error in said estimate shall operate to release the

Contractor, or any bondsman, from damages arising from such Work or from enforcing each and every provision of this Contract, and the Owner shall have the right subsequently to correct any error made in any estimate for payment. Contractor shall base an Application for Payment only on the original Contract Sum plus any fully executed and Board-approved Change Orders. Contractor shall not include Notices of Potential Claims, CORs, Claims or disputed amounts.

The Contractor shall not be entitled to have any payment requests processed, or be entitled to have any payment made for work performed, so long as any lawful or proper direction given by the Owner concerning the Work, or any portion thereof, remains uncomplished with. Payment shall not be a waiver of any such direction.

Source of Funds: Measure D

Article V. **CHANGES.** Changes in this Agreement or in the Work to be done under this Agreement shall be made as provided below.

A change order (CO) is a written instrument signed by the Owner and the Contractor, and approved by the Owner's Governing Board, stating the agreement of Owner and Contractor upon all of the following:

- A. A change in the Work;
- B. The amount of the adjustment in the Contract Sum, if any; and
- C. The extent of the adjustment in the Contract Time, if any.

Unless expressly stated otherwise in the CO, any CO executed by Owner and Contractor constitutes and includes full and complete money and time (including but not limited to, adjustments to money and time) for all costs and effects caused by any of the changes described within it. Unless expressly stated otherwise in the CO, in consideration for the money received for the changes described in the CO, Contractor waives all Claims for all costs and effects caused by any of the changes, including but not limited to labor, equipment, materials, delay, extra work, overhead (home and field), profit, direct costs, indirect costs, acceleration, disruption, impaired productivity, time extensions, and any the costs and effects on Subcontractors and suppliers of any tier.

A Construction Change Directive (CCD) is a written unilateral order signed by the Owner directing a change in the Work and stating an adjustment, if any, in the Contract Sum or Contract Time, or both. The Owner may by CCD, without invalidating the Contract, order changes in the Work within the general scope of the Contract consisting of additions, deletions, or other revisions.

A CCD shall be used in the absence of agreement on the terms of a CO. If Contractor disagrees with the terms of a CCD, it shall nevertheless perform the work directed by the CCD, but it may pursue the Notice of Potential Change if Contractor believes it is entitled to changes in the Contract Sum or Contract Time.

Article VI. **TERMINATION.** Contractor may only terminate for cause if the Work is stopped by others for a period of one hundred eighty (180) consecutive days through no act or fault of the Contractor, a Subcontractor of any tier, their agents or employees, or any other persons performing portions of the Work for whom the Contractor is contractually responsible, **and** the Work was stopped by others for one of the following reasons: (A) Issuance of an order of a court or other public authority having jurisdiction which requires Owner to stop all Work; or (B) an act of government, such as a declaration of national emergency, making material unavailable which requires Owner to stop all Work. If such grounds exist, the Contractor may serve written notice of such grounds on Owner and demand a meet-and-confer conference to negotiate a resolution in good faith within twenty (20) days of Owner's receipt of such notice. If such conference does not lead to resolution and the grounds for termination still exist, Contractor may terminate the Contract and recover from the Owner payment for Work executed and for reasonable verified costs with respect to materials, equipment, tools, construction equipment, and machinery, including reasonable overhead, profit, and damages for the Work executed, but excluding overhead (field and home office) and profit for (i) Work not performed and (ii) the period of time that the Work was stopped.

The Owner may terminate the Contract if the Contractor:

- A. Refuses or fails to supply enough properly skilled workers or proper materials, or refuses or fails to take steps to adequately prosecute the Work toward Completion within the Contract Time;
- B. Fails to make payment to Subcontractors for materials or labor in accordance with Public Contract Code section 10262 or Business and Professions Code section 7108.5, as applicable;

- C. Violates Labor Code section 1771.1(a), subject to the provisions of Labor Code section 1771.1(f);
- D. Disregards laws, ordinances, rules, regulations, or orders of a public authority having jurisdiction; or
- E. Otherwise is in breach of the Contract Documents.

Article VII. **PREVAILING WAGES.** The Project is a public work, the Work shall be performed as a public work and pursuant to the provisions of Section 1770 et seq. of the Labor Code of the State of California, which are hereby incorporated by reference and made a part hereof, the Director of Industrial Relations has determined the general prevailing rate of per diem wages and the general prevailing rate for holiday and overtime work in the locality in which the Work is to be performed, for each craft, classification or type of worker needed to execute this Contract. Per diem wages shall be deemed to include employer payments for health and welfare, pension, vacation, apprenticeship or other training programs, and similar purposes. Copies of the rates are on file at the Owner's principal office. The rate of prevailing wage for any craft, classification or type of workmanship to be employed on this Project is the rate established by the applicable collective bargaining agreement which rate so provided is hereby adopted by reference and shall be effective for the life of this Agreement or until the Director of the Department of Industrial Relations determines that another rate be adopted. It shall be mandatory upon the Contractor and on any subcontractor to pay not less than the said specified rates to all workers employed in the execution of this Agreement.

The Contractor and any subcontractor under the Contractor as a penalty to the Owner shall forfeit not more than Two Hundred Dollars (\$200.00) for each calendar day or portion thereof for each worker paid less than the stipulated prevailing rates for such work or craft in which such worker is employed. The difference between such stipulated prevailing wage rates and the amount paid to each worker for each calendar day or portion thereof for which each worker was paid less than the stipulated prevailing wage rate shall be paid to each worker by the Contractor.

The Contractor and each Subcontractor shall keep or cause to be kept an accurate record for Work on this Contract and Project showing the names, addresses, social security numbers, work classification, straight time and overtime hours worked and occupations of all laborers, workers and mechanics employed by them in connection with the performance of this Contract or any subcontract thereunder, and showing also the actual per diem wage paid to each of such workers, which records shall be open at all reasonable hours to inspection by the Owner, its officers and agents and to the representatives of the Division of Labor Law Enforcement of the State Department of Industrial Relations. The Contractor and each subcontractor shall furnish a certified copy of all payroll records directly to the Labor Commissioner.

Public works projects shall be subject to compliance monitoring and enforcement by the Department of Industrial Relations. A contractor or subcontractor shall not be qualified to submit a bid or to be listed in a bid proposal subject to the requirements of Public Contract Code section 4104 unless currently registered and qualified under Labor Code section 1725.5 to perform public work as defined by Division 2, Part 7, Chapter 1 (§§1720 et seq.) of the Labor Code. A contractor or subcontractor shall not be qualified to enter into, or engage in the performance of, any contract of public work (as defined by Division 2, Part 7, Chapter 1 (§§1720 et seq.) of the Labor

Code) unless currently registered and qualified under Labor Code section 1725.5 to perform public work.

Article VIII. **WORKING HOURS.** In accordance with the provisions of Sections 1810 to 1815, inclusive, of the Labor Code of the State of California, which are hereby incorporated and made a part hereof, the time of service of any worker employed by the Contractor or a Subcontractor doing or contracting to do any part of the Work contemplated by this Agreement is limited and restricted to eight hours during any one calendar day and forty hours during any one calendar week, provided, that work may be performed by such employee in excess of said eight hours per day or forty hours per week provided that compensation for all hours worked in excess of eight hours per day, and forty hours per week, is paid at a rate not less than one and one-half (1½) times the basic rate of pay. The Contractor and every Subcontractor shall keep an accurate record showing the name of and the actual hours worked each calendar day and each calendar week by each worker employed by them in connection with the Work. The records shall be kept open at all reasonable hours to inspection by representatives of the Owner and the Division of Labor Law Enforcement. The Contractor shall as a penalty to the Owner forfeit Twenty-five Dollars (\$25.00) for each worker employed in the execution of this Agreement by the Contractor or by any subcontractor for each calendar day during which such worker is required or permitted to work more than eight hours in any one calendar day, and forty hours in any one calendar week, except as herein provided.

Article IX. **INDEMNIFICATION AND INSURANCE.** The Contractor will defend, indemnify and hold harmless the Owner, its governing board, officers, agents, trustees, employees and others as provided in the General Conditions.

By this statement the Contractor represents that it has secured the payment of Workers' Compensation in compliance with the provisions of the Labor Code of the State of California and during the performance of the work contemplated herein will continue so to comply with said provisions of said Code. The Contractor shall supply the Owner with certificates of insurance evidencing that Workers' Compensation Insurance is in effect and providing that the Owner will receive thirty (30) days' notice of cancellation.

Contractor shall provide the insurance set forth in the General Conditions. The amount of general liability insurance shall be \$1,000,000.00 per occurrence for bodily injury, personal injury and property damage and the amount of automobile liability insurance shall be \$1,000,000.00 per accident for bodily injury and property damage combined single limit.

Article X. **ENTIRE AGREEMENT.** The Contract constitutes the entire agreement between the parties relating to the Work, and supersedes any prior or contemporaneous agreement between the parties, oral or written, including the Owner's award of the Contract to Contractor, unless such agreement is expressly incorporated herein. The Owner makes no representations or warranties, express or implied, not specified in the Contract. The Contract is intended as the complete and exclusive statement of the parties' agreement pursuant to Code of Civil Procedure section 1856.

Article XI. **EXECUTION OF OTHER DOCUMENTS.** The parties to this Agreement shall cooperate fully in the execution of any and all other documents and in the completion of any additional actions that may be necessary or appropriate to give full force and effect to the terms and intent of the Contract.

Article XII. **EXECUTION IN COUNTERPARTS.** This Agreement may be executed in counterparts such that the signatures may appear on separate signature pages. A copy, or an original, with all signatures appended together, shall be deemed a fully executed Agreement.

Article XIII. **BINDING EFFECT.** Contractor, by execution of this Agreement, acknowledges that Contractor has read this Agreement and the other Contract Documents, understands them, and agrees to be bound by their terms and conditions. The Contract shall inure to the benefit of and shall be binding upon the Contractor and the Owner and their respective successors and assigns.

Article XIV. **SEVERABILITY; GOVERNING LAW; CHOICE OF FORUM.** If any provision of the Contract shall be held invalid or unenforceable by a court of competent jurisdiction, such holding shall not invalidate or render unenforceable any other provision hereof. The Contract shall be governed by the laws of the State of California. Any action or proceeding seeking any relief under or with respect to this Agreement shall be brought solely in the Superior Court of the State of California for the County of Monterey, subject to transfer of venue under applicable State law, provided that nothing in this Agreement shall constitute a waiver of immunity to suit by Owner.

Article XV. **AMENDMENTS.** The terms of the Contract shall not be waived, altered, modified, supplemented or amended in any manner whatsoever except by written agreement, including change orders, signed by the parties and approved or ratified by the Governing Board.

Article XVI. **ASSIGNMENT OF CONTRACT.** The Contractor shall not assign or transfer by operation of law or otherwise any or all of its rights, burdens, duties or obligations without the prior written consent of the surety on the payment bond, the surety on the performance bond and the Owner.

Article XVII. **WRITTEN NOTICE.** Written notice shall be deemed to have been duly served if delivered in person to the individual or member of the firm or to an officer of the corporation for whom it was intended, or if delivered at or sent by registered or certified or overnight mail to the last business address known to the person who gives the notice.

(CONTRACTOR)

(OWNER)

Board Approved May 20, 2021

SIGNED BY (Contractor) Date

Assistant Superintendent Date

CALIFORNIA CONTRACTOR'S
LICENSE NO.

Director of Human Resources Date

LICENSE EXPIRATION DATE

Site/Program Administrator Date

NOTE: Contractor must give the full business address of the Contractor and sign with Contractor's usual signature. Partnerships must furnish the full name of all partners and the Agreement must be signed in the partnership name by a general partner with authority to bind the partnership in such matters, followed by the signature and designation of the person signing. The name of the person signing shall also be typed or printed below the signature. Corporations must sign with the legal name of the corporation, followed by the name of the state of incorporation and by the signature and designation of the chairman of the board, president or any vice president, and then followed by a second signature by the secretary, assistant secretary, the chief financial officer or assistant treasurer. All persons signing must be authorized to bind the corporation in the matter. The name of each person signing shall also be typed or printed below the signature. Satisfactory evidence of the authority of the officer signing on behalf of a corporation shall be furnished.



SATELLITE PAINTING INC

INDUSTRIAL*COMMERCIAL*RESIDENTIAL

15105 Concord Circle Ste 210E

Morgan Hill, CA 95037

Phone: 408-264-1600 Fax: 408-264-0300

UNION SHOP

SALES TAX INCLUDED

LICENSE # 563898

DIR # 1000028304

Job Name: PACIFIC GROVE H.S. (Interior walls, ceilings ,frames and previously painted windows) Interior wing with three rooms.

Bid Date: 05/13/2021

Time: 12:00PM

Location : 615 Sunset Dr,
Pacific, CA 93950

Architect: None

Estimator: Cesar Arroyo
cesar@satpainting.com

Cell: 408-373-9822

Drawing Date: None

Revisions : None

Addenda(s) : None

Bidding Divisions: PAINTING:

\$13,200.00

See scope sheet below for additional pricing and information
Satellite Painting, Inc.

Project: PACIFIC GROVE H.S.
Bid Date: 05/13/2021

Alternates:

Inclusions:

- 1- Painting interior wing per our walk.
- 2- Prep, patch and protect finishes.
- 3- Painting interior glue on ceiling tiles.
- 4- Painting interior walls.
- 5- Painting interior previously painted windows.
- 6- Painting interior doors and frames (Epoxy Paint)
- 7- Apply coat of primer.
- 8- Apply 2 coats of finish paint.
- 9- Protect areas from over spray.
- 10- Safety and quality control at all times.

Note:

- Painting to be done at regular hour M-F.
- Damage Repair Financial responsibility per PDCA Standard P1-92
- Interior& Exterior painting to be done prior installation of factory finished and natural finished surfaces.
- Colors as indicated in plans
- Based on a continuous single phase project
- Prevailing Wages.

Exclusions:

- 1- FRP, stripping, marker board .
- 2- Lead Paint Abatement
- 3- Fireproofing.
- 4- Paint cabinets.
- 5- Canopies.
- 6- Seal flooring.
- 7- Sealant.
- 8- Striping/Pavement and markings.
- 9- Graphics or murals.
- 10- FRP or panels .
- 11- Concrete floor sealer.
- 12- Tack board.
- 13- Epoxy Flooring.
- 14- Wall covering .

Note:

This proposal contains **Zero (0)** hrs allowances for Trade Damage. It is recommended that you carry a contingency budget for anticipated trade damage touch up. Prices are based upon quoted scope of work and quote will become part of the contract documents. General Contractor to provide temporary power, task lighting, water, heating, ventilation as required per specification and one full set of plans and specifications for our use. General Contractor to ensure continuous and consistent daily work flow for all of Satellite Painting, Inc. crews. Special attention should be paid to PDCA (Painting and Decorating Contractors of America) Standards P1 thru P10, specially P1-4 (Financial Responsibility for Trade Damage Touch up and P7-04 (Proper Sequencing). This proposal is based on all PDCA standards and can be viewed at: (www.pdca.org/standards). ***BID Insurance: Bid based on 2M/2M aggregate – WC: 1M**

- Student Learning and Achievement
- Health and Safety of Students and Schools
- Credibility and Communication
- Fiscal Solvency, Accountability and Integrity

- Consent
- Action/Discussion
- Information/Discussion
- Public Hearing

SUBJECT: Board Calendar/Future Meetings

DATE: May 20, 2021

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 approve 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 January – June 2021

Thursday January 7	Regular Board Meeting ✓ Preliminary Enrollment Projection for 2021-22 ✓ Property Tax Update ✓ PGHS Course Bulletin Action/Discussion	VIRTUAL
Thursday January 21	Regular Board Meeting ✓ School Accountability Report Cards ✓ Acceptance of the 2019-20 Audit Report ✓ Report on Governor’s Budget Proposal	VIRTUAL
Saturday January 30 9am	Special Board Meeting ✓ Board Goals – Review/Revise ✓ Strategic Plan – Review/Revise ✓ Measure D Goals and Objectives	VIRTUAL
Thursday February 4	Regular Board Meeting ✓ Budget Development Calendar ✓ Quarterly Facilities Project Updates*	VIRTUAL
Thursday February 18	Regular Board Meeting ✓ Board Goals- Approval ✓ Governance Handbook- Approval	VIRTUAL
Thursday March 4	Regular Board Meeting ✓ Second Interim Report/Budget Revision #3 ✓ Open House Schedules Reviewed ✓ Possible Personnel Action (RIF)	VIRTUAL
Thursday March 18	Regular Board Meeting ✓ Budget Projections and Assumptions ✓ Williams/Valenzuela Uniform Complaint Report ✓ Preliminary Review of PGHS Site Master Schedule ✓ Review of Strategic Plan 2021-22	VIRTUAL
Thursday March 25	Special Board Meeting ✓ Proposed COVID-19 Elementary Schools’ Reopening Plans ✓ Superintendent Goals 2021-22	VIRTUAL
Thursday April 1	Regular Board Meeting ✓ Approve 2021-22 Aug.- Dec. Board Meeting Calendar ✓ TRAN Resolution	VIRTUAL
Thursday April 22	Regular Board Meeting ✓ Begin Superintendent Evaluation	VIRTUAL
Thursday May 6	Regular Board Meeting ✓ Continue Superintendent Evaluation ✓ Review of Site Master Schedules ✓ California Day of the Teacher ✓ Week of the CSEA Employee ✓ Review of Strategic Plan 2021-22	VIRTUAL
Thursday May 20	Regular Board Meeting ✓ Complete Superintendent’s Evaluation ✓ Review Governor’s Revised Budget	VIRTUAL

Friday May 28 4:00 p.m.	Special Board Meeting ✓ Board Vacancy Appointment Interviews and Vote	VIRTUAL
Thursday June 3	Regular Board Meeting ✓ Board Appointed Trustee Oath of Office ✓ 2021-22 Budget Public Hearing ✓ Retiree Recognition ✓ Employee Recognition ✓ LCAP Public Hearing	VIRTUAL
Thursday June 17	Regular Board Meeting ✓ Approval of Contracts and Purchase Orders for 2021-22 ✓ Review of Legal Services Costs ✓ Solicitation of Funds Report ✓ Consolidated Application ✓ Approval of LCAP ✓ 2021-22 Budget Adoption	VIRTUAL/DISTRICT OFFICE

**Quarterly District Safety Update and Quarterly Facilities Projects Update as needed*

Board Meeting Calendar August – December 2021

Aug. 19	Regular Board Meeting ✓ Student Enrollment Update ✓ Back to School Night Dates ✓ Property Tax Report ✓ Quarterly Facilities Project Updates* ✓ Quarterly District Safety Update*	District Office
Sept. 2	Regular Board Meeting ✓ Unaudited Actual Report ✓ Local Control Accountability Plan Review	District Office
Sept. 16	Regular Board Meeting ✓ Williams Uniform Complaint Report	District Office
<i>TBD</i> Sept. 18 <i>*Saturday</i>	Special Board Meeting ✓ Foreign Language Program	District Office
<i>TBD</i> Sept. 25 <i>*Saturday</i>	Special Board Meeting ✓ Board Goals – Review/Revise ✓ Strategic Plan – Review/Revise	District Office
Oct. 7	Regular Board Meeting ✓ Superintendent Goals ✓ Budget Revision #1 on 2021-22 working budget (preliminary First Interim) ✓ Bus Ridership ✓ Week of the School Administrator	District Office
Oct. 21	Regular Board Meeting ✓ Quarterly District Safety Update*	District Office
Nov. 4	Regular Board Meeting ✓ PGHS Course Bulletin Information/Discussion	District Office
Nov. 18	Regular Board Meeting ✓ Intent Form Due (to serve as Board President or Vice President) ✓ Review of Special Education Contracts ✓ Quarterly Facilities Project Updates*	District Office
Dec. 16	Organizational Meeting ✓ Election of 2020-21 Board President and Clerk ✓ Budget Revision #2 ✓ First Interim Report ✓ PGHS Course Bulletin Action/Discussion ✓ Williams Uniform Complaint Report ✓ Employee Recognition ✓ Review of Legal Services Costs ✓ Solicitation of Funds Report	District Office

**Quarterly District Safety Update and Quarterly Facilities Projects Update as needed*

- Student Learning and Achievement
- Health and Safety of Students and Schools
- Credibility and Communication
- Fiscal Solvency, Accountability and Integrity

- Consent
- Action/Discussion
- Information/Discussion
- Public Hearing

SUBJECT: Future Agenda Items

DATE: May 20, 2021

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 May 20, 2021 Regular Board Meeting:

- Board requested a renewed discussion about District solar panels (Fall 2021)
- Added April 1, 2021: Board requested a review of the nondiscrimination policy (June 2021)
- Added February 4, 2021: Return of affordable housing at a later date when more information becomes available (Fall 2021)
- Added March 4, 2021: A Board member requested a study about making ethnic studies a graduation requirement
- Added March 18, 2021: Return of Foreign Language Program (Fall 2021)

APPENDIX

School Year: 2021-22



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Robert Down Elementary School	27661346026496	May 10, 2021	May 20, 2021

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

The Mission of Robert Down Elementary School, in partnership with home and community, is to challenge every student to learn the skills, acquire the knowledge, and develop the insight and character that is necessary for a productive and rewarding life through a quality instructional program and a positive, stimulating environment with a clear commitment to the worth of every individual. At Robert Down School, the staff, students, parents, and community are committed to providing an excellent learning program for all students. As a team, we work together to achieve this goal each and every day.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

In order to uphold our Mission, Robert H. Down Elementary will identify students under-performing in ELA and Math by progress monitoring their academic growth through performance on Measurements of Academic Progress (MAP) interim assessments, DIBELS, Scholastic Reading Index (SRI), Scholastic Math Index (SMI), curriculum embedded assessments, Superkids, Benchmark, and SWUN Math then providing appropriate intervention services along with increasing student opportunities to participate in after school activities/clubs, leadership/service learning projects, and social-emotional learning.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Results of the 2020-21 CA Healthy Kids Student, Staff, and Parent surveys were not available for publication in the RHD 2021-22 SPSA. The 2019-2020 CA Healthy Kids Student and Staff surveys provided important feedback: 1) 41% of RHD 5th graders did not or only felt close to people at school sometimes, 2) Close to 20% of 5th graders did not feel part of the school or proud to be a part of it, 3) 31% of 5th graders did not feel they were treated fairly after breaking rules, 4) Bullying is seen as an issue to address by both staff and students with 47% of 5th graders indicating they have had a rumor spread about them as well as close to 40% admitting they have called others bad names; 83% of RHD staff believe bullying is a mild to severe problem on campus with 23% believing bullying prevention should be provided, 4) 78% of 5th grade students experienced sadness in their lives with 89% of staff responding this was a mild to severe issue at RHD, 5) Out of 13 staff respondents to the question of whether RHD was a secure campus, 54% stated that it was not, 6) 50-53% of staff believe there should be professional development provided regarding the following topics: Social-Emotional supports for students, Culturally-relevant instructional methods, and classroom support practices for special education and EL students.

All surveys during Summer 2020 and 2020-21 school year focused on Distance Learning and Reopening on-campus learning. The End of Year Distance Learning Survey – May 22, 2020, provided guidance for staff on how to re-arrange Distance Learning plans over the summer. The May 2020 Elementary Reopening Advisory Group Survey provided feedback from staff and parent members regarding preferences for how Distance Learning would be provided as well as an on-campus program schedule. At this point, the group felt an A/B day with Monday asynchronous days would work best once schools reopened. The Robert Down: Preferred Model of Instruction for Fall 2020 survey was sent to parents in July 2020. This provided the first indication of how many families preferred to stay in Distance Learning (36%) and which ones wanted their students to return to campus for the Hybrid Program (63%) once schools reopened; 1% of RHD families indicated they would not be attending our school in August. In addition, this survey asked for daycare needs (30% in need), if families had reliable Internet connectivity (95.4% did), and whether students had their own device to use at home (44.8% indicated need). In October with COVID-19 cases still on the rise in Monterey County and no sign of re-opening school until after Winter Break, the Robert Down: Preferred Model of Instruction for Reopening January 2021 survey was sent to parents. A slight increase occurred with families preferring Hybrid Learning (72.2%) to remain in Distance Learning (27.8%). Childcare needs remained approximately the same (28.6%). Internet Connectivity increased slightly to 96.7% and the need for a reliable device reduced to 16.9%. PGUSD responded with additional Hot Spot connectivity devices and a rollout of new Chromebooks for the second half of the year. Lastly, after several re-opening surveys answered by parents with plans to re-open being finalized with an AM/PM schedule decided for the on-campus model, the CDC and CA Dept. of Health changed the student desk distance from 6 feet to 3 feet. Within a week, plans were changed, re-rostering occurred and shared with families, and the RHD Extended Day Reopening Survey 2021 was sent on March 23, 2021, along with a Final Re-Rostering Survey sent on March 26, 2021. Another increase occurred with a preference for Hybrid Learning (79.5%) with Distance Learning having 20.5% of families wanting to remain at home.

The 2020-2021 RHD Site Council prepared a Student Distance Learning Survey but it was asked to have Forest Grove share the same questions with 3rd, 4th, and 5th graders, but plans for reopening began to speed up at the time with other priorities taking preference and administrators from both sites did not create a shared survey to send out.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

During the 2020-2021 school year, the majority of classroom observations occurred virtually through Zoom or Google Meets with Distance Learning as the only option from August 2020 to March 2021. As evidenced through Distance Learning Surveys, students were engaged with screens on. Teachers provided weekly guidance via SeeSaw (primary) or Google Classroom (intermediate) as well as multiple options for online lessons as they utilized Superkids, SWUN Math, Benchmark ELA, IXL, NewsELA (4th Grade), Pear Deck, Edpuzzle, and Flipgrid. PE and music classes offered live and video options for all grades, and materials for asynchronous work were available at the top of the steps in front

of the school 24/7. SPED (RSP and SDC), ELD, and Intervention services all continued to provide appropriate support for students in the most need.

Although virtual learning was not the preferred method of instruction by any stakeholders, teachers and instructional assistants provided top-notch lessons and support every day of the week, even on asynchronous Mondays. Daily support was provided for each grade level and classroom with office hours for both teachers and instructional assistants. Even the site tech had an ongoing, daily Google Meet for families to link into for quick tech support.

During the recent Extended Day program observations, students are properly spaced, masked, and engaged. Multiple students have shared with staff how happy they are to be back on campus. Teachers have also utilized outside space to hold lessons, especially PE and Music; in addition, kindergarten teachers have included extra physical lessons to help students build dexterity and across the midline balance.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

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

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

No CAASPP testing occurred in Spring 2020 due to the COVID-19 pandemic. Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessments were provided to every student at the beginning of the year either in a virtual or safe, face-to-face format. All students that measured Red (Intensive Support) or Yellow (Strategic Support) qualified for Intervention Reading services. Math intervention was provided to students who did not score well on the SWUN end-of-unit assessments. Measures for Academic Progress (MAP) Growth Reading, Language, and Math Assessments will be conducted in late May 2021 for a baseline and to help with classroom placement for fall 2021.

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

Traditional PGUSD IFA assessments were not used during the 2020-2021 school year. Superkids, SWUM Math, and Benchmark ELA end-of-unit assessments were used to progress monitor. Measures for Academic Progress (MAP) Growth Reading, Language, and Math Assessments will be conducted in late May 2021 for a baseline and to help with classroom placement for fall 2021.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teaching staff meets requirements of NCLB with additional instructional assistants holding teaching certification.

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

All teachers continue to be properly credentialed. Distance Learning Professional Development occurred in August 2020, covering new online features for SBE-adopted Superkids and Benchmark-ELA SBE-adopted math curriculum, SWUN Math, began in 2019 and continued in Zoom meetings quarterly on asynchronous Mondays in 2020-2021 and was also offered in the August training.

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

PGUSD offered pay to any certificated or classified employees that wanted to participate in the University of Phoenix's summer Virtual Learning Academy. Approximately, twenty RHD employees spent 4 days in the Academy's online sessions.

In July 2020, Grade level teams from Robert Down and Forest Grove came together to create common weekly schedules as well as pacing guides for the year.

The August 2020 Distance Learning professional development also included classified staff and covered SeeSaw, Google Suite, IXL, iRead, READ 180, Screencastify, Edpuzzle, Pear Deck, and Flipgrid sessions.

Four new employees participated in the Toolbox Social Emotional Learning Curriculum that has been adopted at Robert Down since 2017.

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

SWUN Math sessions with consultant/trainer Tim Vassar continued quarterly throughout 2020-2021, an introductory session with MAP Growth assessments occurred in April 2021, and all grade levels met for weekly lesson planning/pacing on asynchronous Mondays.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

All grade levels met with Forest Grove colleagues in July 2020 to create grade-alike Distance Learning Schedules and review provided pacing guides. Collaboration between both sites continued every Monday for the entire year to ensure common lessons/curriculum, even after the Extended Day, on-campus program began in April.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Pacing guides were provided by SWUN, Superkids, and Benchmark ELA with distance learning as a focus. Forest Grove and Robert Down Elementary teachers from all grade levels created schedules and agreed-upon pacing for all curriculum for the 2020-2021 school year. The PGUSD Curriculum Dept. and site Science representatives decided to wait for the Science Scopes pilot to occur during the 2021-2022 school year.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Distance Learning and Extended Day instructional minutes were created for 2020-2021. Distance Learning matched CA Dept. of Education Recommendations: Kindergarten: 180 minutes Mon. and 185 Tu.=Fri.; Primary and SDC– 230 Mon.-Fri. Intermediate – 240 Mon. and 295 Tu. – Fri. Extended Day, on-campus classes: Kindergarten – 180 minutes Mon. and 170 minutes Tu.-Fri.; Primary, Intermediate, and SDC – 240 Minutes Mon. and 255 minutes Tu.-Fri.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Speech, OT, and Intervention/RSP reading & math sessions were created to best fit students' schedules. All IEP minutes were served.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Standards based materials are available to all students.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

SBE adopted materials are used in ELA, Math, and Social Studies. Science was vetted during 2019-20 and will be piloted in 2021-2022.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)
 Small groups in classroom, individual assistance by teacher and classroom aides, intervention program, English Language Development program, and Resource Specialist pull out and push in services.

Evidence-based educational practices to raise student achievement
 PLCs, Progress Monitoring, Small Group Instruction in class and pull out services.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)
 Once the second-round of Cares Act funding became available to sites, RHD began a Distance Learning Support program Monday-Friday, 8:30-2:00. After the Extended Day program began, Mondays increased to 8:30-3:00 and after school support was provided up to 3:00 P.M. Tuesday-Friday. Fall and Spring Conferences are available to all students. Most, if not all, students that are having academic difficulty are recommended for an SST if they are not receiving Intervention or other supporting services.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)
 N/A

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)
 N/A Robert Down does not qualify for Title I funding.

Fiscal support (EPC)

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The Robert H. Down Site Council reviewed the 2021-2022 SPSA on May 10, 2021, and discussed previously how there was a preference for any site club/activity to be funded with site funds if they provided services for grades K-5. Parental input was sought and Distance Learning Survey results were provided to stakeholders throughout the year during Cocoa with Keller nights (9/11/2020, 10/29/2020, 11/19/2020, 01/19/2021, 02/18/2021, 03/16/2021, 04/29/2021), Town Halls (07/28/2020, 03/01/2021, 03/15/2021, 03/25/2021), PTA Meetings (09/29/2020, 10/05/2020, 11/02/2020, 12/07/2020, 02/01/2021, 04/05/2021) and various PGUSD Board meetings.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Lack of funding for Spanish instructor for all grade levels. PGUSD considering options for elementary Spanish instruction at future Board meetings. Distance Learning Support program was huge success at RHD, providing much-needed 1:1 tutoring and monitoring. Title I funds are not available to RHD in order to support a similar program through the 2021-2022 school year.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.20%	1.95%	1.28%	1	9	6
African American	0.61%	2.16%	2.55%	3	10	12
Asian	7.33%	9.52%	11.06%	36	44	52
Filipino	1.83%	1.52%	1.28%	9	7	6
Hispanic/Latino	14.87%	17.1%	17.87%	73	79	84
Pacific Islander	0.20%	0.43%	0.64%	1	2	3
White	63.75%	63.85%	63.4%	313	295	298
Multiple/No Response	3.26%	1.08%	1.28%	16	5	3
Total Enrollment				491	462	470

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	77	82	66
Grade 1	90	73	86
Grade 2	81	88	74
Grade 3	77	76	92
Grade 4	73	79	73
Grade 5	93	64	79
Total Enrollment	491	462	470

Conclusions based on this data:

- Overall population of RHD is declining from 470 in 2019-2020 to 431 in 2020-2021. A hard decision will need to be made to determine if all "bubble" classes (those with four FTE teaching positions) will continue moving up with all four classrooms opened each year through 5th grade or if the district goal to have class sizes moving closer to PGTA contract language will be the choice of the PGUSD Board.
- The COVID-19 pandemic and Distance Learning negatively affected Robert Down's population along with continued rise in cost of living.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	43	15	22	8.8%	3.2%	4.7%
Fluent English Proficient (FEP)	35	43	40	7.1%	9.3%	8.5%
Reclassified Fluent English Proficient (RFEP)	5	6	6	10.0%	14.0%	40.0%

Conclusions based on this data:

1. With English Learner (EL) population decreasing at RHD, ELD teacher began providing additional time at Forest Grove Elementary starting in 2019-2020 due to their increased level of EL students and continued into 2020-2021.
2. The COVID-19 reduced our EL population in 2020-2021 due to travel restrictions. Many EL families come to RHD while parent is enrolled at local Naval Post Graduate School (NPS) masters program or teaching at the Defense Language Institute (DLI) or NPS for 1-2 years. RHD has a multi-national EL population; languages have included Korean, Arabic, Swedish, Norwegian, German, French, Spanish, and Portuguese.
3. RHD 2020-2021 Site Council believes there was a mistake in CALPAD upload for 2017-18 EL numbers. There were not 43 EL students at RHD that year.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	74	73	74	70	72	73	70	72	73	94.6	98.6	98.6
Grade 4	90	74	83	85	69	81	85	69	81	94.4	93.2	97.6
Grade 5	83	98	66	80	97	60	80	97	60	96.4	99	90.9
All Grades	247	245	223	235	238	214	235	238	214	95.1	97.1	96

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2479.	2489.	2500.	51.43	54.17	58.90	22.86	27.78	16.44	18.57	9.72	24.66	7.14	8.33	0.00
Grade 4	2538.	2551.	2539.	57.65	62.32	55.56	22.35	26.09	20.99	9.41	7.25	16.05	10.59	4.35	7.41
Grade 5	2544.	2574.	2599.	36.25	51.55	63.33	33.75	31.96	23.33	16.25	8.25	10.00	13.75	8.25	3.33
All Grades	N/A	N/A	N/A	48.51	55.46	58.88	26.38	28.99	20.09	14.47	8.40	17.29	10.64	7.14	3.74

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	41.43	48.61	50.68	44.29	38.89	43.84	14.29	12.50	5.48	
Grade 4	54.12	59.42	54.32	36.47	36.23	38.27	9.41	4.35	7.41	
Grade 5	37.50	45.36	63.33	45.00	45.36	31.67	17.50	9.28	5.00	
All Grades	44.68	50.42	55.61	41.70	40.76	38.32	13.62	8.82	6.07	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	47.14	51.39	46.58	44.29	34.72	52.05	8.57	13.89	1.37
Grade 4	50.59	57.97	41.98	44.71	40.58	48.15	4.71	1.45	9.88
Grade 5	40.00	59.79	68.33	53.75	32.99	26.67	6.25	7.22	5.00
All Grades	45.96	56.72	50.93	47.66	35.71	43.46	6.38	7.56	5.61

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	34.29	43.06	50.68	62.86	51.39	46.58	2.86	5.56	2.74
Grade 4	42.35	43.48	40.74	48.24	55.07	55.56	9.41	1.45	3.70
Grade 5	28.75	35.05	48.33	66.25	60.82	45.00	5.00	4.12	6.67
All Grades	35.32	39.92	46.26	58.72	56.30	49.53	5.96	3.78	4.21

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	48.57	54.17	46.58	42.86	40.28	45.21	8.57	5.56	8.22
Grade 4	57.65	59.42	45.68	37.65	40.58	46.91	4.71	0.00	7.41
Grade 5	47.50	56.70	61.67	41.25	34.02	33.33	11.25	9.28	5.00
All Grades	51.49	56.72	50.47	40.43	37.82	42.52	8.09	5.46	7.01

Conclusions based on this data:

1. Robert Down Elementary earned National Blue Ribbon Recognition for ELA and Math scores from 2015-2019.
2. Progress monitoring occurring to identify students requiring ELA intervention. On going discussions among administrator, intervention, and grade level teachers needs to occur to discuss specific modifications to lessons/curriculum.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	74	73	74	73	72	73	73	72	73	98.6	98.6	98.6
Grade 4	90	74	83	87	70	82	87	70	82	96.7	94.6	98.8
Grade 5	83	98	66	82	97	60	82	97	60	98.8	99	90.9
All Grades	247	245	223	242	239	215	242	239	215	98	97.6	96.4

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2481.	2500.	2500.	35.62	44.44	52.05	38.36	44.44	24.66	20.55	9.72	15.07	5.48	1.39	8.22
Grade 4	2539.	2532.	2525.	47.13	38.57	34.15	35.63	35.71	36.59	11.49	22.86	25.61	5.75	2.86	3.66
Grade 5	2530.	2570.	2579.	36.59	50.52	53.33	21.95	24.74	26.67	14.63	15.46	13.33	26.83	9.28	6.67
All Grades	N/A	N/A	N/A	40.08	45.19	45.58	31.82	33.89	29.77	15.29	15.90	18.60	12.81	5.02	6.05

Concepts & Procedures Applying mathematical concepts and procedures											
Grade Level	% Above Standard			% At or Near Standard			% Below Standard				
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19		
Grade 3	52.05	62.50	65.75	38.36	34.72	24.66	9.59	2.78	9.59		
Grade 4	57.47	50.00	52.44	32.18	41.43	32.93	10.34	8.57	14.63		
Grade 5	39.02	62.89	60.00	26.83	21.65	30.00	34.15	15.46	10.00		
All Grades	49.59	59.00	59.07	32.23	31.38	29.30	18.18	9.62	11.63		

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	49.32	56.94	57.53	42.47	41.67	36.99	8.22	1.39	5.48
Grade 4	49.43	45.71	37.80	36.78	50.00	51.22	13.79	4.29	10.98
Grade 5	39.02	50.52	46.67	35.37	40.21	46.67	25.61	9.28	6.67
All Grades	45.87	51.05	46.98	38.02	43.51	45.12	16.12	5.44	7.91

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	52.05	54.17	56.16	45.21	40.28	34.25	2.74	5.56	9.59
Grade 4	56.32	48.57	51.22	34.48	48.57	42.68	9.20	2.86	6.10
Grade 5	32.93	40.21	48.33	47.56	47.42	45.00	19.51	12.37	6.67
All Grades	47.11	46.86	52.09	42.15	45.61	40.47	10.74	7.53	7.44

Conclusions based on this data:

1. Communicating Reasoning was the only category to reduce Below Standard numbers from 2016-2019.
2. With adoption of SWUN Math and new intervention teachers at Forest Grove and Robert Down, it will need to be determined if SWUN Math provides the curriculum/materials necessary to build up skills and concept knowledge for students scoring in the Below Standards range within classrooms and the Intervention programs at each school.
3. CAASPP assessments have not been administered since PGUSD elementary schools adopted SWUN math. This curriculum provides daily review of previous concepts along with increased access to word problems which require analysis of how students answered questions.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K		*		*		*		*
Grade 1	*	*	*	*	*	*	*	*
Grade 2	*	*	*	*	*	*	*	*
Grade 3	*	*	*	*	*	*	*	5
Grade 4	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*
All Grades							18	14

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
1	*	*	*	*	*	*		*	*	*
3		*	*	*	*	*		*	*	*
4	*	*	*	*	*	*		*	*	*
5	*	*	*	*		*		*	*	*
All Grades	*	35.71	*	35.71	*	7.14		21.43	18	14

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
1	*	*	*	*		*		*	*	*
2	*	*	*	*		*		*	*	*
3		*	*	*	*	*		*	*	*
4	*	*	*	*	*	*		*	*	*
5	*	*	*	*		*		*	*	*
All Grades	*	50.00	*	28.57	*	0.00		21.43	18	14

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
1	*	*	*	*		*	*	*	*	*
4	*	*	*	*		*	*	*	*	*
5	*	*	*	*		*		*	*	*
All Grades	*	21.43	*	28.57	*	35.71	*	14.29	18	14

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
All Grades	61.11	42.86	*	42.86	*	14.29	18	14	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
All Grades	*	64.29	*	14.29		21.43	18	14	

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
1	*	*	*	*	*	*	*	*	
All Grades	*	28.57	*	50.00	*	21.43	18	14	

Writing Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
All Grades	61.11	35.71	*	57.14	*	7.14	18	14	

Conclusions based on this data:

1. Strongest area for Robert Down EL students is Speaking.
2. More ELPAC data is needed to help determine classroom interventions/strategies for teachers.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
462	16.5	3.2	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	15	3.2
Socioeconomically Disadvantaged	76	16.5
Students with Disabilities	44	9.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	10	2.2
American Indian	9	1.9
Asian	44	9.5
Filipino	7	1.5
Hispanic	79	17.1
Two or More Races	11	2.4
Pacific Islander	2	0.4
White	295	63.9





Conclusions based on this data:

1. Robert Down's largest population continues to be white with slight increases of Hispanic and Asian students.
2. Efforts should continue to ensure equity and access to curriculum for all targeted populations: SED, EL, SPED, and non-majority populations.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p>English Language Arts</p>  <p>Blue</p>	<p>Chronic Absenteeism</p>  <p>Green</p>	<p>Suspension Rate</p>  <p>Blue</p>
<p>Mathematics</p>  <p>Blue</p>		

Conclusions based on this data:

1. 3rd, 4th, 5th Grade students are performing well on CAASPP ELA and Math assessments.
2. Families are continuing to use Justifiable Absence Requests to take students out for trips, which drops Robert Down from Blue into Green.
3. No families referred to the Monterey County Truancy Abatement program for 2019-20.

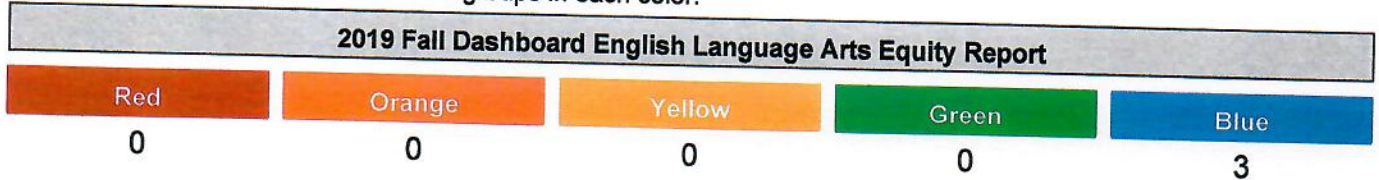
School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Blue 77.9 points above standard Increased ++7.6 points 203	<p>English Learners</p>  No Performance Color 44.1 points above standard Declined -8.7 points 19	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p>  No Performance Color 0 Students	<p>Socioeconomically Disadvantaged</p>  Blue 56.8 points above standard Increased Significantly ++18.9 points 44	<p>Students with Disabilities</p>  No Performance Color 21.6 points above standard Increased ++11.9 points 25

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	Asian  No Performance Color 86.6 points above standard Increased ++5 points 29	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic  Blue 56.7 points above standard Maintained -0.1 points 31	Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	White  Blue 85.9 points above standard Increased ++14 points 128

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner Less than 11 Students - Data Not Displayed for Privacy 3	Reclassified English Learners 54.4 points above standard Declined -11.7 points 16	English Only 78.7 points above standard Increased ++6.4 points 166

Conclusions based on this data:

- District identified, targeted subgroups are performing well on CAASPP ELA assessments.
- Although EL students' overall ELA scores declined by 8.7 points, they continue to perform 44.1 points over standard.

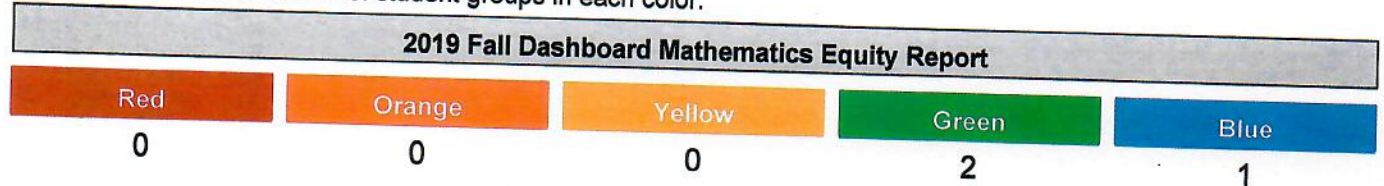
School and Student Performance Data

Academic Performance Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
Blue 52.6 points above standard Maintained ++2.6 points 202	No Performance Color 34.5 points above standard Declined Significantly -23.1 points 19	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Green 28.4 points above standard Increased ++6.1 points 43	No Performance Color 0.6 points below standard Increased ++7.1 points 24

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	Asian  No Performance Color 79.4 points above standard Increased ++13.3 points 29	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic  Green 31.1 points above standard Declined -5.7 points 31	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	White  Blue 56 points above standard Increased ++3.4 points 127

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner Less than 11 Students - Data Not Displayed for Privacy 3	Reclassified English Learners 47.1 points above standard Declined -14.2 points 16	English Only 51.2 points above standard Maintained ++1 points 165

Conclusions based on this data:

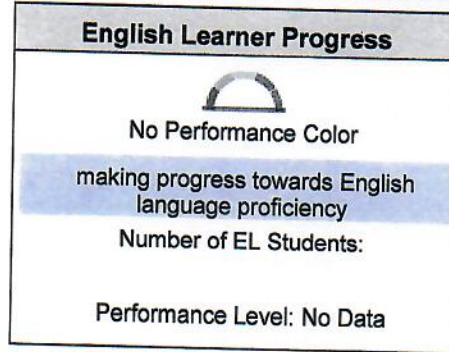
- Overall, Robert Down Students continue to perform well on CAASPP math assessments.
- More emphasis is needed for EL and Hispanic student support with math Intervention within classrooms and pull-out services.

School and Student Performance Data

Academic Performance English Learner Progress

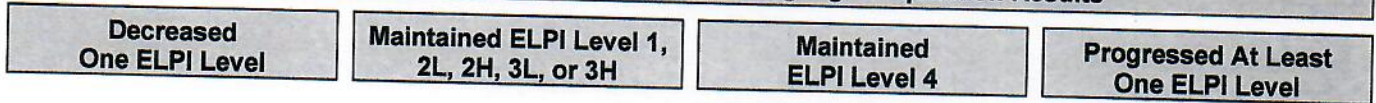
This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results



Conclusions based on this data:

- Majority of EL students developing English skills.

School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

- 1.

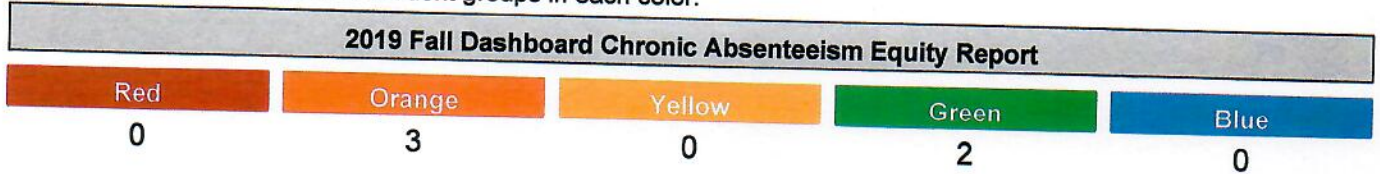
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>7.4</p> <p>Declined -0.7</p> <p>489</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>15</p> <p>Increased +3.6</p> <p>20</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p>	<p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p>18.3</p> <p>Increased +9.3</p> <p>104</p>	<p>Students with Disabilities</p>  <p>Green</p> <p>9.8</p> <p>Declined -2.1</p> <p>51</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
<p>African American</p>  <p>No Performance Color</p> <p>7.1</p> <p>14</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>9</p>	<p>Asian</p>  <p>Orange</p> <p>12</p> <p>Increased +6.3</p> <p>50</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>7</p>
<p>Hispanic</p>  <p>Orange</p> <p>8.6</p> <p>Increased +2.1</p> <p>81</p>	<p>Two or More Races</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>7</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>	<p>White</p>  <p>Green</p> <p>6.3</p> <p>Declined -1.2</p> <p>318</p>

Conclusions based on this data:

1. Most concerned subgroups in assessments are missing 18 or more days of school: EL, SED, and SPED.
2. Overall chronic absenteeism decreased slightly.

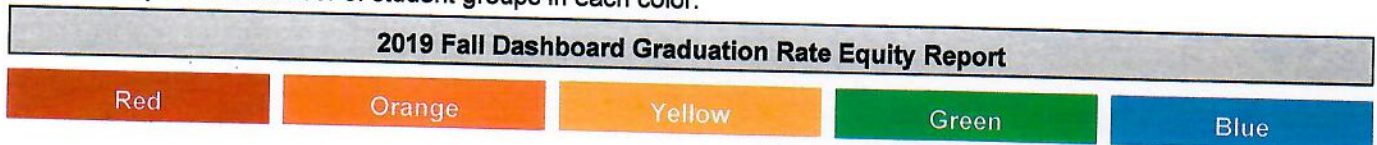
School and Student Performance Data

Academic Engagement Graduation Rate

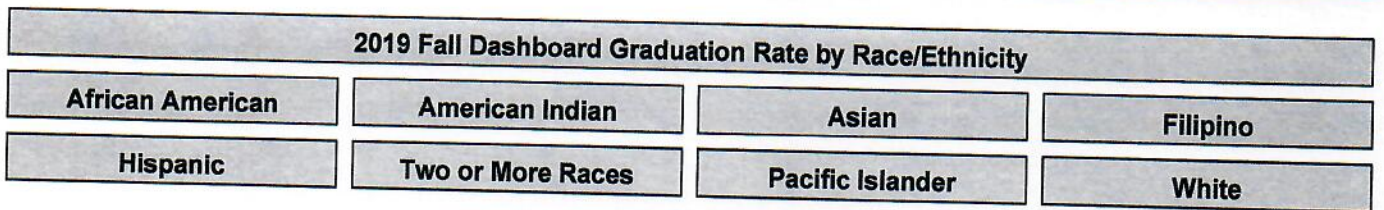
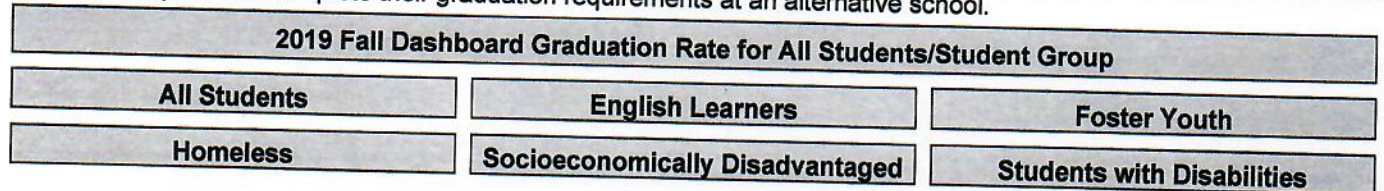
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

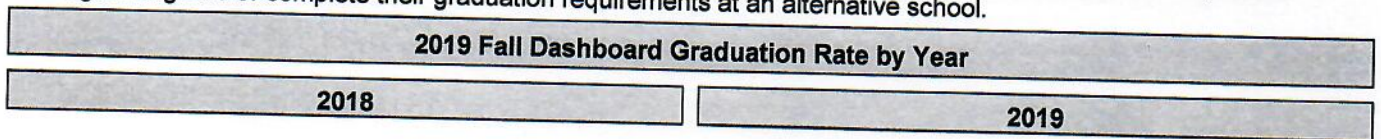
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

- 1.

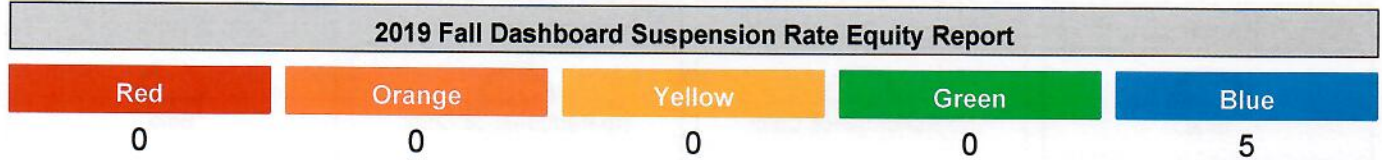
School and Student Performance Data

Conditions & Climate Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

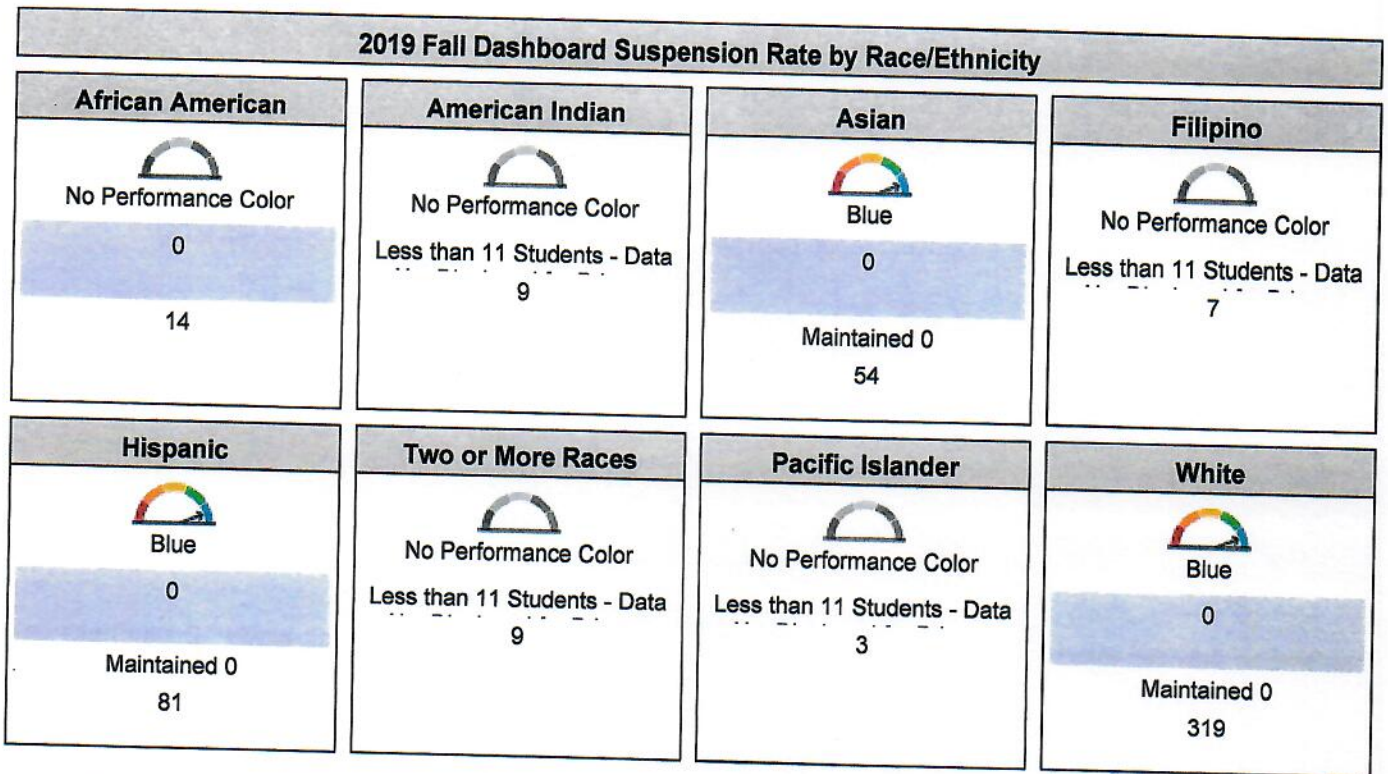


This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
<p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>496</p>	<p>No Performance Color</p> <p>0</p> <p>Maintained 0</p> <p>22</p>	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	<p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>104</p>	<p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>51</p>



This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
0	0	0

Conclusions based on this data:

1. Alternatives to suspensions continue as practice at Robert H. Down Elementary.
2. Toolbox Social and Emotional lessons once per week in PE and discussing tools with students while debriefing conflicts helping with low suspension rate.
3. Three additional debriefing questions for undesired behavior are being used: 1)Is it safe? 2)Is it kind? 3)Is it your personal best?

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Goal 1: Pacific Grove Unified, in partnership with Students, parents, staff, and the community, will challenge all students by providing a quality instructional program in a positive, safe and stimulating environment, providing differentiated pathways for all students to be college and career ready upon graduation.

Goal 1

Robert H. Down Elementary will continue to be a welcoming place of innovative learning by increasing opportunities for students to participate in career awareness activities (K-5) and skill-building leadership and service-learning roles (3-5) through lunchtime and after school activities/clubs as measured by the CA Healthy Kids and Site Council Survey and participation rates in programs.

Identified Need

2019-2020 CA Healthy Kids Survey Results indicated need for increased connectedness to school along with the counseling goal to provide career exploration activities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2021-22 CA Healthy Kids Survey (CAHKS)	2019-2020 CA Healthy Kids Survey results indicated close to 20% of students needing increased efforts to feel a part of RHD.	2021-2022 CA Healthy Kids Survey Results and Site Council Survey Results will indicate reduced feelings of lack of participation and not feeling a part of RHD.
Participation rates in leadership and service learning opportunities for 4th/5th grades: Service Leaders, Blue Jackets, and Garden Rangers.	In 2018-19, ten 5th grade participated in service learning with counselor. Data not taken for participation in Kindness Week or other leadership opportunities.	10-20% increase in participation for RHD service learning opportunities along with 30% increase (74%) in response to Meaningful Participation on the 2019-20 CAHKS.
Participation rates in lunchtime and after school activities/clubs: yoga, Lunch Bunch, Garden Club, Choir, STEM Club, Robotics, ROV Underwater Robotics, GATE, Drama Club, The Otter Times, Otter Monthly Video Newsletter, etc.	In 2019-2020, 20 4th and 5th graders and 20 3rd graders participated in Lego Robotics, 30 students participate annually in Jedi Choir, over 80 students participated in two drama productions.	
Garden Rangers recycling and sustainability program established between garden and cafeteria.	No data collected in 2020-2021.	Baseline of recycled materials collected and sustainability of garden to be determined in 2021-2021.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Create a master list of guest speakers and mentors for career day and schoolwide/grade-wide visits.	No data collected in 2020-2021.	Community members and RHD 5th graders provide mentoring groups focusing on PGHS CTE-related careers: Culinary, Art, Photo, STEM and ROV, Robotics, National Honor Society (Writing), Coding, and Computer Hardware. Guest speakers for any topic are provided grade-wide with a database created for future contact and organization so there is no overlap between grades, unless it is a schoolwide topic.
Use of Site Council Staff, Student, and Surveys to gather feedback about participation and career exploration.	132 parents participated in 2018-19 RHD Site Council Survey and 144 in 2019-2020. 51 5th graders participated in the 2019-2020 RHD Site Council Survey along with 28 staff members.	Increase parent participation in Site Council survey to minimum of 200 along with goal of 100% staff and student participation.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

5th grade students

Strategy/Activity

Provide leadership and service-learning opportunities for 5th graders to include mixers with Forest Grove Elementary 5th graders at the beginning of the year (Sunrise breakfast), the midpoint of the year field day (High Noon activities at either elementary location), and end of the year (Sunset reflection BBQ/Bonfire). Focus on Toolbox tools and how 5th graders are leaders on campus that will exemplify anti-bullying behaviors. Principal to meet with 5th-grade volunteer service leaders to determine needs on campus for monitoring competitive play during recess and lunch and how RHD can improve through concerns in surveys and how 5th graders can lead the change.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
200	Site Formula Funds 4000-4999: Books And Supplies Materials/Supplies and snacks needed for Sunrise, High Noon, Sunset, and Service Leader Meetings/Mixers
	Site Formula Funds 4000-4999: Books And Supplies
	Site Formula Funds 2000-2999: Classified Personnel Salaries

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

K-5 Garden Program to include NGSS- focused lessons on sustainability and recycling at RHD, including leadership/service learning opportunities for recycling, food bank donation, and sustainability within food services programs (Garden Rangers).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6,000	Site Formula Funds 2000-2999: Classified Personnel Salaries Garden Coordinator
500	Site Formula Funds 4000-4999: Books And Supplies Garden Program Funds
1000	Donations 0000: Unrestricted 2020 Pebble Beach Grant for Garden Sustainability Program - Smocks, gloves, bins

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students interested in STEM

Strategy/Activity

STEM lunchtime and after school clubs to partner with CSUMB Service Learners and PGUSD community members as mentors to provide free participation: FIRST Robotics Lego, Jr. for 1st - 4th

grades, FIRST Robotics Lego League for 5th Grade, ROV underwater robotics for 4th/5th grades, and STEM Club for K - 5th grades.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3000	Site Formula Funds 1000-1999: Certificated Personnel Salaries Adviser stipends for monthly activities for each grade level- \$1500 per half-year
1,000	Site Based Gifts and Donations 0000: Unrestricted Expected donations for clubs to raise
	None Specified None Specified

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

4th/5th Grade Service Learners Training for noontime Blue Jackets, Cafeteria Helpers, Service Leaders monitoring activities, and Otter Monthly Video Newsletter reports.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
200	Site Formula Funds 4000-4999: Books And Supplies Snacks and copies for training

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students interested in Drama

Strategy/Activity

Continue free after school Drama Club with equitable selection process to ensure participation within one year. If more than one production occurs yearly, new group of students selected through application and lottery with all applicants exhausted before selecting returning actors. RHD Site Council would like more self expression activities along with exploration of drama techniques: dance, small performances, drama skills, etc. K-5.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1500	Site Formula Funds 1000-1999: Certificated Personnel Salaries Up to 1,500 set aside for director stipend
500	Site Formula Funds 4000-4999: Books And Supplies 500 for Drama Supplies

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Creation of mentoring programs, Career Day, and collection of guest speakers who speak to schoolwide or grade-wide groups.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Investigate Career Exploration programs in 2021-2022 as Site Council and Leadership (eg. World of Work)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

No on-campus clubs or activities occurred due to the COVID-19 pandemic from August through March. STEM Club continued virtually throughout the year with over 80 participants. The Garden Coordinator offered weekly virtual lessons and live sessions until April when she transitioned to an on-campus lunchtime rotation for 3rd, 4th, and 5th grades and visits during instructional time arranged when requested. The greenhouse slab was installed using 2020 Pebble Beach Grant donations with plans to spend the majority of funds during Summer 2021 on replacing rotted garden beds with Trex material.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Although funding for the Garden Rangers Sustainability program were procured from the Pebble beach Company Grant, due to the COVID-19 pandemic along with major Western states fires, the ability to enter the building to work on the project and pay for materials was hindered because of COVID protocols and increase in cost of wood and Trex. Prices almost tripled and it was recommended by our construction partner to wait until Summer 2021 for the garden beds to be replaced.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This goal is gearing more towards career exploration to match with the PGUSD LCAP Goal 1. In addition to having lunchtime and after-school leadership opportunities, RHD plans to create a list of all guest speakers at each grade level to create consistency of what careers are being presented to students. In addition, along with CSUMB's annual Service Learners Program participants, RHD would like to find more community mentors to provide lessons throughout the year focusing on Pacific Grove High School's Career Technical Education Pathways: Culinary/Hospitality, Art/Photo media graphic arts, Sports Medicine/Health Careers, and STEM/Digital Learning/Coding/and Computer Hardware Repair. For all lunchtime and after-school advisor stipends, the RHD Site Council would like to see all grade levels provided services. An additional 5th-grade group will focus on providing a schoolwide monthly video to promote RHD activities: Otter Monthly. Lastly, the RHD Site Council and Site Leadership committees will investigate career exploration curriculum (eg. World of Work) to help students begin an appreciation for skills and interests toward a career.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Goal 2: Social Emotional learning Goal: To advance educational equity and excellence by focusing on the social, emotional, and mental health of our school community by creating a safe and affirming school environment and culture that supports and encourages school connectedness and resiliency

Goal 2

Robert H. Down will continue to provide a safe and affirming educational space where all, students, staff, and parents feel welcomed and listened to while forming positive connections with each other as evidenced by responses on the CA Healthy Kids and Site Council Surveys, **SEL Screener**, and participation rates in lunchtime SEL activities.

Identified Need

2020-2021 results on Distance Learning parent surveys regarding concerns of student depression, RHD Site Council goal to provide SEL supports during 2021-2022, on 2019-2020 CA Healthy Kids Survey 18% of 5th-grade students indicating they experienced frequent sadness, 47% shared that mean rumors or lies were spread about them, 41% were called bad names or target of mean jokes, and 78% of 2019-2020 5th graders on the RHD Site Council Student Survey stating they experienced at least some sadness. 20% of students do not perceive RHD as a safe school, and seven staff members felt that RHD was not a secure campus.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Toolbox-embedded lessons with writing reflection/outcome 3x per year (1x per trimester) per grade level/classroom.	No data collected during 2020-2021.	Each classroom will have Toolbox reflections/related lesson outcomes (eg. artwork) posted in classroom or hallway 3x year, including Kindness Week 2022.
Participation rates in lunchtime yoga, Lunch Bunch, SEL activities, and Garden Club.	No data collected during 2020-2021.	
Collection of Toolbox Skills through Caught Being Good Cards	Baseline data collected up to March 2020 before Shelter in Place and Distance Learning went into effect. Unfortunately, a new baseline will need to be created since data was lost in a hard drive crash.	Olly the Otter stuffed animal will be awarded to six classrooms during RAK assemblies. Baseline formed for Toolbox skills being used on regular basis.
2021-2022 CA Healthy Kids Student, Staff, and Parent Surveys	2019-2020 CA Healthy Kids Student and Staff surveys: 41% of RHD 5th graders did not or only felt close to people at school sometimes, 20% of 5th graders did not feel part of the school or proud to be a part	10% decrease in students responding to perpetration behaviors of bullying and 10% decrease in students responding to being victimized by bullying behaviors as well as 90% of students and staff

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>of it, 31% of 5th graders did not feel they were treated fairly after breaking rules, Bullying is seen as an issue to address by both staff and students with 47% of 5th graders indicating they have had a rumor spread about them as well as close to 40% admitting they have called others bad names; 83% of RHD staff believe bullying is a mild to the severe problem on campus with 23% believing bullying prevention should be provided, 78% of 5th-grade students experienced sadness in their lives with 89% of staff responding this was a mild to the severe issue at RHD, Out of 13 staff respondents to the question of whether RHD was a secure campus, 54% stated that it was not,</p>	<p>indicating that RHD is a safe and secure campus on the 2021-2022 CA Healthy Kids Survey.</p>
<p>Toolbox Honors Certificates for all 5th graders.</p>	<p>Baseline to be created in May 2022.</p>	<p>RHD staff will provide statements for every 5th grader, praising their use of any of the 12 Tools in the Toolbox, SEL Curriculum, and/or Random Act of Kindness assembly concepts.</p>
<p>Professional Development for classified and certificated staff in classroom and social-emotional supports.</p>	<p>2019-2020 CA Healthy Kids Survey results indicated 50-53% of staff believe there should be professional development provided regarding the following topics: Social-Emotional supports for students, Culturally-relevant instructional methods, and classroom support practices for special education and EL students.</p>	<p>All RHD staff will be trained in and use Toolbox strategies and venacular with students.</p>

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Increase use of Toolbox-embedded social-emotional lessons in all grade levels with additional professional development for all staff in using Toolbox strategies, providing updated Caught Being Good cards to include Toolbox tools, identifying/recognizing grade level classes at Random Act of Kindness Assemblies (RAKs) with Ollie the Kindness Otter Award for the month presented to the class using Toolbox tools the most, and hosting an anti-bullying assembly at the beginning of the year to focus on strategies to decrease perpetration of bullying behaviors.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500

Source(s)

Site Formula Funds
4000-4999: Books And Supplies
Possible Toolbox curriculum needing to be purchased.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Lunchtime SEL activities: Yoga, Art, Lunch Bunch, Garden Club, and other options to be determined.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Site Formula Funds
None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Collection of Caught Being Good Cards and monthly class award of Ollie the Kindness Otter

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Intermediate grades: 3rd, 4th, and 5th

Strategy/Activity

CA Healthy Kids Survey administered to 5th graders and RHD Site Council Survey proctored to 3rd, 4th, and 5th grades

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

5th grade

Strategy/Activity

Toolbox Honors Certificates

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

50

Site Formula Funds
4000-4999: Books And Supplies
Certificate paper for Toolbox Honors

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Professional Development for classified and certificated staff in classroom and social-emotional supports.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1000

Source(s)

Site Formula Funds
5800: Professional/Consulting Services And
Operating Expenditures
Toolbox training

Strategy/Activity 7**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All grade levels and targeted group members

Strategy/Activity

RHD Principal will seek feedback regarding student needs and input for activities during the 2021-2022 school year, possibly creating a Student Leadership Advisory group.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 8**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Dance lessons in PE for the Spring Dance, celebrating movement and end of year tradition. This takes onus off classroom teachers.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1500

Source(s)

Site Formula Funds
2000-2999: Classified Personnel Salaries
Dance consultant for PE classes

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Goal 2 was created to match PGUSD SEL LCAP Goal. Although Toolbox has been a focus at RHD since 2017, there have been several staff changes and not all staff have the Tools lanyards available to them. This SEL focus was moved from previous Goal 1 (To provide connections to RHD). Toolbox lessons were not conducted outside of PE Toolbox Tuesdays as the focus during Distance Learning and Extended Day, On-campus learning were ELA and Math.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Toolbox lessons were not conducted outside of PE Toolbox Tuesdays as the focus during Distance Learning and Extended Day, On-campus learning were ELA and Math. In addition, updated Toolbox materials could not be purchased due to the increased need for classroom materials for all grade levels.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

RHD is adding 5th Grade Toolbox Honors certificates in Spring 2021 and will increase awareness to all grade levels to incorporate a positive culture and intrinsic desire to use the Toolbox tools while in attendance at RHD along with the Random Act of Kindness Assembly concepts: Kindness, Perseverance/GRIT, Empathy, Gratitude, Curiosity, and Family/Patriotism.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Goal 3: Mathematics and English Language Arts: All English Learners (EL), Socioeconomically Disadvantaged Students (SED), Foster Youth (FY), Students With Disabilities (SWD), and Hispanic students will show a measurable increase in achieving grade-level standards in mathematics and English Language Arts each year as measured by Smarter Balanced Assessments and local valid assessments.

Goal 3

Robert H. Down Elementary students, including targeted student groups, performing at not met or nearly met standards levels in ELA and math as determined by progress monitoring of their academic growth through performance on district interim Measurements of Academic Growth (MAP), Scholastic Reading Inventory (SRI), Scholastic Math Inventory (SMI), Dynamic Indicators of Basic Early Literacy Skills (DIBELS), curriculum embedded tests (Superkids and Benchmark), as well as state CAASPP assessments will be provided appropriate intervention services and improve at least one level (eg. nearly met to met) on the 2021-2022 ELA and math CAASPP assessments.

Identified Need

With no CAASPP assessment data to review, RHD looked at DIBELS scores to determine Intervention services for reading K-5. 17 4th and 5th grade students participated in the READ 180 program. 7/8 4th graders increased their Lexile scores by an average of 175.5 points. 8/9 5th graders increased their scores by an average of 127 points; however, only one 4th grade student scored within the proficient range. 71 students participated in Reading and math intervention services - may remaining throughout the entire year due to scores in the red it yellow zones, requiring in-depth or strategic intervention measures.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2021-2022 CAASPP ELA 3rd-5th Assessments	2018-19 CAASPP results indicated 9 3rd-5th graders scoring not met on ELA and 13 on math assessments. 37 scored nearly met on ELA and 40 on math assessments.	Any students qualifying for ELA or math interventions based on MAP, DIBELS, and/or SRI/SMI will receive intervention services within the classroom and/or pull out services and will score at Nearly or Proficient on 2021-2022 CAASPP ELA and math assessments.
2021-22 MAP reading, language, and math K-5 interim assessments	MAP baseline assessment date being collected in May 2021.	All students will have a minimum of 1 year's growth RIT score (in one year's time) based on MAP achievement norms for each assessment band/grade level.
Superkids (K-2) Beginning, Meet Benchmarks, and Club Benchmarks and Benchmark	Baseline for these assessments to be researched Summer 2021.	Students scoring nearly or not met on 2020-2021 Superkids Meet/Club Benchmarks or Benchmark Universe end of

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Universe (3-5) end of unit assessments.		unit assessments will not exceed 10% of K-5 population.
Scholastic Reading Inventory (SRI) and Scholastic Math Inventory (SMI) Fall (All 3rd, 4th, and 5th), Winter, and Spring assessments (only below or far below students).	2017-18 3rd grade reported 679.53 Lexile Average (Above Grade Level) and 4th grade 731.60 Lexile (Above Grade Level) average on SMI. No other grade levels performed SRI assessments in 2017-18.	Students scoring Below Grade Level on 2021-2022 SRI and SMI spring assessments will not exceed 10% of the population and will receive intervention
DIBELS for K-5		All K-5 students performing at the red or yellow level on DIBELS will receive reading intervention services. 30% of students will graduate from the program by May 2022.
English Language Proficiency Assessments for California (ELPAC)	2017-18 EL students performed at 55.6% Level 4 (Well developed), 27.8% Level 3 (Moderately Developed), and 16.7% Level 1 (Somewhat Developed).	All returning EL students will improve their ELPAC scores with an increase in performance level in one or more of the domains (speaking/listening/reading/writing).
Professional development for certificated and classified staff in classroom intervention strategies along with SIPPS training for all Intervention IAs.	Professional Development offered to all classified staff for one week in Distance Learning strategies and online software.	All staff will provide intervention strategies and report effectiveness on RHD Site Council Survey.
Professional development for MAP Growth Assessments	Introductory MAP Growth professional development provided May 2021.	All staff will indicate knowledge of how to provide access to students for MAP Growth assessments and analyze MAP RIT scores on RHD Site Council Staff Survey.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Professional development for all teachers and instructional assistants in MAP assessment analysis and classroom ELA and math intervention strategies/progress monitoring.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1300	Site Formula Funds 2000-2999: Classified Personnel Salaries 2 hours of MAP assessment and classroom intervention strategies for SPED/EL students
	None Specified None Specified

Strategy/Activity 2**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Professional Development in SIPPS intervention reading program for all Intervention instructional assistants

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
600	Site Formula Funds 2000-2999: Classified Personnel Salaries SIPPS training for Intervention instructional Assistants

Strategy/Activity 3**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students with emphasis on targeted students who qualify for Intervention and those on waiting list.

Strategy/Activity

Creation of common grade levels self-monitoring forms to report modified instruction based on analysis of ELA and math progress monitoring using Superkids/Benchmark Universe/SWUN Math end of unit and MAP 2020-21 baseline scores

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Distance Learning forced both Robert Down and Forest Grove Elementariness to join forces and provide similar pacing and curriculum for the first time in PGUSD history. These practices will need to continue as we look forward to re-opening full time on campus in the fall. RHD will need to adopt more progress monitoring practices in order to meet state SPSA requirements of providing how instruction was modified throughout the year to meet the needs of students.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The SIPPS reading curriculum was purchased in January 2021 to provide 3rd grade with an option for Intervention services since iRead and READ 180 both provided strategies that did not meet the needs of 3rd graders.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

For 2021-2022, SIPPS reading programs will be purchased by PGUSD for both Robert Down and Forest Grove intervention support programs to replace iRead, which had many glitches and did not live up to the expectations of reading skill-building. Illuminate IFAs will be replaced by Measures of Academic Growth (MAP Growth) reading, language, and math interim assessments to provide all staff feedback regarding student growth and how to modify instruction within the classroom as well as in the Intervention programs (RSP and Intervention). An emphasis to provide professional development for teachers and instructional assistants in reading and math classroom strategies/interventions will provide a cohesive plan to help all students gain 1 years development in MAP assessments based on RIT achievement norms.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$18,850.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
Donations	\$1,000.00
Site Based Gifts and Donations	\$1,000.00
Site Formula Funds	\$16,850.00

Subtotal of state or local funds included for this school: \$18,850.00

Total of federal, state, and/or local funds for this school: \$18,850.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 2 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members

Name of Members	Role
Katie Whitman	Parent or Community Member
Jennifer Jeska	Parent or Community Member
Sarah Boyle	Parent or Community Member
Heloisa Junqueira	Parent or Community Member
Maria Miller	Other School Staff
Christina Renteria	Classroom Teacher
Michelle Evans	Classroom Teacher
Sean Keller	Principal

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

Recommendations and Assurances

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

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

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

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
<i>Maria Miller</i> maria miller	Other: RHD Site Council Member and ELAC Representative

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

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

This SPSA was adopted by the SSC at a public meeting on May 10, 2019.

Attested:

<i>S.S. Keller</i>	Principal, Sean Keller on May 10, 2021
<i>Sarah A. L. Boyle</i> SARAH A. L. BOYLE	SSC Chairperson, on May 10, 2021

School Year: **2021-22**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Forest Grove Elementary School	27661346026470	4/27/2021	

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Forest Grove Elementary School has developed goals designed to improve English Language Arts, mathematics, social emotional learning, visual and performing arts, and safety in alignment with the district goals as described in our Local Control Accountability Plan.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Forest Grove administered the California Healthy Kids Survey late in the school year during 2020-21. When this data becomes available, the school will use to help guide decision making heading into 2021-22 The survey was given to our fifth grade students, our families, and our staff.

Forest Grove surveyed parents regarding the Distance Learning Program in January 2021

The questions focused on the following areas: our students' ability to access distance learning both synchronously and asynchronously, whether the amount of instruction matched our number of instructional minutes at each grade level, barriers to distance learning, school to home communication, and the quality of school support during distance learning. Forest Grove disaggregated the data into two groups - TK-2nd grade and 3rd-5th.

Regarding barriers to district learning:

57% district wide felt that distractions such as siblings or pets made it hard for students to focus on distance learning

40% district wide felt that their children were depressed, anxious, or stressed

TK-2at Forest Grove data indicated the following:

79% of our families used district devices for DL.

98% had the materials needed to complete the DL work at home.

70% felt children spent the right amount of time in live instruction with an adult. 18% felt it was not enough.

74% responded that children were "mostly engaged" or "very engaged" in synchronous activities

40% responded that children were "mostly engaged" or "very engaged" in asynchronous activities

89% felt that the time spent for their grade level approximately matched the instructional minutes mandated for their grade level.

All forms of school communication rated high for effectiveness

76% felt that the school was "very effective" or "effective" in providing information about how to help students in distance learning

78% felt that the school was "very effective" or "effective" in providing information to support students' social emotional needs

Grades 3-5 at Forest Grove data indicated the following:

58% of our families used district devices for DL.

98% had the materials needed to complete the DL work at home.

64% felt children spent the right amount of time in live instruction with an adult. 26% felt it was not enough.

72% responded that children were "mostly engaged" or "very engaged" in synchronous activities

47% responded that children were "mostly engaged" or "very engaged" in asynchronous activities

61% felt that the time spent for their grade level approximately matched the instructional minutes mandated for their grade level.

All forms of school communication rated high for effectiveness

80% felt that the school was "very effective" or "effective" in providing information about how to help students in distance learning

79% felt that the school was "very effective" or "effective" in providing information to support students' social emotional needs

Forest Grove also gathered parent input during several Town Hall Meetings to discuss our school's distance learning and reopening plan in response to the COVID-19 global pandemic.

Meetings were held on the following dates:

Elementary Town Hall Meetings - July 28, 2020; March 1, 2020; and March 23, 2020

Forest Grove Principal Check In for Families - 6/15/20, 9/15/20, 11/5/20, 11/24/20, 1/12/21, 1/26/21, 2/9/21, 2/23/21, 3/16/21, 3/24/21, 5/4/21

Parents feedback included a desire to focus on the social emotional needs of students throughout the 2020-21 school year.

Parent Surveys

Parents were surveyed in July 2020, November 2021, February 2021, and March 2021 to express their preference for distance learning or in person instruction. They also expressed their needs with regard to child care.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Throughout the year, administration conducted 18 formal evaluations lasting 30-60 minutes. Every week, administration conducted 5-25 informal drop in observations into classrooms lasting 5-10 minutes. Administration found that teachers were using district adopted curriculum materials in a satisfactory manner to teach the California Content Standards.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

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

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Last year the Smarter Balanced Assessment was not administered. Local data was analyzed as was Dibels, SRI, and SMI data. The information from these assessments was used to place students into intervention groups, along with other district and local assessments.

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

In grades TK-2, the SuperKids language arts program provides both formative and summative assessments to monitor student progress and differentiate instruction. In grades 3-5, Benchmark Advance curriculum is aligned to the California Content Standards. All grades TK-5 used the Swun math curriculum in 2020-21. Included within the curriculum are formative and summative assessments aligned the California Content Standards in math. Additionally, Forest Grove will continue to implement the use of district interim formative assessments.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All certificated staff members at Forest Grove meet the NCLB requirements for Highly Qualified status.

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

All certificated teachers participate in mandatory district professional development programs lasting three work days in their contracted year. In addition, numerous teachers participate in individual professional development activities that are germane to their current assignment.

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

All staff development is aligned and supports the teaching of the California Content Standards. Data from multiple sources is used to identify areas of professional need. In 2020-21, local staff development focused on the implementation of our distance learning program while continuing to assist our focus students in an effort to close our demonstrated achievement gap.

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

In 2018-19, Forest Grove has utilized content experts to assist our teachers in developing strategies for use in small group instruction, reading instruction, math instruction, and science instruction.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Students are dismissed from school early each Thursday to provide collaboration time for teachers. Teachers follow a professional learning community model to review student data to set instructional goals, plan interventions for students who demonstrate a need, and monitor student progress.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All curriculum, instruction, and materials are aligned to content and performance standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

All of our classes are providing the recommended instructional minutes for reading/language arts and mathematics.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Teachers use the SuperKids pacing guides in grades K-2. Grades 3-5 have pacing guides for English Language Arts that include Benchmark Advance and novel studies. Teachers followed the modified pacing schedule of Swun math. Intervention courses that serve our Title 1 and Title 3 students are offered before school and embedded within the school day. Also, there is push in support available for our Title 1 reading intervention students in third grade as well as our fourth grade resource students.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Forest Grove has sufficient instructional materials for all students in Language Arts and math.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All of our instructional materials are SBE-adopted and standards-aligned including our intervention materials.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Services are provided both inside and through pull out intervention to underperforming students in English Language Arts and Math.

Evidence-based educational practices to raise student achievement

Teachers use researched-based and time-tested teaching techniques to provide standards based instruction. Recently, professional development has focused on the implementation of small group instruction, the eight mathematical practices, and implementation of the next generation science standards.

Parental Engagement

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

Refer to school goals

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Refer to school goals

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Title I funding supports a portion of a credentialed intervention teacher's contract as well as highly qualified instructional assistant support to assist underperforming students.

Fiscal support (EPC)

The Forest Grove Single Plan for Student Achievement provides analysis of student data to identify areas of academic need. Title I funds are used to provide personnel, staff development and solicit parent involvement as required.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Forest Grove involved multiple stakeholders in the review and update of our Single Plan for Student Achievement.

- At monthly meetings, our School Site Council reviewed progress we had made toward on goals.
- Elementary Town Hall Meetings (3)
- Forest Grove Principal Check Ins for families (11)
- Staff was consulted during monthly Site Leadership Team Meetings (10 total) and monthly Staff Meetings (9 total).

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Not Applicable.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.22%	1.13%	0.95%	1	5	4
African American	1.29%	2.93%	2.37%	6	13	10
Asian	7.54%	11.94%	11.61%	35	53	49
Filipino	0.86%	1.35%	2.13%	4	6	9
Hispanic/Latino	19.83%	20.72%	23.46%	92	92	99
Pacific Islander	0.65%	1.13%	0.71%	3	5	3
White	58.62%	59.01%	55.45%	272	262	234
Multiple/No Response	2.59%	%	3.32%	12		0
Total Enrollment				464	444	422

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	92	91	93
Grade 1	86	58	62
Grade 2	67	89	60
Grade3	77	63	84
Grade 4	75	73	55
Grade 5	67	70	68
Total Enrollment	464	444	422

Conclusions based on this data:

1. Forest Grove enrollment and ethnic student groups have remained mostly stable over the past two years.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	53	44	41	11.4%	9.9%	9.7%
Fluent English Proficient (FEP)	43	38	39	9.3%	8.6%	9.2%
Reclassified Fluent English Proficient (RFEP)	7	4	8	15.2%	7.5%	18.2%

Conclusions based on this data:

1. The number of EL has fluctuated over the past three years. Currently, there are 35 EL students at Forest Grove which represents a decrease.
2. This trend indicates that our students are making good progress toward fluent English proficiency.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	76	76	60	72	73	57	72	73	57	94.7	96.1	95
Grade 4	70	75	73	64	70	71	64	70	71	91.4	93.3	97.3
Grade 5	69	65	67	67	62	67	67	62	67	97.1	95.4	100
All Grades	215	216	200	203	205	195	203	205	195	94.4	94.9	97.5

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2417.	2451.	2457.	27.78	39.73	33.33	13.89	23.29	29.82	26.39	13.70	22.81	31.94	23.29	14.04
Grade 4	2517.	2494.	2517.	37.50	38.57	43.66	35.94	27.14	29.58	15.63	10.00	12.68	10.94	24.29	14.08
Grade 5	2553.	2564.	2537.	43.28	43.55	31.34	26.87	35.48	38.81	14.93	9.68	13.43	14.93	11.29	16.42
All Grades	N/A	N/A	N/A	35.96	40.49	36.41	25.12	28.29	32.82	19.21	11.22	15.90	19.70	20.00	14.87

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	23.61	39.73	38.60	38.89	39.73	45.61	37.50	20.55	15.79	
Grade 4	42.19	40.00	40.85	53.13	41.43	46.48	4.69	18.57	12.68	
Grade 5	50.75	41.94	37.31	34.33	46.77	47.76	14.93	11.29	14.93	
All Grades	38.42	40.49	38.97	41.87	42.44	46.67	19.70	17.07	14.36	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	20.83	31.51	28.07	44.44	43.84	57.89	34.72	24.66	14.04
Grade 4	34.38	35.71	36.62	56.25	41.43	46.48	9.38	22.86	16.90
Grade 5	44.78	54.84	35.82	50.75	33.87	49.25	4.48	11.29	14.93
All Grades	33.00	40.00	33.85	50.25	40.00	50.77	16.75	20.00	15.38

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	20.83	28.77	19.30	56.94	57.53	77.19	22.22	13.70	3.51
Grade 4	32.81	27.14	33.80	62.50	62.86	59.15	4.69	10.00	7.04
Grade 5	23.88	40.32	25.37	68.66	54.84	62.69	7.46	4.84	11.94
All Grades	25.62	31.71	26.67	62.56	58.54	65.64	11.82	9.76	7.69

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	23.61	43.84	36.84	50.00	38.36	49.12	26.39	17.81	14.04
Grade 4	34.38	28.57	36.62	51.56	50.00	52.11	14.06	21.43	11.27
Grade 5	37.31	54.84	32.84	46.27	37.10	49.25	16.42	8.06	17.91
All Grades	31.53	41.95	35.38	49.26	41.95	50.26	19.21	16.10	14.36

Conclusions based on this data:

1. In 2018, fourth grade showed cohort growth last year of 20.9%.
2. Our area of greatest need remains the listening portion of the English Language Arts test.
3. In 2018, our third and fifth grade scores were the highest recorded in the past three years

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	76	76	60	73	75	57	73	75	57	96.1	98.7	95
Grade 4	70	75	73	64	71	72	64	71	72	91.4	94.7	98.6
Grade 5	69	65	67	67	63	66	67	63	66	97.1	96.9	98.5
All Grades	215	216	200	204	209	195	204	209	195	94.9	96.8	97.5

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2410.	2444.	2461.	13.70	26.67	28.07	24.66	32.00	35.09	26.03	18.67	26.32	35.62	22.67	10.53
Grade 4	2513.	2481.	2504.	29.69	22.54	29.17	32.81	35.21	31.94	35.94	23.94	27.78	1.56	18.31	11.11
Grade 5	2542.	2549.	2519.	38.81	38.10	30.30	20.90	22.22	21.21	22.39	25.40	25.76	17.91	14.29	22.73
All Grades	N/A	N/A	N/A	26.96	28.71	29.23	25.98	30.14	29.23	27.94	22.49	26.67	19.12	18.66	14.87

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	27.40	44.00	42.11	31.51	30.67	47.37	41.10	25.33	10.53	
Grade 4	40.63	36.62	43.06	45.31	32.39	36.11	14.06	30.99	20.83	
Grade 5	41.79	46.03	34.85	29.85	31.75	36.36	28.36	22.22	28.79	
All Grades	36.27	42.11	40.00	35.29	31.58	39.49	28.43	26.32	20.51	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	28.77	26.67	35.09	41.10	50.67	49.12	30.14	22.67	15.79
Grade 4	31.25	29.58	29.17	54.69	46.48	52.78	14.06	23.94	18.06
Grade 5	44.78	41.27	31.82	35.82	39.68	39.39	19.40	19.05	28.79
All Grades	34.80	32.06	31.79	43.63	45.93	47.18	21.57	22.01	21.03

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	21.92	41.33	29.82	43.84	37.33	57.89	34.25	21.33	12.28
Grade 4	43.75	36.62	31.94	37.50	42.25	52.78	18.75	21.13	15.28
Grade 5	32.84	41.27	24.24	46.27	34.92	51.52	20.90	23.81	24.24
All Grades	32.35	39.71	28.72	42.65	38.28	53.85	25.00	22.01	17.44

Conclusions based on this data:

1. In 2018, third and fifth grade had their highest number of students at grade level or above.
2. In 2018, the fourth grade cohort showed growth of 17.4%
3. Concepts and Procedures is our area of greatest need.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	*	1430.3	*	1445.5	*	1394.7	*	12
Grade 1	1483.5	*	1486.1	*	1480.3	*	11	7
Grade 2	*	*	*	*	*	*	*	7
Grade 3	*	*	*	*	*	*	*	5
Grade 4	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	6
All Grades							42	40

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00		50.00	*	50.00		0.00	*	12
1	*	*	*	*		*		*	11	*
2	*	*		*		*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*
4	*	*		*	*	*	*	*	*	*
5	*	*	*	*	*	*		*	*	*
All Grades	54.76	22.50	*	50.00	*	22.50	*	5.00	42	40

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	33.33	*	33.33	*	25.00		8.33	*	12
1	*	*	*	*		*		*	11	*
2	*	*		*		*	*	*	*	*
3	*	*	*	*	*	*		*	*	*
4	*	*	*	*	*	*		*	*	*
5	*	*	*	*		*		*	*	*
All Grades	64.29	45.00	*	37.50	*	10.00	*	7.50	42	40

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	*	25.00	*	66.67		8.33	*	12
1	*	*	*	*	*	*	*	*	11	*
2	*	*	*	*		*	*	*	*	*
3		*	*	*	*	*	*	*	*	*
4	*	*		*		*	*	*	*	*
5	*	*	*	*	*	*		*	*	*
All Grades	35.71	12.50	26.19	32.50	*	47.50	*	7.50	42	40

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	*	25.00	*	75.00		0.00	*	12	
1	100.00	*		*		*	11	*	
2	*	*	*	*	*	*	*	*	
3	*	*	*	*	*	*	*	*	
All Grades	57.14	35.00	38.10	60.00	*	5.00	42	40	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	*	16.67	*	75.00		8.33	*	12	
1	*	*	*	*		*	11	*	
All Grades	66.67	45.00	30.95	47.50	*	7.50	42	40	

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	*	0.00	*	100.00		0.00	*	12	
1	*	*	*	*	*	*	11	*	
2	*	*	*	*	*	*	*	*	
5	*	*	*	*	*	*	*	*	
All Grades	35.71	17.50	40.48	77.50	*	5.00	42	40	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	33.33	*	50.00		16.67	*	12
1	*	*	*	*		*	11	*
2	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*
All Grades	42.86	25.00	50.00	65.00	*	10.00	42	40

Conclusions based on this data:

1. Not enough data to draw significant conclusions.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
444	23.6	9.9	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	44	9.9
Homeless	1	0.2
Socioeconomically Disadvantaged	105	23.6
Students with Disabilities	59	13.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	13	2.9
American Indian	5	1.1
Asian	53	11.9
Filipino	6	1.4
Hispanic	92	20.7
Two or More Races	8	1.8
Pacific Islander	5	1.1
White	262	59.0





Conclusions based on this data:

1. Forest Grove continues to have the highest percentage of socioeconomically disadvantaged youth in the district.
2. Forest Grove has the highest percentage of English Learners in the district.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p>English Language Arts</p>  <p>Green</p>	<p>Chronic Absenteeism</p>  <p>Orange</p>	<p>Suspension Rate</p>  <p>Yellow</p>
<p>Mathematics</p>  <p>Green</p>		

Conclusions based on this data:

1. Our area of greatest need is chronic absenteeism.
2. As a school, Forest Grove performs well in English Language Arts and mathematics, while maintaining a low suspension rate.

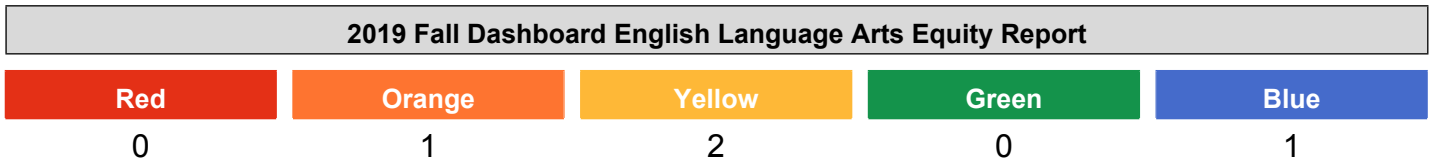
School and Student Performance Data

Academic Performance English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>38.3 points above standard</p> <p>Increased ++5.8 points</p> <p>191</p>	<p>English Learners</p> <p>No Performance Color</p> <p>2.4 points above standard</p> <p>Declined -5.9 points</p> <p>23</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>6.1 points below standard</p> <p>Increased Significantly ++17.1 points 57</p>	<p>Students with Disabilities</p> <p>Yellow</p> <p>46.8 points below standard</p> <p>Increased Significantly ++29 points 40</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 66.3 points above standard Increased ++10.2 points 24	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Orange 11.8 points below standard Maintained -0.3 points 36	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Blue 51.2 points above standard Increased ++3.8 points 118

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
27.2 points below standard Declined Significantly -25.4 points 13	Less than 11 Students - Data Not Displayed for Privacy 10	43.2 points above standard Increased ++5.8 points 153

Conclusions based on this data:

1. Forest Grove should focus its efforts on improving the performance of our socioeconomically disadvantaged youth and our Hispanic students.

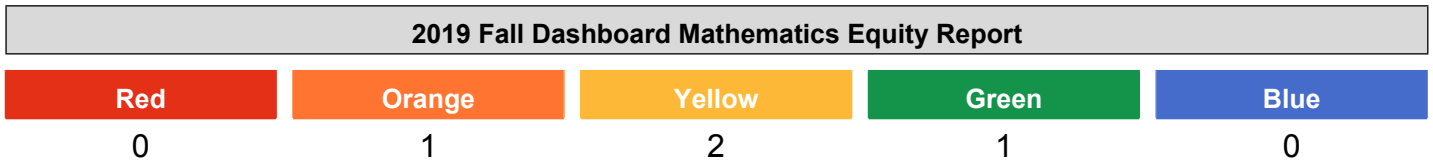
School and Student Performance Data

Academic Performance Mathematics






The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>12.1 points above standard</p> <p>Increased ++3.8 points</p> <p>191</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>16.4 points below standard</p> <p>Declined -4.5 points</p> <p>23</p>	<p>Foster Youth</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p>Socioeconomically Disadvantaged</p>  <p>Yellow</p> <p>37 points below standard</p> <p>Increased ++10.8 points</p> <p>56</p>	<p>Students with Disabilities</p>  <p>Yellow</p> <p>70.2 points below standard</p> <p>Increased ++9.9 points</p> <p>39</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 24.5 points above standard Declined Significantly -18.4 points 24	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Orange 37.8 points below standard Maintained -1.7 points 36		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Green 25.6 points above standard Maintained ++0.3 points 119

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
59.4 points below standard Declined Significantly -28.8 points 13	Less than 11 Students - Data Not Displayed for Privacy 10	15.5 points above standard Increased ++3.6 points 153

Conclusions based on this data:

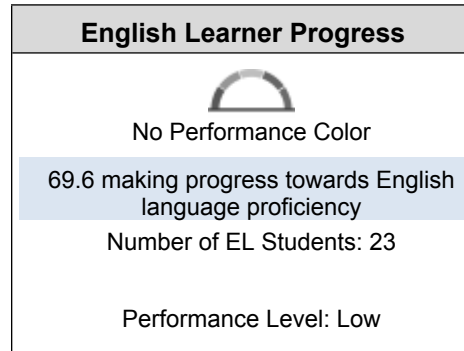
1. Forest Grove should focus its efforts on improving the performance of its socioeconomically disadvantaged students and our Hispanic students.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
4.3	26.0	13.0	56.5

Conclusions based on this data:

1. Forest Grove's English Learner's are making adequate progress toward proficiency.

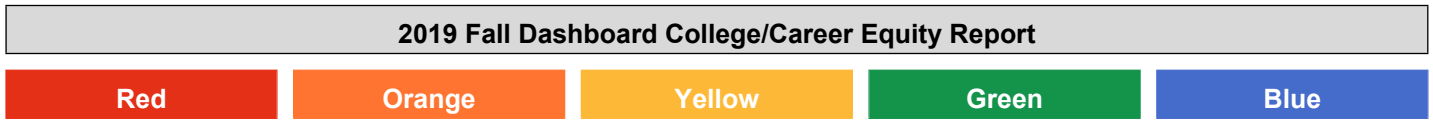
School and Student Performance Data

Academic Performance College/Career

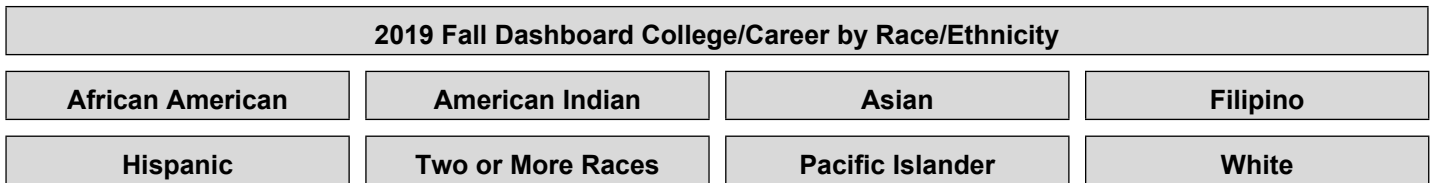
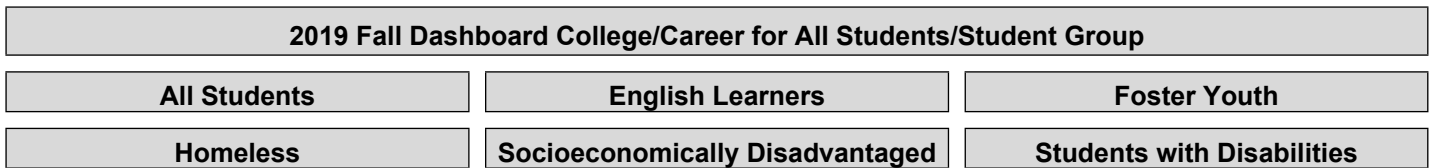
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

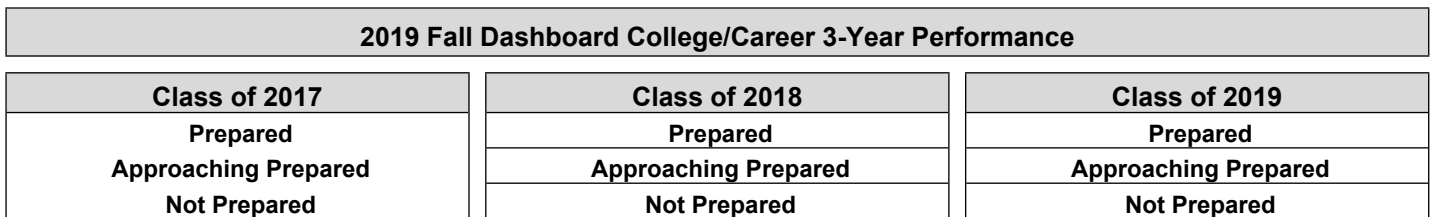
This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.



Conclusions based on this data:

- 1.

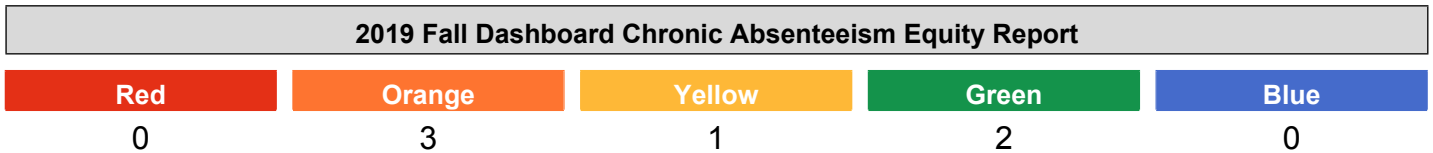
School and Student Performance Data

Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>8.9</p> <p>Increased +1.5</p> <p>460</p>	<p>English Learners</p> <p>Green</p> <p>4.1</p> <p>Declined -3.7</p> <p>49</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>13.3</p> <p>Increased +3.4</p> <p>128</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>11.9</p> <p>Increased +1.3</p> <p>67</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 21.4 14	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 Green 7.1 Declined -3.7 56	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 7.1 Maintained -0.4 99	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 Orange 9.2 Increased +3 271

Conclusions based on this data:

1. We need to show improvement among all student groups regarding chronic absenteeism.

School and Student Performance Data

Academic Engagement Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018

2019

Conclusions based on this data:

1.

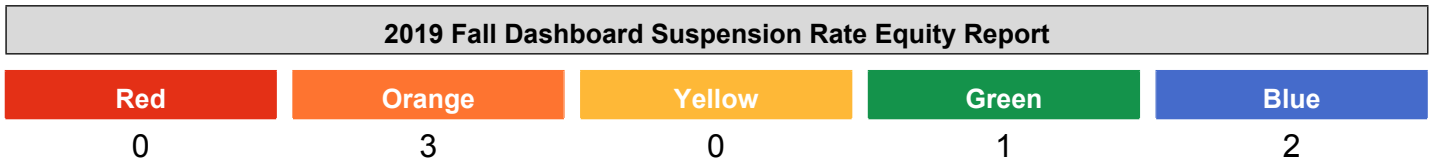
School and Student Performance Data

Conditions & Climate Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Yellow 1.1 Maintained -0.1 467	 Blue 0 Maintained 0 52	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not 3	 Orange 1.5 Increased +0.8 134	 Orange 4.4 Maintained -0.1 68

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 16	 No Performance Color Less than 11 Students - Data 6	 Orange 3.5 Increased +3.5 57	 No Performance Color Less than 11 Students - Data 7
Hispanic	Two or More Races	Pacific Islander	White
 Green 1 Maintained 0 100	 No Performance Color Less than 11 Students - Data 2	 No Performance Color Less than 11 Students - Data 5	 Blue 0.4 Declined -0.4 274

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.2	1.1

Conclusions based on this data:

- Only are students with disabilities are suspended at a rate that places them in orange.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

All English Learners (EL), Socioeconomically Disadvantaged Students (SED), Foster Youth (FY), Students With Disabilities (SWD), and Hispanic will show a measurable increase in achieving grade level standards in mathematics and English Language Arts each year as measured by Smarter Balanced Assessments and local valid assessments.

Goal 1

Forest Grove will implement an English Language Arts learning recovery program for all students (including English Learners, socio-economically disadvantaged youth, foster youth, students with disabilities, and Hispanic). Progress will be measured by using an ELA diagnostic test that will drive a multi-tiered system of intervention support using research based programs that provide growth measures to monitor student learning for those who demonstrate a need.

Identified Need

Forest Grove Socioeconomically disadvantaged students and Hispanic students showed a decrease in their distance from proficiency in the SBAC English Language Arts test

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2018 SBAC ELA Socioeconomically disadvantaged youth	23.2 points below standard; decrease of 3.3 points	13.2 points below standard; increase of 10 points
2018 SBAC ELA Hispanic students	11.5 points below standard; decrease of 4.4 points	.5 points below standard; increase of 10 points
2018 SBAC ELA - Whole School	32.9 points above standard; increased 6.9 points	35.9 points above standard; increase of 3 points

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

All teachers will incorporate daily writing into their English Language Arts lesson using district adopted curriculum - Super Kids for grades TK-2 and Benchmark Advanced 3-5.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

English Language Arts adoption for grades renewals for consumable products. Amount to be determined from the district's textbook fund

Strategy/Activity 2**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All EL students (including EL Hispanic and socioeconomically disadvantaged youth)

Strategy/Activity

All EL will be instructed in the ELD classroom and in the General Educational Setting using proven methods to ensure access to the standards.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

General Fund

Strategy/Activity 3**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Before and/or after school tutoring provided to students targeted to the grade level standards in Language Arts and Math in which the student is under-performing.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Title III (amount to be determined) and Covid-19 relief funds

Strategy/Activity 4**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Socioeconomically disadvantaged youth

Strategy/Activity

Title I reading intervention for students who qualify

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Title I funds

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

4/5 grade resource students and general education students who require reading intervention.

Strategy/Activity

Read 180/System 44 intervention for students who qualify will be moved to before school to increase access to general education curriculum

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

General fund amount to be determined, Measure A technology fund for renewal of subscriptions

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

All teachers will incorporate small group instruction in their classes to increase the quality of differentiation in instruction

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

In 2017-18 our primary focus was on the implementation of professional learning communities to guide our instructional program and adjust our teaching strategies based on evidence from student work. This resulted in English Language Arts growth for our general population and English Learners; however, achievement levels decreased in our socioeconomically disadvantaged youth and Hispanic students. In 2018-19, we responded by placing an emphasis on the implementation of small group instruction and having teachers identify and focus on the progress of six students in their classes from our targeted groups. In 2019-20, the SBAC testing was canceled due to the global pandemic. This year we reviewed local diagnostic data to drive our intervention program. In Spring 2021 and continuing into the 2021-2022 school year, Forest Grove will give students the Measure of Academic Progress (MAP) test to identify learning gaps and drive our intervention efforts.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

In 2020-21 we redesigned our English Language Arts instructional model in our transition to Distance Learning. We used our instructional aides to assist in our efforts to provide small group instruction. We aligned our pacing across the grade which allowed teachers to collaborate more effectively and co-plan lessons.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue to focus on socioeconomically disadvantaged students and Hispanic students as studies have shown that they have suffered the greatest learning loss during the global pandemic. We will study the data we receive from the Spring 2021 MAP testing to identify students in need of intervention and chart their growth by continued MAP testing throughout 2021-2022.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

All English Learners (EL), Socioeconomically Disadvantaged Students (SED), Foster Youth (FY), Students With Disabilities (SWD), and Hispanic will show a measurable increase in achieving grade level standards in mathematics and English Language Arts each year as measured by Smarter Balanced Assessments and local valid assessments.

Goal 2

Forest Grove will implement a Math learning recovery program for all students (including English Learners, socio-economically disadvantaged youth, foster youth, students with disabilities, and Hispanic). Progress will be measured by using a math diagnostic test that will drive a multi-tiered system of intervention support using research based programs that provide growth measures to monitor student learning for those who demonstrate a need.

Identified Need

Our socioeconomically disadvantaged youth and Hispanic students scored much lower on the SBAC mathematics test the most recent year it was administered.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2018 SBAC Mathematics results - socioeconomically disadvantaged youth	47.9 points below standard; increased 3.8 points	37.9 points below standard; increase 10 points
2018 SBAC Mathematics results - Hispanic students	36.0 points below standard; decreased 4.9 points	26 points below standard; increase 10 points
2018 SBAC Mathematics results - whole school	9.1 points above standard; increased 7.9 points	12.1 points above standard; increase 3 points

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

All teachers will receive training and professional development in the use of the Swun math curriculum.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Curriculum and Instruction - amount to be determined**Strategy/Activity 2****Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

The Measure of Academic Progress (MAP) test will be administered to monitor student progress and identify areas where students demonstrate a need for intervention.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Covid-19 relief funds**Strategy/Activity 3****Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

English Learners, Hispanic students, socioeconomically disadvantaged youth

Strategy/Activity

Before and/or after school tutoring was provided to students targeted to the grade level standards in Language Arts and Math in which the student is under-performing.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Title III (amount to be determined) and Covid-19 relief funds**Annual Review****SPSA Year Reviewed: 2020-21**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The effectiveness of this year's strategies will be measured by the MAP results that will become available in June 2021. Forest Grove implemented the math coaching strategy by setting a regular meeting schedule and consulting the Swun math coach math coach to adjust and align pacing guides. Grade level teams met every Monday to review formative assessment data and adjust instruction.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The global pandemic forced Forest Grove to redesign its educational model into a distance learning plan. All intervention efforts were conducted remotely for the majority of the year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue to focus on socioeconomically disadvantaged students and Hispanic students as studies have shown that they have suffered the greatest learning loss during the global pandemic. We will study the data we receive from the Spring 2021 MAP testing to identify students in need of intervention and chart their growth by continued MAP testing throughout 2021-2022.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Pacific Grove Unified, in partnership with Students, parents, staff, and the community, will challenge all students by providing a quality instructional program in a positive, safe and stimulating environment, providing differentiated pathways for all students to be college and career ready upon graduation.

Goal 3

Teachers will implement the use of visual and performing arts in support of English Language Arts, math, social studies, and/or science on a twice-monthly basis to allow students to access multiple learning modalities to demonstrate an understanding of subject matter with an emphasis on increasing engagement for educationally disadvantaged youth and English Language Learners.

Identified Need

Stakeholder feedback has consistently valued the visual and performing arts as integral to well rounded instructional program at Forest Grove.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Teacher self-reports of using VAPA in class.	Teachers use VAPA a minimum of two times per month in core academic instruction.	Maintenance of this implementation rate.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers will receive access to the supplies necessary to implement project based learning that incorporates the visual and performing arts.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Site Allocation - \$6,000

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

The school will convert our assessment room back into an art project room which was its previous use when a shift in safety protocol allows this to occur.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None needed

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Even during the pandemic, teachers are achieving our current and ongoing goal of incorporating the Visual and Performing Arts into their core academic instructional programs twice per month. Teachers have access to art supplies to fulfill this requirement.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The goal has been implemented as planned and reported.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

In 2021-22, Forest Grove will implement a more robust art docent program to support teachers in their efforts to include the visual and performing arts in their instructional program.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Pacific Grove Unified, in partnership with Students, parents, staff, and the community, will challenge all students by providing a quality instructional program in a positive, safe and stimulating environment, providing differentiated pathways for all students to be college and career ready upon graduation.

Goal 4

Forest Grove will implement school-wide social-emotional educational efforts in all grades to help students cope with stress/anxiety resulting from the global pandemic, adjust to re-entering school, and build better peer relationships as measured by the DESSA.

Identified Need

Our stakeholders identified social emotional learning as a need in our Town Hall meetings, Principal Check Ins for Families, California Healthy Kids Survey, and in staff meetings throughout the year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CHKS - parents	20% reported bullying as somewhat of a problem or a large problem.	15% report bullying as somewhat of a problem or a large problem.
CHKS - students	40% reported experiencing meaningful participation at school.	60% report having meaningful participation at school.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All student

Strategy/Activity

Implement the Toolbox by Dovetail Learning to teach students how to manage their emotional, social, and academic lives.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

12,000

Site Fund

Strategy/Activity 2**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Counselors will meet weekly with classes to conduct Caring Circles

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,000

Source(s)

Site Fund

Strategy/Activity 3**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Teachers will participate in professional development designed specifically to help them address the social emotional needs of school children returning to school after spending a year in distance learning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5,000

Source(s)

Covid-19 relief funds

Annual Review**SPSA Year Reviewed: 2020-21**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Forest Grove made excellent progress implementing the Toolbox Social Emotional Learning curriculum in 2018-2019 and 2019-2020. In 2021, Forest Grove continued implemented daily lessons about the Toolbox throughout the pandemic.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Our counselor led Caring Circles became a main classroom support during the pandemic.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

In 2020-21, Forest Grove will focus on the social emotional needs that have emerged during the pandemic.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Pacific Grove Unified, in partnership with Students, parents, staff, and the community, will challenge all students by providing a quality instructional program in a positive, safe and stimulating environment, providing differentiated pathways for all students to be college and career ready upon graduation.

Goal 5

Forest Grove will implement a "See Something, Say Something" campaign with the goal of increasing the safety for the students, staff, and visitors on campus.

Identified Need

All stakeholders emphasize safety as a priority in meetings and on surveys.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Goals Survey	97.5% of parents responded that their child feels safe at school	97.5% of parents respond that their child feels safe at school.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Publicize the See Something, Say Something campaign using posters, newsletter communication, handbook information, verbal communication, etc.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No cost.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Increase staff safety protocol training

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

TBA

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The program has been implemented effectively primarily through school to parent communication in newsletters, school events, and committee meetings.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

As we shift back to in person instruction, retrain our students, staff, and parents in our Big 5 Safety Protocol and our See Something, Say Something safety campaign.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Forest Grove will continue to promote and support our district's "see something, say something" campaign and seek facility upgrades that will increase campus safety.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$18,000.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$18,000.00

Subtotal of state or local funds included for this school: \$18,000.00

Total of federal, state, and/or local funds for this school: \$18,000.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 6 Parent or Community Members

Name of Members	Role
Buck Roggeman	Principal
Theresa McDaniel	Classroom Teacher
Nate Welch	Classroom Teacher
April McMillan	Parent or Community Member
Dana Jones	Other School Staff
Audrey Lorca	Parent or Community Member
Claudia Gutierrez	Parent or Community Member
Jennifer McNary	Parent or Community Member
Edwin Marticorena	Parent or Community Member
Robin Pelc	Parent or Community Member
Michael Loomis	Classroom Teacher

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


Recommendations and Assurances

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

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

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

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:


Signature	Committee or Advisory Group Name
	Other: Site Leadership Team


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

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

This SPSA was adopted by the SSC at a public meeting on March 9, 2021.

Attested:

	Principal, Buck Roggeman on 3/9/2021
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	SSC Chairperson, Audrey Lorca on 3/9/21
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School Site Council member
for Chairperson (unavailable to sign)

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

School Year: 2021-22

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Pacific Grove Middle School	27-66134-6058754	5/17/21	

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Pacific Grove Middle School has developed goals designed to improve English Language Arts, mathematics, social emotional learning, visual and performing arts, school attendance, and safety in alignment with the district goals as described in our Local Control Accountability Plan.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Pacific Grove Middle School's 7th grade students, families and staff took the California Healthy Kids Survey.

Parent Survey Summary:

- Parent involvement: PGMS scored high in nearly all areas of parent involvement with scores ranging from 75%-88% agreeing to the questions. One area of need surfaced in the area of the school actively seeking the input of parents before making important decisions - 54% of parents agreed with this statement.
- School Keeps Parents Well Informed: PGMS scored high in all areas of this category as well with scores ranging from 72%-91%. One area of need surfaced in the area of "Teachers communicate with parents about what students are expected to learn in class" which was the lowest rated at 71% of parents responding agreement with that statement.
- Information Dissemination to Parents: PGMS scored mixed results in this category with parents responding in agreement ranging from 30%-82%. Two areas of need that surfaced were in the areas of "Providing information on how to help your child plan for college or vocational school" in which parents agreed with this statement 39% of the time; and "Providing information on why your child is placed in particular classes or groups" where parents responded in agreement with the statement 60% of the time.
- Student Learning Environment: PGMS scores ranged from 60% to 91% of parents agreeing with the statement. The lone area of need in this domain was, "School encourages students of all races to enroll in challenging courses" in which 60% of parents agreed with this statement.
- Student Developmental Supports and Opportunities: PGMS scored high in nearly all areas of this category, with scores ranging from 68%-94% agreeing to the questions. One area of need surfaced in the area of "School provides quality programs for my child's talents, gifts, or special needs" in which 68% of parents responded that they agreed with the statement.
- Respect and Cultural Sensitivity: PGMS achieved scores ranging from 57%-82% agreeing to the questions. Two areas of need surfaced, "School provides culturally appropriate materials" which 57% of parents agreeing with that statement; and Racial/Ethnic Conflict with 58% of parents rating this question as not a problem or a small problem. For the Racial/Ethnic question, 39% of parents responding "don't know"
- Student Risk Behavior and Prevention: PGMS scores were high given the high number of parents that responded "Don't Know" to each prompt. One area in which 29% parents responded that "Harassment or Bullying" was Somewhat a problem".
- Discipline- PGMS scored high in these three categories, with 4% disagreeing with clearly stated consequences; 10% disagreeing with school rules enforcement and 12% disagreeing that the school provides social emotional counseling.
- Facilities- PGMS scored 85% for our facilities being well maintained.
- Nutrition: PGMS scored 54% for schools providing healthy food choices

Staff Survey Summary

- Student Learning Environment: PGMS rated the student learning environment very high with responses ranging from 97%-100%.
- Staff Working Environment: PGMS rated the work environment high nearly all areas 81%-100%. The lowest area of response was 81%" school promotes personnel in decision-making that affects school practices and policies
- General Staff Supports: PGMS scored between 68%-85% in this category, with the lowest performing prompt being 68% agreeing that "Provided with adequate benefits".
- Special Education Supports: PGMS responded positively to both prompts with 85% each.
- Facilities- Well maintained 95%
- Supports for Learning and Student Academic Engagement: PGMS rated this domain highly, with scores ranging from 88%-100%.
- Fairness, Rule Clarity and Respect for Diversity: PGMS rated this domain highly as well, with staff responding positively in the 90%-100% range.
- Instructional Equity: PGMS scores varied, with 5 of the 7 questions rated between 84%-100%. Two prompts had higher levels of disagree/strongly disagree and they were: "emphasizes using instructional materials that reflect the culture or ethnicity of it's students" (29%) and "has staff examine their own cultural biases through professional development of other processes" (34%)

- Cultural Sensitivity: PGMS scored highly between 88%-100%
- Student Peer Relationships: PGMS scored highly between 97%-100%
- Anti Bullying Climate: PGMS scored highly between 90%-100%
- Truancy: PGMS 97% rated Truancy a mild or insignificant problem
- Mental Health: PGMS rated student depression or other mental health issues a moderate to severe problem (51%)
- Delinquency: PGMS rated this domain low, as respondents rating delinquency issues a mild/insignificant problem between 95%-100%.
- Counseling and Discipline: PGMS Scored low in this area, with 16% reporting that they agree/strongly agree that discipline is harsh.
- Professional Development: The two areas of interest reported for professional development opportunities are: Serving English language learners (38%) and closing the achievement gap (41%)
- Discipline, Safety, and Behavior Management: PGMS rated these practices very high, with responses ranging from 88%-100%, with the lone outlier being "Seeks to maintain a secure campus" which only rated 33%.
- Substance Abuse and Risk Behavior: Rated highly at PGMS, scores ranged from 78%-100%.
- Physical Health and Special Needs: Ratings for this domain ranged from 78%-100%, with the lowest response being "provides healthy food for students" (78%).
- Youth Development and Social Emotional Supports: PGMS rated these supports very highly, with the range being 88%-100% positive.

7th grade student survey: Summary of Key Indicators

- School Engagement and Supports: The reporting from the 19/20 school year showed improvement in all sub indicators when compared to the 18/19 results. The scores ranged from 74%-81%, an improvement across the board over the 18/19 scores. The lone outlier was the "meaningful participation" domain, with a student score of 38% agreeing with the statement, which was improvement over the 18/19 results of 32%.
- School Safety: Students reported improvements in their responses to perceived safety, harassment/bullying, rumors and fighting, indicating our move to a character program is having a positive impact. More work needs to be done.
- Substance Use and Physical/Mental Health: Students response to alcohol, drug, vaping and tobacco use remained extremely low. The two concerning outliers were "sleep deprivation" (30%) and "experienced chronic sadness/hopelessness" with 25% of students responding pretty much true/very much true.
- School connectedness: Students responded strongly to this prompt, with 74% reporting that they agree/strongly agree that they feel connected to school. This was a school emphasis and improving school connectedness was the major reason for adopting the Character Strong program.
- Olweus Bullying Survey: Given in the fall to the entire student body as a baseline for the spring summative survey. The latter never occurred as PGMS went to shelter in place. The results of these data reported that 65% of students haven't been bullied in the past several months
23.32% reported being bullied only once or twice in the past several months
5% reported being bullied 2/3 times a month
1% reported being bullied once a week
0% reported being bullied several times a week

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Throughout the 2019-2020 school year, PGMS administration conducted 36 formal evaluations lasting between 45-60 minutes in length. Administration conducted learning walks on a weekly basis. These observations were informal and ranged in purpose from viewing new instructional techniques to follow ups from a formal observation. During the 2020-2021 school year, administration conducted 31 observations lasting between 60-80 minutes in length. Administration found that teachers were using district adopted curriculum materials satisfactorily in teaching common core aligned content. Administration also found teachers were adapting well to distance learning during the 20/21 school year. Training in technology use and application were the highest need areas, and were provided to staff early and often by our tech ninja staff and our Leadership team. Additionally, we will be adopting a new science curriculum for the 21/22 school year and there will be a need for targeted professional development in implementing this curriculum.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

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

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

2019/20 Smarter Balanced Assessment data was analyzed as was our content area benchmarks, formative assessments, SRI/SMI data and PGMS. 97% of PGMS students completed the state assessments and this data was used to help inform placement of students along with district and site assessments. During the 2020/21 school year, PGMS PLC teams focused mainly on formative assessment data, and looked at student placement in one of our four small cohorts as an additional level of support. These cohorts totaled 55 students at it's height, ran Monday through Friday each week. The data bears out that 83% of students that participated in the small group cohorts showed improvement in their grades and levels of engagement.

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

During the 2019/20 school year in grades 6-8, all content areas utilized both district assessments or local (content specific) assessments to monitor student learning. ELA used both Illuminate benchmarks as well as Study Sync formative assessments. Math utilized both Illuminate benchmarks, assessments from the Math Diagnostics Testing Project as well as the Silicon Valley Math Initiative for measuring student growth. History, Science, PE and Electives used in-house common formative assessments to gauge student learning and mitigate learning loss. During the 2020/21 school year, the majority of assessment data was formative, completed by the history, science, PE and Elective departments. ELA also conducted three essay benchmarks (inform/explain, argumentative, narrative), to gauge student writing progress. In addition, PGMS is administering three tests (2 ELA, 1 Math) called the Measures of Academic Progress, which is a nationally normed assessment to gauge student learning for the 2020/21 school year.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All certificated staff members at PGMS meet the NCLB requirements for Highly Qualified status.

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

All certificated teachers participate in mandatory district professional development programs lasting three work days in the contracted year. In addition, numerous teachers participate in a wide range of individual voluntary professional development activities specific to their content area, and shared with their departments/site wide.

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

All staff development is aligned and supports the teaching of the California Content Standards. Multiple data sources are used to identify areas of professional growth. In addition, our site participates in a school wide professional study, which for PGMS was the Teacher Clarity Playbook. Survey data from 19/20 indicated that the staff wanted and received professional development in the area of teaching English Learners as well as generally how to attack the achievement gap. During the 2020/21 school year, the emphasis on educational technologies to support distance learning was the main focus of staff professional development. Our intent is to begin the 2021/22 school year with professional development topics to include: Synergy, Character Strong, Response to Intervention and Data Driven instruction within Professional Learning Communities.

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

During the 19/20 school year, PGMS participated in multiple training opportunities that targeted using data to drive instruction (school wide), how to model academic language for English Learners (whole staff), modeling break out groups for peer to peer learning (Math department), Silicon Valley Math Initiative training (math department), Avid strategies (school wide). Site wide professional learning topic: Teacher Clarity and Student Success Criteria. During the 20/21 school year, the staff focus was on educational technologies that apply to distance learning. These trainings were provided by the district tech team, the site tech team, the University of Phoenix and the PGMS Leadership team. Some of the topics included: Google Suites, Peardeck, Edpuzzle, auditing curriculum pacing, school wide AVID training, and Trauma Informed Practices.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

During the 2019/20 school year, PGMS has Tides which is our school wide collaboration time. We practice Professional Learning Communities (PLC's) looking at student achievement data, grade level and departmental collaboration time for planning/aligning instruction, whole staff PD (Teacher Clarity learning), Students of Concern (grade level and whole staff). During PLC's, we look at student data and closely monitor our at-risk students to monitor the effectiveness of interventions and the need to alter these plans. We continued our focus on data during the 2020/21 school year, but in addition, our departments focused on pacing, yearly alignment, technology use and needs, and the social emotional needs of our students during our Monday Tides collaborations.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All curriculum, instruction, and materials are aligned to content and performance standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

All of our classes are providing the recommended instructional minutes for reading/language arts and mathematics.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

ELA (Study Sync), Math (Big Ideas), History (TCI) have pacing guides provided by the publisher and altered to fit our school year. Science, Electives and PE have internally created pacing guides. Our master schedule has the flexibility to offer three grade level math support classes, a transitional ELA class, Math and Read 180 courses, a Learning Center for students on an iep and 504.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

PGMS has sufficient instructional materials for all students in Language Arts and Math.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All of our instructional materials are SBE-adopted and standards aligned as are our intervention materials.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Services are provided both within and outside the school day. In the 20/21 school year, PGMS added an additional learning center class for students on a 504 plan during the school day. Again in 20/21 school year, we revamped our Math support classes from response to intervention (RTI) to direct grade-level support classes in math classes grade 6-8. During this school year, PGMS was awarded the California Distinguished School award in part due to the gains made in our underperforming students.

Evidence-based educational practices to raise student achievement

In addition to research based instructional strategies that our teachers employ, PGMS has studied and fully embraced Dufour's 4 Questions, a series of tiered interventions to help support struggling students. Our professional developments have been conducted with and by the entire staff and involve high impact teaching strategies such as Teacher Clarity of instruction and Student Understanding of the Success Criteria. This is our 6th year as a PLC school, which involves co planning of a lesson, delivery, evidence/data to support student achievement, and the ability to intervene when students have not mastered the standards. During the 20/21 school year, our use and implementation of educational technologies rose dramatically. Many of these new technologies (Edpuzzle, Peardeck) will continue to be used in post Covid instruction.

Parental Engagement

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

During the 2020/21 school year, parents were able to engage with PGMS by attending: Principal office hours, Town Hall Meetings, School Site Council, PTSA meetings, Back to School/Open House, numerous parent survey's, Parent Task Force meetings, individual conferences, weekly/monthly principal communications and newsletters.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Not Applicable

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Title I funding supports a portion of a credentialed intervention teacher's contract as well as highly qualified instructional assistant support to assist underperforming students.

Fiscal support (EPC)

The PGMS Single Plan for Student Achievement provides analysis of student data to identify areas of academic need. Title I funds are used to provide personnel, staff development and solicit parent involvement as required.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

PGMS involved multiple stakeholders in the review and update of our Single Plan for Student Achievement. School Site Council met monthly and on August 21st, 2020 (due to the testing interruption, this is the first time student achievement data was discussed publicly) discussed the results of the prior years Smarter Balanced assessment results as well as the data from the California Healthy Kids Survey. Principal Roach presented the overall data, then the specific data that pertained to the prior years school site goals. As a team, we determined that we must maintain

some of our goals and alter others to include additional student populations who were struggling. Upon completion and agreement of the new goals using the latest data, Principal Roach shared this information with the school staff, PTSA, Leadership team, and the School Climate Committee. The discussion with the Leadership team yielded additions to the site goals. The dates of the meetings are listed below:

School Site Council: were the dates of discussion and input regarding site goals 8/21/20, 11/6/20, 12/4/20, 2/1/21, 3/8/21, 4/9/21. Committee members were tasked with comparing the data with the school goals to ensure that adequate emphasis is placed in the greatest area(s) of need. This conversation led to several additions to the site goals.

PTSA: 8/19/20 and 1/15/21: were the dates of Discussion, presentation and input on the site goals. PTSA members were asked to provide input on these goals based on the data and discussions.

Instructional Leadership Team (meets monthly): 8/21/20, 11/20/20, 3/15/21: were the dates of Discussion, input, presentation and modes of progress monitoring of site goals. The Leadership team participated in the data presentation component at the beginning of the school year.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Not identified

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.40%	1.03%	0.67%	2	5	3
African American	0.40%	3.49%	2.66%	2	17	12
Asian	7.01%	9.65%	8.43%	35	47	38
Filipino	1.00%	2.46%	2.66%	5	12	12
Hispanic/Latino	19.44%	17.86%	19.51%	97	87	88
Pacific Islander	1.00%	1.44%	1.11%	5	7	5
White	62.12%	59.55%	60.98%	310	290	275
Multiple/No Response	1.00%	4.31%	1.11%	5	21	13
Total Enrollment				499	487	451

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 6	155	175	131
Grade 7	161	144	180
Grade 8	183	168	140
Total Enrollment	499	487	451

Conclusions based on this data:

1. Our subgroup proportions remain fairly consistent year over year.
2. Our "bubble" class of 7th grade students will be moving to 8th grade. We must shift sections to the 8th grade level to accommodate the larger class and maintain contract levels for daily student contacts.
3. Very small 6th grade class

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	14	12	15	2.8%	2.5%	3.3%
Fluent English Proficient (FEP)	90	84	76	18.0%	17.2%	16.9%
Reclassified Fluent English Proficient (RFEP)	17	5	4	77.3%	35.7%	33.3%

Conclusions based on this data:

1. Slight rise in the percentage of English Learners.
2. Slight decline in the percentage of Fluent English Proficient students.
3. Steep decline in the percentage of Reclassified Fluent English Proficient students.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	153	151	176	150	150	174	150	150	174	98	99.3	98.9
Grade 7	188	160	143	179	155	140	179	155	140	95.2	96.9	97.9
Grade 8	161	187	162	156	180	159	156	180	159	96.9	96.3	98.1
All Grades	502	498	481	485	485	473	485	485	473	96.6	97.4	98.3

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2589.	2591.	2602.	37.33	38.67	44.25	44.67	36.00	40.80	12.67	21.33	12.07	5.33	4.00	2.87
Grade 7	2609.	2600.	2625.	30.73	30.32	40.00	48.60	47.10	45.00	15.64	14.19	11.43	5.03	8.39	3.57
Grade 8	2595.	2615.	2632.	23.08	30.56	38.99	42.95	41.67	37.74	17.95	19.44	18.87	16.03	8.33	4.40
All Grades	N/A	N/A	N/A	30.31	32.99	41.23	45.57	41.65	41.01	15.46	18.35	14.16	8.66	7.01	3.59

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 6	40.00	47.33	48.28	46.67	40.67	42.53	13.33	12.00	9.20	
Grade 7	41.90	44.52	49.29	47.49	43.23	42.86	10.61	12.26	7.86	
Grade 8	35.90	40.00	52.20	39.10	43.33	38.36	25.00	16.67	9.43	
All Grades	39.38	43.71	49.89	44.54	42.47	41.23	16.08	13.81	8.88	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	52.00	49.66	57.47	40.67	40.27	38.51	7.33	10.07	4.02
Grade 7	50.28	47.74	52.14	43.58	45.81	44.29	6.15	6.45	3.57
Grade 8	40.38	42.22	44.65	46.15	49.44	47.17	13.46	8.33	8.18
All Grades	47.63	46.28	51.59	43.51	45.45	43.13	8.87	8.26	5.29

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	20.00	38.67	33.91	73.33	55.33	63.79	6.67	6.00	2.30
Grade 7	27.37	17.42	30.00	65.92	74.84	65.71	6.70	7.74	4.29
Grade 8	25.64	28.33	30.19	60.26	64.44	63.52	14.10	7.22	6.29
All Grades	24.54	28.04	31.50	66.39	64.95	64.27	9.07	7.01	4.23

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	56.67	50.00	47.13	35.33	47.33	48.28	8.00	2.67	4.60
Grade 7	42.46	39.35	47.86	49.72	52.26	47.14	7.82	8.39	5.00
Grade 8	32.05	42.78	47.17	52.56	51.11	48.43	15.38	6.11	4.40
All Grades	43.51	43.92	47.36	46.19	50.31	47.99	10.31	5.77	4.65

Conclusions based on this data:

1. Our school wide overall mean score grew year over year across all three grade levels.
2. PGMS students scoring in the Below Standard fell dramatically in all areas of the ELA summative test (Reading, writing, listening, and research/inquiry)
3. The domain with the most students in the Below Standard category continues to be the Reading domain.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	153	151	176	150	150	173	150	150	173	98	99.3	98.3
Grade 7	188	160	143	180	157	141	180	157	141	95.7	98.1	98.6
Grade 8	162	187	162	157	180	157	157	180	157	96.9	96.3	96.9
All Grades	503	498	481	487	487	471	487	487	471	96.8	97.8	97.9

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2565.	2574.	2585.	30.67	40.67	38.15	30.00	21.33	27.75	28.00	24.00	21.97	11.33	14.00	12.14
Grade 7	2604.	2605.	2597.	41.11	44.59	34.75	23.33	24.20	25.53	24.44	19.11	29.08	11.11	12.10	10.64
Grade 8	2612.	2626.	2628.	40.76	45.56	44.59	22.29	16.67	18.47	17.83	22.78	22.93	19.11	15.00	14.01
All Grades	N/A	N/A	N/A	37.78	43.74	39.28	25.05	20.53	23.99	23.41	21.97	24.42	13.76	13.76	12.31

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 6	39.33	46.67	49.13	42.00	30.00	34.10	18.67	23.33	16.76	
Grade 7	55.00	54.78	47.52	30.00	27.39	34.04	15.00	17.83	18.44	
Grade 8	47.77	51.11	50.32	28.66	32.22	27.39	23.57	16.67	22.29	
All Grades	47.84	50.92	49.04	33.26	29.98	31.85	18.89	19.10	19.11	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	28.00	38.67	36.99	60.67	45.33	46.24	11.33	16.00	16.76
Grade 7	38.33	42.04	38.30	40.00	42.04	46.81	21.67	15.92	14.89
Grade 8	43.31	45.56	50.32	37.58	40.56	36.31	19.11	13.89	13.38
All Grades	36.76	42.30	41.83	45.59	42.51	43.10	17.66	15.20	15.07

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	29.33	41.33	38.15	55.33	37.33	50.29	15.33	21.33	11.56
Grade 7	44.44	43.95	36.17	43.89	45.22	53.90	11.67	10.83	9.93
Grade 8	42.04	40.56	46.50	40.13	44.44	41.40	17.83	15.00	12.10
All Grades	39.01	41.89	40.34	46.20	42.51	48.41	14.78	15.61	11.25

Conclusions based on this data:

1. Overall Math SBAC scores rose across the board, with 6th and 7th grade math showing the most improvement.
2. Minimal to no progress on students scoring below standard in Concepts/Reasoning and Problem Solving domains, however, good progress made in lessening below standard students in the communicating reasoning domain (department emphasis).
3. Result for 8th grade Concepts/Procedures domain saw a sizeable increase in the percentage of students scoring in the below standard range.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 6	*	*	*	*	*	*	*	6
Grade 7	*	*	*	*	*	*	*	4
Grade 8	*	*	*	*	*	*	*	*
All Grades							*	13

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	*	*	*	*	*	*	*	*	*	*
All Grades	*	30.77	*	53.85	*	7.69	*	7.69	*	13

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*
All Grades	*	46.15	*	38.46	*	7.69	*	7.69	*	13

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*
All Grades	*	46.15	*	15.38	*	30.77	*	7.69	*	13

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
7	*	*	*	*	*	*	*	*	
All Grades	*	15.38	*	76.92	*	7.69	*	13	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	*	*	*	*	*	*	*	*
All Grades	*	69.23	*	23.08	*	7.69	*	13

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	46.15	*	30.77	*	23.08	*	13

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	*	*	*	*	*	*	*	*
All Grades	*	7.69	*	84.62	*	7.69	*	13

Conclusions based on this data:

1. None currently, the data presented is a baseline for growth.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
487	22.2	2.5	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	12	2.5
Socioeconomically Disadvantaged	108	22.2
Students with Disabilities	53	10.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	17	3.5
American Indian	5	1.0
Asian	47	9.7
Filipino	12	2.5
Hispanic	87	17.9
Two or More Races	1	0.2
Pacific Islander	7	1.4
White	290	59.5





Conclusions based on this data:

1. Schoolwide enrollment increased by 35 students year over year.
2. Our students on free and reduced lunch percentage continues to grow slightly year over year.
3. There is an increase in Hispanic students enrolled at PGMS.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="207 422 493 453">English Language Arts</p>  <p data-bbox="321 501 375 531">Blue</p>	<p data-bbox="688 422 959 453">Chronic Absenteeism</p>  <p data-bbox="786 501 862 531">Green</p>	<p data-bbox="1192 422 1409 453">Suspension Rate</p>  <p data-bbox="1261 501 1338 531">Green</p>
<p data-bbox="266 621 428 653">Mathematics</p>  <p data-bbox="321 701 375 730">Blue</p>		

Conclusions based on this data:

1. PGMS showed a solid reduction (green) in Suspension Rate which was a school wide area of emphasis.
2. PGMS showed a solid reduction (green) in Chronic Absenteeism which was also a school wide area of emphasis , outreach and counseling.
3. PGMS scored in the highest achievement band in both ELA and Math achievement scores.

School and Student Performance Data

Academic Performance English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	1	1	4

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p> Blue</p> <p>69.5 points above standard</p> <p>Increased Significantly ++16.4 points 458</p>	<p>English Learners</p> <p> Green</p> <p>6.2 points above standard</p> <p>Increased ++14.4 points</p> <p>42</p>	<p>Foster Youth</p> <p> No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p> No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> Blue</p> <p>32.1 points above standard</p> <p>Increased Significantly ++18.2 points 120</p>	<p>Students with Disabilities</p> <p> Yellow</p> <p>24.7 points below standard</p> <p>Increased ++9.8 points</p> <p>55</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
<p>African American</p>  <p>No Performance Color 37.8 points above standard 16</p>	<p>American Indian</p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5</p>	<p>Asian</p>  <p>Blue 80.1 points above standard Maintained -2.5 points 41</p>	<p>Filipino</p>  <p>No Performance Color 98 points above standard 12</p>
<p>Hispanic</p>  <p>Blue 46.1 points above standard Increased Significantly ++23.8 points 86</p>	<p>Two or More Races</p>  <p>No Performance Color 0 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6</p>	<p>White</p>  <p>Blue 73.9 points above standard Increased ++13.2 points 273</p>

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
<p>Current English Learner</p> <p>Less than 11 Students - Data Not Displayed for Privacy 9</p>	<p>Reclassified English Learners</p> <p>14 points above standard Increased Significantly ++20.2 points 33</p>	<p>English Only</p> <p>71.4 points above standard Increased ++12.4 points 367</p>

Conclusions based on this data:

- Overall ELA scored increased 16.4 points, and remain in the highest achievement category (blue).
- Students with disabilities increased by 9.8 points, however they are still in the yellow category, and are 24.7 points below standard. Must continue to maintain a collaborative relationship between general and special educators.
- Our largest at-promise population-socio economically disadvantaged students increased significantly by 18.2 points and are in the highest category of blue.

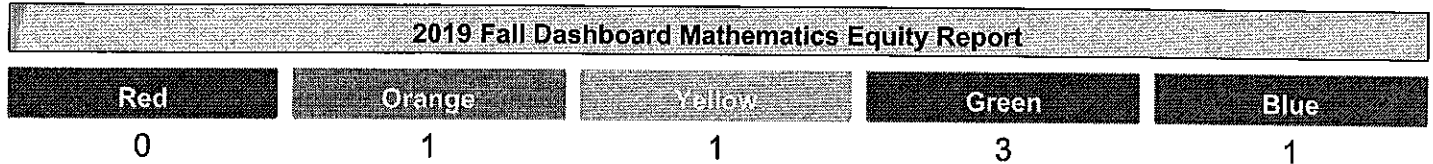
School and Student Performance Data

Academic Performance Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p> Blue</p> <p>35.3 points above standard</p> <p>Maintained ++0.2 points</p> <p>455</p>	<p>English Learners</p> <p> Orange</p> <p>31.9 points below standard</p> <p>Maintained -1.9 points</p> <p>42</p>	<p>Foster Youth</p>
<p>Homeless</p>	<p>Socioeconomically Disadvantaged</p> <p> Green</p> <p>22.4 points below standard</p> <p>Increased ++4.6 points</p> <p>118</p>	<p>Students with Disabilities</p> <p> Yellow</p> <p>78.1 points below standard</p> <p>Increased ++5.9 points</p> <p>54</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 31.3 points below standard 16	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 Green 56.1 points above standard Declined Significantly -46.7 points 41	 No Performance Color 77.8 points above standard 12
Hispanic	Two or More Races	Pacific Islander	White
 Green 7.4 points below standard Increased ++5.3 points 85	Less than 11 Students - Data Not Displayed for Privacy	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 Blue 44.2 points above standard Maintained ++0.9 points 271

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 9	25.3 points below standard Increased Significantly ++21.3 points 33	37.7 points above standard Maintained -2.4 points 364

Conclusions based on this data:


- Our overall Math achievement scores increased slightly, and remain in the highest category (blue).
- Our reclassified English Learners increased significantly (21.3 point increase) and closed the achievement gap to 25.3 points below standard.
- Our Asian students declined significantly (-46.7 points) and fell to the second highest category of Green.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
 No Performance Color
making progress towards English language proficiency
Number of EL Students:
Performance Level: No Data

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
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Conclusions based on this data:

1. None

School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	0	2	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>6.5</p> <p>Declined -1</p> <p>504</p>	<p>English Learners</p> <p>No Performance Color</p> <p>5</p> <p>Increased +0.8</p> <p>20</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>11.5</p> <p>Increased +4.6</p> <p>131</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>19.3</p> <p>Increased +2.3</p> <p>57</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 5.6 18	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 Green 4.3 Declined -6.3 47	 No Performance Color 8.3 12
Hispanic	Two or More Races	Pacific Islander	White
 Green 7.7 Declined -1.6 91	 No Performance Color 0 Declined -10 23	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 Orange 7 Increased +0.7 301

Conclusions based on this data:

1. Our overall Chronic Absenteeism rate has declined, placing us in the green category.
2. Emphasis and outreach for our students with disabilities, our socio economically disadvantaged and white students must continue based on both groups increase in chronic absenteeism rates.

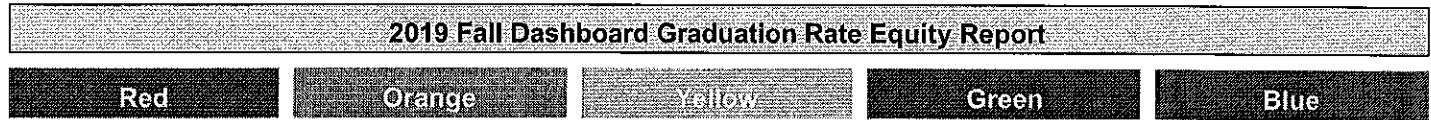
School and Student Performance Data

Academic Engagement Graduation Rate

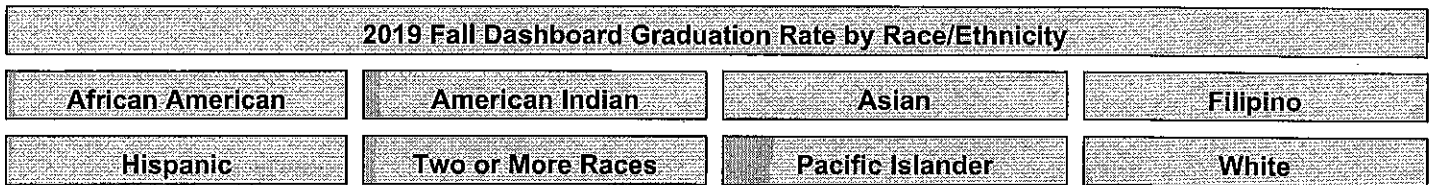
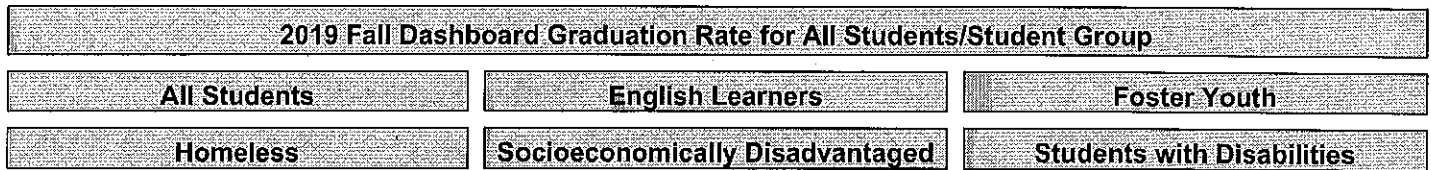
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

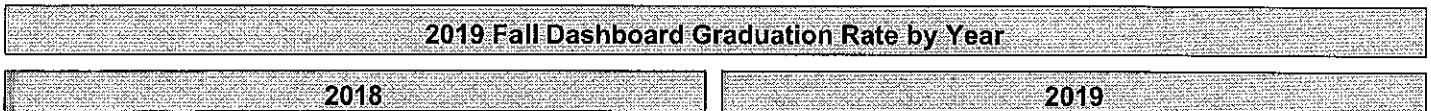
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

- 1.

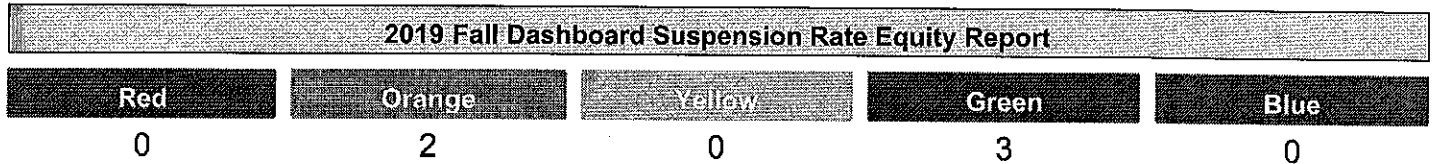
School and Student Performance Data

Conditions & Climate Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Green 2.9 Declined -1.1 511	 No Performance Color 0 Maintained 0 21	 No Performance Color Less than 11 Students - Data Not 2
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not 2	 Orange 6.8 Increased +0.7 132	 Green 3.3 Declined -1.8 60

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

<p>African American</p>  <p>No Performance Color</p> <p>0</p> <p>18</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data</p> <p>5</p>	<p>Asian</p>  <p>Orange</p> <p>6.3</p> <p>Increased +1</p> <p>48</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0</p> <p>12</p>
<p>Hispanic</p>  <p>Green</p> <p>4.3</p> <p>Declined -1.9</p> <p>93</p>	<p>Two or More Races</p>  <p>No Performance Color</p> <p>0</p> <p>Maintained 0</p> <p>24</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data</p> <p>7</p>	<p>White</p>  <p>Green</p> <p>2.6</p> <p>Declined -1.1</p> <p>304</p>

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	4	2.9

Conclusions based on this data:

1. Our overall suspension rate at PGMS declined placing us in the green category.
2. Hispanic and students with disabilities groups both showed declines in suspension rates and both reside in the green category.
3. Slight increase in Asian students and socio economically disadvantaged students, bears targeting and counseling.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Goal 3: Mathematics and English Language Arts
 All English Learners (EL), Socioeconomically Disadvantaged Students (SED), Foster Youth (FY), Students With Disabilities (SWD), and Hispanic will show a measurable increase in achieving grade level standards in mathematics and English Language Arts each year as measured by Smarter Balanced Assessments and local valid assessments.

Goal 1

Decrease the achievement gap experienced by students with disabilities in English Language Arts by 10% and continue to increase achievement overall as measured on the ELA Smarter Balanced summative assessments for the 2021-2022 school year. Continue to make positive gains for Asian, White, English Learners, socio-economically disadvantaged students, and Hispanic students.

Identified Need

This year, we have identified our students with disabilities as the only as the sub group still experiencing an achievement gap in English Language Arts.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2022 SBAC ELA summative assessment for students with disabilities.	Students with disabilities scored 17 points below standard on the 2019 ELA Sbac test. That number is an improvement, as the 2018 results had this group 28 points below standard.	10 points below standard, an improvement of 7 points

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with Disabilities.

Strategy/Activity

Dedicated schedule co teaching and co planning time for Sped and General education teachers weekly on Mondays to plan lessons with accommodations embedded within the lesson. This is under the direction of and to include the Principal.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with disabilities

Strategy/Activity

Push in support in English Language Arts class to support students on an iep for private check for understanding, direct assistance, clarification of expectations/accommodations. Coverage will be assigned within the master schedule to support these students to the greatest extent possible.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with disabilities

Strategy/Activity

General education and special education teacher release time to plan implementation of classroom lessons and strategies students with disabilities a minimum of each quarter. Collaboration with high school Sped department to share best practices, immediate and ongoing (would entail additional release time).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1200

Site Budget (\$1200)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with disabilities

Strategy/Activity

Middle School Professional Learning Communities (PLC's) will closely monitor the academic progress of our students with disabilities using common formative assessments four times a year and provide interventions when necessary. This group will consist of both general education and special education teachers familiar with the students, their accommodations and their learning challenges.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

General Fund: No additional costs

Strategy/Activity 5**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Students with disabilities

Strategy/Activity

Academic Intervention Class: Targeted intervention for our struggling students with disabilities. This placement would be the result of the general education and special education data review teams recommendation as to the amount of support needed. The data will come from the Fall of 2021 Measures of Academic Progress reading and language assessment.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

5000

Site Funds (\$5,000)

Strategy/Activity 6**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Students with disabilities

Strategy/Activity

Continue to offer specialized support classes for Sped students in English Language Arts. Current offerings for 2021/22 school year are: Transitional ELA (1 section), Read 180 (one section) and Learning Center (2 sections).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

100,000

Source(s)

General Fund: \$100,000 (4 sections)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with disabilities

Strategy/Activity

Arrange with the Monterey County SELPA for training with Sped and general education teachers in regards to best practices in support of students with disabilities in light of student learning loss.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Free Training via MCOE Selpa

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with disabilities

Strategy/Activity

Utilize time (10 min/day, 3x/week) in support classes (AIC, Learning Center, ELD) to teach specific academic behaviors like note-taking, summarizing, paraphrasing, using Google Classroom, test taking strategies, organization, conducting research, etc. and add a parent information component!

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with disabilities

Strategy/Activity

Monitor achievement levels of students with disabilities during the data analysis cycle of our PLC's. Look at this group as a stand alone.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review**SPSA Year Reviewed: 2020-21**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

In the 2018-2019 school year, we continued our focus on looking at our at-risk student populations during our Professional Learning Communities to find ways to reduce and/or eliminate the achievement gaps experienced by these groups in ELA and Math. Our focus on sped/general education planning, and co-teaching will continue and has shown improvement. The data suggests that our support classes embedded within the school day (Transitional ELA, Learning Center and Read 180) are showing gains for those cohorts. The additional of professional development in the area of co-teaching and co-planning for students with disabilities will help support these students in the general education classes. We will review the results of our 2022 SBAC results to evaluate the success of these efforts as well as our district benchmarks and Measures of Academic Support formative assessment data.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

None

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Data Analysis of our student achievement scores from the 17/18 school year, our students with disabilities group has the greatest achievement gap of all student populations. Our emphasis on supporting and intervening this group of students found some success. The achievement gap for students with disabilities ELA fell from 28 points below standard in 17/18 to 17 points below standard in 18/19. Though this group had higher achievement results and the achievement gap was reduced, they remain the group with the highest gap in achievement.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Goal 3: Mathematics and English Language Arts
All English Learners (EL), Socioeconomically Disadvantaged Students (SED), Foster Youth (FY), Students With Disabilities (SWD), and Hispanic will show a measurable increase in achieving grade level standards in mathematics and English Language Arts each year as measured by Smarter Balanced Assessments and local valid assessments.

Goal 2

Decrease the achievement gap experienced by students with disabilities and English Learners by 10% in Math and continue to increase achievement overall as measured on the Math Smarter Balanced summative assessments for the 2021-2022 school year. Continue to make positive gains for Asian, White, socio-economically disadvantaged students, and Hispanic students.

Identified Need

Our students with disabilities as well as our English Learners continue to experience a gap in achievement as measured by the Sbac summative math scores. Though improvement for each group has been made, they are our two lowest performing at-promise student populations.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2020 Sbac Math Summative: Students with disabilities.	79 points below standard (an improvement of 4 points)	10% improvement: 71 points below standard
2020 Sbac Math Summative: English Learners	31.9 points below standard (a regression of 1.9 points)	20% improvement: 25 points below standard

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

All students will be evaluated to see if they qualify for placement in Math 180 or our embedded Math intervention class via the Scholastic Math Intervention assessment. Additionally, students will be given the Measures of Academic Performance assessment at the beginning, middle and end of the 2021/22 school year to assess and address deficits.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with disabilities and English Learners

Strategy/Activity

Both at-risk student populations Math assessment data (Scholastic Math Inventory and Measures of Academic Progress assessments) will be monitored to ensure proper placement and program effectiveness. These student groups will be monitored and discussed separately from the entire school to ensure that we are monitoring progress and applying interventions if necessary.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Math 180 teachers will continue to receive support and coaching in the implementation and best practices of using the Math 180 program.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Measure A and district funds

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

PGMS will provide additional support for students who are identified as struggling in math. Students will attend Academic Intervention Class (AIC) for additional math support. This class will meet after

school from 3-4pm Tuesday-Friday for small group math support. These students will be identified in August of 2021 via the Measures of Academic Progress math assessment (MAP assessment).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5,000

Source(s)

Site Funds: \$5,000

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students on an iep

Strategy/Activity

Monitoring and gathering data from transitional Math class to bridge the gap between Math 180 and grade level math content. Adding this data point to our data cycle quarterly. Dedicated collaboration time for these instructors.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No funding necessary; master schedule change

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Creation of a Math 180 Professional Learning Community (PLC) to share data, best practices and collaborate on student entry and exit decision(s). These teachers will work in concert with grade level math teachers to monitor the path to grade level math placement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No funding necessary, collaboration time.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Creation of three grade level Math support classes, each taught by a credentialed math teacher to provide direct support to students who struggle in Math. We anticipate that we will serve between 45-50 students (roughly 12% of our enrollment) who identified in May of 2021 for placement in this support class. Math support is a class provided during the day, and is a companion class to the grade level math class.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

81,000

Source(s)

General Fund \$81,000 (three dedicated sections)

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

In the 2018-2019 school year, we continued our focus on looking at our at-risk student populations during our Professional Learning Communities to find ways to reduce and/or eliminate the achievement gaps experienced by these groups in ELA and Math. Our focus on sped/general education planning, and co-teaching will continue to/and has shown improvement as PGMS was awarded the honor of a California Distinguished School in part due to our work on reducing the achievement gap. The data suggests that our support classes embedded within the school day (Math Support 6-8, Learning Center and Math 180) are showing gains for those cohorts. The additional of professional development in the area of co-teaching and co-planning for students with disabilities will help support these students in the general education classes. In addition, much like our Language Review Team, PGMS has instituted a collaborative team consisting of the Math

Intervention teachers, counselor, administration, the English Language Development teacher to monitor our language learners in math, and to track the effectiveness of these support programs. We will look to our three 2021 Measures of Academic Progress Math results to evaluate the success of this approach.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

None currently

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Data Analysis of our student achievement scores from the 18/19 school year show our students with disabilities and English Learner groups to have the greatest achievement gap of all student populations in the area of math. Our emphasis on supporting and intervening this group of students found some success. The achievement gap for students with disabilities Math fell 4 points from from 83 points below standard in 17/18 to 79 points below standard in 18/19. The achievement gap for English Learners actually rose 1.9 points to 31.9 points below standard in 18/19. Though our students with disabilities saw improvement achievement results, they remain the group with the highest gap in achievement.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Goal 2: Social Emotional learning Goal To advance educational equity and excellence by focusing on the social, emotional, and mental health of our school community by creating a safe and affirming school environment and culture that supports and encourages school connectedness and resiliency

Goal 3

Increase the level of school connectedness by 20 points as measured on the California Healthy Kids Survey by providing a variety of programs, special events, and activities that provide motivation and support for academics, climate, and culture of the school. Continue using the Character Strong program to embed within our school the 8 Essentials of: honesty, humility, forgiveness, kindness, selflessness, respect, commitment, and patience. Calendar events at the beginning of the year in particular for parent function(s) to increase involvement and participation.

Identified Need

Continue to expand student opportunity for involvement in a variety of activities of interest, utilize the Character Strong social-emotional program and include students, staff and parents in a continuing discussion regarding school safety.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Healthy Kids Survey Students	Overall School Climate score increased positively by 30 points from 299 in 2019 to 329 in 2020 In the Overall Supports and Engagement domain, PGMS saw a positive increase of 36 points from 317 in 2019 to 353 in 2020.	10% Increase in Overall School Climate score from 329 to 362. 10% increase in Overall Supports and Engagement score from 353 to 388.
California Healthy Kids Survey Parents		
California Healthy Kids Survey Staff		
Olweus Bullying Survey	California Healthy Kids Survey results within the Overall Low Violence and Substance Abuse domain had positive growth from a score of 281 in 2019 to 301 in 2020.	10% increase in Low Violence/Substance abuse score from 301 to 331.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Staff wide Character Strong training in support of creating a safe and nurturing school environment. Plan to begin 2021/22 motivational activities - Guest Speaker assemblies, CHILL (Courage, Honor, Integrity, Lasting Loyalty) days and events. Continue to work with our Leadership students to support quarterly Heart and Mind traits. A

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2000.00

One Time Funds (CA Grant) - \$2,000

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Student Voice- Students input will be sought regarding educational decisions/changes (example- homework) on an bi annual basis. Students will be surveyed both quarter 1 and quarter 3 to gauge their insights and recommendations regarding their education. Results of which are to be shared and discussed with staff and families.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

N/A

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Staff wide presentation by Sean Roach and Jason Tovani of 2020/2021 California Healthy Kids Survey to monitor and identify levels of satisfaction students feel about our school. Maintain our Advisory period class on a weekly basis, continue the paid subscription (\$500 annually), and host a trainer of Character Strong program (\$2000) to achieve a "tipping point" at PGMS for those who did not attend the launch training. Continue to utilize bi-annual Olweus Survey on Bullying.

Once again this year, eight staff members will identify and attend a training at the Monterey County Office of Education geared towards Social Emotional Learning

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2500

Source(s)

Site Funds \$500; One time funds \$2000

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Implement activities, themes, lessons, and/or events that teach tolerance and celebrate diversity through our Character Strong program. Assemble a diverse group of students, staff members and parents to utilize as a think tank whose charge is to create opportunities and activities to teach tolerance and celebrate our shared diversity. Site funded for food, speakers, materials and release time for members of this group

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1000

Source(s)

Site Funds \$1000

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Continue our advisory period class on a weekly basis with grade level curriculum delivery. Teacher agreement, no additional cost.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Site funds: No cost

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Continue with Mind Up social-emotional-academic program to be run out of PE classes. Collaborate with the elementary school 5th grade team to consider lesson planning this curriculum for 5th and 6th grade seamlessly.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
200	Site Funds: \$200 Continuing License

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Staff will participate in further professional development and resources regarding Growth Mindset and Mindfulness to improve student achievement and reduce student anxiety. We would like to attend or host a professional development with our high school to provide a 6th through 12th grade emphasis on social emotional learning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1000

One Time funds: \$1000

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Expand opportunities for parent engagement/input by extending more opportunities for meaningful involvement. Hosting parent nights and morning topics: Safety, Health, Social Media, Connecting with your Teen by Ohana group, Dr. Bonnie Bufkin, Josh Ochs, Officer Hankes and PGMS counseling and staff members.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1,200

Site Funds: \$1200

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Student Voice- Students input will be sought regarding educational decisions/changes (example- homework) on an annual basis via Google Forms. In addition to our California Healthy Kids Survey and Olweis Bullying Survey, we intend to survey quarter 1 and 3 to seek student input on changes or initiatives.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No cost.

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Olweis Student Bullying survey instituted quarterly beginning with the end of quarter 1. Results will be analyzed to take appropriate action(s), and to utilize Character Strong topics to support empathy and compassion. Share the survey and results with parent groups for input.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

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No cost

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The Overall scores for PGMS California Healthy Kids Survey increased by 10%. The overall score is comprised of both the Overall Supports and Engagement domain and the Overall Low Violence and Substance Use domains, and both domains showed strong growth, 10% and 7% respectively. We studied these data with staff, school site counsel, PTSA and management teams. We found within the School Climate Subscale Results, that PGMS showed solid growth in all areas:

Domain	2019	2020
Growth/Decline		
High Expectations and caring relationships +35	328	363
Opportunities for meaningful participation +43	309	352
Perceived school safety +22	326	348
School connectiveness +45	304	349
Low physical/emotional violence victimization +13	264	277
Low harassment and bullying +30	250	280

Low substance use at school +29	269	298
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Our site goal last year targeted school connectedness, the main reason for our purchase of the Character Strong character program. We can see from the data that school connectedness was our single largest area of growth. Solid gains were made in every single subscale area, but I would have liked to see more growth in Low physical/emotional violence victimization. Fortunately, we referenced these data versus the Olweus Bullying Survey, which provided another view

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

None, we continue to offer our Character program, we continue to look at data from the California Healthy Kids Survey (Students, Staff, Parents) and the Olweus Bullying Survey and share with our staff, management, climate team, school site council and PTSA.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

None

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Goal 2: Social Emotional learning Goal :To advance educational equity and excellence by focusing on the social, emotional, and mental health of our school community by creating a safe and affirming school environment and culture that supports and encourages school connectedness and resiliency

Goal 4

Improve student attendance by:
 Decreasing the number of students who miss five or more days of school during Fall Semester by 50%.
 Decreasing the number of students who miss 10 or more days during the school year by 50%.
 Increasing parental awareness about the importance of school attendance, arriving on-time, and the resources/supports available. Create and maintain a system of contact between the school and families with students missing school more than 10 percent of the time and record their response to taylor interventions in the following areas: family leave, illness, anxiety/social emotional challenges, socio-economic factors on a quarterly basis.

Identified Need

Upon looking at the 2019 SBAC summative results we found that the rates of Chronically Absent students grew in three at-promise groups: students with disabilities, socio-economically disadvantaged students and our white students. While our overall numbers showed improvement (Overall Green category, declined by 1 point to 6.5 points), we need to target these student groups showing an increase.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Chronic Absenteeism Indicator	<p>The following student groups saw a rise in Chronic Absenteeism</p> <ul style="list-style-type: none"> Socio-economically disadvantaged students increased 4.6 points to 11.5 points overall in the orange category Students with Disabilities rose 2.3 points to 19.3 points overall in the orange category White students increased .7 points to 7 points overall in the orange category. 	<p>Expectation: PGMS will have an overall Chronic Absenteeism indicator color of Green or Blue</p> <ul style="list-style-type: none"> Students with disabilities will be in the green or blue category Socio-economically disadvantages students will be in the green or blue category White students will be in the green or blue category.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Conduct a parent attendance night, to explain attendance rules, school supports and legal ramifications of missing school (whole school). Principal, assistant principal, attendance clerk and school resource officer to present. Make contact with families who's history denote chronic absenteeism at the beginning of the school year and maintain contact and build that relationship (targeted intervention-proactive). Creating an adjunct Attendance team consisting of administration, counseling, attendance clerk, school resource officer, much like a Professional Learning Community (PLC) to review attendance data and target outreach. Combining attendance education and targeted outreach makes us far more proactive, and creating and maintaining relationships with families with poor attendance historically we believe will be impactful.

Combine efforts with the high school on best practices and what's working, as this is a goal of their as well. Creation of a dedicated report in Synergy that actively tracks this data for reference/intervention. Research a system of incentives aimed at recognizing and rewarding improved attendance among our chronically absent students.

Creation of an attendance/engagement staff team that looks at progress monthly (adjunct duty).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

During our review of 18/19 SBAC data, our leadership and management teams discovered that our Chronic Absenteeism (CA) rates were rising overall. Formerly, we had this goal to reduce our CA rates embedded within our School Climate goal. We decided to pull this goal out and make it a stand alone objective in 19/20. Overall our school CA indicator is green, which shows we've made improvements overall. However a closer look at the data reveals that three student groups (white, socio-economically disadvantaged and students with disabilities) CA rates continued to rise. Our initial efforts were largely informational, discussing school wide with families the importance of school attendance, and what the different attendance codes meant to ensure accuracy. Now we need a more targeted message. We intend to have a tiered approach

- Tier 1- general information regarding attendance requirements
- Tier 2- outreach/personal invitation to meet with school administration, counseling, school resource officer or a combination of all to come up with a plan to improve attendance. Plan could include modified schedule, weekly check in with family, wellness check PGPD, district transportation, Student Success Team to improve attendance and provide early intervention.
- Tier 3- Mandatory meeting with administration, school resource officer, notifying the district attorney. Discussion of high impact alternatives: modified schedule, alternative placement.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Based on the 18/19 data, we saw that our school wide efforts to reduce Chronic Absenteeism were successful. Our emphasis on informing families, early intervention, monitoring data weekly and celebrating successes proved successful. We now see that we need to delve deeper, and target the student groups that are not improving, and make those contacts at the beginning of the school year, and maintaining those relationships to react proactively rather than reactively.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

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Goal 5

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Identified Need

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Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$200,100.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$200,100.00

Subtotal of state or local funds included for this school: \$200,100.00

Total of federal, state, and/or local funds for this school: \$200,100.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 4 Classroom Teachers
- 3 Other School Staff
- 7 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Apple Atofau	Other School Staff Parent or Community Member
Lacrissha Ferriera	Parent or Community Member
Mary Ann Fort	Classroom Teacher
Sean Roach	Principal Parent or Community Member
Patti Odell	Other School Staff
Susan Torres	Classroom Teacher Parent or Community Member
Emerson Ferriera	Secondary Student
Anna Mitchell	Secondary Student
Katya Kuska	Parent or Community Member
Petula Lee	Parent or Community Member
Summer Wright	Parent or Community Member
Jason Hahn	Parent or Community Member
Jung Hwa Kim	Parent or Community Member
Julie Mills	Classroom Teacher Parent or Community Member

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

Recommendations and Assurances

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

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

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

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature



Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 5/17/21.

Attested:

Principal, Sean Roach on 5/17/21	
SSC Chairperson, Apple Atofau on 5/17/21	

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **Specific, Measurable, Achievable, Realistic, and Time-bound**. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

School Year: 2021-22



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Pacific Grove High School	27-66134-2733657	April 26, 2021	May 22, 2021

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Pacific Grove High School's (PGHS) School Plan for Student Achievement (SPSA) goals and activities are in alignment with the Pacific Grove Unified School District's (PGUSD) Local Control and Accountability Plan (LCAP). PGHS has developed goals in the areas of English Language Arts, mathematics, social-emotional learning, and safety.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Parent, student, and staff surveys are held every year through the California Healthy Kid Survey (CHKS). 9th-grade and 11th-grade students are surveyed. 2019-2020 CHKS 96% of 9th graders (163 of 170) and 81% of 11th graders (114 of 140) participated in the survey. Of note: 62% of 9th graders and 61% of 11th graders indicated they felt connected to the school, 68% of 9th graders and 78% of 11th graders perceive the school as very safe or safe, and only 28% of 9th graders and 20% of 11th graders indicated they had meaningful participation.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Informal and formal classroom observations were conducted throughout the year via Google Meets and Zoom. Overall teachers have adapted well to the online teaching format. Teachers have effectively incorporated new pedagogical practices and modified previous practices, assignments and assessments.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

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

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Data is collected and analyzed by departments and individual teachers to drive instructional decisions. California Assessment of Student Performance and Progress (CAASPP) was last administered in the spring of 2019.

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

Data is collected and analyzed by departments and individual teachers to drive instructional decisions. Grades are used to monitor student progress. Academic support is provided to students through teacher office hours, math tutorial time, math support class, and academic support classes (Academic Support, Study Hall). In addition, all 9th graders are taught study skills which are embedded into social science curriculum. Student Success Team (SST) are held with students and families when a need is identified.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All faculty are credentialed in their teaching area and are considered highly qualified.

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

All staff have access to professional development and training through District-designed professional development days as well as opportunities to take more specific training should they choose.

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

All staff development designed by the District is aligned to content standards.

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

Staff has access to programs such as Professional Assistance and Review (PAR) and content coaches.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

All departments meet on Monday or at a different time based on mutual agreement of department members.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All curriculum, instruction, and materials are aligned to the appropriate content and performance standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

PGHS is meeting the instructional minutes as directed under Senate Bill 98 (240 minutes).

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The master schedule has built in support courses.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have access to standards-based instructional materials.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All students have access to standards-aligned core courses.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Students identified as underperforming have access to the following: outreach counselor, teacher office hours, math tutorial time, math support class, and academic support classes (Academic Support, Study Hall). Students identified as English Learners are enrolled in an English language support class. Students identified as special needs have an Individual Education Plan (IEP) and are enrolled in classes to meet their specific need and are provided additional supports as needed.

Evidence-based educational practices to raise student achievement

Teachers use researched-based and time-tested pedagogical practices to provide standards based instruction.

Parental Engagement

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

Students identified as underperforming have access to the following: outreach counselor, teacher office hours, math tutorial time, math support class, and academic support classes (Academic Support, Study Hall). Students identified as English Learners are enrolled in an English language support class. Students identified as special needs have an Individual Education Plan (IEP) and are enrolled in classes to meet their specific need and are provided additional supports as needed. When appropriate students and their families may be referred to outside agencies for additional support.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

PGHS does not have ConApp programs.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

PGHS does not receive categorical funds.

Fiscal support (EPC)

Approximately \$87,000 is allocated to PGHS through PGUSD.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

PGHS administration held meetings via Zoom through out the school year with the school site council. Site council is comprised of administration, teachers, classified staff member, students and parents. In addition, the goals were shared with PGHS leadership team. The leadership team is comprised of administration and teachers who are elected to be department chairs.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

During the 2020-2021 school year students who lacked the appropriate technology to access their courses were provided with a Chromebook and/or a WiFi hotspot.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.16%	1.29%	1.13%	1	8	7
African American	2.10%	3.22%	2.75%	13	20	17
Asian	9.53%	11.76%	10.02%	59	73	62
Filipino	1.78%	2.09%	2.26%	11	13	14
Hispanic/Latino	18.26%	19.32%	19.39%	113	120	120
Pacific Islander	0.81%	0.81%	1.45%	5	5	9
White	58.64%	61.03%	60.42%	363	379	374
Multiple/No Response	2.26%	0.48%	0.97%	14	3	10
	Total Enrollment			619	621	619

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 9	167	184	169
Grade 10	166	150	171
Grade 11	144	149	138
Grade 12	135	138	141
Total Enrollment	619	621	619

Conclusions based on this data:

1. Enrollment has stayed consistent from 2017 to the end of the 2020 school year. Not reflected in the data is a decline in enrollment for the 2020-2021 school year. Current enrollment is 564.
2. Student enrollment by sub group has stayed consistent from 2017 to the end of the 2020 school year.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	19	13	17	3.1%	2.1%	2.7%
Fluent English Proficient (FEP)	94	101	96	15.2%	16.3%	15.5%
Reclassified Fluent English Proficient (RFEP)		2	1	0	10.5%	7.7%

Conclusions based on this data:

1. There was minimal fluctuation in the number of students identified as English Learners between the 2017 to 2020 school year.
2. The number of students reclassifying in a given year is low.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	130	142	148	123	134	145	123	134	144	94.6	94.4	98
All Grades	130	142	148	123	134	145	123	134	144	94.6	94.4	98

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2658.	2663.	2677.	52.03	44.78	59.03	28.46	40.30	22.92	6.50	9.70	9.72	13.01	5.22	8.33
All Grades	N/A	N/A	N/A	52.03	44.78	59.03	28.46	40.30	22.92	6.50	9.70	9.72	13.01	5.22	8.33

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	58.20	52.99	56.94	27.05	40.30	31.94	14.75	6.72	11.11
All Grades	58.20	52.99	56.94	27.05	40.30	31.94	14.75	6.72	11.11

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	61.48	61.19	66.67	28.69	32.09	27.78	9.84	6.72	5.56
All Grades	61.48	61.19	66.67	28.69	32.09	27.78	9.84	6.72	5.56

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	38.52	32.84	44.44	50.82	60.45	52.08	10.66	6.72	3.47
All Grades	38.52	32.84	44.44	50.82	60.45	52.08	10.66	6.72	3.47

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	51.64	50.75	57.64	36.89	41.79	33.33	11.48	7.46	9.03
All Grades	51.64	50.75	57.64	36.89	41.79	33.33	11.48	7.46	9.03

Conclusions based on this data:

1. Listening has consistently shown to be an area of improvement with an average of 18% below Above Standard when compared to Reading, Writing and Research/Inquiry.
2. Writing is consistently shown to be an area of strength.
3. Research/Inquiry has shown the most gains in the rating of Above Standard.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	130	142	148	128	139	146	128	139	146	98.5	97.9	98.6
All Grades	130	142	148	128	139	146	128	139	146	98.5	97.9	98.6

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2633.	2658.	2660.	28.13	31.65	32.88	29.69	33.81	33.56	17.97	20.14	15.75	24.22	14.39	17.81
All Grades	N/A	N/A	N/A	28.13	31.65	32.88	29.69	33.81	33.56	17.97	20.14	15.75	24.22	14.39	17.81

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	42.19	48.92	52.05	23.44	26.62	23.97	34.38	24.46	23.97
All Grades	42.19	48.92	52.05	23.44	26.62	23.97	34.38	24.46	23.97

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	32.81	39.57	33.56	45.31	46.04	47.95	21.88	14.39	18.49
All Grades	32.81	39.57	33.56	45.31	46.04	47.95	21.88	14.39	18.49

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	32.03	44.60	37.67	53.13	39.57	52.05	14.84	15.83	10.27
All Grades	32.03	44.60	37.67	53.13	39.57	52.05	14.84	15.83	10.27

Conclusions based on this data:

1. Concepts and Procedures has consistently shown to be an area of strength.
2. Problem Solving and Modeling/Data Analysis are an area of improvement.
3. Communicating Reasoning has the greatest fluctuation in the percentage At or Near Standard.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 9	*	*	*	*	*	*	*	5
Grade 10	*	*	*	*	*	*	*	5
Grade 11	*	*	*	*	*	*	*	4
Grade 12	*	*	*	*	*	*	*	*
All Grades							*	16

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9		*	*	*		*	*	*	*	*
10		*	*	*	*	*	*	*	*	*
12		*	*	*		*	*	*	*	*
All Grades		6.25	*	43.75	*	25.00	*	25.00	*	16

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	*		*		*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*
12		*	*	*	*	*	*	*	*	*
All Grades	*	31.25	*	31.25	*	25.00	*	12.50	*	16

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9		*	*	*		*	*	*	*	*
10		*	*	*	*	*	*	*	*	*
12		*		*	*	*	*	*	*	*
All Grades		6.25	*	18.75	*	43.75	*	31.25	*	16

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades		6.25	*	68.75	*	25.00	*	16

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
12	*	*	*	*	*	*	*	*
All Grades	*	62.50	*	18.75	*	18.75	*	16

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades		6.25	*	56.25	*	37.50	*	16

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	18.75	*	68.75	*	12.50	*	16

Conclusions based on this data:

1. The number of students identified as English Learner is too small to generate data.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
621	20.6	2.1	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	13	2.1
Homeless	1	0.2
Socioeconomically Disadvantaged	128	20.6
Students with Disabilities	64	10.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	20	3.2
American Indian	8	1.3
Asian	73	11.8
Filipino	13	2.1
Hispanic	120	19.3
Pacific Islander	5	0.8
White	379	61.0






Conclusions based on this data:

1. Students identified as Socioeconomically Disadvantaged are our largest sub group of students.
2. Students identified as Hispanic and Asian are our two largest Race/Ethnicity groups outside of the majority group - White.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Blue	Graduation Rate  Yellow	Suspension Rate  Green
Mathematics  Blue		
College/Career  Green		

Conclusions based on this data:

- English Language Arts (ELA) and Mathematics are in the Blue based on 141 students. ELA saw an increase of 15.4 points above standard. Mathematics saw an increase of 6.8 points above standard. There are targeted areas of growth in each area tested as identified earlier in the document.
- Graduation Rate is in the Yellow based on 138 students. Graduation rate is 92.8% which is a 3.3% decline. California state graduation rate is 85.8%. Administration, Counselors and teachers will continue to monitor student graduation eligibility and provide necessary interventions and supports.
- College/Career is in the Green based on 138 students. 63.8% of students were categorized as prepared which is a .8% decline which is rated as "maintain." California state College/Career rate is 44.1%. An area of growth Career Technical Education (CTE) pathway of completion (percent prepared 1.1). Area of strength Smarter Balanced assessment (percent prepared 90.9) and A-G completion (percent prepared 77.3).

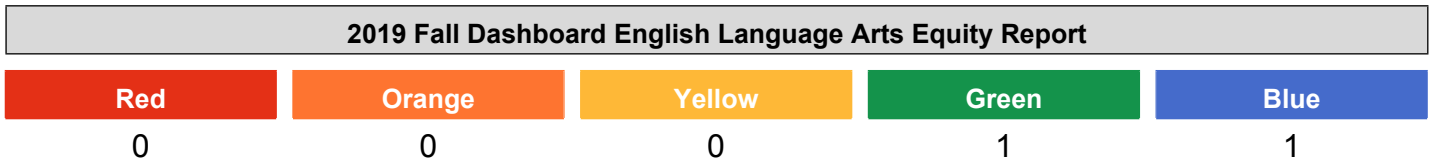
School and Student Performance Data

Academic Performance English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Blue</p> <p>96.5 points above standard</p> <p>Increased Significantly ++15.4 points 141</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>67.6 points above standard</p> <p>Increased ++11.4 points</p> <p>33</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>9</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
<p>African American</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Asian</p>  <p>No Performance Color</p> <p>134 points above standard</p> <p>Declined -6.2 points</p> <p>14</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p>Hispanic</p>  <p>No Performance Color</p> <p>87.4 points above standard</p> <p>Increased Significantly</p> <p>+++21 points</p> <p>28</p>	<p>Two or More Races</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Blue</p> <p>96 points above standard</p> <p>Increased ++10.6 points</p> <p>92</p>

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
<p>Current English Learner</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>	<p>Reclassified English Learners</p> <p>0 Students</p>	<p>English Only</p> <p>99.9 points above standard</p> <p>Increased Significantly</p> <p>+++20 points</p> <p>114</p>

Conclusions based on this data:

1. Encouraging to see a "significant increase" for the following groups: All Students, Hispanic and English Only.
2. An "increase" in the following groups is also encouraging: White, and Socioeconomically Disadvantaged.
3. We declined in one group, Asian, but maintained the highest points above standard at 134.

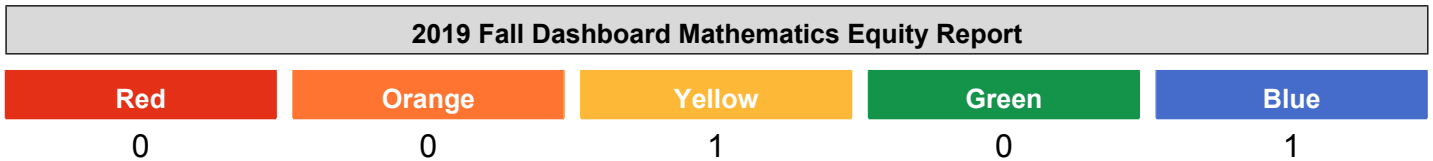
School and Student Performance Data

Academic Performance Mathematics





The performance levels are color-coded and range from lowest-to-highest performance in the following order:








This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  <p>Blue</p> <p>37.5 points above standard</p> <p>Increased ++6.8 points</p> <p>142</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>	<p>Foster Youth</p>
<p>Homeless</p>	<p>Socioeconomically Disadvantaged</p>  <p>Yellow</p> <p>19.5 points below standard</p> <p>Declined Significantly -15.5 points</p> <p>33</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>9</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5		 No Performance Color 78.5 points above standard Declined Significantly -53.5 points 15	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 5 points below standard Increased Significantly ++20.8 points 28			 Blue 49.1 points above standard Increased ++11.5 points 92

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 4		43.2 points above standard Increased ++14.8 points 114

Conclusions based on this data:

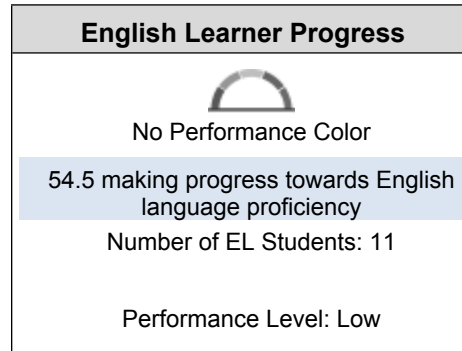
1. Encouraging to see a "significant increase" the following group: Hispanic. However, students identified as Hispanic are still 5 points below standard. Targeted intervention is required.
2. An "increase" in the following groups is also encouraging: All Students and White.
3. We declined significantly in the following groups: Asian (but maintained the highest points above standard at 78.5) and Socioeconomically Disadvantaged (students identified as Socioeconomically Disadvantaged are 19.5 points below standard. Targeted intervention is required).

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
18.1	27.2	9.0	45.4

Conclusions based on this data:

- Continued targeted support for all students identified as English Learners is required. This will be done through a dedicated class.
- Continued professional development is required to support all students identified as English Learners.

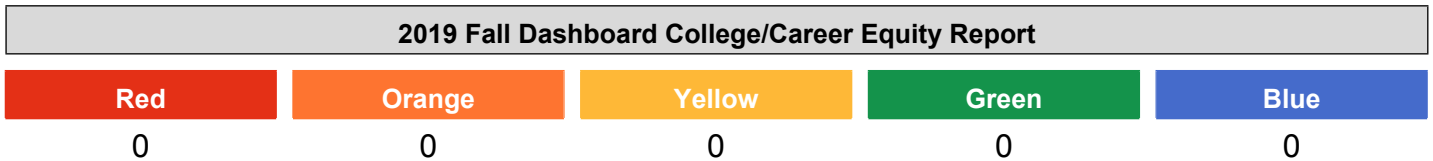
School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>63.8</p> <p>Maintained -0.8</p> <p>138</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
64.6 Prepared	64.6 Prepared	63.8 Prepared
12.6 Approaching Prepared	12.6 Approaching Prepared	16.7 Approaching Prepared
22.8 Not Prepared	22.8 Not Prepared	19.6 Not Prepared

Conclusions based on this data:

1. College/Career is in the Green based on 138 students. 63.8% of students were rated as prepared which is a .8% decline and is rated as "maintain." California state College/Career rate is 44.1%.
2. Area of strength Smarter Balanced assessment (percent prepared 90.9) and A-G completion (percent prepared 77.3).
3. An area of growth Career Technical Education (CTE) pathway of completion (percent prepared 1.1).

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1. No data provided.

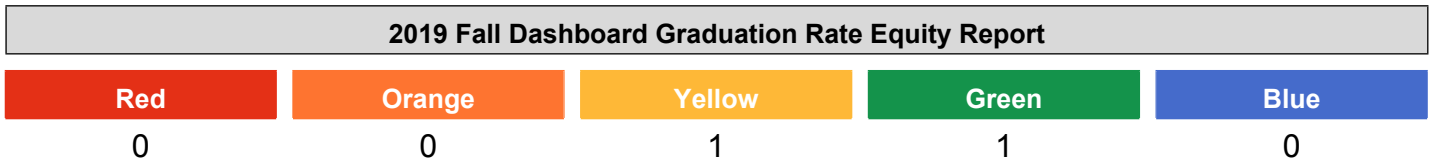
School and Student Performance Data

Academic Engagement Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>92.8</p> <p>Declined -3.3</p> <p>138</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>93.5</p> <p>Increased +4.9</p> <p>46</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>62.5</p> <p>16</p>

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 100 Maintained 0 16	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 90 Maintained +0.5 20	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Yellow 92.1 Declined -5.2 89

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018	2019
96.1	92.8

Conclusions based on this data:

1. Graduation Rate is in the Yellow based on 138 students. Graduation rate is 92.8% which is a 3.3% decline. California state graduation rate is 85.8%.
2. We are encouraged by the "increase" of 4.9% for students identified as Socioeconomically Disadvantaged.
3. Administration, Counselors and teachers will continue to monitor student graduation eligibility and provide necessary interventions and supports.

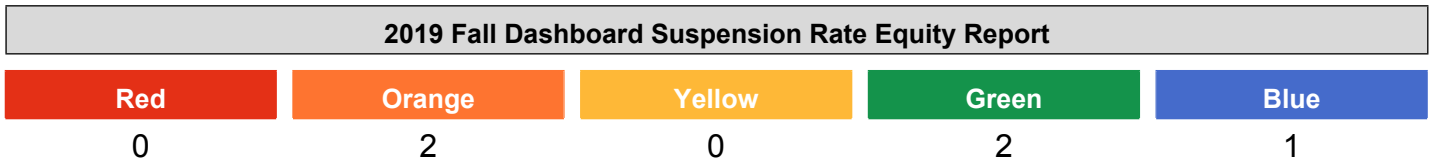
School and Student Performance Data

Conditions & Climate Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>2.6</p> <p>Declined -1.1</p> <p>645</p>	<p>English Learners</p> <p>No Performance Color</p> <p>0</p> <p>Declined -5.3</p> <p>20</p>	<p>Foster Youth</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>1</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>5.3</p> <p>Increased +0.5</p> <p>169</p>	<p>Students with Disabilities</p> <p>Green</p> <p>4.4</p> <p>Declined -2.6</p> <p>68</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 10 Declined -5.4 20	 No Performance Color Less than 11 Students - Data 8	 Blue 0 Maintained 0 76	 No Performance Color 0 Maintained 0 13
Hispanic	Two or More Races	Pacific Islander	White
 Orange 4 Increased +0.5 125	 No Performance Color Less than 11 Students - Data 9	 No Performance Color Less than 11 Students - Data 5	 Green 2.6 Declined -1.3 389

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	3.8	2.6

Conclusions based on this data:

- Suspension Rate is rated in the Green. We "declined" in the following groups: All Students, English Learners, African Americans, White and Students with Disabilities.
- We "increased" in the following groups: Hispanic and Socioeconomically Disadvantaged.
- Future professional development will focus on Restorative Approaches for staff, students and eventually families.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Goal - Pacific Grove Unified, in partnership with Students, parents, staff, and the community will challenge all students by providing a quality instructional program in a positive, safe and stimulating environment, providing differentiated pathways for all students to be college and career ready upon graduation.

Goal - Mathematics and English Language Arts - All English Learners (EL), Socioeconomically Disadvantaged Students (SED), Foster Youth (FY), Students With Disabilities (SWD), and Hispanic will show a measurable increase in achieving grade-level standards in mathematics and English Language Arts each year as measured by Smarter Balanced Assessments and local valid assessments.

Goal 1

Goal: Equitable Academic Outcomes

Sub Goal 1: Increase the following metrics for all students by 3%: Graduation rate (92.8% [-3.3]), College to Career Readiness (63.8% [-.8])

Sub Goal 2: Increase by 3% the number of students identified as English Learners, socioeconomically disadvantaged, special needs, and Latinx who meet or exceed on the CAASPP in ELA and Math.

Sub Goal 3: Provide opportunities for students to complete a Career Technical Education pathway to 30%.

Identified Need

Decline in graduation rate 92.8% (-3.3). Decline in College to Career Readiness 63.8% (-.8).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rate	92.8%	95.8%
College/Career	63.8%	66.8%
CAASPP English	82% All Students Exceed/Meet	85%
CAASPP Mathematics	66% All Students Exceed/Meet	69%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

One to one meetings with counselors and students to develop and evaluate four-year academic plans

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Counselor positions

Strategy/Activity 2**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide academic support classes to students with D/F in core content areas
Fundamentals of Success (previously known as Academic Intervention)
Independent Productive Study
Three sections of Math Support classes (for IM1, IM2, & IM3)
Freshman Academy

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Teacher positions/sections

Strategy/Activity 3**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

AVID qualified students

Strategy/Activity

Increase enrollment in AVID 1 & 2

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded

	1000-1999: Certificated Personnel Salaries Teacher position/sections
10000	Donations 2000-2999: Classified Personnel Salaries Donation to fund tutors

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Increase the diversity of curriculum across all departments

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2000

Source(s)

District Funded
4000-4999: Books And Supplies

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Increase the opportunities for students to enroll in a variety of courses by reducing prerequisites (artificial barriers)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Professional development - introduce a systems approach towards student learning by exploring lesson design focused on mastery learning of skills/competencies that sustain the change we are experiencing through distance and hybrid learning

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified

Strategy/Activity 7**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Develop department plans that incorporate contractual agreements around - grading policies, benchmarks, common assessments, learning objectives

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified

Strategy/Activity 8**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Develop a bell schedule for the 2022-2023 school year that provides for increased course selection for all students

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified

Strategy/Activity 9**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Increase College Credit Course offerings

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified

Strategy/Activity 10**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Restructure College and Career Center

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified

Strategy/Activity 11**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Students Identified as English Language Learners

Strategy/Activity

Professional development for certificated staff in the area English Learners

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 12**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 13**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 14**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Continue expanding offerings of dual enrolled classes

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Goal - To advance educational equity and excellence by focusing on the social, emotional, and mental health of our school community by creating a safe and affirming school environment and culture that supports and encourages school connectedness and resiliency

Goal 2

Create and Sustain Safe and Affirming Learning Environment

Sub Goal 1: Reduce suspensions (2.6% [-1.1%]) by .5%

Sub Goal 2: Increase the sense of safety (9th/72%, 11th/72%) and connectedness for students (9th/67%, 11th/64%) at school by 3% as measured by student surveys, e.g. California Healthy Kids Survey (CHKS)

Sub Goal 3: Increase parental/guardian involvement and opportunities through educational workshops, increased communication, and varied meeting platforms

Identified Need

In order for all students to be successful academically, socially and emotionally students must feel connected to the school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	2.6%	2.1%
CHKS	Sense of safety (9th/72%, 11th/72%)	9th/75% and 11th/75%
CHKS	Connectedness for students (9th/67%, 11th/64%)	9th/70% and 11th/67%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Promote new online confidential reporting form

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 2**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 3**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 4**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Counselor position

Strategy/Activity 5**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Increase opportunities for students to be involved in a variety of school activities

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified

Strategy/Activity 6**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Monthly review of attendance data and provide necessary interventions as appropriate

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified

Strategy/Activity 7**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Develop a survey for parents/guardians to better understand their needs

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide a variety of educational workshops for parents/guardians

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2000

General Fund
5800: Professional/Consulting Services And
Operating Expenditures
If needed contract with professional
organizations/individuals to provide educational
workshops to parents/guardians

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide varied platforms for meetings, e.g. in person and via Zoom

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Reduce language barriers by providing information in a variety of languages

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

 District Funded
 5800: Professional/Consulting Services And
 Operating Expenditures
 Interpreters and Translators

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Promote increasing inclusion by reducing incidents of discrimination, harassment, and bias-related incidents

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Professional Development for staff in the areas of equity and inclusion

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Freshman Academy

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Goal 3

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
-----------	-----------

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
-----------	-----------

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$14,000.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
------------------	-----------------

Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
District Funded	\$2,000.00
Donations	\$10,000.00
General Fund	\$2,000.00

Subtotal of state or local funds included for this school: \$14,000.00

Total of federal, state, and/or local funds for this school: \$14,000.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 2 Other School Staff
- 3 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Lupita Alvardo	Secondary Student
Anthony Biondi	Secondary Student
Francis Coen	Parent or Community Member
Jeff Erickson	Parent or Community Member
DiAnna Gamecho	Other School Staff
Lito M. García	Principal
Jenna Hall	Classroom Teacher
Jenny McAdams	Parent or Community Member
Alex Morrison	Classroom Teacher
Natasha Pignatelli	Classroom Teacher
Shane Steinback	Other School Staff

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

Recommendations and Assurances

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

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

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

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on April 26, 2021.

Attested:



Principal, Lito M. Garcia on May 6, 2021



SSC Chairperson, Francis Coen on May 6, 2021

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

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[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

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[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

School Year: **2021-22**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Pacific Grove Community High School	27661342731115	May 11, 2021	May 20, 2021

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Pacific Grove Community High School's (PGCHS) School Plan for Student Achievement (SPSA) goals and activities are in alignment with the Pacific Grove Unified School District's (PGUSD) Local Control and Accountability Plan (LCAP). PGHS has developed goals in the areas of English Language Arts, mathematics, social emotional learning, and safety.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Parent, student, and staff surveys are held every year through the California Healthy Kid Survey (CHKS). 9th-grade and 11th-grade students are surveyed.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Informal classroom observations were conducted periodically through out the year via Google Meets, Zoom and in person. Overall teachers have adapted well to the online teaching format. Teachers have effectively incorporated new pedagogical practices and modified previous practices, assignments and assessments.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

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

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Data is collected and analyzed by the teachers on a weekly basis. Data drives the instructional decisions. California Assessment of Student Performance and Progress (CAASPP) was last administered in the spring of 2019.

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

Data is collected and analyzed by the teachers to drive instructional decisions. Grades are used to monitor student progress. Academic support is provided to students on a case by case basis.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All faculty are credentialed in their teaching area and are considered highly qualified.

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

All staff have access to professional development and training through District-designed professional development days as well as opportunities to take more specific training should they choose.

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

All staff development designed by the District is aligned to content standards.

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

Staff has access to programs such as Professional Assistance and Review (PAR) and content coaches.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers hold informal and formal meetings weekly to discuss student progress and plan/develop lessons.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All curriculum, instruction, and materials are aligned to the appropriate content and performance standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

PGCHS is meeting the instructional minutes as directed under Senate Bill 98 (180 minutes)

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Instruction, schedules, and curriculum are all designed to support the individual needs of each student at PGCHS.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have access to standards-based instructional materials.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All students have access to standards-aligned core courses.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Students identified as underperforming have access to the following: outreach counselor, one to one teacher support, and individualized instruction. Students identified as English Learners (EL) receive additional academic support from the EL teacher. Students identified as special needs have an Individual Education Plan (IEP) and are supported by a case manager.

Evidence-based educational practices to raise student achievement

Teachers use researched-based and time-tested pedagogical practices to provide standards based instruction.

Parental Engagement

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

Students identified as underperforming have access to the following: outreach counselor, one to one teacher support, and individualized instruction. Students identified as English Learners (EL) receive additional academic support from the EL teacher. Students identified as special needs have an Individual Education Plan (IEP) and are supported by a case manager. When appropriate students and their families may be referred to outside agencies for additional support.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

PGCHS does not have ConApp programs.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

PGCHS does not receive categorical funds.

Fiscal support (EPC)

All fiscal support comes from Fund 1 of the District Budget. This amounts to approximately \$6800.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

School Site council meeting was held to ratify the SPSA. In addition teacher input was sought outside of the Site Council meeting.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

During the 2020-2021 school year students who lacked the appropriate technology to access their courses were provided with a Chromebook and/or a Wi-Fi hotspot.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	4.76%	0%		1	0
African American	%	%	5.26%			1
Asian	%	4.76%	5.26%		1	1
Filipino	%	4.76%	5.26%		1	1
Hispanic/Latino	38.89%	14.29%	15.79%	7	3	3
Pacific Islander	%	%	0%			0
White	44.44%	66.67%	63.16%	8	14	12
Multiple/No Response	5.56%	4.76%	0%	1	1	1
	Total Enrollment			18	21	19

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 9		1	
Grade 10		1	2
Grade 11	10	6	12
Grade 12	8	13	5
Total Enrollment	18	21	19

Conclusions based on this data:

1. Enrollment has stayed consistent from 2017 to the end of the 2020 school year.
2. Student enrollment by group have fluctuated from 2017 to the end of the 2020 school year.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	0	0	0	0	0.0%	0.0%
Fluent English Proficient (FEP)	4	1	1	22.2%	4.8%	5.3%
Reclassified Fluent English Proficient (RFEP)		0	0	0	0.0%	0.0%

Conclusions based on this data:

1. There is some fluctuation in the number of students identified as English Learners between the 2017 to 2020 school year.
2. No students have reclassified.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	*	*	7	*	*	5	*	*	5			71.4
All Grades	*	*	7	*	*	5	*	*	5			71.4

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	*	*	*	*	*	*	*	*	*	*	*	*

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. No data provided less than 11 students took the 2019 CAASPP.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	*	*	7	*	*	5	*	*	5			71.4
All Grades	*	*	7	*	*	5	*	*	5			71.4

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	*	*	*	*	*	*	*	*	*	*	*	*

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. No data provided less than 11 students took the 2019 CAASPP.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students									
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Writing Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Conclusions based on this data:

1. No data provided less than 11 students took the 2019 ELPAC.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
21	47.6	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.		

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
Foster Youth	1	
Socioeconomically Disadvantaged	10	47.6
Students with Disabilities	5	23.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
American Indian	1	4.8
Asian	1	4.8
Filipino	1	4.8
Hispanic	3	14.3
White	14	66.7






Conclusions based on this data:

- Students identified as Socioeconomically Disadvantaged are our largest subcategory of students.
- Students identified as Hispanic are the largest Race/Ethnicity group outside of the majority group - White.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  No Performance Color	Graduation Rate  No Performance Color	Suspension Rate  No Performance Color
Mathematics  No Performance Color		
College/Career  No Performance Color		

Conclusions based on this data:

1. No data provided less than 11 students took the 2019 CAASPP or ELPAC. Less than 11 students graduated and were suspended.
2. Data from the California School Dashboard does indicate 100% of students eligible to graduate in 2019 did graduate.
3. Data from the California School Dashboard does indicate that in 2019 3.3% of students were suspended at least once which is a decline 22.6% from the previous year.

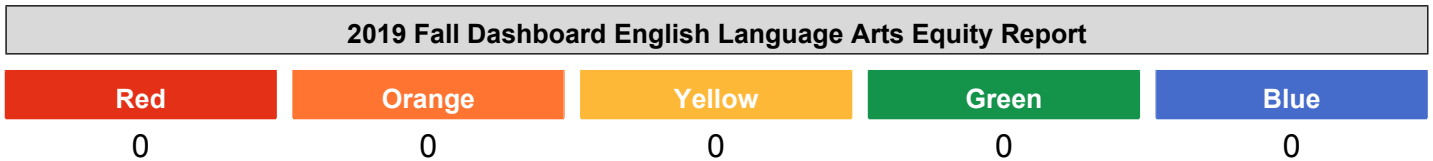
School and Student Performance Data

Academic Performance English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>	<p>English Learners</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
0 Students	0 Students	Less than 11 Students - Data Not Displayed for Privacy 4

Conclusions based on this data:

1. No data provided less than 11 students took the 2019 CAASPP.

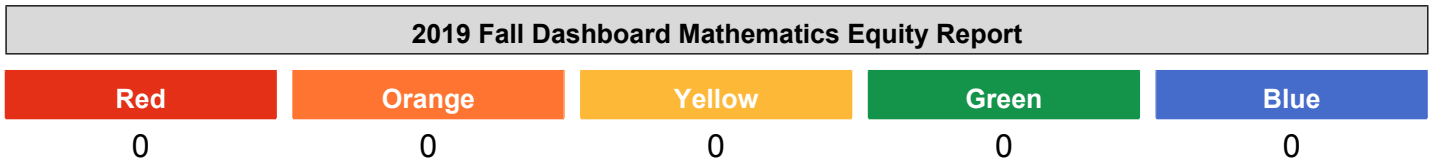
School and Student Performance Data

Academic Performance Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:





This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5</p>	<p>English Learners</p>	<p>Foster Youth</p>
<p>Homeless</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2</p>	<p>Students with Disabilities</p> <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	
Hispanic	Two or More Races	Pacific Islander	White
			 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
		Less than 11 Students - Data Not Displayed for Privacy 5

Conclusions based on this data:

1. No data provided less than 11 students took the 2019 CAASPP.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
making progress towards English language proficiency
Number of EL Students:
Performance Level:

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
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Conclusions based on this data:

1. No students identified as an English Learner in 2019.

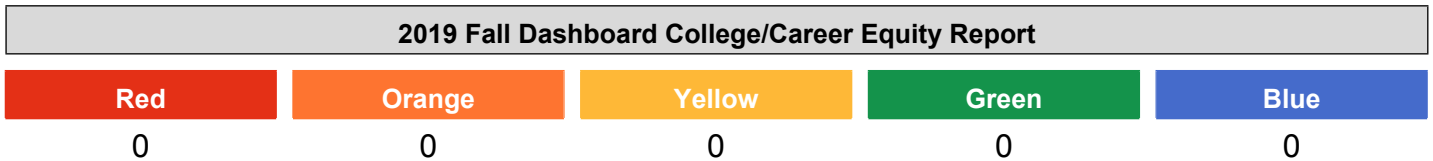
School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
 No Performance Color 0 11	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
0 Prepared	Prepared	0 Prepared
0 Approaching Prepared	Approaching Prepared	18.2 Approaching Prepared
0 Not Prepared	Not Prepared	81.8 Not Prepared

Conclusions based on this data:

1. No data provided in student groups and race/ethnicity less than 11 students.
2. PGCHS students do not have access to the following College/Career indicators: AP courses, CTE Pathway Completion, A-G completion, State Seal Biliteracy etc.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1. No data provided less than 11 students.

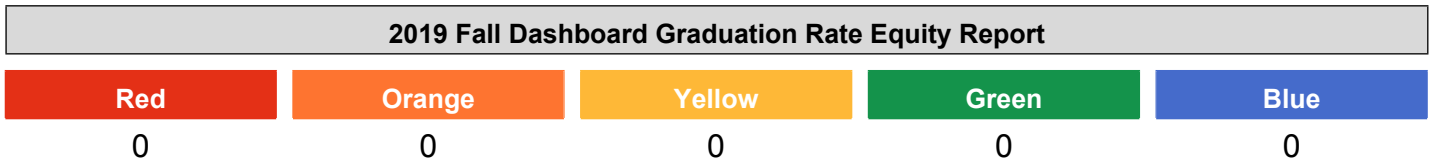
School and Student Performance Data

Academic Engagement Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
<p>All Students</p> <p>No Performance Color</p> <p>100</p> <p>11</p>	<p>English Learners</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>6</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018	2019
	100

Conclusions based on this data:

- No data provided in student groups and race/ethnicity less than 11 students.
- Data from the California School Dashboard does indicate 100% of students eligible to graduate in 2019 did graduate.

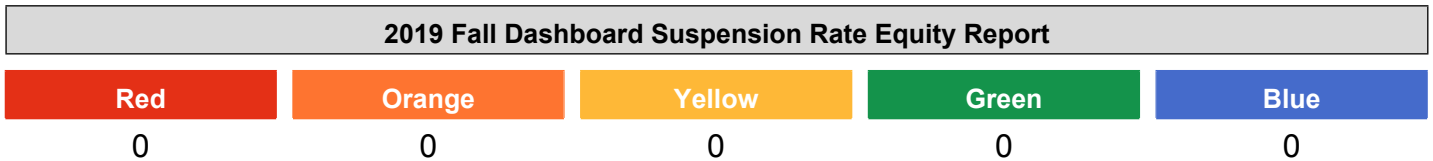
School and Student Performance Data

Conditions & Climate Suspension Rate




The performance levels are color-coded and range from lowest-to-highest performance in the following order:









This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 No Performance Color 3.3 Declined -22.6 30		
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	 No Performance Color 6.3 Declined -17.3 16	 No Performance Color Less than 11 Students - Data Not 5

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

<p>African American</p>	<p>American Indian</p> <p></p> <p>No Performance Color Less than 11 Students - Data 1</p>	<p>Asian</p> <p></p> <p>No Performance Color Less than 11 Students - Data 1</p>	<p>Filipino</p> <p></p> <p>No Performance Color Less than 11 Students - Data 2</p>
<p>Hispanic</p> <p></p> <p>No Performance Color Less than 11 Students - Data 7</p>	<p>Two or More Races</p> <p></p> <p>No Performance Color Less than 11 Students - Data 1</p>	<p>Pacific Islander</p>	<p>White</p> <p></p> <p>No Performance Color 0 Declined -30.8 18</p>

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

<p>2017</p>	<p>2018</p>	<p>2019</p>
	<p>25.9</p>	<p>3.3</p>

Conclusions based on this data:

1. Overall decline in suspension by 22.6% in 2019 compared to the previous school year.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Goal - Pacific Grove Unified, in partnership with students, parents, staff, and the community will challenge all students by providing a quality instructional program in a positive, safe, and stimulating environment, providing differentiated pathways for all students to be college and career ready upon graduation.

Goal - Mathematics and English Language Arts - All English Learners (EL), Socioeconomically Disadvantaged Students (SED), Foster Youth (FY), Students With Disabilities (SWD), and Hispanic will show a measurable increase in achieving grade-level standards in mathematics and English Language Arts each year as measured by Smarter Balanced Assessments and local valid assessments.

Goal 1

Equitable Academic Outcomes for all students.

Sub Goal 1: 100% of eligible 12th-grade students graduate

Sub Goal 2: Provide increased opportunities for students to have access to College/Career indicators - CTE Pathway Completion, Smarter Balanced Summative Assessments, College Credit Course [Formally called Dual Enrollment], A-G Completion, Military Science/Leadership

Sub Goal 3: Increase by 3% the number of students identified as English Learners, socioeconomically disadvantaged, special needs, and Latinx who meet or exceed on the CAASPP in ELA and Math.

Identified Need

WASC action plan 4 (Teachers, administration and staff, examine ways to increase the variety of community interactions, focusing on career pathways that require certifications and other career opportunities for students to pursue upon graduation.)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rate	100%	100%
College/Career	0%	50%
CAASPP English	Unknown	50%
CAASPP Mathematics	Unknown	50%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide access to to College/Career indicators

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 2**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 3**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 4**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Increase the diversity of curriculum across all departments

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

200

Source(s)

District Funded
4000-4999: Books And Supplies

Strategy/Activity 5**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Professional development - introduce a systems approach towards student learning by exploring lesson design focused on mastery learning of skills/competencies that sustain the change we are experiencing through distance and hybrid learning

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)**Source(s)**

None Specified

Strategy/Activity 6**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Develop school wide plans that incorporate contractual agreements around - grading policies, benchmarks, common assessments, learning objectives

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Increase College Credit Course offerings

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Develop system to monitor and support students community service hours towards graduation

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide career pathway learning opportunities through guest speakers and activities

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Implement school wide project based learning

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Social Emotional learning Goal: To advance educational equity and excellence by focusing on the social, emotional, and mental health of our school community by creating a safe and affirming school environment and culture that supports and encourages school connectedness and resiliency.

Goal 2

Create and Sustain Safe and Affirming Learning Environment

Sub Goal 1: Reduce suspensions by .5%

Sub Goal 2: Increase the sense of safety (9th/72%, 11th/72%) and connectedness for students (9th/67%, 11th/64%) at school by 3% as measured by student surveys, e.g. California Healthy Kids Survey (CHKS)

Sub Goal 3: Increase parental/guardian involvement and opportunities through educational workshops, increased communication, and varied meeting platforms

Identified Need

In order for all students to be successful academically, socially and emotionally students must feel connected to the school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	3.3%	2.8%
CHKS	Sense of Safety Sense of safety (11th/85%)	11th/88%
CHKS	Connectedness for students Connectedness for students (11th/67%)	11th/70%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Promote new online confidential reporting form

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Promote “See something say something” culture

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Implement with fidelity Restorative Approaches

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No cost associated with this goal

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Increase awareness of services provided through Outreach Counselor

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Increase opportunities for students to be involved in a variety of school activities

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Monthly review of attendance data and provide necessary interventions as appropriate

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Develop a survey for parents/guardians to better understand their needs

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 8**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide a variety of educational workshops for parents/guardians

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

200

General Fund
5800: Professional/Consulting Services And
Operating Expenditures

Strategy/Activity 9**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide varied platforms for meetings, e.g. in person and via Zoom

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified

Strategy/Activity 10**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Reduce language barriers by providing information in a variety of languages

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)**Source(s)**

District Funded
5800: Professional/Consulting Services And
Operating Expenditures

Strategy/Activity 11**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Promote increasing inclusion by reducing incidents of discrimination, harassment, and bias-related incidents

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)**Source(s)**

None Specified

Strategy/Activity 12**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Professional Development for staff equity and inclusion

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Continue bi-weekly student and family conferences

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Student and family annual planning/orientation meeting

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Goal 3

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$600.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
District Funded	\$200.00
General Fund	\$400.00

Subtotal of state or local funds included for this school: \$600.00

Total of federal, state, and/or local funds for this school: \$600.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 1 Classroom Teachers
- 1 Other School Staff
- 2 Parent or Community Members

Name of Members	Role
Lito M. Garcia	Principal
Sheri Deeter	Classroom Teacher
Desiree Babas	Other School Staff
Maura Leos	Parent or Community Member
Crystal Henden	Parent or Community Member

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

Recommendations and Assurances

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

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

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

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 5/10/2019.

Attested:



Principal, Lito M. Garcia on May 11, 2021



SSC Chairperson, Maura Leos on May 11, 2021

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019